



# Faculty Handbook

2024 -25

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## 1. PURPOSE OF THE FACULTY HANDBOOK

This faculty handbook is designed to provide comprehensive information on all regulations, policies, and procedures, as well as the rights and responsibilities of academic staff at UNI – Universum International College.

This handbook is intended for general informational purposes and internal use only, and should not be interpreted as a contractual obligation between the employee and the employer. Consequently, UNI – Universum International College reserves the right to modify or discontinue, without prior notice, the policies, regulations, guidelines, and all other information detailed in this document.

**Please retain this Faculty Guide for reference throughout your employment.**

This handbook has been created in full compliance with the Human Resource Management Regulation at UNI – Universum International College.

## 2. ABOUT US

**UNI - Universum International College powered by Arizona State University** is a higher education institution established in 2005, offering both Bachelor and Master studies. The college is accredited by the Kosovo Accreditation Agency and has received the highest ratings from international accreditation experts. UNI – Universum International College is renowned for its highly qualified academic background, state-of-the-art research facilities, and the vast array of international experiences it provides to both students and academic staff. These attributes collectively contribute to the institution's reputation as a leading center for academic excellence and global engagement.

### 3. THE MISSION OF UNI - UNIVERSUM COLLEGE

The mission of UNI – Universum International College is to support our students in becoming good citizens, successful leaders, and open-minded individuals, enabling them to thrive in the era of the Fourth Industrial Revolution, and the digital and globalized age.

We achieve this by providing one-on-one academic and life skills training, placing our students and learning at the center in an innovative, digitally advanced environment that fosters creativity, curiosity, teamwork, innovation, and an entrepreneurial mindset. Our commitment to quality, excellence in teaching, and applied research builds the foundation for a strong and vibrant nation and region.

The mission of UNI – Universum International College is built upon the following strategic pillars:

1. Student-Centered Learning
2. Continuous Quality Improvement
3. Innovation and Entrepreneurship
4. Digital Transformation
5. Internationalization

All institutional policies and procedures are directed towards fulfilling this mission, and both academic and administrative staff are expected to embody this mission and work dedicatedly towards its achievement.

## 4. ACADEMIC PROGRAMS

### 4.1. Bachelor's program

**UNI - Universum International College powered by Arizona State University** offers Bachelor programs that are six semesters long, spanning three years, with start dates from October to June. Students have the opportunity to study across three different campuses, enhancing their educational experience. Additionally, students gain specific skills tailored to their chosen fields, including:

- **Bachelor in BM Program:** Through this program, students develop an entrepreneurial, creative, and innovative mindset, becoming well-versed in international business principles.
- **Health Care:** Proficiency in patient care, healthcare management, medical research, and dental care practices.
- **Law:** Expertise in legal analysis, advocacy, and ethical decision-making.
- **Political Science:** Skills in policy analysis, political theory, and public administration.
- **Graphic Design:** Competence in visual communication, digital media, and design software.
- **Fashion Design:** Creativity in fashion illustration, textile selection, and garment construction.
- **Digital Journalism:** Proficiency in multimedia storytelling, investigative reporting, and digital content creation.
- **Computer Science:** Skills in programming, software development, and cybersecurity.
- **English and German Language:** Mastery in language proficiency, literary analysis, and cross-cultural communication.
- **Nutrition and Fitness:** Expertise in dietary planning, fitness training, and health promotion, enabling students to foster well-being through nutrition and exercise.

- **Laboratory Biomedicine:** Proficiency in clinical laboratory techniques, diagnostic procedures, and biomedical research, contributing to the advancement of healthcare.
- **Cosmetology:** Skills in beauty treatments, skincare, and cosmetic applications, empowering students to excel in the beauty and wellness industry.

These comprehensive programs ensure that UNI - Universum International College graduates are well-prepared to excel in their respective fields, equipped with the knowledge and skills necessary to thrive in a dynamic and globalized world.

Following the partnership with Arizona State University (ASU), the curriculum of each program at UNI was meticulously reviewed. This collaboration led to significant enhancements and adaptations, ensuring that every semester features courses that incorporate the cutting-edge standards and innovative teaching methodologies of ASU. By integrating these advanced courses, we guarantee that our students benefit from an educational experience that is aligned with the highest global standards set by ASU, a world-renowned institution known for its academic excellence and forward-thinking approach.

## 4.2. Master's Program

UNI - Universum International College intertwines academic excellence with global empowerment through its partnership with Arizona State University, an institution known for its innovation and commitment to building leaders of the future. Taking advantage of the respective strengths of both institutions, this partnership creates and offers co-branded programs and degrees that contribute to the formation of UNI's academic identity. Above all, we ensure that our students receive an educational curriculum in accordance with the most advanced standards set by this globally recognized institution.

All Master's programs at UNI span four semesters, or two years. UNI offers Master's programs with many courses adapted from the Thunderbird School of Global Management. Additionally, through the collaboration between UNI – Universum International College and Arizona State University, UNI students take online courses and have the opportunity to earn a dual degree from Thunderbird School of Global Management as part of the Francis and Dionne Najafi 100 Million Learners Global Initiative. No. 1 school for international trade in the world!

### **Master's Programs at UNI:**

- **MA in Management:** Through the MA Management program, students will have access to Thunderbird School of Global Management and at the end of their studies, they will receive a diploma powered by Arizona State University.
- **MSc in Data Science:** This program focuses on advanced techniques in data analysis, machine learning, and data management. It is designed to build strong analytical capabilities and adaptability, equipping students with the skills required in the evolving field of data science and analytics. Through this program, students gain the expertise needed to pursue diverse career opportunities in the data science industry.
- **MA in Governance and National Security:** The mission of the MA in Governance and National Security program aims to cultivate excellent leaders who are not only adept at the complex unraveling of governance and national security, but also represent the values of good citizenship, innovation and ethical leadership relevant to the digital age and globalization.



By offering these Master's programs, UNI – Universum International College ensures that students are ready to meet global challenges and opportunities, making them well-prepared for successful careers.

## 4. JOB DESCRIPTIONS AND REPORTING

To understand the authority relationships, please refer to the organizational structure attached at the end of this guide. Each staff member receives instructions and tasks from their direct supervisor. Similarly, staff report to their direct supervisor when performing their duties.

For academic staff, **the general** supervisor is the Dean of their respective school (the Dean of the School of Business, Technology and Design; the Dean of the School of Health Sciences; and the Dean of the School of Global Studies and Societies), while **the daily** management is instrumentalized by the Director of Faculty, Programs and ASU Implementation (who reports to the Dean).

In special cases, ad-hoc units or committees may be created, and academic staff may be required to participate in them. In such instances, the request must come from their direct supervisors or a higher management level.

Upon signing the employment contract, each academic staff member will receive a job description and performance indicators (KPIs) as an annex. Depending on the category they belong to (Category 1, 2, or 3), academic staff may have different performance indicators. Additionally, each academic staff member will be provided with guides, regulations, and all other initial materials by the HR officer, which serve to orient them in their work.

## 5. FACULTY ROLE AND RESPONSIBILITIES

Generally, academic staff must be involved not only in teaching but also in conducting research and scientific publications, participating in extracurricular activities organized by the department and the institution and implementing projects relevant to their qualifications. More specifically, academic staff are expected to fulfill responsibilities in the following categories: **teaching, research, and service.**

The responsibilities of academic staff during lectures are clearly defined in the KPIs, teaching categories attached to their contracts. These responsibilities include, but are not limited to, the following key points:

### 5.1. Role model and professional behavior

- Dress Code and Professional Behavior

Faculty at UNI - Universum International College are expected to serve as role models to students. Professors are expected to behave in a professional manner and adhering to professional and ethical norms in their interactions with students. UNI strongly advocates for faculty to encourage and provide mentoring to students in a professional and supportive manner. It is essential, however, that faculty avoid any potential conflicts of interest, favoritism, exploitation, harassment, discrimination, or breaches of professional standards due to personal relationships with students. Should faculty feel the need to report an uncomfortable situation with students, they should contact both program and student coordinators.

Professional dress code is a must as it exemplifies the role model UNI - Universum International College want the faculty to represent to students.

## 5.2. Faculty Core Responsibilities

### **Some core responsibilities that faculty are required to:**

- Respond to students' emails and emails from the different departments within UNI within maximum 48 hours of receipt.
- Post an announcement or content on Moodle/Canvas on a weekly basis regarding material to be covered that week, future assignments, material to read for that week, etc.
- Grade all assessments (formative and summative) within one week.
- Prepare and send assessment briefs two weeks before the summative assessment.
- Arrive at lectures at least 15 minutes before the scheduled time and report to administration upon completing the lecture. This ensures that they are prepared and can address any last-minute issues that may arise.
- To develop and teach the course according to the syllabus. This includes preparing course materials and updating them as necessary to ensure they meet the learning objectives.
- During lectures, faculty are responsible for the overall management of the lecture hall and equipment. This includes preparing, turning on, and off equipment such as computers and projectors; maintaining cleanliness in the room; turning lights on and off; locking doors and windows after the lecture; and other related tasks.

**Each of these points will be further explained in separate sessions for more detailed guidance.**

### 5.3. The syllabus

Each professor will be provided with a syllabus for their course, which they are required to follow rigorously. Modifications to the content are not permitted, and reduction of the prescribed content is strictly prohibited. If professors wish to incorporate additional topics or materials, they must obtain approval from the Dean and the Director of Faculty, Programs, and ASU Implementation prior to making any changes.

### 5.4. The First Class Session

At the beginning of a new course, the initial session should be allocated for introductions and a comprehensive overview of the course outline. It is imperative to focus on the following key points:

- **Course Description:** Provide a brief overview of the course content.
- **Course Objectives:** Outline the primary goals and what the course aims to achieve.
- **Course Learning Outcomes (CLO):** Specify the knowledge and skills students are expected to gain by the end of the course.
- **Course Content:** Detail the topics to be covered, organized by units, with a clear agenda for each week during the semester.
- **Assessment:** Explain the grading criteria and methods of evaluation.
- **Assessment Briefs:** Explain that students will receive assessment briefs one week before each assessment deadline.
- **Summative Assessments:** Indicate the expected dates for exams and assignments.

- **Formative Assessments:** Outline the formative assessments that will help student gain extra points and indicate the expected dates,
- **Rubrics:** Provide detailed rubrics for all assessments (summative and formative) to clarify expectations and grading standards.
- **Bibliography and Recommended Reading:** Provide a list of essential and suggested reading materials.

It is crucial to articulate the course content and provide students with a clear understanding of what is expected of them, including key deadlines and requirements. This information should also be posted on Moodle/Canvas to avoid any confusion regarding submission deadlines, exam schedules, grading criteria, rubrics, and expected student learning outcomes.

After covering the aforementioned points in the first-class session, faculty may proceed with lecturing on the first unit as outlined in the course content.

## 5.5. Class Duration and Structure

Each class session at UNI - Universum International College is designed to last 120 minutes to ensure comprehensive coverage of the course material. The structure of the class should be as follows:

1. **First Segment (50 minutes):** Begin with 50 minutes of lecturing. This time should be used to present new material, engage students with interactive discussions, and provide explanations of key concepts.
2. **First Break (10 minutes):** After the initial 50 minutes, provide a 10-minute break. This allows students to rest and assimilate the information presented during the first segment.

3. **Second Segment (50 minutes):** Resume the lecture with another 50-minute session. This period can be used to continue the lecture, introduce additional topics, or facilitate class activities and discussions based on the material covered.
4. **Second Break (10 minutes):** Conclude the class with a final 10-minute break. This break allows students to decompress and prepare for their next class or activity.

By adhering to this structure, faculty can maximize student engagement and retention of information while ensuring the class remains dynamic and manageable.

## 5.6. Attendance of the Professor

Faculty are expected to adhere to the following guidelines to ensure consistency and professionalism in class delivery:

- **Punctuality:** Faculty must be present at least 15 minutes before the start of each lecture to ensure readiness and address any preliminary needs before class begins.
- **Adherence to Schedule:** Faculty must strictly follow the scheduled class duration, ensuring that lectures start and end as planned according to the official timetable.
- **Class Cancellations:** Professors are not allowed to cancel classes under any circumstances. If a professor is unable to attend a scheduled class, they must arrange for a suitable replacement to ensure that the lecture takes place as planned.
- **No Make-Up Classes:** All lectures must be delivered according to the official schedule, with no make-up classes permitted. This policy ensures that students receive their education consistently and without disruption.

## 5.7. Lecture Preparation and Presentation

Faculty are required to prepare a PowerPoint presentation that outlines the key concepts of the unit being lectured and highlights essential materials. When preparing these presentations or any handouts to support teaching in class, faculty are requested to use the UNI template for professionally prepared presentation material to reinforce and enhance the quality of the course instruction and student learning. These presentations should:

- Be based on the UNI template.
- Serve as a guideline for students.
- Help students focus on critical areas during their reading.
- Range between 25 - 35 slides.
- Integrate various teaching methods such as videos, case studies, role-playing, presentations, debates, and quizzes to engage students and support diverse learning styles.

The PowerPoint presentations should include:

- **Key Concepts:** Summarize the main ideas and essential points of the lecture.
- **Important Materials:** Highlight any readings, case studies, or resources that are crucial for understanding the unit.
- **Guidelines for Reading:** Provide students with clear directions on what to focus on in their readings.

These presentations should be utilized as a tool to support student learning and ensure they can effectively navigate the course content.

## 5.8. Using Moodle/Canvas and DMIS

Professors are responsible to provide Learning Materials to the students. This implies not only the PPT presentations, but also articles, books, videos, and digital resources included in the Syllabus.

Once a course has been assigned, the faculty member must upload a short bio, a brief course description, and the weekly topics that will be covered during the semester. This should be done two weeks prior to the start of the semester/term. Support will be provided for new faculty. All faculty will be given user details to access Moodle/Canvas, along with a Moodle/Canvas user guide and training.

### **A course on Moodle/Canvas must contain the following information:**

- The updated course outline.
- PowerPoint presentations following the UNI template and saved in PDF format, required and additional readings, assignments, and any other course materials.
- Titles of all course assessments on Moodle/Canvas that are identical to the titles given on the syllabus.
- A clear indication of assessment dates, detailed assessment task briefs, and rubrics for each assessment.
- Moodle/Canvas should also be used for open forums.
- Faculty should use Moodle/Canvas to post assessment grades (summative or formative) no later than one week after the assessment has been completed.
- Assessment briefs (one week before each assessment)

**DMIS:** DMIS (Documentation and Management Information System) is one of the most practical and functional platforms, facilitating the collection and management of the institution's general data. DMIS includes general institutional data such as Programs,



Branches, Subjects, Levels, Curricula, Academic Years, General staff and student data, financial reports, Contracts, IDs, Transcripts, and other information.

The most important feature is access to student data, including grades, financial status, previous education, and many other functions, in a highly confidential and detailed manner.

### **5.9. Engagement of students in class**

During lectures, faculty should engage students in various activities and use teaching methodologies that encourage active student participation and increase attendance. It is essential for faculty to create an interactive and dynamic learning environment where students feel motivated to participate and contribute.

A list of assessment typologies with different methods for student engagement and evaluation will be provided to faculty. This list includes various assessment forms such as:

- **Quizzes and Exams**
- **Essays and Research Papers**
- **Projects and Presentations**
- **Peer Assessments**
- **Participation and Attendance**
- **Reports**
- **Essays**
- **Business Plans**
- **Projects**
- **Presentations (individual or group)**
- **Role-Playing**
- **Case Analyses (answering a set of questions)**

- **Calculations** (e.g., margins, operating profit, interest rates, mathematical problems)

This comprehensive approach ensures that assessments are well-aligned with the course learning outcomes (CLOs) and provide diverse opportunities for students to demonstrate their understanding and skills.

**For each assessment method used, students should be provided with:**

- **An assessment brief:** The assessment brief should outline the purpose, requirements, and expectations of the assessment. Professors are responsible for preparing detailed Assessment Briefs to inform students about the requirements, typology, and methodology of Midterm and Final Assessments and all other assessments that they will apply during the semester.
- **An Assessment Rubrics:** The rubrics are designed to provide students with clear, objective criteria that will be used in their evaluation. It is imperative that the Assessment Rubrics are fully aligned with the Course Learning Outcomes.

By employing these strategies and utilizing the provided assessment methods, faculty can enhance student engagement, improve attendance, and create a more effective and enjoyable learning experience.

**Any change in the typology of assessment will have to be approved by the Dean and Director of Faculty, Programs and ASU Implementation of the corresponding School.**

## 5.10. Assessment Methods

**Summative Assessment Methods (100%):** Each faculty is required to implement summative assessment methods. These methods account for 100% of the final grade, allowing students to earn a grade between 5 to 10. The main components of summative assessments include:

- Mid-term Assessment - 35%
- Final Assessment - 45%
- ASU Assessment - 20%

**Formative Assessment Methods (15%):** The primary goals of formative assessments are to maintain student engagement during lectures and make the learning process more dynamic. These methods should constitute approximately 15% of bonus points, offering students a chance to improve their overall grades or assist those near the passing threshold. Each course should incorporate at least one/two formative assessment methods. Some of the formative assessment methods include:

- Quizzes
- Case Studies
- Debates
- Other interactive activities

## 5.11. Grading System

The following evaluation table outlines the grading system based on the points achieved by students during the course. Each grade corresponds to a specific range of percentages that reflect the level of performance, helping to provide a clear understanding of students' achievements:

Evaluation rate	Grade description	Grading points
90 % - 100 %	Excellent	A
80 %- 89 %	Very good	B
70 %- 79 %	Good	C
60 %- 69 %	Satisfactory	D
45 %- 59 %	Sufficient	E
44 % - and below	Fail	F

This grading system is designed to ensure transparency and consistency in evaluating students' performance. It helps students understand how their efforts translate into grades, guiding them in their academic progression.

## 5.12. Grading Timeline

The grading of students is structured to take place over a **13-week lecturing semester**. During this period, students have the opportunity to accumulate 100% of their grade through various assessments and activities.

### **Summative and formative assessments timeline:**

- The Mid-Term Assessment will be held in Week 6 or 7, and the Final Assessment in Week 13, which also completes the cumulative assessment process. Mid Term

Assessment will evaluate the subjects covered during the first 5 weeks of class while Final Assessment will evaluate the subjects covered between week 6 and week 12 of class.

- Throughout the 13-week semester, various formative assessment methods will be used to engage students and contribute to their final grades. These assessments will be integrated into the learning process, allowing students to track their progress and understand their standing in the course.

### 5.13. Attendance Policy for Students

It is crucial for professors to understand the attendance policy, as it directly impacts student performance evaluations. Below is a summary of the key points for **regular students** and **part-time, correspondence, and online students**:

#### For Regular Students:

- **Allowed Absences:** Up to **6 absences** per semester under clear mitigating circumstances.
- **Grade Cap:** Students missing **6 or more classes** during the 13-week period will have their grades capped at a maximum of **8**.
  - This cap also applies during the January and April resit exams.
- **Professor's Responsibility:** Ensure students are aware of this policy and its impact on their academic success.

#### For Part-Time, Correspondence, and Online Students:

- **Attendance:** Attendance in regular classes is **not required**.
- **Resit Exams:** These students can directly attend the **resit exam** period and can achieve a **100% maximum grade**.
- **Assessment Option:** They may also attend assessments during the semester if they choose.

Detailed explanations regarding this policy are available in the *Academic Policies and Procedures Handbook*. Professors should familiarize themselves with the handbook to ensure clarity when communicating the policy to students.

#### 5.14. Exam Week and Resit Exams

The week following the 13-week lecturing period is designated as the exam week. This period serves multiple purposes:

- **Resit Exams:** Students who did not pass their exams during the 13-week semester have an additional opportunity to pass the exam.
- **Make-Up Exams:** Students who missed exams or assessments due to valid reasons can take make-up exams during this week.
- **Grade Improvement:** Students who are not satisfied with their grades from the 13-week period can use this week to attempt to achieve a higher grade.

#### 5.15. Communication and Transparency

- **Regular Updates:** Throughout the semester, students will be kept informed of their performance and grades through regular updates. This ensures transparency and helps students stay aware of their academic progress.
- **Clear Understanding of Grades:** By the end of the 13-week period, students will have a clear understanding of their final grades before entering the exam week. This enables students to prepare adequately for final assessments.
- **Opportunities for Improvement:** This structured approach ensures that students are given multiple opportunities to succeed and improve their grades, fostering a fair and supportive academic environment.
- **Sharing Assessments and Exams:** Faculty are required to share all exams and assessments completed by students with the administration upon request. This helps maintain transparency and accountability in the evaluation process.

- **Mandatory Feedback:** Providing feedback to students after each exam and assessment is compulsory. This feedback is essential for addressing any areas of concern promptly and supporting students in their learning journey.
- **Response Time:** Faculty must respond to student inquiries within a maximum of 48 hours, ensuring that students receive timely assistance and clarification when needed.
- **Exam Cancellations:** Professors are not permitted to cancel exams without prior approval from the program administration, whether before the exam is scheduled or afterward.
- **Review Sessions:** After each exam, professors should review the exams with students upon request. The student coordinator should be involved in these review sessions to facilitate a clear understanding and address any questions students may have.

## 5.16. Grade Book Management

Professors are required to maintain an accurate and up-to-date grade book throughout the semester. This grade book serves as a vital tool in tracking student progress, ensuring that all assessments, assignments, and participation grades are systematically recorded.

All grades must be uploaded to Moodle/Canvas. By uploading grades to Canvas/Moodle professors provide students with real-time access to their academic standing, allowing them to monitor their progress and make informed decisions about their studies.

It is important to note that bonus points (up to 15%) are not included in the standard grade book calculation.

The Faculty Development Staff and Programs Coordinator are available to assist professors with setting up and managing their grade books in alignment with these guidelines, ensuring a smooth and effective grading process.

## 5.17. Grade Moderation

- **Purpose and Process:** To ensure fairness, consistency, and accuracy in grading, all grades will undergo a moderation process after each exam term. This process aims to identify and address any unusual variations or discrepancies in grading, ensuring that all students are evaluated equitably.
- **Moderation Steps**
  1. **Initial Submission:** Faculty will submit their grades to the administration immediately following the completion of the exam term. A form will be provided by the Quality Assurance Unit and Management of Programs.
  2. **Review and Analysis:** The administration will conduct a thorough review of the submitted grades. This includes analyzing grade distributions, comparing with historical data, and identifying any anomalies or irregular patterns.
  3. **Consultation:** If any discrepancies or unusual variations are detected, the administration will consult with the respective faculty to understand the context and address any issues. This may involve reviewing specific assessments or discussing grading criteria.
  4. **Adjustment:** Based on the findings, grades may be adjusted to ensure consistency and fairness. Any adjustments will be made in consultation with the concerned faculty members to maintain transparency.
  5. **Final Approval:** Once the moderation process is complete and any necessary adjustments have been made, the final grades will be approved by the Moderation Committee of each School.
- **System Entry:** After the moderation process, the administration will enter the final, approved grades into the DMIS (Digital Management Information System).



This ensures that only verified and moderated grades are recorded, maintaining the integrity of the grading process.

- **Communication:** Students will be notified of their final grades only after the moderation process is complete and the grades have been officially entered into the DMIS system. This ensures that students receive accurate and validated grades, reflecting a fair assessment of their performance.

This comprehensive grade moderation process is designed to uphold the highest standards of academic integrity and fairness, ensuring that all students are assessed equitably and transparently.

**Disclaimer for Students:** Professors may inform students that *"Provisional grades are subject to moderation."* This means that the grades initially provided may change after the review process to ensure fairness and consistency.

## 5.18. Guest Speakers and Study Visits

To enrich the educational experience and provide students with real-world insights, each faculty member is required to bring at least one guest speaker or organize one study visit per semester for each course they teach, across all campuses. These activities are essential for bridging the gap between theoretical knowledge and practical application, allowing students to gain valuable perspectives from industry professionals and experience learning in different environments.

- **Guest Speakers:** Inviting guest speakers from various industries and fields related to the course content can provide students with firsthand knowledge and experiences. These speakers can share their professional journeys, current industry trends, and practical advice, which can inspire and inform students about potential career paths and industry expectations.

- **Study Visits:** Organizing study visits to relevant organizations, companies, or institutions offers students the opportunity to observe and engage with professionals in their working environments. These visits can help students understand the practical applications of their coursework, see the inner workings of different industries, and ask questions directly to professionals.

**Off-campus visits should be scheduled outside of teaching hours to enhance the learning experience without disrupting the regular schedule.**

By incorporating guest speakers and study visits into their courses, faculty can significantly enhance the students' learning experience, making it more engaging, relevant, and practical.

### **5.19. Consultation Hours**

Faculty are required to hold weekly consultation hours with students to provide additional support and guidance. These consultation hours are crucial for addressing student questions, offering academic advice, and assisting with any course-related issues. Faculty must create a Google Meet link and include it in the syllabus, ensuring that students have easy access to these sessions.

During these designated hours, faculty should be accessible to both online and on-campus students. This dual accessibility ensures that all students, regardless of their location, have the opportunity to seek help and engage with their instructors. Faculty should encourage students to utilize these consultation hours for discussing course content, seeking clarification on assignments, and receiving feedback on their progress.

By maintaining regular consultation hours, faculty demonstrate their commitment to student success and foster a supportive learning environment. It is important that faculty remain punctual and fully engaged during these sessions to maximize their effectiveness.

## 5.20. Adherence to Schedule

Faculty must conduct lectures according to the schedule provided at the beginning of the semester. Faculty are allowed a maximum of two absences within the 13-week period. For any absence, they must arrange for a substitute from their colleagues to ensure that lectures proceed as scheduled and students do not miss any sessions. All changes/substitutions must be coordinated with the program coordinator. This coordination helps to ensure that the quality of education is maintained and that any disruptions to the course schedule are minimized.

## 5.21. Integration of the Digital Tools within the course

Digital tools will be integrated into each course, and their use will be mandatory for all academic staff. The institution will present and provide the necessary digital tools to enhance the learning experience and streamline administrative processes. Additionally, training sessions will be conducted to ensure that faculty members are proficient in utilizing these tools effectively. This integration aims to foster a more interactive and efficient educational environment, benefiting both students and staff.

## 5.22. Posting of Materials in Time

Faculty must post teaching materials on Moodle/Canvas in a timely manner, no later than **24 hours** after the lecture. This ensures that students have access to the necessary resources to review and study the material.

## 5.23. Posting Results

Faculty must post the results of midterms, assignments, and projects on Moodle/Canvas promptly, no later than one week after the exam or assessment is held. This timely posting allows students to track their progress and address any concerns promptly.

All assessment scores should be posted on Moodle/Canvas, enabling students to monitor their performance throughout the semester. The final grades, however, must be posted on the DMIS (Digital Management Information System).

By adhering to these guidelines, faculty ensure transparency and help students stay informed about their academic progress.

## 5.24. Reports by Faculty

Each faculty member is required to submit three key reports during each semester to ensure effective course management and adherence to academic standards. These reports help track the course's progress, ensure alignment with the planned curriculum, and provide clarity on assessment methods. The following timeline outlines the submission requirements:

- **Week 4: Assessment Brief and Rubric for the Midterm**

By the end of Week 4, faculty members must submit the assessment brief and rubric for the upcoming midterm exams. The assessment brief should outline the structure and content of the midterm exam, including key topics and areas of focus, while the rubric should provide clear grading criteria. Additionally, this report should highlight students performing well and identify any "red flag" students who may need additional support. This helps ensure consistency and transparency in evaluating student performance.

- **Week 7: Course Progression Update**

At the end of Week 7, faculty members are required to provide an update on the progression of their course. This update should include details on the subjects covered so far, the learning resources applied, and any adjustments made to the teaching plan. The report should also include information on student performance,

identifying those who are excelling as well as any students who may be struggling. This allows the administration to monitor that the course is on track and that students are receiving the intended learning experience.

- **Week 10: Assessment Brief and Rubric for the Final Assessment**

By the end of Week 10, faculty members must submit the assessment brief and rubric for the final exam. Similar to the midterm, this brief should include details on the structure and content of the final assessment, as well as the grading rubric to ensure that students understand how their performance will be evaluated. The report should also include an overview of student performance, noting any high achievers and identifying "red flag" students for further support.

These reporting requirements are designed to maintain consistency in course delivery, ensure that assessments are aligned with learning objectives, and provide a clear record of course progress. Each report's inclusion of information regarding student performance is essential for timely intervention and support. Timely submission of these reports is crucial for maintaining the quality of education and transparency within the institution.

The templates for these reports will be provided by the Academic Department.

## 5.25. Research responsibilities

Academic staff are also expected to engage in research activities, contributing to the advancement of knowledge and the reputation of UNI - Universum International College. These responsibilities include:

- **Publication in Indexed Journals:** PhD faculty are expected to publish scientific research in journals indexed in Web of Science and SCOPUS on behalf of UNI - Universum International College. Each faculty member is required to publish at least **one article** per academic year.

- **Research and Publication:** non-PhD faculty conduct research and publish it on behalf of UNI - Universum International College.
- **Student Mentorship:** Faculty mentor students in conducting research for publication at the UNI - Universum International College student conference.

## 5.26. Service Responsibilities

In addition to teaching and research, academic staff have service responsibilities that contribute to the smooth functioning and development of the institution. These include:

- **Participation in Departmental Meetings:** Faculty are required to actively attend departmental meetings.
- **Promotional Activities:** Faculty are required to participate in promotional activities to enhance the college's visibility and reputation.
- **Institutional and Departmental Activities:** Faculty are required to participate in activities organized at both the institutional and departmental levels.
- **Project Implementation:** Faculty are required to contribute to the implementation of assigned project activities.
- **Accreditation Preparation:** Faculty are required to contribute to the preparation of materials and documents for accreditation and participate in meetings with accreditation experts.
- **Cooperation Agreements:** Faculty are required to establish cooperation agreements with other universities and industry partners.
- **Thesis Mentorship:** Faculty are required to mentor student BA/MA theses according to KPIs. The minimum expectations are set as follows: faculty in Category 1 are required to mentor a minimum of 10 theses per academic year, while those in Category 2 must mentor at least 6 theses. For faculty in Category 3, thesis mentorship is not applicable.

- **Member of the Jury Panel for Students' Thesis Defense:** Professors are required to participate as members of the jury panel for students' thesis defenses according to KPIs. Faculty in Category 1 must serve on a minimum of 10 jury panels per academic year, while those in Category 2 are expected to serve on at least 6 jury panels. For faculty in Category 3, participation in jury panels is not applicable.
- **Committee Contributions:** Faculty are required to actively contribute as members of various committees.

The extent and emphasis of these responsibilities are detailed in each faculty's contract, aligned with their designated KPI category (Category 1, 2, or 3). This ensures that the distribution of duties is tailored to their specific role and level within the institution.

## 6. ACADEMIC FREEDOM POLICY

At UNI, we are committed to fostering an environment where academic freedom is respected and upheld. This policy applies to all faculty members and is included in each year's Faculty Handbook, accessible to all faculty and staff.

### 6.1. Research Freedom for Faculty

Faculty members are encouraged to pursue research across diverse fields, selecting topics and methodologies aligned with their expertise and interests. They are free to publish and share their research findings without institutional restrictions, thereby contributing to the global body of knowledge.

### 6.2. Teaching Freedom for Faculty

Faculty are encouraged to follow the course structure provided by the institution, while retaining the freedom to incorporate their critical perspectives. UNI supports faculty in bringing contemporary developments and unique insights into the classroom, promoting

an enriching learning environment that values intellectual exploration and diversity in teaching approaches.

### **6.3. Freedom of Public Discourse**

Faculty members are encouraged to share their research insights publicly, fostering a culture of knowledge-sharing that benefits both the academic community and the broader public. This commitment to public engagement underscores UNI's dedication to academic independence and intellectual leadership.

## **7. FACULTY EVALUATION AND QUALITY ASSURANCE PROCESS**

As mentioned previously, the contribution of faculty at UNI - Universum International College can be made in various ways: teaching. The evaluation of academic staff's contributions at UNI - Universum International College is carried out through various methods, with each evaluation process being initiated and overseen by the Quality Assurance Unit (QAU).

The main methods of evaluating academic staff at UNI are as follows:

### **7.1. Evaluation by students**

The Quality Assurance Unit formulates a questionnaire according to specific needs for the respective semester/academic year. At the end of each semester, in collaboration with the student coordinators of each program, the questionnaire is distributed to students for the evaluation of academic staff. The questionnaire aims to gather data on punctuality, pedagogical methodology, assessment methods, encouragement of class debate, students' engagement etc. The questionnaires are completed anonymously by students. After the evaluation process is completed, the Quality Assurance Unit prepares an individual report for each faculty. This report is then sent to the respective deans, the Human Resources Department, and the VP for Academic Affairs.



## **7.2. Peer-to-Peer Evaluation**

UNI employs the peer evaluation method, which serves primarily as a means of sharing good teaching practices within academic staff. In this method, one faculty visits and monitors another faculty during a lecture, taking notes on the lecture's flow using a specific form. The faculty to be monitored and those who will monitor are determined by the Quality Assurance Unit. This type of evaluation is conducted once per semester, and the results are reviewed by the respective deans, the VP for Academic Affairs, and the head of the Quality Assurance Unit. The results are also shared with the faculty involved, who then discuss and exchange their experiences.

## **7.3. Evaluation by the Committee for Evaluation of Teaching Methodologies**

To ensure quality in the classroom teaching process, UNI has established a committee for the evaluation of teaching methodologies. Members of this committee, according to a plan predetermined by the Quality Assurance Unit, will visit each faculty once during the semester. The announcement that classroom visits will take place is made at the beginning of the semester, but the exact day and time of the visit are not disclosed to the faculty. During the visit, the committee member completes a form adapted from ASU - Arizona State University, focusing primarily on teaching methodology. The completed forms are then submitted to the Quality Assurance Unit, where individual reports are prepared for each faculty. These reports are discussed with the respective deans and the VP for Academic Affairs.

## **7.4. Evaluation Based on KPIs**

The Quality Assurance Unit, in collaboration with HR, conducts the evaluation of academic staff based on KPIs. As mentioned earlier, each academic staff member is informed of the KPIs they must fulfill during a semester at the time of contract signing.

The evaluation of these KPIs is conducted once per semester for each faculty individually. The staff must successfully complete at least 70% of the KPIs. Failure to do so will be subject to contract term review. The report is sent to the respective deans, and to the VP for Academic Affairs.

If the faculty successfully completes 90% of the KPIs, he/she will be awarded an ICM at one of the institution's partner universities.

At the end of each semester, a comprehensive report consisting of the student evaluation results, the committee's evaluation of teaching methodologies, and the KPI-based evaluation is sent to each faculty.

The KPIs for each category can be found in the appendix section of this handbook.

## **8. MEASURES FOR ADDRESSING EVALUATIONS AND POOR PERFORMANCE**

Evaluating the performance of academic staff is critical for promoting faculty and enhancing the quality of teaching. If poor performance by faculty members is identified through multiple evaluations, the following measures are implemented:

- All evaluations are shared electronically with the academic staff, and a meeting is scheduled with the respective program dean to discuss areas of concern.
- Based on the evaluation, faculty members must attend relevant training sessions aimed at addressing specific areas of poor performance.
- Faculty members are required to participate in professional development programs, such as those provided by ASU - Arizona State University, to improve teaching effectiveness.
- In cases of continued poor performance in the following semester or academic year, the Governing Council may decide to terminate the employment contract.

### **Warnings/Remarks:**

The faculty evaluation process may also lead to the identification of additional training needs or the issuance of warnings for poor performance and failure to meet key performance indicators (KPIs). If a faculty member receives a substantiated complaint from students or other staff members, or if their poor performance persists, the Human Resources Officer is responsible for issuing a verbal warning in a meeting, followed by a written warning. This warning is sent electronically, with the direct supervisor copied (CC), and a physical copy is provided, signed by the supervisor and HR Officer. If an employee receives two warnings, the third warning will result in the termination of the employment contract.

## **9. INTERNATIONAL CREDIT MOBILITY (ICM) EXCHANGES**

UNI - Universum International College has established agreements that enable the exchange of academic and administrative staff, as well as students, with partner universities in Europe. Each academic staff member at UNI - Universum International College has the opportunity to participate in at least one exchange per year.

These exchanges last one week, including 5 working days and 2 travel days. To facilitate these exchanges, staff members receive a grant to cover their travel and accommodation expenses.

Eligibility for ICM exchange opportunities is directly linked to staff performance. If a staff member successfully completes 90% of their KPIs, they will be awarded an ICM at one of the institution's partner universities.

## 10. CONDITIONS FOR GRANT ACCEPTANCE FOR ICM EXCHANGES

- **Signing the Annex Contract:** Prior to utilizing the grant, the candidate must sign an annex contract with Universum College, detailing the conditions for participating in the exchange program.
- **Grant Allocation:** Based on the duration of the exchange project, 30% of the earned grant is applied to the recipient's monthly salary. If this 30% exceeds the staff member's monthly salary, the remaining amount will be distributed in subsequent month(s).
- **Termination of Employment:** If the beneficiary terminates their employment in violation of the signed annex contract, they are required to repay 70% of the grant and any additional administrative expenses incurred by the host and sending universities, as specified by the Erasmus Plus Regulation.

## 11. INTERNATIONAL PROJECTS

Universum College utilizes funding opportunities from Erasmus+ and other donor programs to implement projects within the institution aimed at enhancing institutional capacities in teaching and providing services to students and staff. The application for funding and implementation of these projects is the responsibility of the Projects Office. However, there may be occasions when the involvement of other academic and administrative staff is required for these purposes. The types of assistance that may be requested from the staff include:

- Conducting preliminary research for project concept development
- Completing funding applications, partially or entirely
- Collecting documentation for funding applications
- Finding project partners

- Participating in project activities such as research, training, visits, exchanges, development of guides, development of various concepts, and participation in boards and committees
- Providing necessary information for reporting

Requests for participation in the development and implementation of projects will be communicated to the staff by the Project Office through the direct supervisor of the staff member in question. The conditions of staff involvement in the project will be further defined in an annex contract.

## 12. VACATION

Vacation entitlement for academic and administrative staff is governed by Labor Law No. 03/L-212. To ensure smooth operations and adequate coverage, staff members must submit their vacation requests to the Human Resources Office via email at least two weeks prior to the planned start date of the vacation. This advance notice period is crucial for the Human Resources team to make necessary arrangements, such as appointing substitutes or redistributing duties among remaining staff.

The vacation request should include the following details:

- **Dates of the Vacation:** Clearly specify the start and end dates.
- **Contact Information:** Provide a contact number or email in case of emergencies.
- **Handover Plan:** Outline any pending tasks and their handover to colleagues or substitutes.

Human Resources will confirm the approval of the vacation request and communicate any necessary arrangements. Staff are encouraged to plan their vacations during periods that minimize disruption to their work responsibilities, particularly avoiding peak times of the academic calendar when their presence is essential.

By adhering to this procedure, staff help maintain a balanced and efficient workflow within the institution, ensuring that both their well-being and the operational needs of the college are met.

### 13. OFFICIAL INSTITUTIONAL EMAIL ADDRESSES

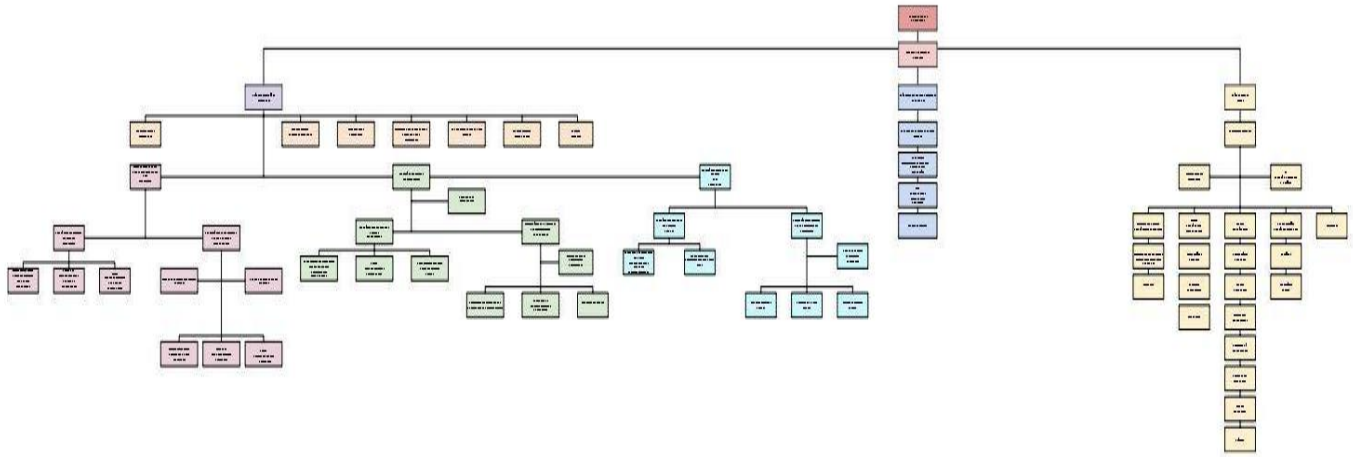
Below is a table listing the official email addresses of UNI – Universum International College.

Unit	Email Address
1. Prishtina Administration	<a href="mailto:administratapr@universum-ks.org">administratapr@universum-ks.org</a>
2. Ferizaj Administration	<a href="mailto:administratafr@universum-ks.org">administratafr@universum-ks.org</a>
3. Gjakovë Administration	<a href="mailto:administratagjk@universum-ks.org">administratagjk@universum-ks.org</a>
4. General Administration	<a href="mailto:administrata@universum-ks.org">administrata@universum-ks.org</a>
5. Universum Staff	<a href="mailto:staff@universum-ks.org">staff@universum-ks.org</a>
6. Academic Staff	<a href="mailto:academicstaff@universum-ks.org">academicstaff@universum-ks.org</a>
8. Staff Email	<a href="mailto:firstname.lastname@universum-ks.org">firstname.lastname@universum-ks.org</a>
9. IT	<a href="mailto:it@universum-ks.org">it@universum-ks.org</a>
10. IT Help Desk	<a href="mailto:it-helpdesk@universum-ks.org">it-helpdesk@universum-ks.org</a>
11. Career Office	<a href="mailto:zyrakarrieres@universum-ks.org">zyrakarrieres@universum-ks.org</a>
12. Public Relations	<a href="mailto:njoftime@universum-ks.org">njoftime@universum-ks.org</a>
13. Finance Office	<a href="mailto:financa@universum-ks.org">financa@universum-ks.org</a>
14. Human Resources	<a href="mailto:resurse.njerezore@universum-ks.org">resurse.njerezore@universum-ks.org</a>
15. Projects Office	<a href="mailto:projects@universum-ks.org">projects@universum-ks.org</a>
16. Official Institutional Email	<a href="mailto:info@universum-ks.org">info@universum-ks.org</a>

17. Employment Email	<a href="mailto:jobs@universum-ks.org">jobs@universum-ks.org</a>
18. Research Email	<a href="mailto:hulumtimet@universum-ks.org">hulumtimet@universum-ks.org</a>
19. Quality Assurance Unit	<a href="mailto:Zyra.cilesise@universum-ks.org">Zyra.cilesise@universum-ks.org</a>

## 14. APPENDIX

### 14.1. New\_Organizational Structure (V2.0)





## 14.2. Faculty KPI's for the AY 2024-25

	KPI	Category 1	Category 2	Category 3
<b>TEACHING</b>				
1	Professor must hold lectures regularly and according to the schedule. <i>*Any missed classes must be substituted by a colleague.</i>	No more than 2 absences per course/ campus in 13 weeks.	No more than 2 absences per course/ campus in 13 weeks.	No more than 2 absences per course/ campus in 13 weeks.
2	Prepares and submits all required <b>monthly reports</b> accurately and within the designated deadlines.	Mandatory for Category 1	Mandatory for Category 2	Mandatory for Category 3
3	Professor must achieve a student attendance rate in class higher than 70% during the semester.	Mandatory for Category 1	Mandatory for Category 2	Mandatory for Category 3
4	Professor must initiate each lecture with the display of a QR code, which students use to register their attendance in class.	Mandatory for Category 1	Mandatory for Category 2	Mandatory for Category 3
5	Professor must invite guest lecturers or organizes off-campus study visits for students. <i>*If the professor organise off-campus visit - this visit should be organised outside the teaching hours.</i>	At least 1 guest speaker per semester/course, or At least 1 study visit per semester/class.	At least 1 guest speaker per semester/course, or At least 1 study visit per semester/class.	At least 1 guest speaker per semester/course, or At least 1 study visit per semester/class.
6	Professor must hold regular consultation hours with students. <i>*Each professor must specify one consultation hour per week. The professor should create a Google Meet link, include it in the syllabus, and during one hour per week, be available for both online and on-campus students.</i>	Mandatory for Category 1	Mandatory for Category 2	Mandatory for Category 3

7	Professor will be evaluated by the Commission for the Evaluation of Teaching Methodology.	At least 4.5/5.	At least 4.5/5.	At least 4.5/5.
8	Professor will be evaluated by students.	At least 4.5/5 from student evaluations.	At least 4.5/5 from student evaluations.	At least 4.5/5 from student evaluations.
9	Professor must complete 100% of the assigned trainings offered by ASU.	4 out of 4 trainings per academic year.	2 out of 4 trainings per academic year.	1 out of 4 trainings per academic year.
10	Professor must complete the assigned modules within "ASU Courses for Faculty and Staff".	2 out of 2 modules per academic year.	1 out of 2 modules per academic year.	1 out of 2 modules per academic year.
11	Professor must participate in online events within "ASU Innovation Talks".	Participation in these events is mandatory only for Category 1.	n/a	n/a
12	Professor must implement 100% of the assigned ASU initiatives and benefits in their subjects during the semester.	100% of the assigned initiatives.	100% of the assigned initiatives.	100% of the assigned initiatives.
<b>RESEARCH</b>				
13	PhD professor must publish scientific research in journals indexed in Web of Science and SCOPUS on behalf of UNI - Universum International College	At least one scientific research paper per academic year.	At least one scientific research paper per academic year.	At least one scientific research paper per academic year.
14	Non-PhD professors must conduct research and publish it on behalf of UNI - Universum International College. <i>*Publishing in SCOPUS-indexed journals is not required for non-PhD staff.</i>	At least one research paper per academic year.	At least one research paper per academic year.	At least one research paper per academic year.
15	Professor must mentor students in conducting research for publication at the UNI - Universum International College student conference.	Mandatory for Category 1	Mandatory for Category 2	Mandatory for Category 3
<b>SERVICES</b>				

16	Professor must actively participate in departmental meetings. <i>*Penalizations will apply in case of not attending repeatedly.</i>	4 out of 4 meetings per semester.	3 out of 4 meetings per semester.	2 out of 4 meetings per semester.
17	Professor must participate in <b>promotional</b> activities.	5 activities per academic year.	3 activities per academic year.	1 activity per academic year.
18	Professor must participate in activities organized at both the <b>institutional</b> and <b>departmental</b> levels.	8 activities per semester per semester.	6 activities per semester per semester.	4 activities per semester per semester.
18	Professor must contribute to the implementation of assigned project activities.	2 projects per year.	1 project per year.	n/a
20	Professor must contribute to the preparation of materials and documents for accreditation and participates in meetings with experts for accreditation. <i>*This KPI is applicable only if the program is in the process of (re)accreditation. If the program is not undergoing (re)accreditation, mark this as "N/A".</i>	Mandatory for Category 1	Mandatory for Category 2	Mandatory for Category 3
21	Professor must establish cooperation agreements with other universities. <i>*This KPI is applicable for all professors who have participated in Erasmus mobility programs.</i>	Mandatory for Category 1	Mandatory for Category 2	Mandatory for Category 3
22	Professor must mentor student BA/MA theses. <i>*N/A in programs where there are no thesis requirements.</i>	Minimum of 10 theses.	Minimum of 6 theses.	n/a

2 3	Professor must serve on the jury for defended theses. <i>*"N/a" in programs where there are no thesis requirements.</i>	Part of minimum 10 jury theses.	Part of minimum 6 jury theses.	n/a
2 4	Professor must actively contribute as a member of various committees. <i>*"N/a" in programs where there are no thesis requirements.</i>	Part of at least 2 committees.	Part of at least 1 committee.	n/a
2 5	Professor must establish cooperation agreements (MoU's) with industry partners. <i>*This KPI is applicable only for programs where practical experience is needed.</i>	2 MoUs.	1 MoU.	n/a

1. If the faculty successfully completes **90% of the KPIs**, he/she will be awarded **an ICM** at one of the institution's partner universities

2. The staff must successfully complete **at least 70% of the KPIs**. Failure to do so will be subject to contract term review.

**Contact**

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