



Faculty Handbook

2026-27

Teach. Inspire. Lead.

September, 2026

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A WARM WELCOME

Dear colleague,

Every great classroom begins with a person who decides to show up fully: prepared, curious, and ready to treat each student as a future leader. That person is you.

At UNI, teaching is never a solo performance. It is a partnership between you, your students, your colleagues and our partners at Arizona State University. This handbook is your companion in that partnership. It explains what we expect from you, what you can expect from us, and how we measure success together, so that you can spend less time wondering about the rules and more time doing what you do best: inspiring.

We are glad you are here. Let us make Academic Year 2026–27 an outstanding one.

The UNI Leadership Team

How to Use This Handbook

Keep it close. Read it before the semester begins, return to it whenever a question comes up, and use the quick map below to jump straight to what you need.

If you need to...	Go to
Understand who you report to	Section 4 and Appendix 13.1
Prepare for your first class	Sections 5.3 and 5.4
Plan lectures and use Moodle/Canvas	Sections 5.5 to 5.8, 5.21, 5.22
Set up assessments, grading and moderation	Sections 5.10 to 5.17, 5.23
Know your reporting deadlines	Section 5.24
Understand how you are evaluated	Sections 6 and 7
Apply for an international exchange (ICM)	Sections 8 and 9
Request vacation	Section 11
Find the right email contact	Section 12
Check your KPIs	Appendix 13.2

Your Semester at a Glance

A lecturing semester runs for **13 weeks**, followed by an **exam week**. This is the rhythm you will follow.

When	What happens
2 weeks before the semester	Upload your short bio, brief course description and weekly topics to Moodle/Canvas
Week 1	First class session: introductions and a full course overview
Every week	Post a weekly announcement · post teaching materials within 24 hours of each lecture · hold your consultation hour · answer emails within 48 hours
End of Week 4	Submit the Midterm assessment brief and rubric (with student performance overview)
Week 6 or 7	Midterm Assessment (covers Weeks 1–5)
End of Week 7	Submit the Course Progression Update
End of Week 10	Submit the Final assessment brief and rubric (with student performance overview)
Week 13	Final Assessment (covers Weeks 6–12)
Within 1 week of each assessment	Grade and post results on Moodle/Canvas
Exam week	Resit, make-up and grade-improvement exams
After the exam term	Grade moderation, then final grades are entered in UMS

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 Handbook 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 across three campuses: Prishtina, Ferizaj and Gjakovë.

The college is accredited by the Kosovo Accreditation Agency and has received the highest ratings from international accreditation experts. UNI 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.

2005 Founded	3 Campuses	Bachelor Master Study levels	+	ASU Powered by	KAA Accredited
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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 in 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 is built upon the following strategic pillars:

Strategic pillar	What it looks like in your classroom
1. Student-Centered Learning	Students are partners, not an audience. Design every session for participation.
2. Continuous Quality Improvement	Measure, reflect and improve every semester.
3. Innovation and Entrepreneurship	Encourage bold ideas and practical problem-solving.
4. Digital Transformation	Use digital tools to make learning more interactive and administration simpler.
5. Internationalization	Bring the world to students through ASU, partner universities and exchanges.

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:

Program	Skills students gain
Business and Management, BA	Strategic planning, leadership, financial analysis, marketing, and operations management.
English Language with Specialization in German Language, BA	English and German proficiency, linguistic analysis, academic writing, and intercultural communication.
Interior Design, Bachelor professional	Spatial planning, concept development, material selection, technical drawing, and digital visualization.
Graphic Design, Bachelor professional	Visual communication, typography, branding, layout, and digital design.
Digital Journalism, Bachelor professional	Reporting, fact-checking, interviewing, multimedia storytelling, and media ethics.
Dental Hygiene, Bachelor professional	Oral health assessment, preventive care, patient education, and infection control.
Artificial Intelligence in Business, Bachelor professional	AI application, data interpretation, business process optimization, and responsible technology use.
Cosmetology, Bachelor professional	Skin assessment, cosmetic treatments, product selection, client consultation, and hygiene practices.
Digital Marketing, Bachelor professional	Content strategy, social media management, SEO, digital advertising, and campaign analytics.
Cyber Security, Bachelor Professional	Security risk assessment, network protection, threat detection, and incident response.
Dental Technician, Bachelor professional	Dental appliance fabrication, digital dental design, material selection, and quality control.
Laboratory Biomedicine, BSc	Biological sample analysis, laboratory testing, equipment operation, and quality assurance.
Psychology, BSc	Behavioural analysis, research methods, statistical analysis, and ethical reasoning.

Program	Skills students gain
Computer Sciences, BSc	Programming, software development, algorithm design, database management, and systems analysis.
Law, LLB	Legal research, statutory interpretation, case analysis, legal writing, and argumentation.

These comprehensive programs ensure that UNI 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 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

Program	Focus
Management, MA in (Specialization in Marketing and Creative Communication)	Access to Thunderbird School of Global Management; at the end of their studies, students receive a diploma powered by Arizona State University
Data Science and Analytics, MSc	Advanced techniques in data analysis, machine learning and data management; strong analytical capabilities and adaptability for the evolving field of data science and analytics
Governance and National Security, MA	Leaders who are adept at the complexities of governance and national security and who represent good citizenship, innovation and ethical leadership relevant to the digital age and globalization
Law, LLM	Advanced expertise in financial law, banking regulation, fintech, and compliance, with a focus on legal analysis, ethical advisory practice, and cross-border finance

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

5. JOB DESCRIPTIONS AND REPORTING

To understand the authority relationships, please refer to the organizational structure attached at the end of this guide (Appendix 13.1). 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).

Level	Who
General supervisor	The Dean of the respective school
Daily management	The Director of Faculty, Programs and ASU Implementation (reports to the Dean)
Everyday support	Program coordinators · student coordinators · Faculty Development staff · HR officer

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.

6. 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 three categories: **teaching, research and service.**

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

6.1. Role model and professional behavior

Faculty at UNI are expected to serve as role models to students. Professors are expected to behave in a professional manner and to adhere 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 the program and student coordinators.**

A professional dress code is a must, as it exemplifies the role model UNI wants the faculty to represent to students.

FACULTY TIP When in doubt, choose the action you would be comfortable explaining to a student, a colleague and the Dean.

6.2. Faculty Core Responsibilities

Some core responsibilities that faculty are required to:

- **Respond** to students' emails and emails from the different departments within UNI within a maximum of **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** ahead of each summative assessment (see 5.10).
- **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.
- **Develop and teach** the course according to the syllabus, preparing course materials and updating them as necessary to ensure they meet the learning objectives.

- **Manage the lecture hall and equipment** during lectures: 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.

6.3. 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.

6.4. 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:

Cover in session one	What to explain
Course Description	A brief overview of the course content
Course Objectives	The primary goals and what the course aims to achieve
Course Learning Outcomes (CLO)	The knowledge and skills students are expected to gain by the end of the course
Course Content	Topics organized by units, with a clear agenda for each week of the semester
Assessment	The grading criteria and methods of evaluation
Assessment Briefs	Students receive briefs one week before each assessment deadline
Summative Assessments	Expected dates for exams and assignments
Formative Assessments	The activities that help students gain extra points, with expected dates
Rubrics	Detailed rubrics for all assessments, summative and formative
Bibliography and Recommended Reading	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.

MAKE IT MEMORABLE Students remember how a course begins. Open with a question, a short story or a real-world case from your field before you present the syllabus.

6.5. Class Duration and Structure

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

Block	Time	Purpose
1. First Segment	50 min	Present new material, engage students with interactive discussions and provide explanations of key concepts
2. First Break	10 min	Students rest and assimilate the information presented in the first segment
3. Second Segment	50 min	Continue the lecture, introduce additional topics or facilitate class activities and discussions based on the material covered
4. Second Break	10 min	Students 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.

6.6. 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.

6.7. 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 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 and 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.

FACULTY TIP One idea per slide. Use slides to guide thinking, and use class time to discuss, apply and question.

6.8. Using Moodle/Canvas and UMS

Professors are responsible for providing 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 in the syllabus.
- A clear indication of assessment dates, detailed assessment task briefs and rubrics for each assessment.
- Open forums for questions and discussion.
- Assessment grades (summative or formative), posted no later than one week after the assessment has been completed.
- Assessment briefs (one week before each assessment).

UMS: UMS is one of the most practical and functional platforms, facilitating the collection and management of the institution's general data. UMS 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.

6.9. 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	Projects and Presentations	Business Plans
Essays and Research Papers	Peer Assessments	Presentations (individual or group)
Participation and Attendance	Reports	Role-Playing
Essays	Projects	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 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 rubric:** The rubrics are designed to provide students with clear, objective criteria that will be used in their evaluation. It is imperative that the 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 the Director of Faculty, Programs and ASU Implementation of the corresponding School.

6.10. Assessment Methods

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

Component	Weight
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 to assist those near the passing threshold. Each course should incorporate at least one or two formative assessment methods. Some of the formative assessment methods include quizzes, case studies, debates and other interactive activities.

REMEMBER Students receive every assessment brief and rubric no later than one week before the assessment, and you submit the Midterm and Final briefs to administration at the end of Weeks 4 and 10 (see 5.24).

6.11. 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.

6.12. 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. The Mid-Term Assessment evaluates the subjects covered during the first 5 weeks of class, while the Final Assessment evaluates the subjects covered between Week 6 and Week 12.
- 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.

6.13. Attendance Policy for Students

It is crucial for professors to understand the attendance policy, as it directly impacts student performance evaluations. According to the policy:

- Students are allowed up to **6 absences** during the semester under clear mitigating circumstances (documented, justified absences).
- Students who accumulate **6 absences without justification (unexcused, undocumented)** during the 13-week period, or those who consistently fail to attend, **go directly to the exam**.

Professors should ensure that students are aware of this policy and its implications for their academic success.

LINKED TO YOUR KPIs Your own KPIs include a student attendance rate above 70% and opening every lecture with a QR code that students scan to register attendance.

6.14. 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.
- **Maximum Number of Assessment Attempts:** Students are allowed up to five (5) attempts to pass a course. If unsuccessful, one final attempt is held before a Faculty Committee. If the student still does not pass, they must re-take the course and are then granted two (2) additional attempts.
- **Cap on Carrying Forward Courses:** Students may progress to the next academic year only if they complete at least 60% of the ECTS credits. Those who do not meet this requirement must fulfill it before progressing.
- **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.

6.15. 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.

6.16. 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 Moodle/Canvas, 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 the 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.

6.17. 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

#	Step	What happens
1	Initial Submission	Faculty submit their grades to the administration immediately following the completion of the exam term, using a form provided by the Quality Assurance Unit and Management of Programs
2	Review Analysis and	The administration reviews the submitted grades, analyzes grade distributions, compares them with historical data and identifies anomalies or irregular patterns

#	Step	What happens
3	Consultation	If discrepancies are detected, the administration consults the respective faculty member to understand the context. This may involve reviewing specific assessments or discussing grading criteria
4	Adjustment	Grades may be adjusted to ensure consistency and fairness, always in consultation with the concerned faculty members
5	Final Approval	The final grades are approved by the Moderation Committee of each School

- **System Entry:** After the moderation process, the administration will enter the final, approved grades into UMS. 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 UMS. This ensures that students receive accurate and validated grades.

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.

6.18. 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.

6.19. 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.

6.20. 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 and 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.

6.21. 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.

6.22. 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.

6.23. 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 UMS.

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

6.24. 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:

Deadline	Report	What it must include
End of Week 4	Assessment Brief and Rubric for the Midterm	The structure and content of the midterm exam, including key topics and areas of focus, and a rubric with clear grading criteria. The report should also highlight students performing well and identify any “red flag” students who may need additional support
End of Week 7	Course Progression Update	Subjects covered so far, learning resources applied and any adjustments made to the teaching plan; student performance, identifying those who are excelling as well as any students who may be struggling
End of Week 10	Assessment Brief and Rubric for the Final Assessment	The structure and content of the final assessment, the grading rubric, and an overview of student performance, noting 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.

6.25. Research responsibilities

Academic staff are also expected to engage in research activities, contributing to the advancement of knowledge and the reputation of UNI. 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. 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.
- **Student Mentorship:** Faculty mentor students in conducting research for publication at the UNI student conference.

6.26. 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 and Member of the Jury Panel for Students' Thesis Defense:** according to KPIs, as set out below.
- **Committee Contributions:** Faculty are required to actively contribute as members of various committees.
-

Minimum per academic year	Category 1	Category 2	Category 3
BA/MA theses mentored	10	6	n/a
Jury panels for thesis defense	10	6	n/a

The extent and emphasis of these responsibilities are detailed in each faculty member'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.

7. FACULTY EVALUATION AND QUALITY ASSURANCE PROCESS

As mentioned previously, the contribution of faculty at UNI can be made in various ways: teaching, research and service. The evaluation of academic staff's contributions 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 QAU prepares an individual report for each faculty member. 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 member visits and monitors another 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 member 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, focusing primarily on teaching methodology. The completed forms are then submitted to the Quality Assurance Unit, where individual reports are prepared for each faculty member. 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 member individually. The report is sent to the respective deans and to the VP for Academic Affairs.

KPI result	Consequence
At least 70% of KPIs completed	Required. Failure to do so is subject to contract term review
90% of KPIs completed	The faculty member is 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 member.

The KPIs for each category can be found in the appendix section of this handbook (13.2).

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, 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 the 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 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 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.

1 week 5 working days + 2 travel days	Grant Travel and accommodation covered	90% of KPIs Your ticket to an ICM
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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 Projects 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	administratapr@universum-ks.org
2	Universum Staff	staff@universum-ks.org
3	Academic Staff	academicstaff@universum-ks.org
4	Staff Email	firstname.lastname@universum-ks.org
5	IT Help Desk	it-helpdesk@universum-ks.org
6	Career Office	zyrakarrieres@universum-ks.org
7	Public Relations	njoftime@universum-ks.org
8	Finance Office	finance@universum-ks.org
9	Human Resources	resurse.njerezore@universum-ks.org
10	Projects Office	projects@universum-ks.org
11	Official Institutional Email	info@universum-ks.org
11	Employment Email	jobs@universum-ks.org
12	Research Email	hulumtimet@universum-ks.org
13	Quality Assurance Unit	zyra.cilesise@universum-ks.org

14. APPENDIX

14.1. Faculty KPI's for the AY 2026-27

KPI for Professors 2026/2027 HEALTH SCIENCES SCHOOL					
TEACHING					
No	KPI	Category 1	Category 2	Category 3	Points
1	Teaching Delivery, Syllabus and Schedule Compliance	Deliver all assigned lectures/classes according to the approved timetable, assigned teaching load, approved syllabus, CLOs and weekly teaching plan. Classes must be delivered for the full scheduled duration. Any absence or missed class must be formally reported and appropriately substituted/rescheduled. Unauthorized cancellation, absence, late arrival, early departure or reduction of scheduled teaching is not permitted.	Deliver all assigned lectures/classes according to the approved timetable, assigned teaching load, approved syllabus, CLOs and weekly teaching plan. Classes must be delivered for the full scheduled duration. Any absence or missed class must be formally reported and appropriately substituted/rescheduled. Unauthorized cancellation, absence, late arrival, early departure or reduction of scheduled teaching is not permitted.	Deliver all assigned lectures/classes according to the approved timetable, assigned teaching load, approved syllabus, CLOs and weekly teaching plan. Classes must be delivered for the full scheduled duration. Any absence or missed class must be formally reported and appropriately substituted/rescheduled. Unauthorized cancellation, absence, late arrival, early departure or reduction of scheduled teaching is not permitted.	5

2	Canvas and Teaching Materials Compliance	Upload all required teaching materials to Canvas 24–48 hours before the scheduled lecture, in accordance with the approved syllabus and weekly teaching plan. Materials must be complete, accurate,	Upload all required teaching materials to Canvas 24–48 hours before the scheduled lecture, in accordance with the approved syllabus and weekly teaching plan. Materials must be	Upload all required teaching materials to Canvas 24–48 hours before the scheduled lecture, in accordance with the approved syllabus and weekly teaching plan. Materials must be	4
		appropriately organized and accessible to students throughout the semester. 100% compliance	complete, accurate, appropriately organized and accessible to students throughout the semester. 100% compliance	complete, accurate, appropriately organized and accessible to students throughout the semester. 100% compliance	
3	Student Attendance Rate	Student attendance must be minimum 70% during the semester. Faculty must actively monitor attendance, identify persistent low attendance and take appropriate academic follow-up measures where necessary.	Student attendance must be minimum 70% during the semester. Faculty must actively monitor attendance, identify persistent low attendance and take appropriate academic follow-up measures where necessary.	Student attendance must be minimum 70% during the semester. Faculty must actively monitor attendance, identify persistent low attendance and take appropriate academic follow-up measures where necessary.	3
4	QR Code Attendance Registration	The designated QR code must be displayed/activated at every scheduled lecture/class so that students can register their attendance. Faculty must ensure that attendance is recorded accurately and that any technical or registration issues are reported appropriately.	The designated QR code must be displayed/activated at every scheduled lecture/class so that students can register their attendance. Faculty must ensure that attendance is recorded accurately and that any technical or registration issues	The designated QR code must be displayed/activated at every scheduled lecture/class so that students can register their attendance. Faculty must ensure that attendance is recorded accurately and that any technical or registration issues	3

		100% compliance	are reported appropriately. 100% compliance	are reported appropriately. 100% compliance	
5	Practical, Laboratory, Clinical and Applied Learning Delivery	Deliver all assigned practical, laboratory, workshop, tutorial, simulation, fieldwork, clinical and other applied-learning activities according to the approved syllabus, curriculum and timetable. Activities must support CLOs and develop	Deliver all assigned practical, laboratory, workshop, tutorial, simulation, fieldwork, clinical and other applied-learning activities according to the approved syllabus, curriculum and timetable. Activities must support CLOs and	Deliver all assigned practical, laboratory, workshop, tutorial, simulation, fieldwork, clinical and other applied-learning activities according to the approved syllabus, curriculum and timetable. Activities	3

		relevant technical, professional and industry competencies. Faculty must ensure appropriate preparation, supervision, resources and clear instructions. Health Sciences faculty must additionally comply with all applicable health, safety, ethical, professional, confidentiality, infection-prevention	develop relevant technical, professional and industry competencies. Faculty must ensure appropriate preparation, supervision, resources and clear instructions. Health Sciences faculty must additionally comply with all applicable health, safety, ethical, professional,	must support CLOs and develop relevant technical, professional and industry competencies. Faculty must ensure appropriate preparation, supervision, resources and clear instructions. Health Sciences faculty must additionally comply with all applicable health, safety, ethical,	
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		and regulatory requirements. 100% of assigned activities	confidentiality, infection prevention and regulatory requirements. 100% of assigned activities	professional, confidentiality, infection prevention and regulatory requirements. 100% of assigned activities	
6	Guest Lecturers and Study Visits	Organize or facilitate a minimum of 1 guest lecturer session and/or study visit per semester, preferably across different courses or areas of teaching. The activity should involve a relevant academic, industry professional, practitioner, entrepreneur, or subject matter expert and must be relevant to the course/program learning outcomes. The faculty member is responsible for coordination, student preparation, and submission of the required evidence/report. Off-campus study visits must be organized outside regular teaching hours.	Organize or facilitate a minimum of 1 guest lecturer session and/or study visit per semester, preferably across different courses or areas of teaching. The activity should involve a relevant academic, industry professional, practitioner, entrepreneur, or subject matter expert and must be relevant to the course/program learning outcomes. The faculty member is responsible for coordination, student preparation, and submission of the required evidence/report. Off-campus study visits must be	Organize or facilitate a minimum of 1 guest lecturer session and/or study visit per semester, preferably across different courses or areas of teaching. The activity should involve a relevant academic, industry professional, practitioner, entrepreneur, or subject matter expert and must be relevant to the course/program learning outcomes. The faculty member is responsible for coordination, student preparation, and submission of the required evidence/report. Off-campus study visits must be organized	3

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			for future performance.	100% compliance	
			100% compliance		
8	Submission of Grades in Canvas and Institutional Systems	Record accurate and complete grades in Canvas and/or designated institutional systems within 7 calendar days following the assessment date. Any discrepancy must be corrected without delay. 100% compliance	Record accurate and complete grades in Canvas and/or designated institutional systems within 7 calendar days following the assessment date. Any discrepancy must be corrected without delay. 100% compliance	Record accurate and complete grades in Canvas and/or designated institutional systems within 7 calendar days following the assessment date. Any discrepancy must be corrected without delay. 100% compliance	4
9	Attendance at Examination Sessions	Be physically present at all assigned examination sessions and examination terms unless formally excused by Faculty Administration. Faculty must ensure proper examination administration, supervision and academic integrity. 100% compliance	Be physically present at all assigned examination sessions and examination terms unless formally excused by Faculty Administration. Faculty must ensure proper examination administration, supervision and academic integrity. 100% compliance	Be physically present at all assigned examination sessions and examination terms unless formally excused by Faculty Administration. Faculty must ensure proper examination administration, supervision and academic integrity. 100% compliance	3

10	Student and Teaching Evaluation	Faculty must review student and teaching methodology evaluation results and address identified areas for improvement. Where results fall below the required standard, appropriate improvement actions must be implemented. Minimum 4.5/5.0 overall evaluation	Faculty must review student and teaching methodology evaluation results and address identified areas for improvement. Where results fall below the required standard, appropriate improvement actions must be implemented. Minimum 4.5/5.0 overall evaluation	Faculty must review student and teaching methodology evaluation results and address identified areas for improvement. Where results fall below the required standard, appropriate improvement actions must be implemented. Minimum 4.5/5.0 overall evaluation	3
11	Implementation of ASU Initiatives	Implement all ASU initiatives specified in the approved syllabus, following the approved structure, requirements, deadlines and assessment weighting. Monitor student participation, engagement, progression and completion throughout the semester. Provide guidance and take appropriate action to encourage timely completion. Report progression/completion and identified	Implement all ASU initiatives specified in the approved syllabus, following the approved structure, requirements, deadlines and assessment weighting. Monitor student participation, engagement, progression and completion throughout the semester. Provide guidance and take appropriate action to encourage timely completion. Report progression/completion and identified	Implement all ASU initiatives specified in the approved syllabus, following the approved structure, requirements, deadlines and assessment weighting. Monitor student participation, engagement, progression and completion throughout the semester. Provide guidance and take appropriate action to encourage timely completion. Report progression/completion and identified	3

		issues within institutional deadlines or upon request. 100% of assigned ASU initiatives	issues within institutional deadlines or upon request. 100% of assigned ASU initiatives	issues within institutional deadlines or upon request. 100% of assigned ASU initiatives	
12	ASU Faculty Training	Complete 4 out of 4 ASU faculty training activities per academic year.	Complete 2 out of 4 ASU faculty training activities per academic year.	Complete 1 out of 4 ASU faculty training activities per academic year.	2
13	ASU Courses for Faculty and Staff	Complete 2 out of 2 assigned ASU courses for Faculty and Staff per academic year.	Complete 1 out of 2 assigned ASU courses for Faculty and Staff per academic year.	Complete 1 out of 2 assigned ASU courses for Faculty and Staff per academic year.	2
14	ASU Innovation Talks	Mandatory participation in assigned ASU Innovation Talks and completion of any required related activities.	N/A	N/A	2
TOTAL POINTS(TEACHING)					40
RESEARCH					
	KPI	Category 1	Category 2	Category 3	Points

15	Scientific Research PhD Faculty	At least 1 scientific research paper per academic year published in a journal indexed in Web of Science and SCOPUS, on behalf of UNI – Universum International College.	At least 1 scientific research paper per academic year published in a journal indexed in Web of Science and SCOPUS, on behalf of UNI – Universum International College.	At least 1 scientific research paper per academic year published in a journal indexed in Web of Science and SCOPUS, on behalf of UNI – Universum International College.	15
16	Research and Publication – Non-PhD Faculty	At least 1 research paper per academic year conducted and published on behalf of UNI – Universum International College. Publication in SCOPUS-indexed journals is not required for non-PhD staff.	At least 1 research paper per academic year conducted and published on behalf of UNI – Universum International College. Publication in SCOPUS-indexed journals is not required for non-PhD staff.	At least 1 research paper per academic year conducted and published on behalf of UNI – Universum International College. Publication in SCOPUS-indexed journals is not required for nonPhD staff.	5

17	Student Research Mentoring	Mentor students in conducting research for publication at the UNI – Universum International College Student Conference, according to assigned responsibilities and institutional deadlines.	Mentor students in conducting research for publication at the UNI – Universum International College Student Conference, according to assigned responsibilities and institutional deadlines.	Mentor students in conducting research for publication at the UNI – Universum International College Student Conference, according to assigned responsibilities and institutional deadlines.	5
		Mandatory	Mandatory	Mandatory	
TOTAL POINTS(RESEARCH)					25
SERVICES					
No.	KPI	Category 1	Category 2	Category 3	Points
18	Professional and Institutional Training	Complete a minimum of 4 relevant trainings per academic year, including UNI, faculty, departmental, professional, or other officially assigned training activities. Participation and	Complete a minimum of 4 relevant trainings per academic year, including UNI, faculty, departmental, professional, or other officially assigned training activities. Participation and completion must take place within the prescribed deadlines.	Complete a minimum of 4 relevant trainings per academic year, including UNI, faculty, departmental, professional, or other officially assigned training activities. Participation and completion must take place within the prescribed deadlines.	4

		completion must take place within the prescribed deadlines.			
19	Promotional Activities	Participate in at least 5 promotional activities per academic year, including activities supporting student recruitment, program promotion, open	Participate in at least 3 promotional activities per academic year, including activities supporting student recruitment, program promotion,	Participate in at least 2 promotional activity per academic year, including activities supporting student recruitment,	3
		days, fairs, school visits, information sessions, or other officially assigned promotional activities.	open days, fairs, school visits, information sessions, or other officially assigned promotional activities.	program promotion, open days, fairs, school visits, information sessions, or other officially assigned promotional activities.	
20	Institutional and Departmental Activities	Participate in at least 8 institutional and/or departmental activities per semester, including academic events, student activities,	Participate in at least 6 institutional and/or departmental activities per semester, including academic events, student activities, workshops, seminars,	Participate in at least 4 institutional and/or departmental activities per semester, including academic events, student activities, workshops, seminars, conferences, orientations, ceremonies, and other officially assigned institutional or departmental activities.	2

		workshops, seminars, conferences, orientations, ceremonies, and other officially assigned institutional or departmental activities.	conferences, orientations, ceremonies, and other officially assigned institutional or departmental activities.		
21	Assigned Project Activities	Contribute to the implementation of at least 2 assigned institutional, departmental, academic, or project activities per academic year, including activities related to officially approved institutional projects.	Contribute to the implementation of at least 2 assigned institutional, departmental, academic, or project activity per academic year, including activities related to officially approved institutional projects.	N/A	3
22	Faculty Reports and Academic Monitoring	Submit all required faculty/course reports by the end of Week 4 and Week 9 of each semester, including course progress, student engagement,	Submit all required faculty/course reports by the end of Week 4 and Week 9 of each semester, including course progress, student engagement, attendance trends, assessment implementation,	Submit all required faculty/course reports by the end of Week 4 and Week 9 of each semester, including course progress, student engagement, attendance trends, assessment implementation,	4

		attendance trends, assessment implementation, challenges, and			
		proposed actions. All reports must be complete, accurate, and submitted within the prescribed institutional deadlines.	challenges, and proposed actions. All reports must be complete, accurate, and submitted within the prescribed institutional deadlines.	challenges, and proposed actions. All reports must be complete, accurate, and submitted within the prescribed institutional deadlines.	
23	Accreditation, Reaccreditation and External Review	When applicable, actively participate in accreditation, reaccreditation, and external review activities, including preparation of required materials and evidence, meetings, briefings, interviews, presentations, and meetings with external experts. All required	When applicable, actively participate in accreditation, reaccreditation, and external review activities, including preparation of required materials and evidence, meetings, briefings, interviews, presentations, and meetings with external experts. All required materials and activities must be completed within the prescribed	When applicable, actively participate in accreditation, reaccreditation, and external review activities, including preparation of required materials and evidence, meetings, briefings, interviews, presentations, and meetings with external experts. All required materials and activities must be completed within the prescribed institutional deadlines.	4

		materials and activities must be completed within the prescribed institutional deadlines.	institutional deadlines.		
24	International University Cooperation	Faculty members who participate in Erasmus or other approved international mobility activities must contribute to establishing or developing academic cooperation with partner universities, including cooperation agreements, joint academic activities, mobility opportunities, or other approved collaborative initiatives.	Faculty members who participate in Erasmus or other approved international mobility activities must contribute to establishing or developing academic cooperation with partner universities, including cooperation agreements, joint academic activities, mobility opportunities, or other approved collaborative initiatives.	Faculty members who participate in Erasmus or other approved international mobility activities must contribute to establishing or developing academic cooperation with partner universities, including cooperation agreements, joint academic activities, mobility opportunities, or other approved collaborative initiatives.	2

25	BA/MA Thesis Supervision	Supervise a minimum of 12 BA/MA theses in accordance with institutional regulations, academic quality requirements, and established supervision and submission deadlines. N/A in programs where there are no thesis requirements.	Supervise a minimum of 8 BA/MA theses in accordance with institutional regulations, academic quality requirements, and established supervision and submission deadlines. N/A in programs where there are no thesis requirements.	Supervise a minimum of 2 BA/MA theses in accordance with institutional regulations, academic quality requirements, and established supervision and submission deadlines. N/A in programs where there are no thesis requirements.	3
26	Thesis Jury Participation	Participate in thesis defense juries as part of the required thesis-related responsibilities, with participation contributing to the minimum of 10 thesis responsibilities. N/A in programs where there are no thesis requirements.	Participate in thesis defense juries as part of the required thesis-related responsibilities, with participation contributing to the minimum of 6 thesis responsibilities. N/A in programs where there are no thesis requirements.	N/A	3

27	Committee Participation	Actively contribute as a member of at least 2 institutional, faculty, departmental, academic, or other officially established committees, including participation in meetings and assigned committee responsibilities.	Actively contribute as a member of at least 1 institutional, faculty, departmental, academic, or other officially established committee, including participation in meetings and assigned committee responsibilities.	N/A	2
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28	Industry Cooperation and Engagement	Where applicable to the program, establish or contribute to at least 2 industry cooperation agreements (MoUs) and/or equivalent structured industry engagement activities supporting practical learning, employability, internships, student projects, or other academic-	Where applicable to the program, establish or contribute to at least 1 industry cooperation agreement (MoU) and/or equivalent structured industry engagement activity supporting practical learning, employability, internships, student projects, or other academic-industry collaboration.	N/A	2
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		industry collaboration .			
TOTAL POINTS(SERVICES)				32	
TOTAL POINTS				100	

BTD

SCHOOL:

KPI for Professors 2026/2027					
TEACHING					
No.	KPI	Category 1	Category 2	Category 3	Point s

1	Teaching Delivery, Syllabus and Schedule Compliance	Deliver all assigned lectures/classes according to the approved timetable, assigned teaching load, approved syllabus, CLOs and weekly teaching plan. Classes must be delivered for the full scheduled duration. Any absence or missed class must be formally reported and appropriately substituted/rescheduled. Unauthorized cancellation, absence, late arrival, early departure or reduction of scheduled teaching is not permitted. 100% compliance.	Deliver all assigned lectures/classes according to the approved timetable, assigned teaching load, approved syllabus, CLOs and weekly teaching plan. Classes must be delivered for the full scheduled duration. Any absence or missed class must be formally reported and appropriately substituted/rescheduled. Unauthorized cancellation, absence, late arrival, early departure or reduction of scheduled teaching is not permitted. 100% compliance.	Deliver all assigned lectures/classes according to the approved timetable, assigned teaching load, approved syllabus, CLOs and weekly teaching plan. Classes must be delivered for the full scheduled duration. Any absence or missed class must be formally reported and appropriately substituted/rescheduled. Unauthorized cancellation, absence, late arrival, early departure or reduction of scheduled teaching is not permitted. 100% compliance.	5
2	Canvas and Teaching Materials Compliance	Upload all required teaching materials to Canvas 24–48 hours before the scheduled lecture, in accordance with the approved syllabus and weekly teaching plan. Materials must be complete, accurate, appropriately organized and accessible to students throughout the semester.	Upload all required teaching materials to Canvas 24–48 hours before the scheduled lecture, in accordance with the approved syllabus and weekly teaching plan. Materials must be complete, accurate, appropriately organized and accessible to students throughout the semester. 100% compliance.	Upload all required teaching materials to Canvas 24–48 hours before the scheduled lecture, in accordance with the approved syllabus and weekly teaching plan. Materials must be complete, accurate, appropriately organized and accessible to students throughout the semester.	4

		100% compliance.		100% compliance.	
3	Student Attendance Rate	Student attendance must be minimum 70% during the semester. Faculty must actively monitor attendance, identify persistent low attendance and take appropriate academic follow-up measures where necessary.	Student attendance must be minimum 70% during the semester. Faculty must actively monitor attendance, identify persistent low attendance and take appropriate academic follow-up measures where necessary.	Student attendance must be minimum 70% during the semester. Faculty must actively monitor attendance, identify persistent low attendance and take appropriate academic follow-up measures where necessary.	3
4	QR Code Attendance Registration	The designated QR code must be displayed/activated at every scheduled lecture/class so that students can register their attendance. Faculty must ensure that attendance is recorded accurately and that any technical or registration issues are reported appropriately. 100% compliance.	The designated QR code must be displayed/activated at every scheduled lecture/class so that students can register their attendance. Faculty must ensure that attendance is recorded accurately and that any technical or registration issues are reported appropriately. 100% compliance.	The designated QR code must be displayed/activated at every scheduled lecture/class so that students can register their attendance. Faculty must ensure that attendance is recorded accurately and that any technical or registration issues are reported appropriately. 100% compliance.	3
5	Guest Lecturers and Study Visits	Organize or facilitate a minimum of 1 guest lecturer session and/or study visit per semester, preferably across different courses or areas of teaching.	Organize or facilitate a minimum of 1 guest lecturer session and/or study visit per semester, preferably across different courses or areas of teaching.	Organize or facilitate a minimum of 1 guest lecturer session and/or study visit per semester, preferably across different courses or areas of teaching.	3

		The activity should involve a relevant academic, industry professional, practitioner, entrepreneur, or subjectmatter expert and must be relevant to	The activity should involve a relevant academic, industry professional, practitioner, entrepreneur, or subjectmatter expert and must be relevant to the	The activity should involve a relevant academic, industry professional, practitioner, entrepreneur, or subjectmatter expert and must be relevant to the	
		the course/program learning outcomes. The faculty member is responsible for coordination, student preparation, participation, and submission of the required evidence/report. Off-campus study visits must be organized outside regular teaching hours.	course/program learning outcomes. The faculty member is responsible for coordination, student preparation, participation, and submission of the required evidence/report. Off-campus study visits must be organized outside regular teaching hours.	course/program learning outcomes. The faculty member is responsible for coordination, student preparation, participation, and submission of the required evidence/report. Off-campus study visits must be organized outside regular teaching hours.	
6	Academic Consultation and Student Support	Minimum 1 consultation hour per course per week. Consultation hours must be communicated to students at the beginning of each semester and included in the syllabus/Canvas. Faculty must provide timely academic guidance and reasonable support throughout the semester.	Minimum 1 consultation hour per course per week. Consultation hours must be communicated to students at the beginning of each semester and included in the syllabus/Canvas. Faculty must provide timely academic guidance and reasonable support throughout the semester.	Minimum 1 consultation hour per course per week. Consultation hours must be communicated to students at the beginning of each semester and included in the syllabus/Canvas. Faculty must provide timely academic guidance and reasonable support throughout the semester.	3

7	Submission of Grades in Canvas and Institutional Systems	Record accurate and complete grades in Canvas and/or designated institutional systems within 7 calendar days following the assessment date. Any discrepancy must be corrected without delay. 100% compliance	Record accurate and complete grades in Canvas and/or designated institutional systems within 7 calendar days following the assessment date. Any discrepancy must be corrected without delay. 100% compliance	Record accurate and complete grades in Canvas and/or designated institutional systems within 7 calendar days following the assessment date. Any discrepancy must be corrected without delay. 100% compliance	4
8	Attendance at Examination Sessions	Be physically present at all assigned examination sessions and examination terms unless formally excused by Faculty	Be physically present at all assigned examination sessions and examination terms unless formally excused by Faculty	Be physically present at all assigned examination sessions and examination terms unless formally excused by Faculty	3
		Administration. Faculty must ensure proper examination administration, supervision and academic integrity. 100% compliance	Administration. Faculty must ensure proper examination administration, supervision and academic integrity. 100% compliance	Administration. Faculty must ensure proper examination administration, supervision and academic integrity. 100% compliance	
9	Student and Teaching Evaluation	Faculty must review student and teaching methodology evaluation results and address identified areas for improvement. Where results fall below the required standard, appropriate improvement actions must be implemented.	Faculty must review student and teaching methodology evaluation results and address identified areas for improvement. Where results fall below the required standard, appropriate improvement actions must be implemented.	Faculty must review student and teaching methodology evaluation results and address identified areas for improvement. Where results fall below the required standard, appropriate improvement actions must be implemented.	3

		Minimum 4.5/5.0 overall evaluation	Minimum 4.5/5.0 overall evaluation	Minimum 4.5/5.0 overall evaluation	
10	Implementation of ASU Initiatives	Implement all ASU initiatives specified in the approved syllabus, following the approved structure, requirements, deadlines and assessment weighting. Monitor student participation, engagement, progression and completion throughout the semester. Provide guidance and take appropriate action to encourage timely completion. Report progression/completion and identified issues within institutional deadlines or upon request.	Implement all ASU initiatives specified in the approved syllabus, following the approved structure, requirements, deadlines and assessment weighting. Monitor student participation, engagement, progression and completion throughout the semester. Provide guidance and take appropriate action to encourage timely completion. Report progression/completion and identified issues within institutional deadlines or upon request.	Implement all ASU initiatives specified in the approved syllabus, following the approved structure, requirements, deadlines and assessment weighting. Monitor student participation, engagement, progression and completion throughout the semester. Provide guidance and take appropriate action to encourage timely completion. Report progression/completion and identified issues within institutional deadlines or upon request.	3
		100% of assigned ASU initiatives	100% of assigned ASU initiatives	100% of assigned ASU initiatives	
11	ASU Faculty Training	Complete 4 out of 4 ASU faculty training activities per academic year.	Complete 2 out of 4 ASU faculty training activities per academic year.	Complete 1 out of 4 ASU faculty training activities per academic year.	2

12	ASU Courses for Faculty and Staff	Complete 2 out of 2 assigned ASU courses for Faculty and Staff per academic year.	Complete 1 out of 2 assigned ASU courses for Faculty and Staff per academic year.	Complete 1 out of 2 assigned ASU courses for Faculty and Staff per academic year.	2
13	ASU Innovation Talks	Mandatory participation in assigned ASU Innovation Talks and completion of any required related activities.	N/A	N/A	2
TOTAL POINTS(TEACHING)					40
RESEARCH					
No.	KPI	Category 1	Category 2	Category 3	Points
18	Scientific Research – PhD Faculty	At least 1 scientific research paper per academic year published in a journal indexed in Web of Science and SCOPUS, on behalf of UNI – Universum International College.	At least 1 scientific research paper per academic year published in a journal indexed in Web of Science and SCOPUS, on behalf of UNI – Universum International College.	At least 1 scientific research paper per academic year published in a journal indexed in Web of Science and SCOPUS, on behalf of UNI – Universum International College.	15
19	Research and Publication – Non-PhD Faculty	At least 1 research paper per academic year conducted and published on behalf of UNI – Universum International College. Publication in SCOPUS-indexed journals is not required for non-PhD staff.	At least 1 research paper per academic year conducted and published on behalf of UNI – Universum International College. Publication in SCOPUS-indexed journals is not required for non-PhD staff.	At least 1 research paper per academic year conducted and published on behalf of UNI – Universum International College. Publication in SCOPUS-indexed journals is not required for non-PhD staff.	5

20	Student Research Mentoring	Mentor students in conducting research for publication at the UNI – Universum International College Student Conference, according to assigned responsibilities and institutional deadlines. Mandatory	Mentor students in conducting research for publication at the UNI – Universum International College Student Conference, according to assigned responsibilities and institutional deadlines. Mandatory	Mentor students in conducting research for publication at the UNI – Universum International College Student Conference, according to assigned responsibilities and institutional deadlines. Mandatory	5
TOTAL POINTS(RESEARCH)					25
SERVICES					
No.	KPI	Category 1	Category 2	Category 3	Points
21	Professional and Institutional Training	Complete a minimum of 4 relevant trainings per academic year, including UNI, faculty, departmental, professional, or other officially assigned training activities.	Complete a minimum of 4 relevant trainings per academic year, including UNI, faculty, departmental, professional, or other officially assigned training activities.	Complete a minimum of 4 relevant trainings per academic year, including UNI, faculty, departmental, professional, or other officially assigned training activities.	4
		Participation and completion must take place within the prescribed deadlines.	Participation and completion must take place within the prescribed deadlines.	Participation and completion must take place within the prescribed deadlines.	

22	Promotional Activities	Participate in at least 5 promotional activities per academic year, including activities supporting student recruitment, program promotion, open days, fairs, school visits, information sessions, or other officially assigned promotional activities.	Participate in at least 3 promotional activities per academic year, including activities supporting student recruitment, program promotion, open days, fairs, school visits, information sessions, or other officially assigned promotional activities.	Participate in at least 2 promotional activity per academic year, including activities supporting student recruitment, program promotion, open days, fairs, school visits, information sessions, or other officially assigned promotional activities.	3
23	Institutional and Departmental Activities	Participate in at least 8 institutional and/or departmental activities per semester, including academic events, student activities, workshops, seminars, conferences, orientations, ceremonies, and other officially assigned institutional or departmental activities.	Participate in at least 6 institutional and/or departmental activities per semester, including academic events, student activities, workshops, seminars, conferences, orientations, ceremonies, and other officially assigned institutional or departmental activities.	Participate in at least 4 institutional and/or departmental activities per semester, including academic events, student activities, workshops, seminars, conferences, orientations, ceremonies, and other officially assigned institutional or departmental activities.	2
24	Assigned Project Activities	Contribute to the implementation of at least 4 assigned institutional, departmental, academic, or project activities per academic year, including	Contribute to the implementation of at least 2 assigned institutional, departmental, academic, or project activity per academic year, including	N/A	3
		activities related to officially approved institutional projects.	activities related to officially approved institutional projects.		

25	Faculty Reports and Academic Monitoring	Submit all required faculty/course reports by the end of Week 4 and Week 9 of each semester, including course progress, student engagement, attendance trends, assessment implementation, challenges, and proposed actions. All reports must be complete, accurate, and submitted within the prescribed institutional deadlines.	Submit all required faculty/course reports by the end of Week 4 and Week 9 of each semester, including course progress, student engagement, attendance trends, assessment implementation, challenges, and proposed actions. All reports must be complete, accurate, and submitted within the prescribed institutional deadlines.	Submit all required faculty/course reports by the end of Week 4 and Week 9 of each semester, including course progress, student engagement, attendance trends, assessment implementation, challenges, and proposed actions. All reports must be complete, accurate, and submitted within the prescribed institutional deadlines.	4
26	Accreditation, Reaccreditation and External Review	When applicable, actively participate in accreditation, reaccreditation, and external review activities, including preparation of required materials and evidence, meetings, briefings, interviews, presentations, and meetings with external experts. All required materials and activities must be completed within the prescribed institutional deadlines.	When applicable, actively participate in accreditation, reaccreditation, and external review activities, including preparation of required materials and evidence, meetings, briefings, interviews, presentations, and meetings with external experts. All required materials and activities must be completed within the prescribed institutional deadlines.	When applicable, actively participate in accreditation, reaccreditation, and external review activities, including preparation of required materials and evidence, meetings, briefings, interviews, presentations, and meetings with external experts. All required materials and activities must be completed within the prescribed institutional deadlines.	4

27	International University Cooperation	Faculty members who participate in Erasmus or other approved international mobility activities must contribute to establishing or developing academic cooperation with partner universities, including cooperation agreements, joint academic activities, mobility opportunities, or other approved collaborative initiatives.	Faculty members who participate in Erasmus or other approved international mobility activities must contribute to establishing or developing academic cooperation with partner universities, including cooperation agreements, joint academic activities, mobility opportunities, or other approved collaborative initiatives.	Faculty members who participate in Erasmus or other approved international mobility activities must contribute to establishing or developing academic cooperation with partner universities, including cooperation agreements, joint academic activities, mobility opportunities, or other approved collaborative initiatives.	3
28	BA/MA Thesis Supervision	Supervise a minimum of 12 BA/MA theses in accordance with institutional regulations, academic quality requirements, and established supervision and submission deadlines. N/A in programs where there are no thesis requirements.	Supervise a minimum of 8 BA/MA theses in accordance with institutional regulations, academic quality requirements, and established supervision and submission deadlines. N/A in programs where there are no thesis requirements.	Supervise a minimum of 2 BA/MA theses in accordance with institutional regulations, academic quality requirements, and established supervision and submission deadlines. N/A in programs where there are no thesis requirements.	3
29	Thesis Jury Participation	Participate in thesis defense juries as part of the required thesis-related responsibilities, with participation contributing to the minimum of 10 thesis responsibilities. N/A	Participate in thesis defense juries as part of the required thesis-related responsibilities, with participation contributing to the minimum of 6 thesis responsibilities. N/A in programs where	N/A	3

		in programs where there are no thesis requirements.	there are no thesis requirements.		
30	Committee Participation	Actively contribute as a member of at least 2 institutional, faculty, departmental, academic, or other officially established committees, including participation in meetings and assigned committee responsibilities.	Actively contribute as a member of at least 1 institutional, faculty, departmental, academic, or other officially established committee, including participation in meetings and assigned committee responsibilities.	N/A	3
31	Industry Cooperation and Engagement	Where applicable to the program, establish or contribute to at least 2 industry cooperation agreements (MoUs) and/or equivalent structured industry engagement activities supporting practical learning, employability, internships, student projects, or other academic-industry collaboration.	Where applicable to the program, establish or contribute to at least 1 industry cooperation agreement (MoU) and/or equivalent structured industry engagement activity supporting practical learning, employability, internships, student projects, or other academic-industry collaboration.	N/A	3
TOTAL POINTS(SERVICES)					35

TOTAL POINTS	100
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90% → ICM | 70% → MINIMUM (1) If the faculty member 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.

Thank you for shaping the next generation.

Every lecture, every conversation and every piece of feedback adds up to a student's future.

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