

# **MBE Faculty Strategy**

**2020 – 2025**

**Summary**

**(Revised – 2021)**

## MBE Background

MBE study programs aim to respond to the essential needs of an emerging private sector in Kosovo. Kosovo's economy is short on capable and skilled individuals that would complement and steer the process of private sector development. While there are many public and private sector institutions offering similar programs in substance, it is the focus on skills, areas, methodology of delivery and approach of the program that should make it both new and a rewarding experience for students.

The philosophy, methodology and the structure of the program has evolved in the context of the Nations Education Strategy, Nations Employment Strategy and National Economic Development Plan and learning outcomes are defined based on National Framework of Qualifications and Framework for Qualifications of the European Higher Education Area. Information regarding the content, specialization, methodology and target group has emanated from institutions participation in USAID Private Sector Development Program, World Bank and Ministry of Trade and Industry Working Group on Business Reforms. Consultations with the existing students have been an important input. The Study Commission has also taken into great consideration both the Kosovo business outlook and employment outlook studies where existing businesses and workers have given ideas as to where the next orientation of education program should be as well as given important inputs regarding the kind of skills that a student would need to succeed in contemporary business and economy.

As far as comparability with local international programs, the study designs at UBT have taken into consideration the feedback from staff and students, recent developments in management, business and economics, the needs of Kosovo's market as well as curricula from foreign universities.

The MBE study programs accommodates a wide diversity of backgrounds and learning environments. The curriculum is appropriate for: new bachelor and master students/ graduates with degrees in a variety of fields; experienced professionals seeking to upgrade their skills and to understand management issues, experienced management professionals seeking to upgrade their skills in managing businesses/ ventures and professionals from many other fields seeking in careers in areas of Management, Business or Economy respectively in the following industries: banking and finance, marketing and PR, entrepreneurs, executives of public and private companies, large scale project managers etc. Engineering, retail and manufacturing, public sector and non-for profits, IT/Telecoms and Consulting are also targeted.

Students that have graduated from the bachelor / master program are known to have set-up their own businesses, assumed new positions in the private and public sector or have progressed in the management ladder of the larger private sector firms. The graduates seem to operate best in the manufacturing and services industries. The skills that they have acquired seem to fit to the requirements of higher level management in both private and public institutions. Based on the data of the annual UBT Alumni Survey most students operate and work in the following areas: (a) have set up their own businesses, (b) have taken over family businesses, (c) have

taken management functions in SME's, (d) have taken positions as consultants in the consulting industry, (e) have taken research and executive positions in the public sector, (f) banking and insurance sector and (g) have continued progressing towards a Phd in other international universities.

## **VISION**

MBE program commitment to offering the most innovative and modern educational services in Kosovo with focus on teaching, learning and research within an inclusive student and staff centered environment to increase the sustainability of the organization and to be the leading MBE school on the Balkan region in order to support the social and economic development of the region.

## **MISION**

The mission of the program is to apply excellence in teaching, learning and research within an inclusive student-centered environment to foster graduates of distinction that are ready to take or enhance their leadership role in business, their profession, industry, public service and society.

## **MBE Faculty Structure**

The MBE Faculty is led by the Dean supported by Faculty Council and program coordinators in all branches. Also, other entities such as Quality Assurance Sub-Committee, Program Evaluation Committee, Ethics Sub-Committee, Appeal Sub-Committee, Industrial Advisory Board, teaching staff and administrative staff. MBE Faculty works under the umbrella where UBT is governed by: UBT Governing Board, Academic Council, President and Executive Council. Every statutory body has standing and ad-hoc structures, sub-committees and working groups. The Governing Board is collectively responsible for the management and control of affairs of the College and for ensuring that an effective system of internal control and representation is implemented in the institution.

MBE Faculty continues its growth and be important part of the UBT College and its wider Ecosystem. Main MBE products and service relate to higher education and research.

MBE Faculty is responsible for unit academic strategy, student examination, teaching and learning, research and development, links with industry, society, operational and procedural aspects including quality policy implementation. The number of study concentrations is jointly proposed by the teaching professors and presented to the Dean of Faculty and routed to UBT Central level/ and final submitted to AKA for accreditation. Faculty Councils depending on their role, they are composed by Faculty management, staff representatives, student representatives and industry representatives. MBE has been within UBT since it is founded. It has attracted students from various areas of Kosovo/ Presevo valley/ Macedonia and Albania with the mix of both genders. The provision of education activities has been catered and tailored to meet the demands of contemporary developments in the industry and society. The organization operates in five locations and branches, with its infrastructure housing one the

largest libraries in Kosovo and laboratories with PC's and software (Stata/SPSS/Accounting etc). MBE is established in the following areas:

	Campus	Location
1	UBT Prishtina Campus	Prishtina
2	UBT Innovation Campus	Lipjan
3	UBT Ferizaj	Ferizaj
4	UBT Prizren	Prizren - Accredited BSc in 2021
5	UBT Pejë Bachelor	Peja - Accredited BSc in 2021
6	UBT Pejë Master	Peja - Planning
7	UBT Gjilan Bachelor	Gjilan - In the accreditation process as of 2023
8	UBT Gjilan Master	Gjilan - Planning

Beside the current accreditation in Pristina and Ferizaj, based on the market research, it is considered to open MBE program on Prizren (Accredited BSc in 2021), Gjilan, and Peja (Accredited BSc in 2021). MBE plan to expand in these locations starting from 2021 to fulfil the requirements of the region.

### **MBE Program in Prizren: (Accredited BSc in 2021)**

Historical data of the Program for Management, Business and Economics show that the number of students coming from the Prizren Region to study in Prishtina is significant and based on these data, it has been assessed that it is reasonable to apply for accreditation of this program for the branch of UBT in Prizren, in order to facilitate the conditions for studies for potential students of that Region.

Prizren with its surroundings with about 230,000 inhabitants is the second largest city in Kosovo, which after Pristina has a leading role in terms of economic growth of the country. Whereas the region of Prizren, which includes several municipalities such as Rahovec, Suhareka, Dragash, Strpce with over 400,000 inhabitants and presents significant potential for expansion of UBT. According to SOK education statistics in this region every year about 3,500 high school graduates graduate.

From the historical and potential data, given the opening of the branch in Prizren, it is completely realistic to expect the enrolment of 200 new students who will be enrolled each academic year in this branch.

Many local and international reports state that companies lack skilled labor. The Management, Business and Economics (MBE) Program in Prizren aims to assist the local region of Prizren with the accessibility and diversity of studies in this field. The region has over 9,720 active

businesses, dominated by small and medium-sized businesses, in various branches of industry, trade, services, transport and agriculture.

From meetings with business associations in Prizren, and large businesses such as Ston Castel, Golden Eagle, Abi, Thermosystem, M-Silosi etc. The lack of qualified staff in economics, finance, accounting, marketing that could communicate with international businesses, and that could carry out their development strategies was emphasized. The need to establish a MBE program in Prizren has come about due to the success of the students of the Prishtina branch, where the graduates (Alumni) have had a 98% employment, where most have found jobs by the end of the third year of studies and demand from local businesses and industries has increased and has often been unmet. There is a constant demand from students from the Prizren region attending MBE studies in Prishtina to offer local studies there, in order to reduce their costs.

### **MBE Bachelor and Master program in Gjilan**

The establishment of the UBT Bachelor and Master Program in Management, Business, and Economics in Gjilan initial objective is to get closer to UBT regional students and teachers which will positively impact their work and life and the major objective is to provide the local community with the opportunity to access a modern study program aimed at promoting and enhancing the professional human potentials that help the development of the local economy, as well as filling the gaps related to skills and knowledge in management, business, and economics for the needs of local companies. The objectives of the program are the main pillar of the institution's mechanism to fulfill the mission statement to contribute to Kosovo's social and economic development by enhancing private sector performance through better services, business models, and systems. The program incorporates contemporary business practices and includes modern technological, scientific, and pedagogical developments.

Gjilan is one of the largest municipalities in the country. Its geographical position enables it to have good links with other centers of Kosovo and the region. The Gjilan region, which includes the city of Gjilan, Vitia, Kamenica, Partesh, Klllokot, Ranillug, Novoberdo, as well as cities outside of Kosovo such as Preseva, Bujanovc and Kumanovo has over 500,000 residents and represents significant potential for UBT college expansion. Given the historical and projected data, the Gjilan region represents a very good opportunity for the colleges in terms of student enrolment.

According to ASK education statistics (2021/2022) in the Gjilan region, there are 7,101 students in high school, while 2,466 are graduates, about 600 high school graduates in Preshevo and Bujanovc (SORS) and about 500 in Kumanovo (SONM) every year.

Only, in 2022, 717 new businesses were registered in the Gjilan region, dominated by small and medium-sized businesses distributed in various branches of industry, trade, services, transport and agriculture. Based on the historical and potential data, by the opening of the branch in Gjilan, it is quite realistic to expect the enrollment of 200 new students each academic year in this branch.

Master Program in Management, Business, and Economics in Gjilan's goal is to contribute to the region with accessibility and variety of studies in this field. From regular meetings with business associations in Gjilan as well as large businesses like “Albimi”, “Dea”, Vatani” Ceni Company and Regional chamber of commerce, in general, it was emphasized that there is a lack of qualified staff in economics, finance, accounting, marketing who would be able to communicate with international business, and that can carry their development strategies.

Bringing the UBT branch in Gjilan, offers excellent opportunities for new/ fresh students, employees in large numbers that have the opportunity to continue their studies in Gjilan and for those that don't have time to continue in Prishtina then UBT in Gjilan will be there for them! Cost and time savings will be significant for students since they don't have to travel including credible degree and best private HEI known in the country!

### **MBE Bachelor and Master Study Program in Peja (Accredited BSc in 2021)**

Historical data from the Program of Management, Business and Economics show that the number of students coming from Peja Region to study in Prishtina is around 200 for each academic year. Based on this data, the UBT board has considered it reasonable to apply for accreditation of this program for the UBT branch in Peja in order to facilitate the study conditions for potential students in that region.

The establishment of the UBT Program of Management, Business and Economics in Peja aims to provide the local community with the opportunity to access a modern study program aimed at promoting and enhancing the professional human potentials that help the development of the local economy, as well as filling the gaps related to skills and knowledge in management, business and economics for the needs of local companies.

Peja, with a population of approximately 100,000 is the third largest city in Kosovo, which, after Prishtina, has a leading role in terms of economic growth of the country. Whereas the Peja Region, which includes Deçan, Klinë and Istog, has over 220,000 inhabitants and represents significant potential for UBT expansion. According to SOK education statistics in this region, there are about 3,000 high school graduates each year. Based on the historical and potential data, by the opening of the branch in Peja, it is quite realistic to expect the enrollment of 200 new students each academic year in this branch.

Many local and international reports state that local companies lack qualified workforce. The Management, Business and Economics (MBE) Program in Peja aims to assist this region with accessibility and diversity of the studies in this field. The Peja region has over 9,887 active businesses, dominated by small and medium-sized businesses distributed in various branches of industry, trade, production, services, transport and agriculture. From meetings with business associations in Peja as well as large businesses like Devolli Group, Devolli Company, Rugova-Peja, ETC Group, Brewery, Dukagjini, Vita Dairy etc. it was emphasized that there is a lack of qualified staff in economics, finance, accounting, marketing who would be able to communicate with international business, and that can carry their development strategies. The

need to establish an MBE branch in Peja was due to the success of Pristina branch students, whose graduates (Alumni) have a 90% employment rate, with most finding jobs by the end of their third year of studies, as well as based on the increased demand for the qualified young employees from local businesses and industries that has often been unfulfilled. There is an also ongoing demand from Peja region students that are currently attending MBE studies in Pristina to offer local studies in order to reduce their costs.

New students from this Region will have a very diverse study program, with three (3) specializations, believed to cover different components of the needs of local companies / businesses as well as other needs of public institutions. In addition to the study components, there are also sufficient PHD staff with adequate qualifications with varying experience in public and private institutions that will provide modern lectures and practical approaches to problem-solving techniques. The UBT facility in Peja has the necessary infrastructure for the full cycle of the MBE Bachelor program, it will also have administration office, logistics, program representatives, quality office etc. The facility is also supplied with laboratory equipment and qualified staff to provide software tools and equipment that will fully support teaching. New MBE students in Peja will have a high-quality study program that will address their needs at more affordable costs, as there are many young people who are not in a financial position to pursue higher education in the capital - Pristina, as study costs represent a significant burden, given the standard of living in Kosovo.

### Study Areas

MBE is based on continued collaborative relations with other providers of higher education within Kosovo. This has covered joint projects in access, teaching and learning innovations. MBE has contributed positively and sought to advance a reputation of integrity, quality and reliability by maintaining strong links with relevant professional bodies which are nurtured through the academic departments and at program level. Such links will be maintained and strengthened, where consistent with our educational philosophy and pedagogical approaches and where they will be beneficial to learners and graduates. As a Dept of MBE we provide data and actively participates in the National Statistics Committee, Private Sector Development Projects etc. Some of the existing and proposed study programs are listed below.

- **BSc Management, Business and Economics – Study orientations:**

- Finance, Banking and Insurance
- Accounting, Auditing and Taxation
- Management, Entrepreneurship and Innovation
- Marketing and Sales
- International Business

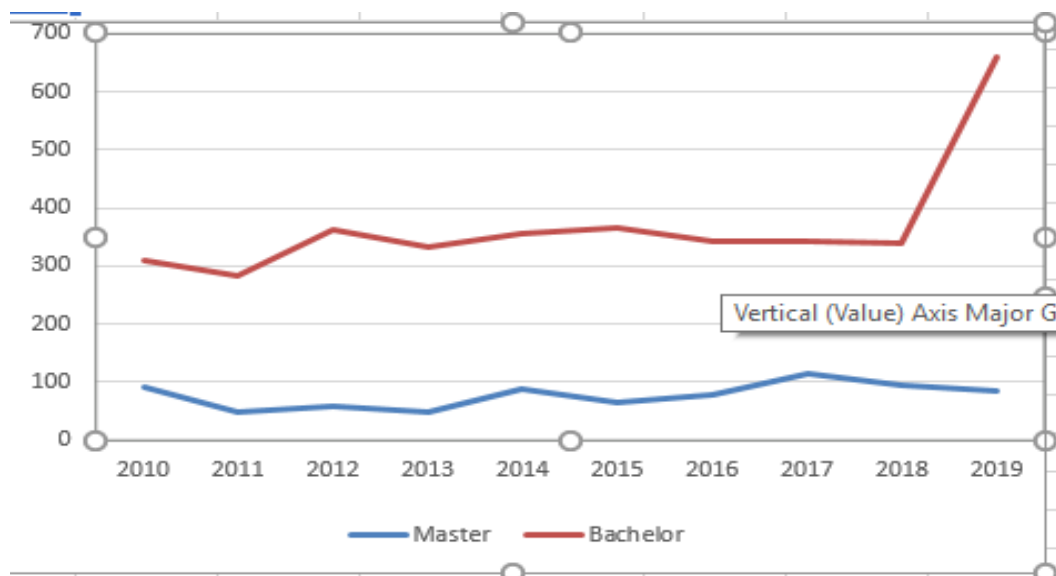
- **MSc Management, Business and Economics - Study orientations:**

- Finance, Banking and Accounting
- Marketing and Sales

Management, Entrepreneurship and Innovation  
Logistics and Procurement Management

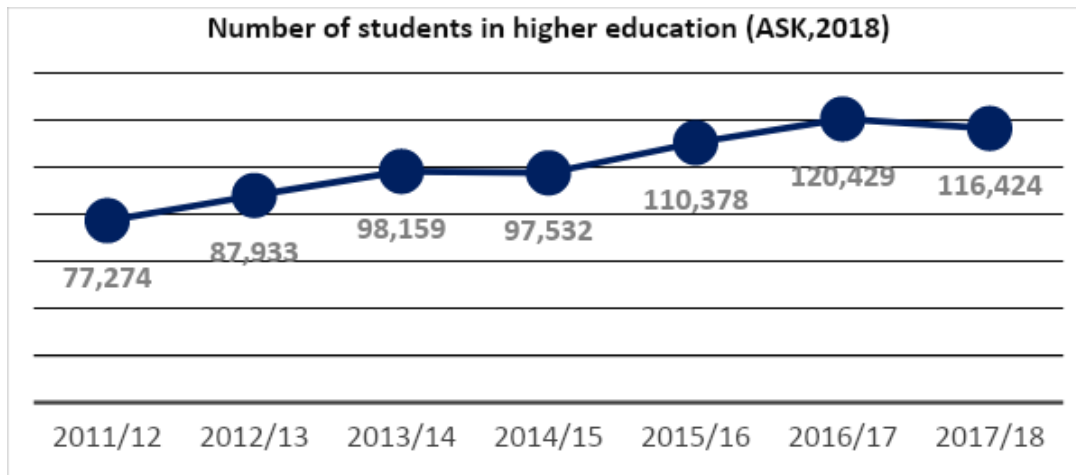
In terms of contribution to UBT Goals and National goals, MBE plays an important role, both in developing the ecosystem giving people hope through supporting their journey to attain qualifications, engage in research, development work or entrepreneurial endeavor. MBE has contributed to enhancing employability prospects and personal fulfilment for various segments of the population availing of our services. Below are student numbers at MBE bachelor and master studies. MBE has encountered significant growth during 2018 at the bachelor level at 659 students therefore raising future prospects of future student enrolments in master studies as significant numbers on yearly basis choose MBE master program for master studies graduation/ therefore master student numbers are expected to reach around 150 by 2024 always based on the graphs.

**MBE Students Over the Years**



**Number of students in higher education in Kosovo (see below graph)**



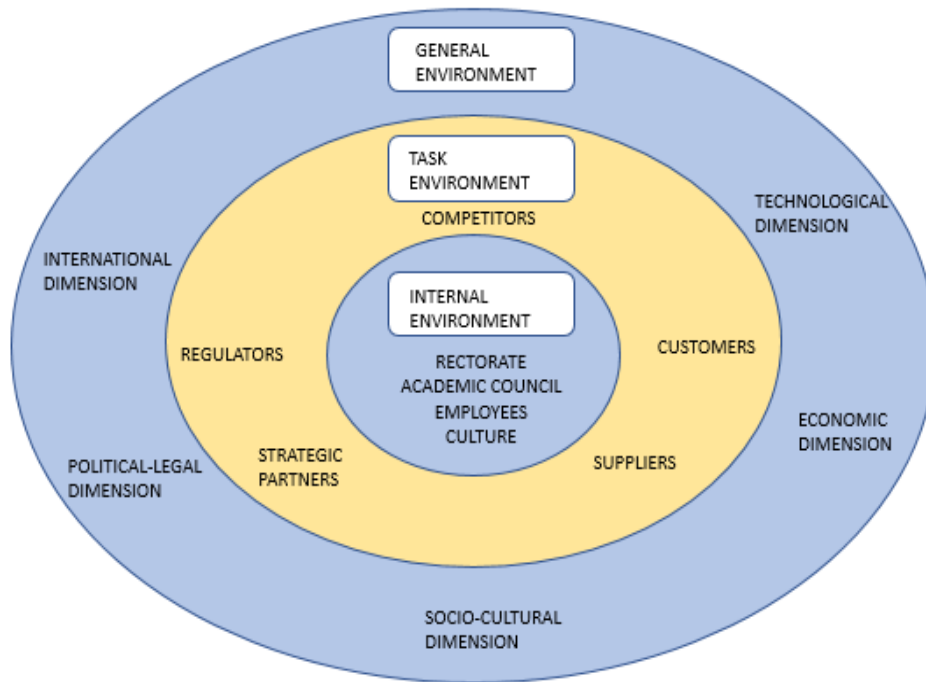


#### External Environment (ref. UBT strategy)

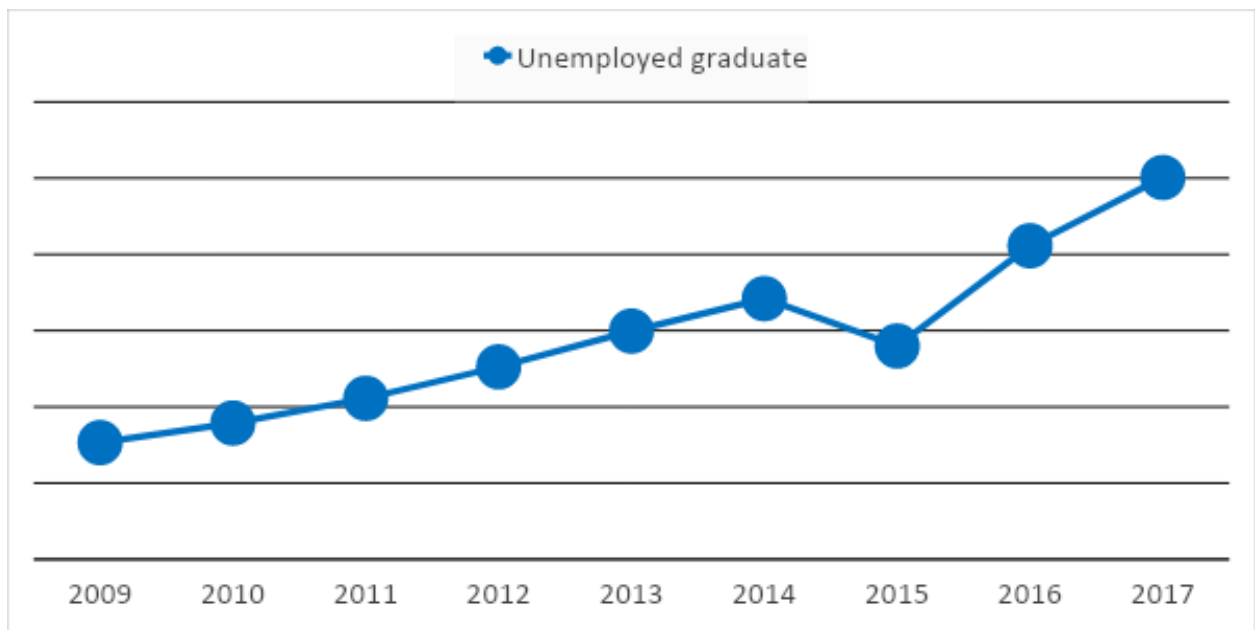
Kosovo's economy continues to grow by around 4% on a yearly basis. The need for a qualified workforce remains a key element asset for individuals, businesses and society. The importance of skills is even more pronounced in a globalized society and era of digitalization. It has become essential for governments, businesses, students and especially disadvantaged groups to ensure that skills taught at schools and career paths are relevant for the working world, that they are maintained and further improved to enhance employability and productivity. Student enrolment in higher education have grown significantly due to a combined effect of increased access, youth demographics and women education. Matching skills and jobs has become a priority policy concern. MBE combination, brand / quality teaching has enabled our students to succeed in finding jobs within at most 6 months after graduation and most by the time reaching graduation almost are all employed. Skill mismatches happen to a significant extent because of the information failure between governments, students and businesses. High and persistent mismatches are costly both to the government, businesses and especially labour. Skill mismatches have become more prominent as societies become part of the global economic system and technological trends.

MBE takes into consideration the external and internal factors to design its position.

## Elements of organizational Environment



The Kosovo unemployment paradox seems to partly fall into this trend: employers failing to find adequate skills and qualifications and graduates failing to find jobs. Kosovo has high levels of unemployment ranging from 27-32 percent in recent years. However, unemployment tends to be significantly higher among women and youth. Offering quality education in areas experiencing shortage of skills is essential for addressing national social and economic challenges.

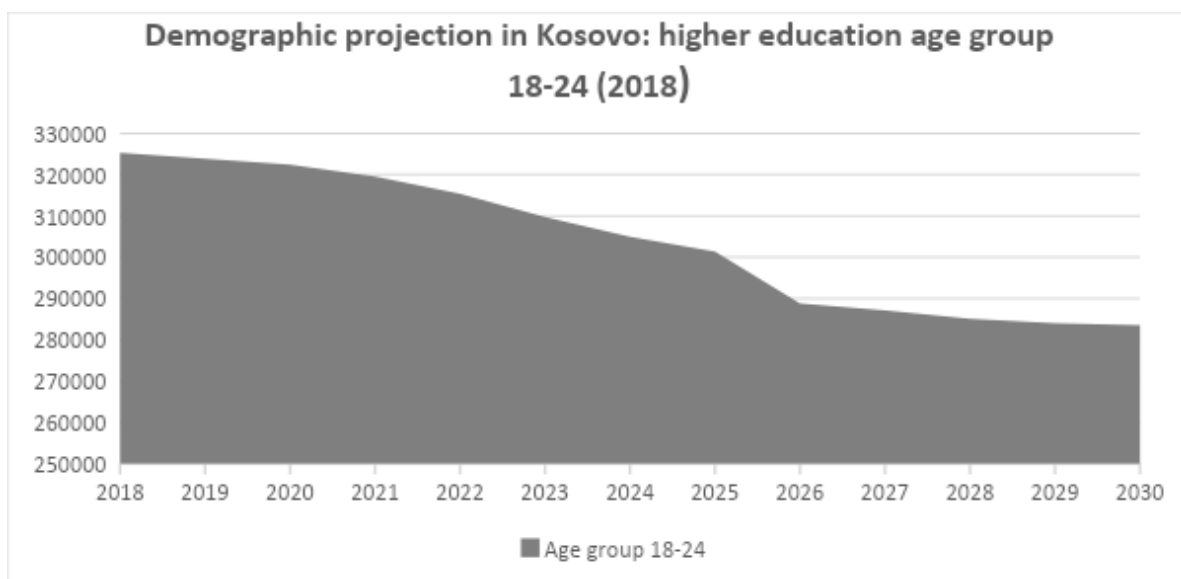


The Government perspective on higher education was laid out in the Kosovo Strategic Education Plan and Medium-Term Expenditure Framework. Government strategies emphasize

the importance of skills in the sectors of energy, mining, transport, telecommunication, information technology and communication, medicine, rural development and agriculture. Another Government Strategy on European Integration highlights the need to enhance human capital in public policies (education, social work, employment, trade and industry, economic development and legal reform). A recent Government multi-annual programme based on EU 2020 Strategy outlines a number of skills that are needed to improve productivity and human capital including entrepreneurship, information and communication technology, business, textile, wood processing, agribusiness and tourism.

World Bank (2018): Kosovo population projection 0-24 age group								
	2018	2019	2020	2021	2022	2023	2024	2025
0-4 age	147866	144968	141734	140177	137523	134740	131855	128859
5-9 age	149847	151284	152304	151259	146969	143188	140563	137331
10-14 age	144043	142396	140795	140090	143958	147349	148575	149597
15-19 age	170577	167928	166100	153459	147068	142447	140666	139080
20-24 age	154752	155886	156295	166123	168314	167268	164237	162296

The number of students enrolling in higher education should continue to be about 35,000 students annually. The number of students in higher education is expected to increase significantly in the coming years. Kosovo is expected to register an average annual increase off 8% due to demographic changes until 2025. All regions are expected to register an increase in student supply due youth demographic trends.



## Industry Analysis

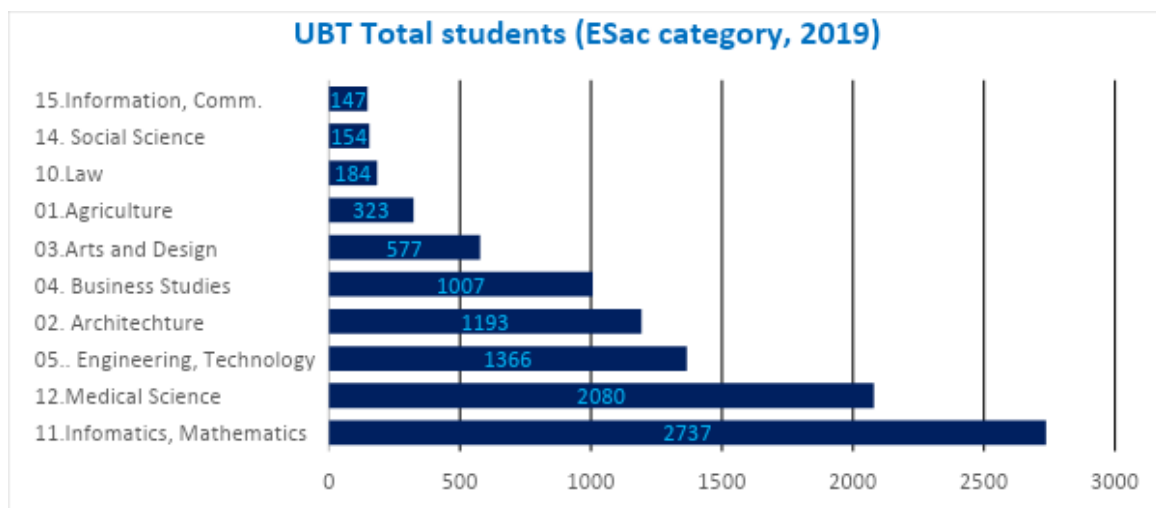
MBE has the largest number of PHD staff that is highly committed to contributing inside the faculty and outside with the industry by monitoring the developments in the context of internal and external environments. Maintaining strong links with various industries gives a better prospect of new opportunities for the students, program development, jobs, research and other benefits for the society.

MBE study offer and students orientation is closely linked to job creation trends in the past decade.

Close links with the career office, industry and market demands from various companies make MBE study programs high in demand. Worth mentioning that companies have easier access to UBT due to less bureaucratic steps, also UBT is well centered in an innovative campus surrounded by business in the local area but also regional brand name makes it easy for the students to easily get jobs/ often there are no students available when industry requires them.

Our offer has been markedly unique for its focus in industry value add skills and teaching philosophy. Nearly all other public and non-public institutions have seen a significant decrease of students in business and economics areas. The MBE study program portfolio has been dominated by a steady increase of students in Kosovo.

National Qualification Framework and Administrative Instruction on the Licensing of Private Bearers of Higher Education and National Bologna Group Experts (HERE). As part of the Strategic Plan process it has consulted the Kosovo National Development Plan 2016-2021, Kosovo Strategic Education Plan 2017-2021, Kosovo Vision for Skills 2016-2021, Kosovo Research Plan, Kosovo Innovation Strategy as well as sectors strategies in trade, ICT, public administration, business, law, transport and agriculture. Below are data obtained from UBT strategy 2025 giving overview of students.



MBE attracts most capable and motivated students. As a conclusion, the general perception of our programs from stakeholders are considered to be distinct and quality oriented. Industry employers view our graduates as a primary choice when offering employment opportunities. The industry highly views and trusts our education system and skills that we provide in our area of operations. Our graduates not only have an average of 98% employment rate post-graduation but also have been able to get quality and high incomes jobs in the banking and insurance industry, business, public institutions and civil society organizations. Our focus on improving business practices and systems through academic programs, research and certification programs contribute to increasing business systems and processes at a time when the industry is trying to realign itself into the global business cycle.

### MBE Strategic Objectives

In delivering the mission statement for the benefit of students and all other stakeholders, the institution (UBT) has identified several strategic objectives:

- (i) achieving academic excellence, - the institution aspires excellent quality standards and consistent active learning approaches which offer authentic experiences and an inspiring, values-based learning environment to a diversity,
- (ii) developing research, innovation and social responsibility - offer innovative ways for learners, spin-in and spin-out companies as well as external clients to engage with enterprise supports and applied research, thus creating new knowledge and new employment,
- (iii) creating a positive working and learning environment- the institution aims to offer a high-quality and supportive working and learning environment for all types of students (full-time, part-time, priority groups) and staff,
- (iv) maintaining and increasing internationalization and regional partnerships - formation of the new local and international higher education alliances and continued excellent performance against international and regional efficiency and effectiveness benchmarks.
- (v) partnering with the community - will continue to forge strong links with industry and wider society, which will be supported through mainstream funding, alternative income streams and volunteering arrangements in order to provide service to industry and the community at institutional, staff and student level.

In this section, we will provide the related parts of the institutional research plan of UBT and show in what perspective the research priorities and research outcomes of MBE cohere with the institutional research plan of UBT.

In the field of research, UBT aims to become in certain profile areas the leading innovation motor for Kosovo, based on a sound expertise in applied transdisciplinary research. This objective coheres with the **general strategic objectives of UBT**, which are below:

1 Achieving Academic Excellence - The institution aspires excellent quality standards and consistent active learning approaches which offer authentic experiences and an inspiring, values-based learning environment to a diversity

2 Developing Research, Innovation and Social Responsibility - Offer innovative ways for learners, spin-in and spin-out companies as well as external clients to engage with enterprise supports and applied research, thus creating new knowledge and new employment

3 Creating a Positive Working and Learning Environment - Creating a Positive Working and Learning Environment Aims to offer a high-quality and supportive working and learning environment for all types of students (full-time, part-time, priority groups) and staff

4 Maintaining and increasing internationalization and regional partnerships - Maintaining and increasing internationalization and regional partnerships Formation of the new local and international higher education alliances and continued excellent performance against international and regional efficiency and effectiveness benchmarks.

5 Partnering with the community - Partnering with the community Will continue to forge strong links with industry and wider society, which will be supported through mainstream funding, alternative income streams and volunteering arrangements in order to provide service to industry and the community at institutional, staff and student level.

As it can easily be seen above, the second strategic objective of UBT is related with research, and the research strategy of the institution has been mapped taking that objective into account.

Moreover, UBT's research objective is consistent with the mission of the institution which is 'offering a dynamic and innovative 21st century academic environment'.

**UBT`s vision for research** can be summarized as follows:

The UBT is a scholarly community that serves the larger community by advancing, sharing and applying knowledge, and by facilitating the development of thoughtful, creative, adaptable, contributing and humane citizens. As an established and highly successful research-led University, we (UBT) will be the top University in Kosovo in terms of our research excellence. We will be internationally renowned for our world-class activities in a number of strategically selected disciplinary areas. We will be recognized as possessing an outstanding, supportive research environment that assists us in attracting staff and research students of the highest profile.

**Key Strategic Research Goals** of UBT are presented below and MBE follows and develops according to its mission/vision and role:

- To be internationally renowned for our world class activities in a number of strategically important centers of excellence, whilst simultaneously demonstrating excellence across a broader range of disciplinary areas;
- To be recognized internally and externally for the provision of outstanding research leadership, infrastructure, facilities, and support, and be admired for our creativity in developing and supporting new talent and initiatives;
- To substantially increase our share of external research grant income, in order to provide a sustainable funding base for our research;
- To attract increasing numbers of high-quality postgraduate research students, and provide them with a stimulating and supportive research environment and training;
- To have active engagement with a number of key strategic partners from across the Region, Europe and the world and be increasingly sought out by potential collaborators, partners, funders, policy makers, and the media, so that we increasingly shape the external research agenda.

### **MBE Contribution to Research Goals**

As they are provided in the MBE SER the research areas of MBE department can be found below:

- General Economics;
- Macroeconomic Policies and their Impact on Economics
- Growth; Informal Economy and Its Effects on Institutions;
- Economic Growth
- Econometrics and Applied Economics;
- Insurance and Pensions, Multinational Finance;
- Banking, Finance and Investment;

- Accounting, Auditing and Taxation;
- Competition, Entrepreneurship and Economic Growth;
- Marketing Management;
- Income Inequality; Poverty;
- Brand Management;
- Consumer-Oriented New Product Development;
- Strategies for International Business Management;
- Strategic Management and Entrepreneurship;
- Innovation and Technological Change Management;
- International Trade;
- Management and Corporate Governance;
- Impact of Education on Business and Management;
- Business Intelligence and Knowledge Management;
- Advanced Human Resource Management;
- Quality Management in Public Sector;
- Process and Project Management;
- Operations Research;
- Natural Resources: · Exploit or Preserve Development Strategies for Services;
- Tourism Management;
- Food and Hospitality Services;
- Transportation and Freight Services;
- Agro-Business and Subsidy Management;
- European Union policies;
- Multi-Cultural Management;
- South East European Economy and Management;
- Logistics and Value Chain Management;
- Industry Economics and Industrial Organization;



- Immigration and Border Studies;
- Management Information Systems;
- Public Policy and Management

## **RESEARCH PRIORITIES**

Priorities in the field of research within the department of Management, Business and Economics are:

- International Economics and Finance
- Entrepreneurship and Innovation
- Business Informatics and Digital Marketing
- Sustainable Development and Goals

These priorities are in line with the general strategic objective of the institution that is related with research

Developing Research, Innovation and Social Responsibility

Focusing on these priorities enables institutions to both create theoretical knowledge and jobs at the same time. This can explicitly be seen in the explanation of the strategic objective related with research:

*'Offer innovative ways for learners, spin-in and spin-out companies as well as external clients to engage with enterprise supports and applied research, thus creating new knowledge and new employment'*

MBE Interdisciplinary studies being a crucial aspect of Research in general at UBT, MBE academic and research staff members are encouraged to participate in the research activities of other disciplines'. This also coheres with the previously stated UBT mission for research.

Moreover, the UBT MBE department organizes the biggest out of 20 conferences of the institution. The department succeeded in to increase the cooperation of teaching staff and students in publication in conference and on the same time with a significant number of international participants involved along with locals. This also coheres with key strategic research goals of UBT and vision for research.

### **Action Plan**

Achieving Academic Excellence - The institution aspires excellent quality standards and consistent active learning approaches which offer authentic experiences and an inspiring, values-based learning environment to a diversity

## Teaching and Learning

- Continue to develop and assess effective coursework, both in the major and general education which provides knowledge, skills and perspectives that will be required of a productive 21st Century global citizen.
- Employ effective cutting-edge technologies in the teaching and learning process.
- Foster development of critical thinking, information literacy, computer competency, writing, reading, and visual and oral communication.
- Increase the number of new positions in addition to the replacement of any retiring, non-retained or non-returning faculty.
- Recruit and retain faculty who demonstrate excellent and innovative teaching skills.
- Support collaborations that create linkages between academic and experiential learning.
- Encourage experimentation and risk taking in teaching and learning.
- Provide faculty development programs that enhance teaching skills and celebrate teaching best practices and achievements
- MBE will enrol and graduate more degree-seeking students at the graduate level and enhance the quality of graduate degree programs
- MBE will match up to 5 additional externally funded graduate research assistantships with institutionally supported and competitively awarded graduate research assistant appointments, aligned with challenge areas, annually by 2025.
- All graduate degree programs will undergo systematic review and, if appropriate, redesign to ensure that they are structured to meet the diverse career paths of today's students between 2021 - 2025
- Each student at the undergraduate level will engage in at least one sustained curricular or co-curricular high quality, high impact practice, demonstrated to positively affect educational or personal development, each year.
- At least 70% of undergraduate students will demonstrate sustained campus and community engagement by annually participating in one significant student engagement activity or leadership role, and attending 20 or more College events annually by 2025.
- All undergraduate students will use e-portfolios for sustained reflection on curricular, co-curricular and dynamic learning for the next accreditation (preparation will start in 2022)
- The student is central to everything we do and our core function is to provide the learner with an excellent educational experience which achieves the mission to foster the professional, intellectual, social, cultural and personal development of the individual. The goals and objectives throughout this strategic plan articulate and intend to deliver on this mission.
- MBE will attract capable and motivated students. This goal will be reflected in metrics broken down by academic area, such as first preference and acceptance ratios, as well as links with second-level schools. Growth capacity may vary depending on available staff and physical resources as well as student demand for courses and the wider landscape. Absolute targets will be adjusted annually

depending on a range of uncontrollable factors such as funding allocations, student contributions, staffing quota and the social and economic position of the country. For the master students/ attract best and motivated.

- MBE will be known for the provision of lifelong learning opportunities to facilitate learners seeking to engage with education on a part-time or flexible basis. This will include evening programmes, special purpose awards, outreach programmes, on-line delivery, labour market activation programmes, and work-based learning and hybrid models supported through technology. Such lifelong learning opportunities will be made available to individual learners, industry, public bodies, communities and professional institutions.
- MBE will maximise its scope for internationalisation through collaborative and transnational provision of degree programmes with preferred international partners as defined under national policy/ target to have at least 5 double degree programs available. Currently works in close cooperation with Danube University.
- MBE has embraced a distinctive and agile educational philosophy, cognisant that our graduates will need to function in the regional workplace as well as the global workplace and wider community.
- MBE has an educational philosophy of active learning which is described in its Teaching, Learning and Assessment Strategy document (TLA) and captured in the UBT Compendium of Active Learning Strategies available to all staff. UBT will continue to embed and implement this strategy in academic programme delivery and development across the wider organization. The College fosters creative, innovative and independent thinking and enhances employability prospects through equipping the learner with transferable skills as well as excellent knowledge and competencies in their own field.
- This Strategy of active learning will be supported with appropriate facilities and technology and state of the art equipment and materials both inside the classroom and outside it, such as the Computer Centre and the Library and Information Resource Centre. Active learning can take place in any setting whether it is a laboratory, a studio, a work placement, a self-directed group or individual assignment accessed remotely, or an interactive lecture. Such facilities and technologies may include relevant Virtual Learning Environment (VLE) and social or professional networking platforms. Staff development (such as further qualifications) in pedagogical approaches and diversity of learning styles underpin the TLA philosophy.
- MBE seeks to maintain and build a balanced portfolio of modularized undergraduate programmes which maximizes opportunities for students and which supports the distinctive profile and viability. Future new undergraduate programme development may take place in cognate disciplines in our existing domains, or in non-cognate and new niche domains subject to market potential and available staff expertise and physical resources. This portfolio should serve as a catalyst and a driver for the sustainable economic, social and cultural development of our state.
- MBE will ensure the continuing relevance of programmes to national and regional needs in an innovative manner, through consultation and engagement with industry

and the community, involving needs analysis and market research feeding into the development and review of our programmes. Such engagement will include multinational companies, indigenous SMEs, the rural economy, the community and voluntary sector and relevant agencies. Graduates will be actively involved in such an analysis, e.g. through focus groups and surveys.

- MBE will maintain and continuously improve engagement with industry and society in the delivery of programmes, for instance through guest lectureships and local industry and community. In turn, UBT also offers significant external certification e.g. through professional bodies, enhancing the value of the qualification obtained by the graduates.

### **Developing Research, Innovation and Social Responsibility**

- Provide spaces for group and collaborative study, including “smart” group meeting rooms.
  - Offer small, medium, and large venues for hosting cultural and learning communities
  - Support the creation of a knowledge society by working with firms and the public sector.
  - Prioritize research and cluster activities to maximize opportunities for research groups to create appropriate critical mass
  - Enhance and build relationships and partnerships with stakeholders in industry, academia and the public sector to increase combined research capacity and strengthen the commercialization process;
  - Foster mechanisms of technology and knowledge transfer
  - Create an integrated research and studies quality assurance framework compliant with international best practice;
  - Support programmes in delivering on research element;
  - Strengthen the link between research and teaching
  - Foster interdisciplinary and transdisciplinarity and expand the potential for sustainable development through external funding and/or commercialization of its research outputs.
- 
- In the context of our research priorities and our role as a catalyst for economic development, will focus on building alliances with key external stakeholders. The stakeholders include national and international research centres, government and funding agencies, industry partnerships.
  - Many of the processes of research are embedded in the curriculum. Teachers may show this link through their teaching methodologies and their involvement in research activity. The promotion of active learning in students, with an emphasis on the identification of interesting, cutting edge problems, problem-

solving techniques and team-working can act as a preliminary to the research process.

- Creating a Positive Working and Learning Environment
- Transform the current information and data centres “the library of the future,” one that pushes the technology envelope and, as appropriate, brings together elements that currently reside in various units of the campus to create a hub for the benefit of students, faculty, and community users.
- Expand collection of resources and databases related to regional, national, and international interests
- Maintain and update learning materials
- Communicate efficiently and effectively with learners, alumni, employers, staff, stakeholders and the wider population using the most appropriate media. This reflects the college's commitment to providing stakeholders with accurate and accessible information about our provision, procedures and performance; and our commitment to raising our profile regionally, nationally and internationally.
- We will use a marketing strategy to reflect a multi-campus situation and a wide range of programme offerings. This strategy will use selected media for distinct market segments and use tools such as Customer Relationship Management Systems to ensure focus.
- We will celebrate our strengths and successes, underpinned by internal newsletters and a media and PR policy consistent with mission, vision and values.
- We will further develop and reinforce the overarching brand identity and the strong sub-brands within it, particularly the Research Centers and Enterprise Centers.
- There will be focus groups of key external stakeholders to ensure our programmes, services and communications are effective.
- Teaching staff embrace and are committed to communication that involves listening and understanding, as well as sending out messages which are accurate, courteous and timely.
- MBE Website and portals will become dynamic and interactive platforms, moving away from the traditional, flat presentation of information. They will make greater use of multimedia and will become the main drivers for the broadcast of mission, work and interaction with its internal and external communities.
- We will continue to develop the Virtual Learning Environment to underpin our pedagogical strategies and our learner supports. This will build on the existing student portal and information literacy programmes.
- There are both technical and human sides to systems which must support the smooth operation of the faculty. Such systems will continuously evolve and improve, in keeping with latest insights and technologies and may be subject to periodic business process reviews.

- Student administration processes and procedures will be learner-friendly and accessible.
- The effective management of administrative information and the capacity to translate that information into actionable organizational intelligence will be underpinned by the development of the management information systems.
- The Faculty has developed strategies and policies for maintaining the current staff, academic and professional development of staff, and policies to attract better qualified staff in the context of permanent staff of the institution. Special importance also, is dedicated to balancing gender, policy selection, promotion, retribution and teaching workload and scientific-research. Also, an emphasis is being put in attracting young and talented staff with qualifications from renowned education centers worldwide.
- Staff development is the principal mechanism by which we ensure that all staff are able to carry out their role within the organisation to the best of their abilities and meet the objectives of the subject department or team. The Faculty is committed to providing appropriate and continuous opportunities to staff throughout to undertake staff development. The following principles are the bedrock of this policy: Equality of access/parity of treatment for all staff; Using our talents to the full; Personal and professional development of the individual; Commitment of resources where the needs of the Faculty are the greatest
- To this end, at the faculty level/ and the College expects to: (a) Conducts staff performance and development review discussions in line with procedures and calendar, (b) establish staff development needs across the institution, (c) allocate appropriate resources to staff development in the context of the annual planning cycle, (d) record, review and evaluate staff development activities and (e) report to Faculty Council on an annual basis. Staff, on the other hand, will (a) maintain a personal development plan, (b) offer staff development mentorship to colleagues where possible, (c) and undertake further development opportunities.
- If a member of staff is required to undertake training, the Faculty will normally support all training costs. It will also contribute to costs when a member of staff is presenting a paper at a conference in Kosovo or abroad. Faculty participates with 50 percent of the cost if staff chose to attend conferences. If a member of staff wishes to register for a higher degree of relevance to their work or their professional development, the Faculty will normally assist towards funding on an annual basis. Particular emphasis is placed on supporting postgraduate, research and professional qualifications as the faculty wishes to enhance the skills and qualifications of staff.
- There are both technical and human sides to systems which must support the smooth operation of the Faculty. Such systems will continuously evolve and improve, in keeping with latest insights and technologies and may be subject to periodic business process reviews.

## Maintaining and increasing internationalization and regional partnerships

Maintaining and increasing internationalization and regional partnerships Formation of the new local and international higher education alliances and continued excellent performance against international and regional efficiency and effectiveness benchmarks.

- A commitment to developing international opportunities both ‘at faculty and College’ and across the world to create a truly connected and culturally responsive institution.
- A commitment to embed international themes, including sustainability and global citizenship, across all of our programme curricula, teaching, research and innovation.
- A commitment to offer all students the opportunity to have an international experience.
- A commitment to the quality and alignment with our mission and values of all existing and potential international activities over quantity and financial drivers.
- A focus on developing our international footprint through partnerships and/or student recruitment in key areas, specifically Western Balkan Area and from Europe Area.
- A recognition that world-class colleges by their very nature are international in scope, reach and impact and that ensuring the highest quality of our international activities and connections is paramount.

## Partnering with the community

- UBT College faculty, staff, and students are known nationally and internationally for discovering, applying, testing and sharing knowledge and creative works that expand understanding and positively impact lives and society.
- Research and creative activity demonstrate impact on the state’s and the world’s pressing challenges through application of our discoveries in communities, industry and organizations, as well as through academic indicators of the expansion of knowledge.
- Faculty and UBT together along will foster four challenges to regional and global needs: Caring for our environment: environmental science, design, engineering, architecture and social structure; Promoting wellness in our communities: access and equity in education and health outcomes, community-based participatory research, biomedical sciences and entrepreneurship; Food and fuel security: sustainable food systems, precision agriculture, energy production, transmission and storage; Securing the future: cybersecurity, governance and public policy
- Will define external outcome measures that reflect success in the challenge areas, e.g. changes in relevant state-wide indicators, and will monitor these for demonstrated research-related improvement by 2025.

- Will enhance education of undergraduates and graduate students through increased participation in research, creative and entrepreneurial activities by 10%.
- Expand the MBE's role as a leading regional center with a proactive agenda for educational, social, and economic advancement.
- Expand the central clearinghouse to advance partnership development between the Faculty and the communities it serves.
- Build new opportunities and expand on existing collaborations for faculty, staff, and students to contribute to community advancement, including addressing community economic, social and cultural issues.
- Improve and expand programs that address lifelong learning needs of individuals.
- Engage our communities in the life and mission - its students, faculty, and staff in the life of our communities.
- Increase involvement of alumni, retirees, community leaders and others through service on boards, speaking engagements, mentoring programs, and philanthropic opportunities.
- Promote community and relationships through increased attendance and participation at academic, cultural and other events.
- Actively promote the MBE's visual identity and protect the UBT "brand."
- Build more bridges between and among our communities to create a culture of engagement, inclusion, and belonging.
- Expand collaborations with local schools and school districts to increase awareness of college programs and improve the "culture of going to college" among area elementary, middle, and high school students.
- Bring community individuals and organizations to campus for cultural, educational, and athletic activities
- Expand and foster student exchange agreements, internships, and service-learning opportunities within our communities
- Offer support to new enterprises through the distinctive accommodating of the full spectrum of low to high risk/reward profiles within our areas of academic and business support expertise. We aim to roll out the business support across our campus in involving numerous partnerships with relevant State agencies and authorities as well as with private enterprise.
- Through the supply of graduates and interns, make a major contribution to the knowledge base and innovation in our region and beyond. We will regularly monitor this through our graduate surveys and liaison with industry throughout our catchment area.
- We will offer a range of business support and development programmes to foster indigenous enterprise: start-your-own business programmes in conjunction with

## Risk Assessment



The institution has a Risk Assessment and Management Policy to regularly assess both internal and external risks and propose the mitigating measures and structures. The institutional risk assessment procedure is performed and reviewed annually. The UBT Internal Auditor is responsible for implementing the policy and oversees the risk assessment matrix and risk mitigation plan of the institution. The institutional risk assessment policy categorizes risk into:

	Risk	Description
1	Strategic risk	Assessment of risks that impede the achievement of strategic goals and competitive environment.
2	Financial risk	Assessment of market and investment risks
3	Operational risk	The systems implementation involved changes to business processes with respect to transaction processing by decentralized department administrators and staff
4	Compliance Risk	Compliance with externally imposed and internally adopted policies and procedures on management, teaching, research and communication.
5	Reputational Risk	Assessment of external and internal risks that may affect the institutional brand

The annual risk assessment process at UBT is designed to evaluate the drivers of risk or factors that introduce a risk to its operating environment. Risks are initially categorized into strategic, financial, operation, compliance and reputational risk. Risks are then evaluated on the basis of likelihood of occurrence: high, medium and low. An Annual Risk Assessment is performed by the UBT Internal Auditor. The Annual Risk Report and Review serve to dynamically model and simulate the effect of each risk so that the risk owners can produce mitigating actions. A full Risk Management Action Plan is produced annually and distributed to risk owners in the organization. Based on the current risk assessment exercise, the institution is challenged by the following risks:

		Description	Category	Level
1	<ul style="list-style-type: none"> <li>Emerging Educational and social challenges</li> </ul>	<ul style="list-style-type: none"> <li>Tendency for E-education</li> <li>Desire for external education systems</li> <li>Human capital flight due to EU Visa Liberalization</li> <li>Falling student numbers due to demographics</li> </ul>	Strategic	H

2	<ul style="list-style-type: none"> <li>Inability of Governance of education sector in Kosovo</li> </ul>	<ul style="list-style-type: none"> <li>Political turnover creating instability in education sector governance and rules</li> <li>Excessive red tape</li> </ul>	Strategic	H
3	<ul style="list-style-type: none"> <li>Quality of education in Kosovo</li> </ul>	<ul style="list-style-type: none"> <li>Student applicants struggling in science, engineering and mathematics</li> <li>Kosovo has the lowest PISA attainment in Europe</li> </ul>	Strategic	M
4	<ul style="list-style-type: none"> <li>Increasing Student Expectations</li> </ul>	<ul style="list-style-type: none"> <li>Students expectations are increasing</li> <li>Student ability and willingness to pay for tuition stagnant</li> </ul>	Strategic	M
5	<ul style="list-style-type: none"> <li>Increased Regulatory Scrutiny and Accountability</li> </ul>	<ul style="list-style-type: none"> <li>Frequent external accreditation create excessive burden</li> <li>Frequent inspections</li> <li>New Administrative Instructions every single year</li> </ul>	Compliance	H
6	<ul style="list-style-type: none"> <li>Ethics and Intellectual Property Rights</li> </ul>	<ul style="list-style-type: none"> <li>Prevalence of plagiarism among staff and students in Kosovo</li> <li>Institutional products and services copied by the competitors</li> <li>Technology driving unethical behaviour among students</li> </ul>	Compliance / Reputational	M
7	<ul style="list-style-type: none"> <li>Financial Student Fees and Obligations</li> </ul>	<ul style="list-style-type: none"> <li>Students failing to meet tuition fee obligations</li> </ul>	Financial	M
8	<ul style="list-style-type: none"> <li>New Technologies in education</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of new technologies in education management make operations vulnerable to technical failures</li> </ul>	Operational	M
9	<ul style="list-style-type: none"> <li>Human Resource Management</li> </ul>	<ul style="list-style-type: none"> <li>Emerging demands for PhD staff for programs risk teaching quality</li> </ul>	Operational	H

		- Emerging demands for staff certification by KAA pose risks for programme operation – accreditation withdrawal due to faulty documents		
10	● Decentralized Responsibility	- Decentralized responsibility creates additional risks for	Operational	M
11	● Electronics Records	- Student electronic records and data	Operational	L
12	● New construction and concerns of excess physical capacity	- Emerging demands to meet excessive infrastructure investment	Strategic	H
13	● New branch creation	- UBT Branches create reputational challenges - Perceptions that branches are not as good as the center	Strategic Reputational	M
14	● Unfair competition	- Race to the bottom in student tuition fees - Free publication education in social sciences in regional centers	Strategic	L

### Key performance indicators

Are part of the overall strategy to monitor program progress and take the necessary measures to ensure sustainability, achievement and process orientation.

KPI includes:

- **Candidates** (Number of applicants, performance, attendance, improvisation degree, alumni success, career opportunities, etc.)
- **Teachers** (Staff performance, training, dedication, mobility, participation in scientific activities, etc.)
- **Infrastructure** (Laboratories and classrooms meet standards, reflection for improvement, etc.)

- **Networking** (With other universities, industries etc.)
- **Projects and partnerships** (measuring year-on-year achievements) etc.

## Annual Work Plan

MBE has a separate document describing activities in the semester work plan that follows all its activities.

<b>1. Teaching: Student Recruitment and retention</b>		
Goal 1: Recruit high-potential students		
Strategies	Metrics	Timeframe 2021-2025
<i>1.1 Establish admission criteria to identify students who are prepared for the programs</i>	<ul style="list-style-type: none"> <li>● Program admission criteria implemented</li> <li>● Competitive score in national tests</li> </ul>	Continues
<i>1.2 Select recruitment strategies that help bring in diverse students</i>	<ul style="list-style-type: none"> <li>● Demographics reflect the population of the region in terms of gender, background and ethnicity</li> </ul>	Continues
<i>1.3 Establish scholarship support for incoming students</i>	<ul style="list-style-type: none"> <li>● Establish the Financial Aid package</li> <li>● Cooperate with industry for further assistance</li> </ul>	Continues

	<ul style="list-style-type: none"> <li>● Cooperate with institutions and donors to bring underrepresented students (ex. Women)</li> </ul>	
1.4 <i>Promote UBT Programs as a career to prospective students</i>	<ul style="list-style-type: none"> <li>● Student-led efforts at recruitment through existing and alumni</li> <li>● Presentations at high schools</li> <li>● Community groups forums</li> </ul>	Continues
1.5 <i>Provide students early and sufficient exposure to program to make informed decisions</i>	<ul style="list-style-type: none"> <li>● Mentoring programme established</li> <li>● Career service established</li> </ul>	Continues
<b>II. CURRICULUM DEVELOPMENT</b>		
Goal 1: Prepare professional and qualified alumni		
2.1 <i>Provide periodic audit and evaluation of the curriculum to ensure that it includes national and international standards</i>	<ul style="list-style-type: none"> <li>● Accreditation of programmes</li> <li>● Student surveys</li> <li>● Industry experts represented</li> <li>● Evaluation Plan established</li> <li>● Curriculum audit practice established</li> <li>● Peer-to-peer support</li> <li>● Participation and integration in international associations</li> </ul>	Yearly/ or as accredited

<p>2.2 <i>Foster membership in community of practice and national research organizations</i></p>	<ul style="list-style-type: none"> <li>● Majority faculty become members of local and national, policy-making institutes</li> <li>● Students become part and participate in research</li> </ul>	<p>Continues</p>
<p>2.3 <i>Develop written and oral communication for students</i></p>	<ul style="list-style-type: none"> <li>● Oral and written communication workshops held annually</li> <li>● Presentations in local and national seminars and events</li> </ul>	<p>Continues</p>
<p>2.4 <i>Build a scholarly environment to expose students to the possibilities for career development</i></p>	<ul style="list-style-type: none"> <li>● Independent credits for students engaged in research</li> <li>● Regular briefings about career development</li> </ul>	<p>Continues</p>
<p><b>Goal 2: Provide opportunities for students to expand their practical learning in a broad spectrum of practice settings and with a variety of clients</b></p>		
<p>2.5 <i>Provide learning opportunities in private sector</i></p>	<ul style="list-style-type: none"> <li>● All students experience placement in a workplace</li> </ul>	<p>2021-2025 Continues</p>
<p>2.6 <i>Develop and extend the list of institutions and partners for cooperation</i></p>	<ul style="list-style-type: none"> <li>● Number of contracts with partners' sites increased</li> </ul>	<p>Continues</p>

2.7 <i>Establish national and international exchange programmes</i>	<ul style="list-style-type: none"> <li>● Number of agreements at the national level</li> <li>● Number of agreements at the international level</li> </ul>	Continues
<b>III. IMPROVING RESOURCES/WORK ENVIRONMENT</b>		
<b>Goal 1: Strengthen the development of physical, fiscal, and infrastructure to support learning</b>		
3.1 <i>Enhance resources and space of the institution</i>	<ul style="list-style-type: none"> <li>● Faculty satisfaction report</li> <li>● Student annual surveys</li> </ul>	Continues
3.2 <i>Improve information access through the library and information technology development</i>	<ul style="list-style-type: none"> <li>● Increased funding to support instructional equipment</li> <li>● Increased funding to support library</li> <li>● Increased funding to support the development and integration of technology in the curriculum</li> </ul>	Continues
3.3 <i>Maintain faculty/student ratio as per accreditation instructions</i>	<ul style="list-style-type: none"> <li>● Increase faculty members as students' increase</li> </ul>	Continues

	<ul style="list-style-type: none"> <li>● Maintain 1:9 ratio of faculty/students</li> </ul>	
3.4 <i>Provide competitive faculty and staff compensation</i>	<ul style="list-style-type: none"> <li>● Staff salaries comparable to local market</li> </ul>	Continues
3.5 <i>Provide technological resources for improved learning/teaching</i>	<ul style="list-style-type: none"> <li>● Offer informatics courses for all students</li> <li>● Hand-held technologies and software integrated into the curriculum</li> </ul>	Continues
3.6 <i>Establish faculty and staff development plans</i>	<ul style="list-style-type: none"> <li>● Faculty participate in external cooperation schemes</li> </ul>	Continues
3.7 <i>Provide ancillary and clerical support staff</i>	<ul style="list-style-type: none"> <li>● Number of support staff increased in line with faculty development</li> <li>● Clerical staff each attend a development opportunity annually</li> </ul>	Continues
3.8 <i>Expand physical capacities</i>	<ul style="list-style-type: none"> <li>● Building expansion plan approved by the board</li> </ul>	Continues



	<ul style="list-style-type: none"> <li>● Building expansion in line with faculty and student increase</li> </ul>	
<b>IV. RESEARCH AND DEVELOPMENT</b>		
<b>Goal 1: Promote a research environment</b>		
<i>4.1 Provide financial and administrative support to faculty for sustained scholarly activities</i>	<ul style="list-style-type: none"> <li>● Salaries comparable with benchmark institutions</li> <li>● Annual meetings for guidance on research</li> <li>● 25% staff provided some release time for research</li> <li>● Research infrastructure developed</li> <li>● Research themes and processes established</li> <li>● Editorial support established</li> </ul>	Continues
<i>4.2 Provide internal support for research</i>	<ul style="list-style-type: none"> <li>● Establish monthly interactive seminars to present research</li> <li>● Development of initiatives by research division to stimulate research</li> </ul>	Continues

	<ul style="list-style-type: none"> <li>● Peer review system established</li> <li>● Mentorship programme established</li> </ul>	
4.3 <i>External resources for supporting research</i>	<ul style="list-style-type: none"> <li>● Increase in resources for supporting faculty and staff to develop research skills</li> <li>● Increase faculty participation in external conferences and symposiums</li> </ul>	Continues
4.4 <i>Increase the visibility of research</i>	<ul style="list-style-type: none"> <li>● Increase the number of qualitative and quantitative presentations</li> <li>● Develop a communication strategy for research</li> </ul>	Continues
Goal 2: Establish partnerships with outside agencies and industries to undertake creative initiatives to meet local and national education needs		
4.5 <i>Initiate cooperative agreements with community institutions, community agencies and education institutions</i>	<ul style="list-style-type: none"> <li>● Establish cooperation agreements with Municipal Directorates, Chamber of Commerce</li> </ul>	Continues

<p>4.6 <i>The needs of local business sector institutions are addressed by the faculty research</i></p>	<ul style="list-style-type: none"> <li>● Cooperate with Chamber of Commerce</li> <li>● Cooperate with international organizations</li> </ul>	<p>Continues</p>
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## V. COMMUNITY ENGAGEMENT

Goal 1: Develop partnerships to provide educational services to meet needs of clients in the local community

<p>5.1 <i>Conduct community needs assessment regarding type and number of partnerships</i></p>	<ul style="list-style-type: none"> <li>● Current partnerships database</li> <li>● Annual review of partnerships with faculty and staff</li> </ul>	<p>Continues</p>
<p>5.2 <i>Interface with local and national media to enhance interest in business as a career</i></p>	<ul style="list-style-type: none"> <li>● Number of articles and stories</li> </ul>	<p>Continues</p>
<p>5.3 <i>Establish career fair to increase the marketability of graduates' internships</i></p>	<ul style="list-style-type: none"> <li>● Number of graduates finding work after studies</li> </ul>	<p>Continues</p>
<p>5.4 <i>Promote faculty appointments in local and national policy making panels</i></p>	<ul style="list-style-type: none"> <li>● Number of faculty in high level positions and policy-making panels</li> </ul>	<p>Continues</p>