



Ss. CYRIL AND METHODIUS UNIVERSITY IN SKOPJE
Evaluation Commission

SELF-EVALUATION REPORT OF THE
Ss. CYRIL AND METHODIUS UNIVERSITY IN SKOPJE
(IN THE PERIOD 2006/07-2009/10)

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Introduction

The Ss. Cyril and Methodius University in Skopje, (UKIM), has a firm resolve to walk the path of continuous assessment, evaluation and quality assurance in all spheres of its development. To that effect, UKIM has been following the programme and guidelines for carrying out self-evaluation and external evaluation established by the European University Association (EUA), and has already undergone two evaluation processes. The first evaluation was carried out in 2003, and the second, follow-up external evaluation was performed in 2008.

The expert team from the EUA unanimously agreed that in the period between both evaluation processes, the Ss. Cyril and Methodius University in Skopje has made a great number of positive changes and transformations in all its spheres of activity.

There is no doubt that the positive outcome of the evaluation is a form of recognition and acknowledgement of what has been achieved so far, as well as giving further impetus to continue to improve the quality and the strive for excellence.

With a view to the enactment of the Law on Higher Education in 2008, and its subsequent implementation, the expert team of the EUA gave the following recommendation:

"...In 2003, the EUA evaluation strongly recommended that the integration of the University should be seriously considered. The opportunity now exists. But it is important to realize that integration is not the same as centralization: integration means to have in common what is common to all; centralization means a central power deciding on all major issues. The team would advise caution about centralization in such a large University. A central power is needed for managing the central matters of the University. A degree of centralization is desirable to keep the democratic atmosphere that any HEI should embrace while, at the same time, it reduces the risk of a possible bureaucratic paralysis. To reach a desirable equilibrium, the various university communities must be able to discuss the pros and cons of their opinions. Those who are for strong centralization should consider the effect on the efficiency of the institution. Those who are for the fullest decentralization should consider the waste of time, money and personnel involved. There is no magic solution. The only way is to follow good practices and not to forget good sense.

The Team is confident that UKIM will meet the challenges successfully. It wishes the university community all the best in this sensitive task."

Taking into account the above recommendation, the Ss. Cyril and Methodius University, wholeheartedly welcomed the initiative and readiness of the World Bank to extend their financial support to our University to carry out another follow-up external evaluation. The evaluation will focus on the following three major points:

- The process of integration of the University
- Implementing the ECTS
- Building on the first experiences with the ERASMUS – mobility programme for students and academic teaching staff (Erasmus Mundus External Cooperation Window (EMECW) BASILEUS-Balkan Academic Scheme for Internationalisation of Learning Together with EU Universities; JoinEU-SEE).

The entire self-evaluation process, together with the Report was carried out and supervised by the Evaluation Commission which was appointed by the University Senate, and consisted of the following professors: Prof. Svetlana Petkovska-Onchevska, Ph.D., Chairperson, Faculty of Civil Engineering; Prof. Petar Atanasov, Ph.D. The Institute of Sociology and Political Science; Prof. Zehra Hajrulai-Musliu, Ph.D., Faculty of Veterinary Medicine; Prof. Mirjana

Kochova, Ph.D., Faculty of Medicine; Prof. Zoran Zdravkovski, Ph.D., Faculty of Natural Sciences and Mathematics; Ladislav Cvetkovski, Assistant professor, Faculty of Art; Simona Dimovska, Student at the Justinianus Primus Faculty of Law; Trajche Mitrev, student at the Faculty of Dentistry, and Ivan Sazdovski, student at the Faculty of Economics. Coordinator of all the activities undertaken, were Prof. Velimir Stojkovski, Ph.D., Rector of the University and Prof. Elena Dumova-Jovanoska, Ph.D., Vice-Rector for Studies and Teaching at UKIM. The administrative and logistics support was performed by an expert team designated by the Rector's Office, which comprised of the following people: Kostadina Mokrova, Zoran Kordoski, Maja Anastasova Hristova and Katerina Petreska.

The Evaluation Commission at UKIM embarked upon conducting the self-evaluation process in November, 2010, and subsequently prepared the ground for drafting the self-evaluation report. The self-evaluation report consists of critical analyses focusing on the above-mentioned three crucial segments, at the same time the Report will act as a response to the recommendations of the EUA Team. Needless to say, the Report will also contain the guidelines underlined by the EUA for the carrying out of a follow-up evaluation.

Development activities carried out at UKIM following the completion of the first FOLLOW-UP EVALUATION

The main activities at UKIM in the past two years, that is after receipt of the official report of the follow-up evaluation carried out by the EUA Team in 2008, have been directed towards the implementation of the Law on Higher Education. More precisely, undertaking activities for the harmonization of the functions and entire domains of activity of the University with the new legal framework, in order for UKIM to become an autonomous, integrated university.

We would like to emphasize that the process of change was being carried out in complex circumstances which added an extra burden to the integration process. More specifically, the following: complete absence of financial support for the implementation of the Bologna principles pertaining to the concept of study, the Regulations for carrying out higher education activities have not been adopted yet, neither have the Regulations defining the criteria for financing higher education operations; the Council responsible for financing higher education institutions has not been set up yet; the overall depletion of funding offered by the Government; human resources issues regarding the impossibility to replace retired academic staff because of criteria set by the Government, and so on.

Due to the fact that UKIM is a large university, the process of change is, and will remain in the future - complex. Nevertheless, it is very important to point out that the University has successfully overcome the most sensitive phase in its development – the changes involved in the structural reorganization and integration. These are the basic prerequisites for the proper functioning of UKIM as an integrated university. The aim is to strengthen the capacities of the Ss. Cyril and Methodius University in Skopje by nurturing the tradition of being the oldest and the largest university in the country. In this respect, the University contributes towards promoting the development of quality assurance in higher education, research and innovation, and is a key participant in the collective, European educational sphere.

As regards the **structure of UKIM and its constituent member institutions** the **St. Clement of Ohrid Faculty of Theology in Skopje** joined UKIM on January, 1st, 2009. The membership of this institution was a result of an appeal by the Holy Archpriest Synod of the Macedonian Orthodox Church, which was welcomed and received support by the Rector's Board since incorporating the Theological Faculty within UKIM was in compliance with the Statute of the University and the legal regulations. Furthermore, the Assembly of the Republic of Macedonia passed laws that led to the establishment of two more member

institutions that became a part of UKIM: **Faculty of Design and Technologies of Furniture and Interior** (Official Bulletin of the RM, issue 57, dated 26.04.2010), which evolved from the former Institute of Lumber Industry as part of the Faculty of Forestry, and the new **Faculty of Information Sciences and Computer Engineering** the procedure for its establishment is ongoing (Official Bulletin of the RM, issue no.171, dated 30.12.2010). As a result of the new developments, the Ss. Cyril and Methodius University currently is comprised of 23 faculties, 5 research institutes and 11 joining member institutions (*see Appendix: The Structure of UKIM*).

The implementation of the LAW ON HIGHER EDUCATION AND THE INTEGRATION OF UKIM

The implementation of the new legal regulations presupposes a new organizational structure, changes in the procedures regarding academic issues, and lastly, a major overhaul in the governing bodies and management of the University and its units. Pertaining to this, we would like to point out two most important benefits of the integrated university. The first one would be the increased transparency of all academic proceedings, which would secure greater quality, and the second benefit would be providing a joint budget which will be significantly greater than the individual budgets of the faculties. In such a way, the individual faculties and units could venture to undertake projects which would otherwise be unavailable, or out of reach for each of the units.

The new Law has taken away the possibility of the units belonging to UKIM their right to act as legal entities. Apart from the fact that some of the responsibilities and obligations have been transferred to specific bodies, the structure of the University governing bodies remains the same.

The Report will lay out the main characteristics, that is, the major changes that have occurred as a result of the legal regulations of the integrated university.

Regarding the integration of academic staff, including the procedures and appointments, our University already introduced this change in the Law on Higher Education in the year 2000. This form of integration consisted of collective regulations regarding the following domains: the organization of teaching, quality control mechanisms - by way of self-evaluation and external evaluation, the structure of the programmes of study, and most importantly, the procedures for appointing academic staff.

In this initial change, the responsibility for carrying out the collectively agreed upon procedures was in the hands of the individual subunits, the faculties and the institutes of the University. However, by strengthening the role of the centralized administration (the Senate, the Rector, and the Rector's Board) the responsibility for consistently following the agreed upon regulations has been centralized.

The most important legal document of the University is the Statute - which is approved by its creator – The Parliament of the Republic of Macedonia. The subunits of the University, instead of having individual statutes, now have 'Regulations' that regulate the internal relations within the institution and their functioning in accordance with the Statute of the University.

To this effect, one of the first tasks was to devise and enact the Statute. A carefully chosen team was established to prepare the Statute. Following a wide, democratic debate involving all of the subunits of UKIM, the University Senate convened on September, 16th, 2008, and finally on November, 13th, 2008, the Statute of the University came into force. It was endorsed by the Parliament of the Republic of Macedonia on the 17th December, 2008.

The supreme governing body of the University is the Senate, which is presided upon by the Rector, followed by the Rector's Board – which consists of the Rector, the Vice-rectors, Faculty Deans, the Directors of the subunits, the academic Councils, commissions and other bodies. A significant change in the structure of the University Senate, is the enlargement of student representation – total of 10 students, or 18% out of a total of 63 members. (**Appendix: Diagram representing the University Management and its governing bodies**).

Following the enactment of the Statute of UKIM, efforts were intensively directed towards the reorganization and harmonization of the regulations pertaining to the internal relations within the University i.e. the relations between the University and the joining faculties, and the research institutes in all spheres of their work. Thus, by securing the principle of uniformity within the integrated university, the above-mentioned regulations are endorsed by the University Senate.

After intensive work under strict time constraints, the procedure for the registration of the University together with its faculties and institutes, was successfully completed and this formally marked the start of the legal and financial functioning of the integrated university.

The Organisation of the Spheres of Activities of the Faculty of Medicine and the Faculty of Dentistry as a Specific Part of the Law on Higher Education

Having in mind that the Faculty of Medicine and the Faculty of Dentistry have specific domains of activity and as such were given special consideration in the Law on Higher Education, it is a matter of necessity that the following section of the Report looks into the activities, and challenges of UKIM in its efforts to organise as a functional whole the educational, research and health activities with a view to the need of developing and conducting programs of study, as well as organizing the employment relations in the public health centres – the university clinics and institutes.

Namely, the problem began in 1996, when the Faculty of Medicine, as a member of UKIM, was divided into two parts: the Faculty of Medicine and the Clinical Centre. As a consequence of introducing this one of a kind model, UKIM sustained damage, both in the field of scientific research, and in the sphere of tertiary level health activities. The academic teaching staff remained with unresolved employment status within UKIM. This state of affairs generated numerous problems in the daily functioning of the above mentioned two faculties.

In 2009, the procedure for the reorganization and harmonization of the acts began, introducing a model of double employment agreement for the teaching staff at the above two faculties. In order to resolve the situation, an expert working team was formed consisting of representatives from the University and the relevant Ministries. Soon afterwards, in addition to a memorandum signed with the Ministry of Health of the Republic of Macedonia, agreements with each of the university clinics were signed, as well as annexes to the agreements. Thus, the status of the academic teaching staff and their associates, as employees of the Faculty of Medicine and the Faculty of Dentistry was finally resolved by way of the double employment agreement between the university clinics and the University.

In the past two years, the process of establishing the double employment agreements is nearing its end at the Faculty of Dentistry, whereas at the Faculty of Medicine it is in the final stage. This will formally secure unity in conducting the two main spheres of activity – higher education and health. Furthermore, it is precisely here that full implementation of the Law on Higher Education is achieved - in the employment agreements of the academic and associate staff at these two faculties.

Despite maximum efforts and the search for solutions, we would like to point out that the above model of functioning is not known at other universities and is wrought with certain problems. There is no doubt that UKIM has a firm stance regarding the fact that in order to have successful teaching and learning taking place and health protection at tertiary level, the university clinics should become an integral part of the University, and not separate legal entities. This is based on the Directives of the EU regarding education in medicine.

The Public health institution – Health post of the Ss. Cyril and Methodius University in Skopje, and the Trading Company Experimental Field

In accordance with the legal regulations, and with an eye towards the new processes aimed at creating novel ways of carrying out the activities of the University, we would like to focus on the transformation of the existing legal entities into other forms of organizational structures.

Within the framework of these processes, and taking into consideration the UKIM students' health issues, the procedure to exempt the Student Polyclinic from the privatization process was initiated in accordance with the Law on Health Protection. With an act passed by the Government of the Republic of Macedonia, the exemption of the Student Polyclinic from the privatization process was accomplished. Following numerous meetings with the relevant ministries, the procedure for taking over the shareholders' rights of the legal entity **Public health institution – Health post of the Ss. Cyril and Methodius University in Skopje** was also complete. The Student polyclinic is now a separate institution and a legal entity of UKIM. The Polyclinic has its own Statute which has been endorsed by the University Senate.

By the same token, and taking as a point of departure the needs of the Faculty of Agriculture and Food, and the Institute of Agriculture, steps were taken to deregister the **Trading Company Experimental Field**. Following a decision by the Senate, the legal formalities were settled and a Supervising Committee was formed. These activities marked the final stage of the transformation process of "Experimental Field", whose founding body was now Ss. Cyril and Methodius University – Skopje, instead of the Institute of Agriculture.

Ongoing are several other activities leading towards harmonization with the Higher Education Act (a nursery and day-care centre affiliated to the Faculty of Pedagogy "St. Clement of Ohrid", teaching and learning centres belonging to the Faculty of Law and the Faculty of Agriculture and Food, as well as other organizations).

Changes in the existing normative acts

Within the context of change, and with a view to integrating the functions of the subunits in order to enable harmonization of their activities, **the process of changing the existing normative acts and replacing them with new ones** began. The process was in accordance with the Law on the fundamental principles of an autonomous integrated university. As a result of this process, numerous regulations, decisions, programmes and other acts were enacted (**see Appendix: List of normative acts of UKIM**).

Regarding the above mentioned acts, we would specifically like to emphasize the enactment of the **Regulations and Criteria regarding the Procedure for the Appointment of Academic Staff and Associate Staff at UKIM**, which introduced for the first time in the history of our university a more detailed and precise list of conditions that need to be fulfilled. More precisely, it has increased transparency in that the references validated are quantified and therefore represented as a total number of points awarded. This includes points awarded to each individual candidate to be appointed for the certain academic

position or title. For instance, points for the extent of participation in the teaching and pedagogy, for scientific research, skilled/artistic expertise, and the application of skills and expertise. The purpose of the Regulations and Criteria is to carefully validate and assess the entire activities that make the individual candidate a suitable member of the academic teaching staff (Assistant Professor, Associate Professor or Full Professor). A true profile of a professor, i.e. a member of the academic teaching staff, presupposes a multi-layered approach, consisting of three levels. The first level, reflects the expert knowledge in the domain that the candidate has been appointed to. This extensive knowledge should be evident in the publicized results of scientific research undertaken. The second element are the pedagogical skills acquired during the teaching and educational process, that is, tutorials, lectures, supervisions, publication of teaching and learning aids, handbooks, textbooks. Last but not least, is the third level, which should portray an individual who disseminates his/her knowledge and expertise not only within the academic environment, but in the real world as well. All three levels have been quantified into certain measurable units which are incorporated into the new Regulations described above. They represent clear pointers to the direction that needs to be followed if an individual has chosen a career in academia.

In order to improve transparency – the most important tool for generating quality, the decision for awarding tenure and the conferral of the highest title “Full Professor” is granted by the Senate and is a legal act. In such a way, greater insight into the practices and research of the various scholars and scientists will be gained, which will prove to be fruitful for all the parties involved.

Moreover, the regulation regarding the procedure and criteria for **the appointment of Deans/Directors of the units** is carried out in three steps. The first consists of a democratic procedure involving suggestions and proposals from the faculties, more precisely, recommendations from their Academic Councils. The second step is the formal appointment, which is performed by the Rector. Finally, the appointment of the Dean/Director is authorized by the University Senate.

The new legislation has also changed the procedure for granting authorization to completely new **programmes of study**, and the procedure for authorization of modifications and improvements being done to the existing curricula, has also been changed. The new, amended procedure for granting authorization and approval of new study programmes includes the participation of the University Senate as an additional filter.

The most important reform in higher education is the revival of **the third cycle of study – Doctoral studies by taught courses and research**, whereby the previous practice of earning a Doctoral degree was abandoned. To this effect, in the past period we have been carefully deliberating in order to determine an adequate model according to which the doctoral level studies at UKIM will be organized. Having in mind the fact that the doctoral level studies are of utmost significance and have an integrative dimension, they deserve to be elaborated on in greater depth further below in this Report.

Following numerous debates and workshops, where exchange of ideas took place, and keeping in mind the complexity and capacity of UKIM in a wider sense, a highly modernized form of third cycle studies was decided upon – the doctoral level studies should be organized at the **UKIM School of Doctoral Studies**. It was felt that this model is an important prerequisite to secure, by most rational means, equal criteria for excellence and cater for the administrative procedures that will provide those criteria.

In the traditional model of pursuing a Doctoral degree, the supervisor and the doctoral candidate were left to their own resources regarding the progress of the research involved. In contrast, since the new approach will take place within the School, it will provide numerous academic and research activities, such as preparing reports, presentations,

workshops and proposals which will enhance transparency and render the entire process of third cycle study more efficient. Furthermore, the most important benefits of such a concept is, first of all, the rational utilization of the available research infrastructure, and secondly, the opportunity to develop interdisciplinary studies. Finally, another positive outcome is the fact that our School of doctoral study is recognizable, and similar to other institutions of its kind which gives us the possibility to compare it with parallel concepts found all over the map of European universities.

As a continuation to the above, the structure of the programme of study at doctoral level, and the method of quantifying the credits, is as follows:

- training in research methods, equals 30 credits; (three subjects for acquiring generic knowledge and research skills = 12 ECTS credits; 18 ECTS credits for seminars, conferences, and workshops in research practice); organized in the UKIM School of Doctoral Studies on the level of the whole university and led by the Expert Council for Doctoral Studies.
- Taught courses, amounting to 30 ECTS credits; (subjects in the wider field, within the domain and specialized domain of research).
- Preparation and defense of the doctoral dissertation, 120 ECTS credits; (original research conducted by the candidate, submitting the research proposal and topic of the doctoral thesis, publication of research articles, or concerts, exhibitions in the performing and fine arts, writing the dissertation, submitting the final draft of the dissertation, defending the dissertation in public)

The Doctoral Studies University Board played a key role in the entire process of inauguration of the programmes of study of the third cycle at UKIM. The Board was established following a decision of the University Senate. The Board worked intensively on **The Regulations, Criteria and Rules of Admission to Doctoral Level Studies at UKIM** (*see Appendix: Regulations*).

On July, 6th, 2010, during the 25th session of the University Senate, 42 programmes of study at Doctoral level were adopted, together with a large number of modules. In accordance with the legislation pertaining to studies of the third cycle – the Doctoral Studies are following the accreditation procedure at the Board of Accreditation for Higher Education of the Republic of Macedonia. So far, while this Report was being written, altogether 6 programmes of study at doctoral level have been accredited.

In the domain of publishing, at long-last the eagerly awaited **integrated publishing at the university** finally became a reality. The new Regulations stipulate that not only will publishing be carried out according to unified procedures and criteria for textbooks and manuals, but also publishing will be provided by UKIM. If the University is not in a position to accept all the titles of the publications, a possibility is given for the publishing to be carried out on the level of the individual faculties.

A crucial segment of the entire functioning of the University in the elapsed period of time, was the **financial integration**, and it was the cause of a host of dilemmas and fears. For the purpose of understanding the concept of financial integration, it would be worth mentioning that in our country, the higher education institutions are allocated funds by the State. Since UKIM is a state university, the funding is carried out through the salaries of the academic and administrative staff. This means that no one, not even the Rector, nor the Deans have any power in redistributing these funds. Therefore, the financial share of the State in Higher education is not dependent on the functional structure of the University. In other words, the share in the salary that every employee of the University obtains from the State, absolutely does not depend on whether the university you are a part of comprises of 30 units, or just 5.

All other revenues, according to the stipulations of the Law, can be acquired by the units on their own, from student co-financing to scientific research projects. Some faculties and institutes obtain substantial earnings from applying their knowledge and expertise in the agricultural and social sectors. The management of such an income becomes logically, a part of the policy of these faculties and institutes. Taking into consideration all of the above, the Senate of UKIM decided to proceed very carefully with the financial integration. At the same time, a model was determined regarding the functioning of the University and its units by way of:

- Setting up a University account for State funds, and separate co-accounts of the units for their own income;
- bringing forth a collective plan for the income and expenditures of the University and the units, by the University, and approval of the plan devised by the Ministry of Education and Science;
- decision to work on a consolidated yearly settlement;

To this effect, a projected budget estimate of the University and its units was submitted. During the in-depth calculations, the Law on Higher Education was taken into account, as well as the views and opinions brought forward during numerous debates which are confirmed in the documents of the bodies of UKIM (Development Strategy, 2004-2010, the self-evaluation and external evaluation in 2004 and 2008, and based on existing practices of other integrated universities in the world which collaborate with the Ss. Cyril and Methodius University).

On several accounts, official meetings were arranged with the Minister of Finance, the Minister of Education and Science, the Director of the Public Revenue Office, the Director of the Central Registry, as well as with representatives of the expert departments belonging to the above institutions (e.g. representatives of the Treasury department from the Ministry of Finance, the Government counselor at the Ministry of Education and Science, the official registrar, expert advisers at the Public Revenue Office, and so on.).

As a result of the extensive analyses and the exchange of expert opinions and ideas with the representatives of the above institutions, most of the doubts and dilemmas regarding the financial aspect of the functioning of UKIM in the future, as an integrated institution of higher education, were clarified. Thus, the necessary preconditions were created for observance of the fundamental rules stipulated in the Statute of UKIM, that had already been harmonized with the Law on Higher Education.

Namely, since the University has the status of ' legal person', it has one account where funds allocated by the Budget of the Republic of Macedonia are transferred, and other accounts where funding is received from other sources and special earnings. The units have accounts where funds from the Budget of the Republic of Macedonia are received, and other accounts where funds, earnings from other sources are transferred. To this effect, UKIM worked out a tailor-made model which involved opening separate accounts for the faculties and institutes, for the following funds: to receive state allocated funds from the Budget, for earnings based on the activities of the individual unit, and an account for common activities and projects of the University. The funds obtained from the Budget of the Republic of Macedonia are utilized by UKIM and the units according to criteria ascertained by the relevant Government bodies.

Regarding the earnings from other sources, UKIM, as well as the units that have generated their own income, have the right to benefit and utilize these earnings independently, in accordance with the Statute and the regulations of the units. These separate earnings will be kept in separate accounts of UKIM. The units that have generated their own income, must obtain authorization by the Rector and then utilize their earnings independently. The

utilization of funds that may be obtained from legacies, gifts, donations, bequeathed sums, will be according to the intention of the donator, as stipulated in the Statute.

Within the context of financing, an important novelty is the appropriation of funds for the joint budget of UKIM – which is 5% of the financial resources that the units generate on their own. The utilization of these funds is determined with the help of a yearly programme of financing for the type and scope of the integrative functions, enacted by the University Senate. Until the present, we have not detected any serious problems in the utilization of these funds in the above fashion. Of course, there still exist doubts as to the wisest method of putting to good use these funds. As a whole, there was general agreement that the resources should be invested in publishing, student activities, to support scholarly conferences and symposiums, student scholarships, probably the increased mobility of students in the future, certain investment ventures of common interest to all the members, etc. As is to be expected, the required transparency in spending these funds, is a topic of special interest. Needless to say, transparency is guaranteed by way of yearly financial reports which are adopted by the Senate, which then makes them available to every member of the academic community at UKIM (see **Appendix: programmes for 2009 and 2010**).

Another significant contribution towards the new positioning of the University, is the drawing up of unified, basic system regulating the salaries of University employees. Due to the absence of yardsticks and criteria for funding activities in higher education, and bearing in mind the future path of integration of the University, the representatives of most of the units, after lengthy discussions in the Senate finally reached common ground. The University Senate enacted the Rules and Regulations based on unified principles for determining the salaries and benefits of the university employees.

It is necessary to point out in this Report, that UKIM and its units have come across certain problems in the domain of financing. More specifically, UKIM and its members have come up against obstacles due to the requirement for authorization of their plans for spending the generated earnings by the relevant ministries. The self-generated funds and especially funds (obtained by research grants) belonging to a research project, have brought about the unwanted occurrence, that part of the expenditures that had already been foreseen by the project-budget, and had a due date for payment, could not be paid by the due date. Naturally, this gives the grant donor the wrong impression of the institution that is utilizing the grant, or carrying out the project. As a result, the initiative to exclude the University from the treasury system became prominent again.

The treasury system of financing is the cause of constant, ongoing problems. Namely, the carrying out of activities and projects funded by resources self-generated by UKIM, its faculties and institutes, was wrought with difficulties. The outcome and realization of numerous projects undertaken by members of the University remained uncertain. Needless to say, these kinds of projects are of vital interest, not only to the University as a whole, but also to the Republic of Macedonia. For the above reasons, the University, the faculties and scientific institutes, had to adjust to the conditions of the integrated University.

During this period, the **Regulations for the realization of international projects at UKIM** were enacted. The purpose was to systematize the requirements and create a unified approach to the application procedure, the administrative details, the rights, the obligations and responsibilities of carrying out an international project at UKIM. Having in mind the number of projects that are being currently realized, and taking into account the financial resources obtained from the European Commission, and other donations, in the future, the need remains to search for solutions to the existing problems regarding the financial operation of the projects.

* * *

In the above section, some of the more important aspects of the implementation of the integration process at UKIM, were expounded. Even though there are certain problems and obstacles that UKIM and its members have come up against, the results so far have shown that the integration of UKIM is being successfully carried out, according to the example of many other European universities.

Yet, the process has not finished. The undertaken activities are still continuing in order to finalize the projected aims, and ongoing are intensive efforts directed towards the development strategy in the period 2011 – 2020..

IMPLEMENTATION OF THE ECT - SYSTEM

In one of the recommendations that the Team of experts of the EUA made in 2008, it is stated:

"UKIM achieved remarkable results in implementing ECTS, in modifying the degree structure, in starting to reform curricula, in adopting more interactive methods of teaching and in fostering student centred learning. The diploma supplement will become part of the degree award. However, the Team also noticed that the level of understanding of the Bologna process, in particular the concept of learning outcomes and the new paradigm of student centred learning, are not equally spread among the faculties. In addition, the Bologna Process involves several dimensions besides degree structure and ECTS, all equally important. European universities and other institutions of higher education are all at different stages in the implementation of these different aspects. Certainly UKIM is well placed among South Eastern European countries in this respect.

The Team recommends that the University pursue its efforts along the lines already underway and devise a plan to implement the other dimensions as well.

Some faculties are much more advanced than others in their development of the Bologna process and this suggests that some overarching coordination should be established at central level. A central coordination would keep the University community informed about developments in the Bologna process and identify ways to apply them to UKIM."

If we turn towards the past several years, the programmes of study at UKIM according to the ECTS, were introduced during the academic year 2002/2003, at the Faculty of Pharmacy and the Faculty of Philosophy. In the last two years, the ECTS has been introduced in both the undergraduate and graduate study programmes at the faculties and institutes. The programmes of study leading towards a Doctoral degree, have also been designed according to the ECTS.

It is a fact that the smooth functioning of the ECT-system is being hindered, and is made more difficult, because the University does not receive State funding for the implementation of the Bologna principles.

Perhaps a much more clear picture of the accredited programmes of study can be obtained if we express the data in numbers: approx. 200 undergraduate programmes, 200 postgraduate, 6 doctoral degree programmes and 36 programmes are still in the process of accreditation.

Within the framework of harmonization of activities in the domain of higher education with the Law, the Statute and other legal acts of UKIM, the faculties and institutes have reformed and modernized their programmes of study with the aim to:

- decrease the students' work overload by streamlining the course contents;
- quantify the workload by introducing credits;

- introduce elective subjects, providing students with increased options to select subjects towards which students show personal interest or affinity;
- introduce new forms of on-going, continuous assessment of students' performance;

The process of curricula reform according to the ECTS, was completed in the academic 2008/2009. Regarding the readjustment of the undergraduate study programmes on the level of the entire University, the model 4 + 1 was accepted by the majority study programmes. This model involves following 4 years undergraduate programmes of study (first cycle of study), and one year of postgraduate programmes of study, (second cycle of study).

Some of the faculties embraced the 3 + 2 model. For instance, the Iustinianus Primus Faculty of Law conducts three-year undergraduate programmes and two-year postgraduate study programmes in the field of law, political science and journalism. Similarly, the Faculty of Civil Engineering organizes three year undergraduate study and a two-year postgraduate programme in Geodesy and Methods of land surveying. Certain faculties in the domain of engineering and medicine, carry out three year professional studies (e.g. the Faculty of Electrical engineering and Information technology; the Faculty of Mechanical Engineering; the Faculty of Natural Sciences and Mathematics; the Faculty of Medicine, Pharmacy and Dentistry). Part of the faculties that have strict regulations in the practice of the professions that students qualify for, chose the model of integrating both undergraduate and graduate study programmes, i.e. after the 5-year period of integrated study in the first and second cycle, the candidates are awarded Master degrees at the faculty of Architecture and the Faculty of Pharmacy. Also, at the Faculty of Veterinary Medicine, after a 5-year period of integrated study, the title Doctor of Veterinary Medicine is awarded, whereas at the Faculty of Medicine after a 6-year period of integrated study the title Doctor of Medicine is awarded.

In relation to the second cycle of study, i.e. postgraduate studies, the greater part of the faculties and institutes opted for transforming the two-year postgraduate study programmes, leading towards a Master's degree, into one-year programmes. Parallel to these one-year Master programmes, some of the units at UKIM also offer two-year postgraduate programmes to cater for candidates that have already completed three years of undergraduate studies at other universities.

When it comes to the structure of the programmes of study, during the period between 2002 and 2008, the percentage of elective subjects ranged from 5% to 20%, out of the total number of subjects. However, after the enactment of the new Law in 2008, changes and improvements were made to the study programmes, with the aim of readjusting to the legal requirements, which stated that elective subjects should be a minimum of 25% of the programme of study. Regarding the ECTS modular studies at *undergraduate study level* (first cycle studies), it was noticed that in the core subjects which are compulsory, modularity was not present. In contrast, the elective subjects, offered in most of the study programmes, exhibit modularity (from 2 to 7 credits). By the same token, the completion of the compulsory, final assignment, leading towards receiving a Diploma, varies from 3 to 30 credits (usually 5 or 10 credits).

As opposed to the above tendency, in the *postgraduate programmes of study* (second cycle of study), 90% of the programmes are based on principles of modularity. The compulsory subjects - from 4 to 20 credits, and the electives – from 3 to 10 credits, is exhibited in almost all programmes of study. The thesis leading towards the Master's degree, is from 7 to 30 credits, although more often than not it is 20, 24 or 30 credits.

* * *

The changes and modifications of the existing curricula and the introduction of new programmes of study continues incessantly. UKIM is clear in its determination to develop and

apply new methodologies to maximize learning and the efficient application of the acquired knowledge.

Most importantly, by introducing the ECTS of study at UKIM, the success rate of the students has increased and the duration of the studies is shorter. So far, the results have shown a remarkably greater progression of students through the system of undergraduate study at UKIM.

Still in its initial phase of development, and taking the first steps on the path that UKIM has yet to follow, the completion of the European credit transfer system – which will truly enable the transfer and mobility of students during the course of their studies. The first kind of transfer would be intra-national, within units of UKIM, i.e. between universities and other independent higher education institutions in the country, i.e. on a national level. The second kind would be the international transfer of credits and students – between institutions of higher education in our country and abroad.

In the long run, by introducing the credit-transfer system the University expects to achieve the following goals: increased student mobility on an institutional and national level; precise control of the scope of work and involvement of the students to express the extent of their workload during their studies; developing mechanisms to permanently monitor students' progress based on their learning outcomes; objective assessment and recognition of the results of the studies; achievement of compatibility of the programmes of study on an institutional and national level; setting up international mobility for students, as well as developing compatibility of study programmes on an international level according to the principles of ECTS; unobstructed transfer of students' achievements from one institution to another; greater proportion of individualized study time during cycles of study; creating the fundamentals for the realization of the concept of life-long learning. In a nutshell, the ultimate aim is to develop an individual who is creatively oriented towards his/her studies, a mobile student, who would be able to partake in the European system of higher education on an equal footing, and who would be capable of finding employment in the wide, open space of the European continent.

In the context of the spread of a network of higher education institutions in the country, the genuine revival of the ECTS in the programmes of study, together with the European dimension in the design of the curricula in all scientific spheres and activities at UKIM, act as a response to the challenge posed by continuous competitiveness and the competent application of academic knowledge, skills and abilities, in addition to enabling the mobility of students and academic staff, and maintaining the alertness of the University towards the needs of the labour market.

It is precisely in such a way, by taking into consideration all of the above that the first, the oldest and the largest state university in the Republic of Macedonia – Ss. Cyril and Methodius University in Skopje, is recognized for its successful work and effective strategic positioning in the context of the current changes in higher education, not only on a national, but also on a regional and international level.

The First Results of the Mobility Programme for Students and Academic Staff

One of the main objectives of the Bologna Process is unquestionably the issue of mobility, and the Republic of Macedonia is a signatory of the Bologna agreement. During the recent conference of ministers, it was agreed that there should be a **25% increase in the number of mobility schemes** for students and academic staff in each country until the year 2020. To that effect, a number of measures were adopted of which the most important are the following:

- The programmes of study have to be devised in such a way as to include **“windows of mobility”** so that they become an integral part of the study programmes. The ‘windows of mobility’ means planning some semesters with elective subjects only, in order to enable mobility at another university.
- **Joint study programmes should become the usual practice.** The joint study programmes are designed and carried out by two or more universities working in collaboration. The completion of these studies will result in awarding a double diploma, a separate diploma from each participating university, or a joint diploma – endorsed and signed by both Rectors of the participating universities, containing the symbols (logo) of the universities, in English, or in both languages of the participating universities.
- **Providing scholarships and grants;**
- Securing that internationalization should become a part of the internal and external evaluation of quality in higher education (e.g. participation of foreign experts in the process of evaluation).

It can be seen from the above recommendations that the first two are the responsibility of the universities, whereas the last two are the obligation of the Government. We could logically conclude that instead of universities offering study programmes in English, which is a legal requirement, it would be better if they prepared a set of measures to attract foreign students, otherwise their offer for study programmes in English would be wasted.

We would like to point out that at the Ss. Cyril and Methodius University, within the scope of the TEMPUS – project there have already been 16 international joint study programmes. Three of these agreements, that aim towards obtaining a double Diploma, have been endorsed, whereas 6 more are in preparation. Many of these programmes had to be terminated after the funding from TEMPUS was discontinued due to lack of funds for mobility. Obviously, funding is crucial for the continuation of the above schemes.

In the context of the readjustment of the study programmes, the recommendation to increase the availability of elective subjects out of the total number of subjects offered (40%), seems to be in contradiction with the European concept of the structure of the study programmes. In other words, the key recommendation is that the choice of content of the study programmes will depend on the desired competencies needed for the prospective profile that the student is training for. The relevant skills and qualifications would be difficult to attain if the student is left to choose from a high percentage of elective subjects on offer. More specifically, in the professions that are regulated by law, the above issue is even more acute.

The Ss. Cyril and Methodius University is actively involved in the following network mobility schemes for students and academic staff:

- Erasmus Mundus External Cooperation Window (EMECW), BASILEUS;
- Erasmus Mundus External Cooperation Window (EMECW), - JoinEU-SEE;
- ERASMUS Life-Long Learning mobility programme for students and academic staff.

From the time the mobility programmes were introduced, until September, 30th 2010, 120 students from UKIM studied at universities in Europe, and 27 students from European universities realized part of their studies at UKIM.

In the beginning of the academic 2008/2009, the Ss. Cyril and Methodius University in Skopje, became a participant in the exchange scheme for students and academic staff – BASILEUS (Balkan Academic Scheme for the Internationalization of Learning Together with EU Universities). The main objective of the scheme is to increase the exchange of students,

researchers and academic teaching staff in all levels of higher education between EU membership countries and the Western Balkans. The purpose of the scheme is to promote mobility among students and teaching staff within the countries of the Western Balkans and EU member states, in addition to forging strong and lasting cooperation between the participant universities.

Within the framework of the BASILEUS mobility scheme, in the academic 2009/2010, there were a total of 6 study visits at the Ss. Cyril and Methodius University, both in the undergraduate and postgraduate levels in the following faculties: Blaze Koneski Faculty of Philology, the Iustinianus Primus Faculty of Law, the Faculty of Economics and the Faculty of Agriculture and Food. Also, a professor from the University of Ljubljana, Slovenia, utilized a study visit of one month at the Blaze Koneski Faculty.

At the beginning of the academic 2009/2010, the Ss. Cyril and Methodius University in Skopje, started participating in the Join EU-SEE Erasmus Mundus mobility scheme, which is a programme for academic mobility between countries of the EU and the Western Balkans. The coordinating activities in this mobility scheme are being carried out by the University of Graz, and the other participating universities are the following partner institutions from the EU: The Catholic University in Leuven, Belgium; Masarik University in Brno, Czech Republic; the University of Bologna, Italy; the University of Granada, Spain; the University of Groningen, The Netherlands; the University of Latvia, in Riga, Latvia; the University of Turku, Finland; Vilnius University, Lithuania. In addition to the Ss. Cyril and Methodius University, Skopje the other participating countries from the Western Balkans are the following: the University of Belgrade, Belgrade, Serbia; University of Montenegro, Montenegro; University of Mostar, Bosnia and Herzegovina; University of Novi Sad, Serbia; University of Prishtina, Kosovo; University of Sarajevo, Bosnia and Herzegovina; the University of Tirana, Albania; the University of Tuzla, Bosnia and Herzegovina;

Within the framework of the mobility scheme, in the academic 2009/2010, three students utilized mobility grants at the Ss. Cyril and Methodius University. Two students were from the Masarik University in Brno, Czech Republic, and one student came from the University of Latvia. The duration of each study visit was one semester. The exchange visits were carried out at the Iustinianus Primus Faculty of Law, at the Faculty of Economics and the Faculty of Philosophy.

In conclusion, our experience with the mobility schemes until the present, is that most of the exchange visits from one university were realized in the same partner institution. This is due to the compatibility of the programmes of study and the sharing of positive experiences among the students. The highest number of mobility exchange visits were carried out among universities in the region, due to the language of teaching and the compatibility of the programmes of study. Also, changes in the choice of subjects were noted, firstly due to lack of consultation and advice at the time of selection, and secondly due to changes made by the university regarding the subjects that were offered. Furthermore, the students who were utilizing mobility at our University had a low level of competence in English.

In the Appendix of this Report, the **results of the survey** that was conducted with students who had participated in a mobility scheme, are presented. The survey was carried out among **two focal groups**. The first, comprising students who had utilized a study visit at a university abroad in the academic 2008/2009, and the second in 2009/2010.

Human resources – teaching staff

In spite of the fact that the situation regarding staffing at UKIM was not the main focus of the follow-up evaluation, we would like to present a brief outline of the current situation in response to one of the recommendations given in the report by the Team of Experts in 2008:

"...at UKIM the problem is compounded by the almost impossibility to replace those who retire as the government does not allow it. During the present 2007-2008 academic year the government has only allowed the contract of a certain number of assistants. Again, this can only serve as a stop-gap measure. The present policy should be revised and clear criteria to decide the number of admission of new contracts should be defined. In the long run, the final decision concerning staff matters should be left to the university."

The University has been constantly bringing to the forefront staff issues with the relevant authorities, and is demanding a solution to the problem of staff matters in accordance with the new Law on Higher Education. Due to the termination of contracts because of retirement, and due to the expanded diversification of activities at UKIM and based on the identified needs, as well as the suggestions and proposals given by the units at UKIM, requests for new employment contracts were submitted to the relevant authorities.

In spite of the restrictive policy of the Government of the Republic of Macedonia towards new employment contracts, in the past period, the University has succeeded to obtain authorization for new employment contracts, and to conclude a double employment contract at the Faculties of Medicine and Dentistry.

The appendices to the Report

The appendices to the Report, will be presented further below in the order in which the various aspects were analyzed following the guidelines and procedures for conducting follow-up evaluations, determined by the European Association of Universities.

In presenting the data, we have applied the analytical approach throughout. Also, comparisons were made between the results of the student survey and other data in relation to the situation described in the UKIM Self-Evaluation Report in the period between 2002/03 – 2005/06 academic years.

In this way, we have made an attempt to project a clearer picture of the changes that have taken place, the current state of affairs, and the stage of development of the Ss. Cyril and Methodius University in Skopje, in all its spheres of activities.

In the following section of the Report, excerpts from the analyses of the data taken from various sections of the Appendices are highlighted.

Academic staff and faculty associates

The entire teaching staff at the Ss. Cyril and Methodius University amounts to a total of **2157** employees, consisting of: academic staff, research assistants and faculty associates. The faculties employ **2042**, and **115 employees hold positions at the six institutes that are permanent members of UKIM**. The percentage of part-time associates has remained the same as in the previous period of evaluation, at around 10%. In the past period there has been a slight decrease by 3,1 % in the number of academic teaching staff. The ratio of academic staff/associate is unfavourable (one professor is entitled to 0.56 assistants). The academic structure of the teaching staff in comparison with the faculty associates is adequately proportioned and follows the principles of legislation. Thus, 91.3%

of the academic staff are Ph.D. holders, and 69.2% of the assistants and faculty associates are with Master degrees.

The age structure of the members of the academic staff is also unfavourable. There are almost no members of the academic staff younger than 35 years. The majority of the professors are over 45 years of age (75.85%). In this respect, there are significant variations among faculties. For instance, the faculties in the biotechnical sciences have shown a positive trend towards 'rejuvenating' their faculty departments. At most of the other faculties, the dominant age group is over 45 years, whereas at the Faculty of Medicine, the majority of the professors are older than 55 years.

The current situation regarding teaching assistants, research assistants and faculty associates is also unfavourable. Although the majority of the associate staff belong to the 25-35 age group, there are still members belonging to the more senior age groups. The employment of younger associates would be a positive development and is highly desirable, since this would balance out the unequal gender representation in the near future. This is specifically important in view of the fact that among the professors, the prevalent gender is male, whereas among the associate members of staff, the female gender is dominant.

In the context of a restrictive policy towards the employment of younger research assistants and faculty associates, in the period of conducting the analyses, almost all the faculties have come up against problems of the ageing of the academic teaching staff. The age structure in the academic 2009/2010, in comparison with the situation in 2005/2006, has shown that the percentage of academic staff younger than 35 years has dropped from 3,4% to 2,7%.

The Institutes are integrated in the University. However, there is also a significant decrease in the research associates belonging to the younger age group. This state of affairs aggravates further the current age structure and as a consequence of this, the structure of holders of academic titles has also worsened.

The number of students in relation to members of the academic staff throughout UKIM is on average 24 students, whereas this figure is duplicated (approx. 45 students) in the case of the associate staff. Moreover there are significant variations among the various fields of study. The data regarding the overburdening of the faculty associates and teaching and research assistants is alarming. Throughout all programmes of study, there is a lack of both academic teaching staff and associate staff in addition to the pressing need of employing younger age groups.

Finally, the large proportion of students in relation to members of the academic and associate teaching staff, is a hindrance to the successful implementation of the ECTS.

Students and the student survey

The total number of students at UKIM enrolled in the undergraduate degree programme, in 2010/2011, was **31638**. If the entire period of evaluation is taken into account, from 2006/07 until 2010/2011, there is a decrease in the total number of students by 10,52% , as opposed to only 2,83%, in the previous evaluation period. Part of the reasons that brought about this unwanted turn of events could be partly due to the opening of new private universities, and also to the fact that two faculties of UKIM were transferred to the newly opened "Goce Delchev" University in Shtip within the framework of the "dispersed" study programmes.

Nevertheless, in the past two years, more precisely in the current academic 2010/2011 year, the number of **newly enrolled students** in the first year (**7842**) exhibits an **upward trend of 18,23%** in comparison with the previous 2009/2010 (6633). This is probably due to, first of all, the heightened interest that exists among students to pursue their studies at

our university. Secondly, as a result of the decrease in the level of co-financing, and lastly, due to the greater number of high school graduates who have decided to continue their education at a higher level. In spite of these positive developments, UKIM has to strive to be more assertive and conduct a wider advertising campaign in high schools throughout the country, promoting its values to prospective students in order to attract more students. In the current period, the level of co-financing has been lowered, specifically in the domain of the social sciences, which is due to the increased number of students enrolled within the state quotas. In this respect, UKIM does not have a straightforward mechanism with which to exert influence on decisions made by the Government.

The student structure according to gender on the level of the entire university has remained the same in this period. The ratio is constantly 45:55 in favour of the female population of students. In the social sciences and medical sciences, in the past year, the percentage of female students has been 67,35%, and 61,88% respectively, whereas in the performing and fine arts, the biotechnical, technical, natural sciences and mathematics, the majority of students are male, with a percentage ranging from 57,59% to 63,28%.

In the current period, the percentage of students studying full-time ranges from 86% to 90%. The greatest number of part-time students are enrolled in the social sciences, probably due to the nature of the studies. In order to attract as many part-time students as possible, forms of distance-learning could be introduced, where feasible, bearing in mind the present level of computerization and the availability of electronic communication in our country. Moreover, a strategy should be developed to attract foreign students as was the case years ago.

The analyses of the proportion of **the nationalities represented in the student structure** showed that the number of students who are not ethnic Macedonians has increased. Thus, in 2006, the percentage of other nationalities was 14,39%, whereas in 2010, it was 20,07%. In the period during which the analyses were carried out, a slight rise in the number of students of Albanian nationality was noted, from 6,24 to 8,15%.

From the time of the establishment of UKIM, until the end of 2010, the **total number of graduated students** equals **133 046**, which is an impressive figure. During the 4-year period of evaluation, a total of **23 574** students graduated, or an average of 5 894 students annually. In terms of **efficiency of the process of studies**, the analysis of second enrollments, despite some oscillations, has shown improvement in comparison with the previous period of evaluation. This improvement is a result of one of the gains of the ECTS, and could be viewed in correlation with the student survey. Namely, the responses in the survey clearly point to the fact that duties and obligations are being carried out promptly, and that students are spending more time studying than in the previous period of evaluation.

The student survey

The university setting

In general, the **level of accessibility of information** for students in the period between 2006-2010, has improved, however the faculties have to work harder in order to further improve communication with students, regarding the sharing of information. Although, according to more than half of the students, this academic year the faculties had offered adequate amount of information regarding the study process. There have been greater improvements than in 2006, most of all regarding **attendance and fulfilment of obligations** by the students. These results are based on the data gathered from student responses, which nevertheless still means that the existing mechanisms need to be upgraded, in order to continue increasing positive changes. The general point of view is that **the quality and quantity of learning that takes place at UKIM is greater.** The

second year students responded that they spend more than 5 hours a day studying. For their final exams, students responded that they need 15 days to prepare, as opposed to 15-30 days in 2006. The shortened period of preparation is most probably a result of the increased attendance, and the intensive process of study and the ECTS. Although the method of **studying using photocopies is in decline**, and the percentage of using original sources for studying shows an upward trend, there is still room for improvement. There are differing views within the various scientific domains.

The Subjects and the Professors

On the whole, students have the impression that **the scope and difficulty of the subjects has increased**, however, they admit that this is concurrent with **the greater acquisition of knowledge, increased insight into new concepts and ideas, and the usefulness of the subjects**. There should be greater improvements in making the subjects more attractive and popular, as well as upgrading the organization of the course schedules. With respect to the coordination and comprehensibility of the subjects, it can be safely said that in spite of the diversity of responses obtained regarding the accessibility of the relevant literature, on the whole, students responded that, the subjects are adequately understandable and there is satisfactory coordination between the required reading lists and the taught subject matter. The responses regarding the professors and assistants were nearly the same, whereby the **assistants were graded a shade higher than the professors. The professors were given high grades for keeping to schedule and class preparation**. The greatest improvements should be made in **the sphere of increased interactivity and clarity** of the lectures. The results of the survey demonstrated that professors hold high values in their approach to assessment. More efforts need to be directed towards improving the clarity and eliminating ambiguity of the test questions and the final exams. The students are satisfied with the method of assessment, the accessibility of exam results, and the objectivity of the professors.

Student mobility

Even though the Erasmus programme was introduced two years ago, except for the medical students, who were slightly better informed (34%), **on the whole students have not been well-informed about the functioning of the programme**. (19%). Out of those who knew about the programme, only 12% planned to make use of the opportunity offered by the scheme. Perhaps if the students are better informed, the number of candidates visiting universities abroad will probably increase. Only 12% of the students responded that at their 'alma mater' faculties there are **Erasmus coordinators**. Only 5% were positively graded. The existence of **ECTS coordinators** at their 'alma mater' faculties, was reported by 49% of the respondents. Some faculties, such as the biotechnical (69%) and the social sciences (63%), where students and staff are much more familiarized with the system, have been positively graded by 31% of the respondents. **More efforts should be directed towards a much wider promotion of the Erasmus scheme and consolidation of the ECTS**.



APPENDIX 1

INTEGRATION

1. STRUCTURE OF UKIM

FACULTIES

1. Faculty of Architecture
2. Faculty of Civil Engineering
3. Faculty of Economics
4. Faculty of Mechanical Engineering
5. Faculty of Medicine
6. St. Kliment Ohridski Faculty of Pedagogy
7. Iustinianus Primus Faculty of Law
8. Faculty of Natural Sciences and Mathematics
9. Faculty of Dentistry
10. Faculty of Technology and Metallurgy
11. Faculty of Veterinary Medicine
12. Faculty of Dramatic Arts
13. Faculty of Electrical Engineering and Information Technologies
14. Faculty of Agricultural Sciences and Food
15. Faculty of Arts
16. Faculty of Music
17. Faculty of Physical Education
18. Faculty of Pharmacy
19. Faculty of Philosophy
20. Blaze Koneski Faculty of Philology
21. Faculty of Forestry
22. Faculty of Design and Technologies of Furniture and Interior
23. Faculty of Information Sciences and Computer Engineering

SCIENTIFIC INSTITUTES

1. Institute of Economics
2. Institute of Agriculture
3. Institute of Earthquake Engineering and Engineering Seismology
4. Institute of Sociological, Political and Juridical Research
5. Institute of Cattle-Breeding

AFFILIATED MEMBERS - PUBLIC SCIENTIFIC INSTITUTES

1. Institute of Macedonian Literature
2. Krste Misirkov Institute of Macedonian Language
3. Institute of National History
4. Marko Cepenkov Institute of Folklore

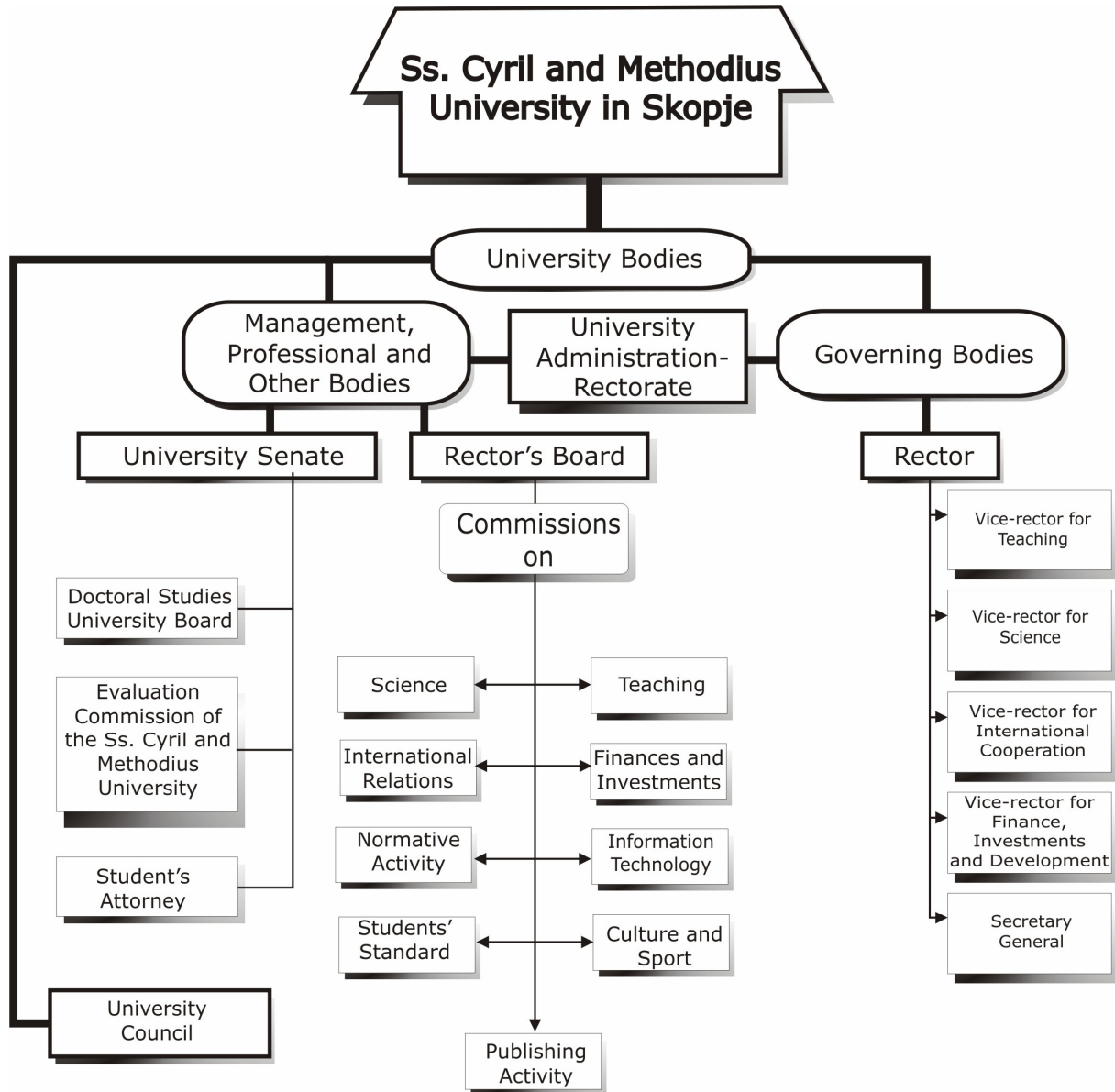
AFFILIATED MEMBERS – OTHER HIGHER EDUCATION INSTITUTIONS

1. St. Clement of Ohrid Faculty of Theology in Skopje

AFFILIATED MEMBERS – OTHER ORGANIZATIONS

1. Mirce Acev Academic Cultural and Artistic Association in Skopje
2. Pelagonija State Student Dormitory in Skopje
3. Tome Stefanovski - Senik State Student Dormitory in Skopje
4. Skopje State Student Center in Skopje
5. Public health institution – Health post of the Ss. Cyril and Methodius University in Skopje

2. DIAGRAM REPRESENTING THE UNIVERSITY MANAGEMENT AND ITS GOVERNING BODIES



3. The Structure of the Governing Bodies of the Ss. Cyril and Methodius University in Skopje

1. The University Senate

The University Senate is both a governing body, and an expert council.

It consists of:

1. **The Rector** of the University;
2. **Two representatives**, members of the academic staff, from each of the Faculties belonging to the University;
3. **One representative**, bearing the title – research counselor, from each of the Scientific Research Institutes;
4. **One representative**, bearing the title research counselor, from each of the units – Public Institutions;
5. **One representative** from the Orthodox Theological Faculty, “St. Clement of Ohrid”;
6. **One representative** elected from the joining members – other organizations;
7. **18% of the total members of the Senate are represented by students**, elected by way of the University Students’ Parliament.

2. The Rector’s Board

The Rector’s Board, or the Office of the Rector, consists of the Rector, the Vice-Rectors, the Deans, the Directors of the Units and the President of the University Students’ Parliament.

The Rector’s Board is managed by the Rector.

The General Secretary of the University supports and participates in the activities of the Rector’s Board, although not in the decision-making process.

The Rector’s Board forms the following committees:

1. Teaching committee
2. Science and research committee
3. Committee for financing, investment and development;
4. Committee for co-operation with universities within the country and abroad
5. Publishing committee
6. Committee for normative activities
7. Committee for IT activities
8. Committee for students’ standard of living
9. Committee for sports and cultural activities

If the need arises, the Board may decide to form other committees.

Based on a decision, the Board determines the responsibilities and membership to the committees, as well as the manner of appointment of chairpersons. In choosing the members of the committees, careful consideration is made to involve representatives from the various teaching-research domains.

The members joining the committees and working bodies of the University, coming from the student ranks, are elected by the University Students' Parliament.

3. The University Council

The University Council numbers 11 members:

1. **6 members are appointed by the Senate**, one member each from each of the teaching-research domains, (natural sciences, mathematics and biotechnical, technical, technological, medical, social sciences and arts and humanities). Also, according to the rotating principle within the teaching-research domains, representatives who are not members of the Senate, of which 1 member is a student, are appointed by the Rector's Board and the Students' Parliament.
2. **3 members** are appointed by the **Parliament of the Republic of Macedonia**;
3. **1 member** is appointed by the **Chamber of Commerce of the Republic of Macedonia**;
4. **1 member** is appointed by the **City of Skopje**.

The University Council appoints its own President among the ranks of its membership. The University Council appoints the President among the members appointed by the University Senate. The President is elected by obtaining a majority vote of the total number of members to the University Council.

4. Teaching and Research Council

Each of the Faculties have a Teaching and Research Council whose members are those holding the titles: Full Professor, Associate Professor and Assistant Professor.

Faculty associates and students are also members of the Teaching and Research Council.

The associate staff is represented by not more than 10% of the total number of academic teaching staff.

The representatives of the students are elected by the Students' Parliament belonging to the Faculty. The mandate of the students is 2 years. The number of the representatives from the student ranks is not less than 10% of the total number of members of the Teaching and Research Council. The number of associate members, together with the procedure for their election, as well as the number of student members joining the Teaching and Research Council, are regulated according to the Regulations of the unit.

As the case may be, if at a certain Faculty the membership consists of more than 100 academic teaching staff members, the Teaching and Research Council will consist of the representatives from the various organisational units (departments, institutes, centres and so on), holding the titles of Full, Associate and Assistant Professors.

The procedure for electing members to the Council is carried out in proportion to the academic staff members that have been appointed to positions within the organisational unit, and according to the conditions stipulated in the Statute and Regulations of the unit.

Each organizational unit is represented by at least one member. The voting is by a secret ballot and is carried out by the individuals that have been conferred academic titles and placement within the relevant organisational unit

More detailed stipulations and guidelines as to the membership number and the electoral system are determined in the Faculty Regulations.

5. The Research Council of the Scientific Institutes

The Research Council is made up of individuals that have been conferred teaching-research titles, or research titles, representatives of the associate staff and representatives of the students.

The representatives of the students are elected if they are in their Second or Third cycle of studies, with a mandate of two years.

6. Professional/Academic and Administrative Services

The professional/academic and administrative services are organized as an integrated professional and administrative division of the University (hereafter referred to as the University Office), which includes the Central Professional/Academic and Administrative Service – the Office of the Rector, together with the administrative services of the units.

The University Office provides a range of services organized in a number of divisions, according to the functional links with the activities of the units belonging to the University and as determined in the Statute.

The manner of work, the types of job positions, the work tasks and conditions, the number of executors and their rights, responsibilities, obligations, and other issues in the domain of the University Office, are regulated with the General Act enacted by the Rector's Board and based on a proposal by the Rector.

The activities and services of the University Office are managed by the General Secretary. The General Secretary is responsible to the Rector and the Rector's Board of the University. The administrative and professional services of the individual unit are managed by the Secretary, who is responsible for his/her work to the Dean of the Faculty, or Director of the Institute, respectively and to the General Secretary.

7. The Evaluation Commission

The self-evaluation of the University was carried out by the Evaluation Commission of the University, consisting of **9 members**.

The members of the University Evaluation Commission were elected by the Senate by voting a secret ballot. **6 members** from the ranks of the **academic teaching staff**, and **3** from the **student ranks**, who are not members of the Senate.

Members of the academic teaching staff are elected for a 4-year mandate, and the representatives of the students for a mandate of two years.

In electing the members of the Commission, careful consideration was given to proportionally represent all the scientific and research domains of the University.

8. Doctoral Studies University Board

The Council of Experts for Doctoral Studies consists of the following members:

- the Vice-Rector for Teaching;
- the Vice-Rector for Science;
- five members consisting of Professors from the various scientific domains, or senior research associates and research counselors, of which at least one should be from the Scientific Research Institutes.

The President of Doctoral Studies University Board is the Vice-Rector for Teaching.

The members of Doctoral Studies University Board, are elected by the University Senate, according to Item 1, paragraph 3 of this article, and following a proposal by the Rector.

The mandate of the members of Doctoral Studies University Board is four years.

4. LIST of NORMATIVE ACTS of Ss. Cyril and Methodius University

(available on Macedonian language at the following link:
http://www.ukim.edu.mk/mk_dok.php?jazik=1&kid=3&gid=1)

- The Regulations, Criteria and Rules of Admission to Doctoral Level Studies at the Ss. Cyril and Methodius University in Skopje
- Regulations and Criteria Regarding the Procedure for the Appointment of Academic Staff and Associate Staff at the Ss. Cyril and Methodius University in Skopje (Additional Correction of the Regulations and Criteria regarding the Procedure for the Appointment of Academic Staff and Associate Staff at the Ss. Cyril and Methodius University in Skopje
- Appendix of the Regulations and Criteria Regarding the Procedure for the Appointment of Academic Staff and Associate Staff at the Ss. Cyril and Methodius University in Skopje
- Book of Rules on Study Programmes Adoption
- Book of Rules on Joint Study programmes adoption and realization at the Ss. Cyril and Methodius University in Skopje
- Book of Rules on Conditions, Criteria and Rules of Admission to first and second cycle study programmes
- Book of Rules on Appointing, Release, Authority and Working of student's attorney
- Book of Rules on Organization of the Publishing Activities at the Ss. Cyril and Methodius University in Skopje

- Book of Rules on the internal relations and working of the Units comprising the Ss. Cyril and Methodius University in Skopje
- Rules and Regulations based on unified principles for determining the salaries and benefits of the university employees of the Ss. Cyril and Methodius University in Skopje

5. Book of Rules on Conditions, Criteria and Rules for the Third Cycle - Doctoral Studies Enrollment and Study at the Ss. Cyril and Methodius University in Skopje

According to Article 52, paragraph 1, line 23 of the Law on Higher Education (Official Gazette of RM no. 35/2008, no. 103/2008, no. 26/2009, no. 34/2009, no. 99/2009) and Article 235 of the Ss. Cyril and Methodius University in Skopje Statute, the University Senate at its 18th session on February 22nd 2010, adopted the following

Book of Rules on Conditions, Criteria and Rules for the Third Cycle - Doctoral Studies Enrollment and Study at the Ss. Cyril and Methodius University in Skopje

I. General Provisions

Article 1

This Book of Rules regulates the third cycle of studies - doctoral studies at the Ss. Cyril and Methodius University (hereinafter: doctoral studies).

The Book of Rules comprises: the organization, coordination and realization of doctoral studies, conditions, terms of enrollment, structure of the studies, rules of study, procedure of applying, preparation and defense of the doctoral dissertation, as well as the research titles obtained upon completion of the doctoral studies.

Article 2

Academic doctoral studies at the Ss. Cyril and Methodius University (hereinafter: The University) are organized in the following fields:

- Natural Sciences and Mathematics
- Technical and Technological Sciences
- Bio-Medical Sciences and Health
- Bio-Technical Sciences
- Social Sciences
- Humanities and Arts

Doctoral studies will also be organized as multidisciplinary studies in various fields.

Article 3

The objectives of the doctoral studies are as follows:

- Improvement of the scientific and research work, artistic work and professional work;
- Transfer of knowledge to the new generation;
- Qualification of staff capable of conducting original scientific research work, developing new technologies, as well as art projects.

Article 4

Doctoral studies at the University are organized and realized in accordance with the Bologna process rules and the European credit-transfer system.

II. Organization, coordination and realization of doctoral studies

Doctoral studies department

Article 5

The doctoral (third cycle) studies are organized at the Doctoral studies department named: The Ss. Cyril and Methodius University School of Doctoral studies (hereinafter: School of Doctoral Studies).

The term in English is Doctoral School.

The School of doctoral studies provides:

- Uniformed criteria for doctoral studies quality assurance in all scientific fields;
- Rational usage of the scientific, research and other staff, and of the available research infrastructure;
- Possibility for organizing multidisciplinary studies.

The doctoral studies are organized and realized by the University faculties and research institutes.

Doctoral Studies University Board

Article 6

The doctoral studies are coordinated by the Doctoral Studies Board of the Ss. Cyril and Methodius University in Skopje (hereinafter: Doctoral Studies University Board) which was established by the University Senate.

The composition, authorities and operation of the Doctoral Studies University Board are regulated by the University Statute, the act of its establishment and by this Book of Rules.

The Doctoral Studies University Board shall:

- Propose to the University Senate doctoral study programmes based on the proposals of the units and accompanying members that execute higher education activity in doctoral studies. Previous assessment to the Senate is given by the Rector's Board;
- Coordinate the doctoral studies at the University;
- Take responsibility for the quality assurance of the doctoral studies;
- Ensure that a link is established between the existing doctoral level study programmes and the promotion of new study programmes;
- Submit a proposal to the Rector's Board for the public competition for enrollment of students in the doctoral programme on the basis of proposals by the University units and accompanying members that are involved in higher education activity on the level of doctoral studies;
- Confirm the final list of students in ranking order that are to be admitted to the doctoral programme;
- Determine the supervisors;
- Confirm the list of elective disciplines for the acquisition of generic knowledge and research skills based on the proposals of the study programme organizers;
- Coordinate the teaching of the disciplines for acquiring generic knowledge and research skills;
- Coordinate the organization of doctoral seminars and annual conferences;
- Ensure that the regulations in the Book of Rules are enforced, and if necessary issuing manuals, as well as other common and individual acts;
- Perform other duties provided by the Book of Rules as well as duties entrusted by the University Senate.

For securing successful operation of Doctoral Studies University Board, the professional, administrative and technical duties are carried out by the University Administrative Office.

Competences of the University faculties and research institutes in the organization and realization of the doctoral studies

Article 7

The authorities at the individual faculties and research institutes shall:

- Prepare and propose doctoral study programmes;
- Determine the members of the councils of the study programmes for the proposed study programmes;
- Provide the use of facilities and research equipment (library archives, data-bases, laboratories, etc.) for the realization of the study programmes organized by them;
- Upon the request of the Head of the study programme, shall approve the use of facilities and research equipment in the realization of study programmes organized by other faculties and research institutes, members of the University;
- Keep the students' records in accordance with the Book of rules;
- Make decisions regarding the assessment of doctoral thesis proposals, as well as participate in the procedure for the assessment and defense of doctoral dissertations;
- Decide on the distribution of funds for organizing the doctoral studies besides making other financial commitments for activities carried out within their institutions in accordance with the University acts;
- Perform other miscellaneous duties.

The professional, administrative and technical duties for the needs of the faculty/research institute are carried out by the Professional and administrative service of the faculty/ research institute.

Study Programme Council

Article 8

A study programme council is established for each study programme.

The study programme council is composed of members who possess a research-educational, or only academic research title of the University in the scientific domains relevant to the research area of the corresponding study programme.

The faculty teaching-scientific research Council, i.e. the institute Council, ensures that the scientific research area of the chosen members coincides with the programme of study.

In case all members of the study programme council belong to one faculty or one research institute its function can be performed by the faculty teaching-scientific council or by the institute scientific council.

The composition of the council is determined by the study programme and is established after accreditation of the corresponding study programme.

Article 9

The study programme council shall:

- Before the announcement of the competition, make a plan of teachers engagement and a list of doctoral studies potential supervisors for each academic year and submit it to the Doctoral Studies University Board for its announcement on the University internet-site;

- Determine additional criteria for student enrollment to the doctoral studies (these form an integral part of the public competition);
- Define the preliminary and the final ranking-list of the registered candidates after the enrollment competition;
- Appoint a supervisor, i.e. a co-supervisor, upon receiving research proposal of candidates;
- Decide on changing a supervisor;
- Decide on engaging the services of teachers or other professionals necessary for the realization of the study programme;
- Participate both in the procedure for the assessment of proposed topics for doctoral dissertations, and in the final assessment of the doctoral dissertation and defense;
- Perform other duties in accordance with this Book of Rules and as well duties entrusted by the Doctoral Studies University Board.

Head of the study programme

Article 10

The Head of the study programme is elected by the study programme council, upon the proposal of the Dean/Deans, i.e. Director/Directors. His/Her appointment is confirmed by the University Rector's Board.

The Head has a four-year term mandate.

Article 11

The Head shall:

- Call and conduct the meetings of the study programme council;
- Sign the acts in competence of the study programme council;
- Organize a meeting with the registered candidates;
- Take care for organization of the teaching (time-table, sessions);
- Determine the financial needs for the study programme realization and submit them to the appropriate authority;
- Prepare acts and materials about issues whose decision making is in his/her competence and submit them to the study programme council, unless otherwise determined in this Book of Rules;
- Execute the decisions of the study programme council;
- Coordinates the cooperation between the study programme council and the Doctoral Studies University Board;
- Perform other duties in accordance with this Book of Rules as well as duties entrusted by the Doctoral Studies University Board.

Common provisions

Article 12

The provisions related to the mode and procedure of decision making of the faculty teaching-scientific council, i.e. institute scientific council, are adequately implemented in the mode and procedure of decision making of the Doctoral Studies University Board, the study programme council and the commissions provided by this Book of Rules.

The decisions of the organs and bodies from paragraph 1 of this Article are final, unless otherwise specified by this Book of Rules.

III. Conditions on student enrollment

Article 13

The enrollment in doctoral studies is carried out by a public competition announced by the University. The title of the competition is: *Competition on enrollment of students in the third cycle of studies – doctoral studies at the Ss. Cyril and Methodius University* (hereinafter: competition).

The procedure for the competition adoption and announcement is set forth by the law and by this Book of Rules.

The number of students should be in accordance with the staffing, spatial, technical and other presuppositions of the University and it should meet the society needs as well.

The competition is announced at least 5 months before the beginning of the academic year.

The competition specifies:

- Study programme;
- Number of students;
- Enrollment conditions and criteria;
- Tuition fees and other costs;
- Terms;
- Other elements important for the competition;
- Other elements regulated by law.

Article 14

Right to enroll in doctoral studies have candidates who have completed appropriate study programmes and who fulfill the following basic criteria:

- Completed second cycle of studies harmonized with the European Credit Transfer System (hereinafter: ECTS credits);
- Completed postgraduate studies according to study programmes before introducing the European Credit Transfer System, to whom 60 credits of training for research and education are recognized;
- Professional qualification acquired according to the study programmes for regulated professions with at least 300 ECTS credits obtained;
- At least 8,00 obtained average grade of all subjects in the previously completed higher education;
- Knowledge in one of the world languages. Proof of a world language knowledge can be either a certificate issued by the Blaze Koneski Faculty of Philology, or an international certificate or a diploma for previously completed education in the appropriate world language.

Depending on the specificities of the scientific field the study programme council can determine additional enrollment criteria for the candidates who do not fulfill the conditions in line 4 of this Article.

Article 15

In accordance with the ORFEUS recommendations and standards for doctoral studies in biomedicine and health sciences, right to enroll in doctoral studies at the Faculty of Pharmacy also have:

- Persons who completed the studies according to the academic year 1992/1993 study programme lasting 5 years and who obtained a diploma – *graduated pharmacist*;
- Persons who completed the studies according to the academic year 2002/2003 study programme and obtained a diploma – *master of pharmacy*;

- Persons who completed the studies according to the academic year 1981/1982 study programme lasting 4 years and who obtained a diploma – *graduated pharmacist* and who completed health specialization lasting 3 years;

In accordance with the ORFEUS recommendations and standards for doctoral studies in biomedicine and health sciences, right to enroll in doctoral studies at the Faculty of Medicine also have:

- Persons who completed the studies according to the study programme till (up to) the academic year 2005/2006 and obtained a diploma – *doctor in medicine* and are in the course of the second half of their health specialization;
- Persons who completed the studies according to the study programme till (up to) the academic year 2005/2006 (360 credits) and obtained a diploma – *doctor in medicine* and are in the course of the second half of their health specialization;
- Persons who enroll in basic medicine doctoral studies, in a field that has no health specialization should have at least two *in extenso* first-author papers published in periodicals with international editorial board.

Right to enroll in doctoral studies at the Faculty of Veterinary Medicine also have:

- Persons who have completed the integrated first and second cycle of studies, i.e. completed second cycle of studies in the field of veterinary medicine, medical sciences, natural sciences and biotechnical sciences;
- Persons who have completed undergraduate studies in the above mentioned fields according to study programmes, before introducing the European Credit Transfer System, whereupon the candidates should have at least two appropriate papers (one first-author paper) published in periodicals with international editorial board;
- Persons who have completed appropriate specialist studies.

Right to enroll in doctoral studies at the Faculty of Architecture also have:

- Persons who have completed studies in architecture according to study programmes before introducing the European Credit Transfer System lasting ten semesters;
- Persons who have obtained the specialist title within the frame of the third cycle of studies and to whom a maximum of 60 credits are recognized.

Article 16

The adequateness of previously completed studies is affirmed by the doctoral study programme council.

Depending on the specificities of the scientific field, the study programme council can determine additional enrollment criteria which are constituent part of the competition.

Article 17

Foreign citizens also have the right to enroll in doctoral studies regulated by law and this Book of rules.

Article 18

The candidate who enters the competition submits:

- An application form specifying the selected study programme;
- A motivation letter specifying the research field and a proposal for supervisor selected from the list of supervisors;
- A brief biography;
- Records of evidence that prove the fulfillment of the enrollment conditions regulated by this Book of rules;
- Other records required in the competition.

The documentation of paragraph 1 of this Article is submitted in a copy while the original one is presented for inspection.

Article 19

After the completion of the competition a preliminary ranking-list of admitted candidates in doctoral studies for each study programme, i.e. subprogramme is announced.

A separate list is announced for the candidates who do not fulfill the enrollment conditions.

The ranking-lists of paragraphs 1 and 2 of this Article are announced on the University internet-site.

Article 20

The ranking-list is formed according to the points calculated based on the criteria determined in this Book of rules and in the competition.

The preliminary ranking-list of admitted candidates and the list of candidates who do not fulfill the enrollment conditions are determined by the study programme council.

Article 21

The candidates have the right to submit a complaint.

The complaint is submitted to the study programme council in a written form.

The decision of the council is final.

Article 22

The adopted complaints must not have a damaging effect on a candidate previously ranked as admitted in the preliminary ranking-list.

Article 23

After the completion of the complaint procedure, the study programme council determines the final ranking-list of the admitted candidates and submits it to the Doctoral Studies University Board for a confirmation.

The confirmed ranking-list of admitted candidates is final.

The confirmed and final ranking list is announced on the University internet-site.

Article 24

The terms for the application of candidates, the announcement of the ranking-lists, the decisions on complaints and other elements related to the enrollment procedure are determined in the competition.

Article 25

After the completion of the competition the Head of the study programme organizes meetings between the admitted candidates and the proposed supervisors.

The supervisor signs an agreement for acceptance of the supervisor duties regulated by this Book of rules.

Article 26

The doctoral students sign agreement for studying at the enrollment.

The agreement is signed by the Head of the study programme, the dean/director and the student.

The file of the doctoral student is administrated and kept by the faculty i. e. the scientific institute – organizer of the study programme, where the supervisor is employed.

If the supervisor is employed at the faculty, i. e. the scientific institute that is not the organizer of the respective study programme, the file of the doctoral student is administrated and kept by one of the institutions-organizers of the study programme.

IV. Structure of the study programmes

Article 27

The doctoral studies last three years that corresponds to 180 ECTS credits obtained. The study programmes comprises:

1. training for research work, that corresponds to 30 ECTS credits;
2. teaching, that corresponds to 30 ECTS credits;
3. application, preparation and defense of the doctoral dissertation that corresponds to 120 ECTS credits.

Article 28

The training for research work comprises:

- three subjects for gaining generic knowledge and skills for research work that corresponds to 12 ECTS credits (each of the subjects in this part correspond to 4 ECTS credits), i. e. the following subjects: *Scientific-research ethics*, one of the group of subjects in *Methodology of research work* and one of the provided list of other subjects in training for research work. The list of other subjects is approved by the Doctoral Studies University Board upon a proposal of the study programmes organizers.
- Doctoral seminars, conferences and workshops on research practice that corresponds to 18 ECTS credits.

Article 29

The teaching comprises subjects of the field, research area and the specific research area that corresponds to 30 ECTS credits.

Article 30

The application, the preparation and the defense of the doctoral dissertation comprise:

- The candidate's original research work;
- An application for doctoral dissertation theme;
- Publishing of papers i. e. performance of artistic works;
- Writing of the dissertation;
- Submitting of the prepared dissertation;
- A public defense of the dissertation.

Article 31

The study programmes are proposed to the Doctoral Studies University Board by the teaching-scientific councils of the faculties, i.e. the scientific councils, of the scientific institutes in the scientific field in which the study programme belongs. The study programmes can be proposed as joint study programmes or as individual ones.

The study programmes, upon proposal by the Doctoral Studies University Board and after previous opinion by the Rector's Board are being adopted by the University Senate.

Article 32

The study programmes contain components regulated by Law, by-laws, by the University acts and by this Book of rules.

The study programmes can have elective subprogrammes.

Article 33

The teaching is carried out in Macedonian language.

The teaching can be carried out in one of the world languages upon the decision of the study programme council.

Article 34

The teaching process of the doctoral studies is organized in two main forms:

- Teaching in groups,
- Individual teaching.

The teaching in groups is the basic form of the teaching process of the doctoral studies, where the minimum number of students has to be five.

The individual teaching is carried out in the form of consultative meetings.

Article 35

The way of performing the teaching process, the conditions for progression during the studies, the way of controlling the knowledge, subject registering, etc., are determined in the study programme.

Article 36

In agreement with the supervisor the doctoral student elects subjects for gaining generic knowledge and skills for research work as well as subjects for education in the appropriate scientific field or research.

The selected subjects are written in the student file and in his/her booklet.

A change of the selected subjects is possible upon a submission of request by the student. A reimburse is paid in amount determined by a separate act.

The decision for the selected subjects change is enacted by the study programme council.

Participation of other persons in the doctoral studies realization

Article 37

In the realization of the doctoral studies can also participate persons (hereinafter: teachers) from other universities in the country and abroad as well as professionals from the country and abroad under conditions regulated by law, the University Statute and by this Book of rules.

The professional from paragraph 1 of this Article should have obtained the scientific degree doctor of science in the appropriate research field.

Decision for engagement persons from paragraphs 1 and 2 of this Article is enacted by the study programme council.

Article 38

The study programme council adopts a programme for engagement of the teachers in doctoral studies of the respective study programme before the beginning of each academic year.

One teacher can teach no more than three subjects of one doctoral studies study programme. In case one subject is divided between two or more teachers, that subject is proportionally calculated in the quota of each teacher.

One doctoral student can attend lectures and take exams for no more than two subjects taught by one teacher.

Article 39

In the period of 6 years from the day of the beginning of the semester when enrolled in doctoral studies, the student is obliged to pass all the exams and other duties regulated by

the study programme and by this Book of rules and, to apply for and to defend the doctoral dissertation.

In case of exceeding the date as in paragraph 1 of this Article, the student loses the doctoral student status.

The person who loses the doctoral student status may apply again for enrollment in doctoral studies.

If the candidate is allowed to reenroll in doctoral studies, his previously passed exams may be recognized based on a decision adopted by the study programme council.

The student pays the full amount of the tuition fees at the re-enrollment reduced in an amount that corresponds to the number of previously recognized credits.

Supervisor

Article 40

The supervisor is one of the members of the study programme or subprogramme council in which the student is enrolled.

The supervisor is appointed from the specific area of research.

Article 41

A supervisor in a specific research area can be a person who fulfills the criteria as provided in the doctoral studies study programme.

The criteria for a supervisor are an integral part of the doctoral studies study programme.

Article 42

Every academic year before the announcement of the competition, the study programme council establishes a list of supervisors according to the specific research area, in accordance with the criteria for a supervisor. The council submits the list to the Doctoral Studies University Board for confirmation.

If there are subprogrammes within the study programme, a list of supervisors is established for each subprogramme.

Article 43

The teacher who fulfills the criteria for a supervisor can be a supervisor to no more than 2 candidates enrolled upon one (same) competition, i.e. he/she cannot be at the same time a supervisor to more than 5 candidates.

Article 44

The supervisor shall:

- Advise, direct and guide the candidate/student;
- Realize consultations with the student;
- Guide the student to the literature;
- Introduces the student to the method of solving the problem treated in the research work and to the methodology of research work in general;
- Give opinion, suggestions, remarks and proposals during the preparation of the dissertation;
- Assist the student in specifying the extent and the content of the dissertation, as well as the way of presenting its research outcomes;
- At least once a year, submit a written report to the respective study programme council in which the student progress in the research work is assessed;
- Participate in the work of the doctoral seminars and annual conferences;

- Execute the decisions of the School of Doctoral studies bodies and of the University bodies as well;
- Perform other duties provided by this Book of Rules.

Co-supervisor

Article 45

Upon a proposal of the supervisor and the student a co-supervisor from another study programme or from other university in the country and abroad may be appointed by the respective study programme council.

The co-supervisor from other university in the country and abroad should fulfill the criteria for supervisor established in the doctoral study programme.

Change of supervisor

Article 46

During the studies a change of supervisor may be done.

A request for change of supervisor can be submitted by the supervisor together with the student, either by the supervisor or the student solely.

If there is no conflict between the supervisor and the student about the request for change, the study programme council makes a decision for change of supervisor. The student proposes the new supervisor from the appropriate list of supervisors and the study programme council approves the election.

If there is a conflict between the supervisor and the student about the request for change, the study programme council carries out a procedure for determining the reasons of the request for change. Both the supervisor and the student participate in the procedure.

After the completion of the procedure the study programme council may adopt or reject the request for change of supervisor.

In case the request for change of supervisor submitted by the student is accepted and his/her theme for the doctoral dissertation preparation is previously adopted, the student loses the right to defend the accepted thesis, except in cases of the supervisor's agreement (approval).

The student of paragraph 6 of this Article has the right to apply for a new theme for doctoral dissertation preparation.

In case of unavailability of the supervisor longer than a six months period, the study programme council adopts a decision for change of supervisor as of duty.

V. Procedure on application, assessment and doctoral dissertation defense, i.e. preparation and/or performance of artistic work

Article 47

The teaching-scientific council, i.e. the scientific council, of the unit (faculty/institute) decides on application, assessment and doctoral dissertation defense, i.e. preparation and/or performance of artistic work by means and procedure provided by the University Statute and by this Book of rules.

A teaching-scientific council, i.e. a scientific council as in paragraph 1 of this Article is the teaching-scientific council, i.e. the scientific council, of the unit where the supervisor belongs and also if that unit is the organizer of the study programme.

If the supervisor belongs to a unit that is not the organizer of a study programme, in that case the teaching-scientific council, i.e. the scientific council, is of the unit that is the organizer of the study programme.

Doctoral dissertation theme

Submission of application for doctoral dissertation preparation

Article 48

After 42 ECTS credits obtained of the elected subjects and 4 ECTS credits obtained in doctoral seminars and annual conference, the student submits to the teaching-scientific, i.e. to the scientific council an application for preparation of doctoral dissertation.

Article 49

Together with the application for preparation of the doctoral dissertation the student also submits an elaboration on the doctoral dissertation theme. The project contains:

- Title of the theme;
- Review of the scientific achievements of the discipline related to the specific research area;
- Object of research;

- Draft of the content;
- Objectives of the research work;
- Explanation of the working hypotheses and theses;
- Scientific methods to be implemented;
- Expected scientific contribution;
- Implementation of the research results;
- Bibliography and other sources.

Commission for assessment of the submitted theme for doctoral dissertation preparation

Article 50

The teaching-scientific, i.e. the scientific council, forms a Commission for assessment of the submitted theme for doctoral dissertation preparation (hereinafter: Theme assessment commission).

The theme assessment commission consists of 3 members with teaching-scientific titles and scientific titles, of whom at least two are of the respective scientific field of the doctoral dissertation theme. The supervisor is the first member of the theme assessment commission.

Final completion of the submitted theme for doctoral dissertation preparation

Article 51

The topic assessment commission may return the proposed topic in order for it to be redrafted by the student.

The student is obliged to revise the proposed topic within 30 days of its returning.

The proposed topic may be returned only once.

If the student does not submit the revised dissertation topic within the determined date, the teaching-research council/research council together with the study programme council and topic assessment commission, will jointly decide to terminate the procedure for obtaining the doctoral degree. After being informed about the decision, the student has the right to propose another topic for a doctoral dissertation in the same scientific field only one more time.

Upon a written request by the student, the time limit for the final preparation of the dissertation topic can be extended. The decision for the extension of the time limit is made by the Dissertation Topic Assessment Commission.

Article 52

The Topic assessment commission is obligated to submit a report to the teaching-scientific research Council/ research Council, and to the study programme Council proposing to accept or not to accept the doctoral dissertation topic, within three months after the submission of the proposal.

Article 53

The report should be 5 to 10 pages long in A4 paper size, with single line spacing. The report of the Commission for Topic assessment should include the following:

- name and surname of the candidate and working title of the topic;

- explanation of the topic that should contain:
 - the subject matter of the research
 - the conditions in the scientific domain in which the dissertation will be conducted,
 - purpose of the undertaken research ,
 - expected scientific contributions and implications for further research;
- implementation of the results of the undertaken research work;
- conclusion with a proposal to the teaching-scientific research council/ the research Council, and to the study programme Council;
- original signatures of the members of the commission.

Article 54

If the Topic assessment commission does not submit a report in the determined time-frame, the Chairperson, or another member of the Topic assessment commission, is obliged to inform the study programme Council regarding the reason for the delay during the first scheduled meeting of the study programme Council. If there is a plausible and justified explanation for the delay, the Council will grant a further 30 days for drafting the report.

Decisions of the teaching-research Council/ research Council

Article 55

The teaching-research Council/research Council (TRC/RC), should reach a final decision based on a proposal by the Study Programme Council(SPC). In addition, it also has the obligation to make a decision regarding the report submitted by the Topic Assessment Commission(TAC) on the first forthcoming meeting starting from the day the report was submitted.

When the TRC/RC, adopts the report of the TAC, proposing that the dissertation topic be accepted, the time limits for preparation and defence of the doctoral dissertation begin on that date and the student obtains doctoral candidate status.

The approved topic of the doctoral dissertation will be published in the University Bulletin.

The provision, as in paragraph 3 of this Article, is also enforced in cases when the TRC/RC does not adopt the report of the TAC, proposing that the topic should not to be accepted.

If the TRC/RC adopts the report of the TAC, in which the Commission proposes that the topic should not to be accepted, the TRC/RC brings forth a decision to terminate the

procedure for obtaining the scientific degree of Doctor of Science in the submitted topic, and informs the candidate of the decision in written form. In such cases, the candidate has the right to apply only one more time with a topic in the same scientific domain.

The provision as in paragraph 5 of this Article is also enforced in cases when the TRC/RC does not adopt the report of the TAC in which it is proposed that the dissertation topic should be accepted.

Doctoral dissertation

Article 56

The doctoral dissertation is an original and individual scientific research work which judging by the methodology of the undertaken research, and the level of contribution to the relevant scientific domain, in an adequate fashion determines the capabilities of the candidate to perform individual scientific research.

In the domain of the performing and creative fine arts, the doctoral dissertation should comprise of the following:

- a concert or a stage solo performance, a solo concert, a solo exhibition of artistic works, a theatre play, a film or a radio-television show;
- a written research paper.

Preparation of the doctoral dissertation

Article 57

The content of the doctoral dissertation should be in accordance with the approved topic of the doctoral dissertation, i.e. the title of the final draft of the dissertation should not significantly recede from the working title.

Article 58

The doctoral dissertation should be written according to the standards stipulated in the general Act brought forth by the Doctoral Studies University Board.

Article 59

The doctoral dissertation must be written in Macedonian language.

In cases when the doctoral programme was carried out in one of the world languages, the doctoral dissertation will be written in the corresponding language.

The doctoral dissertation should include an Appendix with a maximum length of two pages with the title of the dissertation and the abstract written both in one of the world languages and in Macedonian. The abstract should be written according to the standards determined by the General Act brought forth by the Doctoral Studies University Board.

Submission of the doctoral dissertation

Article 60

The doctoral candidate gains the right to submit the completed doctoral dissertation after he/she has acquired 60 ECTS-credits of the training for gaining generic knowledge and research skills, and after he/she has published at least two papers in a scientific journal with an international editorial board or in a compendium of papers following participation in various international scientific associations symposia or conferences.

An international editorial board consists of members who are experts in their respected scientific domains and who come from at least five different countries. The number of members from one country can not exceed 40% of the total number of members.

The doctoral dissertation should be submitted by the student in six identical copies.

Doctoral dissertation assessment commission

Article 61

During the first forthcoming meeting, starting from the date of acceptance of the doctoral dissertation, and following a proposal by the Study programme Council, the TRC/RC forms a Doctoral dissertation Assessment Commission (hereinafter: Dissertation assessment commission, DAC).

The DAC consists of five members holding academic research titles, and/or research titles, of whom at least three should belong to the corresponding scientific domain of the topic of the doctoral dissertation. The supervisor of the doctoral candidate is a member of the Defence Commission, but he/she can not be its Chairperson.

The first member of the DAC is also the Chairperson.

The DAC is obliged to submit a report to the TRC/RC regarding the assessment of the doctoral dissertation within 3 months starting from the date when it was set up.

Article 62

If the DAC does not submit the report within the determined time limit, at the first meeting of the study programme Council, the Chairperson or another member of the DAC should inform the study programme Council regarding the reason of the delay. In case the reasons are accepted, the Council is granted an extension of 30 days in order to prepare the report.

Should the DAC not submit the report in the extended time period, the TRC/RC acting upon a proposal by the study programme Council sets up a new DAC in which only the supervisor is elected as a member participating from the previous Commission.

Final preparation of the doctoral dissertation

Article 63

The TRC/RC, acting upon a proposal by the study programme Council or the DAC, has the right to return the prepared doctoral dissertation to the doctoral candidate for final preparation and redrafting.

The doctoral candidate is obliged to finalize the preparation of the doctoral dissertation within the time limit determined by the DAC.

The doctoral dissertation can be returned for final preparation only once.

If the doctoral student does not submit the already once returned doctoral dissertation for final preparation within the determined time limit, the TRC/RC, on the first forthcoming session and following the proposal made by the study programme Council and/or by the DAC, will bring forth a decision to terminate the procedure for obtaining the degree of Doctor of Science, informing the candidate in written form of the decision. The doctoral candidate does not have the right to submit the dissertation again.

Upon a request by the doctoral candidate, the time limit for the final preparation of the dissertation can be extended. The decision to extend the time limit is made by the DAC.

The Report of the Doctoral dissertation assessment commission

Article 64

The report of the Doctoral dissertation assessment commission should be 10-15 pages long in A4 paper size with single line spacing.

The report should consist of the following:

- date or ordinal number of the meeting of the teaching-scientific council, i.e. the scientific council (TRC/RC), at which the Doctoral dissertation assessment

- commission(DAC) was established, name and surname of the candidate and title of the dissertation;
- an analysis of the research undertaken in the dissertation:
 - information about the topic of the research,
 - information about the current situation in the scientific field in which the dissertation is prepared,
 - short description of the research methods applied,
 - short description of the results of the research work;
 - a conclusion consisting of :
 - main scientific contribution of the undertaken research by the candidate,
 - area of application and limits of the research,
 - implications of the research, and suggestions for future research work,
 - a proposal (or recommendation) to the teaching-scientific council, i.e. the scientific council;
 - original signatures of all members of the Commission (in cases where there are no individual differing opinions);
 - signed individual differing opinions, should there be any.

Publication of the report

Article 65

The report for assessment of the doctoral dissertation is published in the University Bulletin, before its submission to the teaching-scientific council, i.e. the scientific council(TRC/RC).

Each individual and legal entity has the right to submit, in written form, remarks and suggestions regarding both the doctoral dissertation, and the DAC report, within 15 days after the publication of the report.

While redrafting its report, the DAC is obliged to review and take into account the remarks and suggestions made, and afterwards submit an opinion to the study programme Council and to the TRC/RC.

The submitted remarks and suggestions as well as the opinion of the Commission are an integral part of the Dissertation assessment commission report.

Decisions of the teaching-research Council/research Council

Article 66

The DAC submits the assessment report to the study programme Council and to the TRC/RC, within the period of 7 days beginning from the 15th day of its publication in the University Bulletin. The TRC/RC, deliberates regarding the assessment report during the first forthcoming meeting.

The report described in paragraph 4 of Article 65 of this Book of Rules is submitted together with the assessment report.

Article 67

The TRC/RC, decides upon the proposal of the study programme council and is obliged to make a decision upon the report on the first forthcoming meeting starting from the date of the submission of the DAC report.

If the TRC/RC, adopts the DAC report where it is recommended that the prepared doctoral dissertation should be accepted and approved, the Council forms a Doctoral dissertation defence commission (henceforth DFC).

If the TRC/RC, adopts the report of the DFC, in which it is proposing that the prepared doctoral dissertation should not to be accepted, the TRC/RC, brings forth a decision to terminate the procedure for obtaining the degree Doctor of Science and informs the

doctoral candidate of its decision. The doctoral candidate does not have the right to submit the dissertation again.

Article 68

In cases when the TRC/RC, does not accept the positive report of the DFC, the Council brings forth a decision to terminate the procedure for obtaining the academic degree of Doctor of Science, and informs the doctoral candidate regarding its decision. The doctoral candidate does not have the right to submit the dissertation again.

If the TRC/RC, does not accept the negative report of the DFC, the Council has the right to bring forth a decision to form a new DFC and the procedure continues in accordance with the provisions of this Book of Rules.

Doctoral dissertation defence commission

Article 69

The Doctoral dissertation defence commission (hereinafter: Dissertation Defence Commission DFC) consists of 5 members, each holding academic teaching and research titles, and/or research titles, of whom at least three belong to the respective scientific domain relevant to the research undertaken in the doctoral dissertation. The supervisor is a member of the Defence commission, but he/she can not be its Chairperson.

The first member of the DFC is the Chairperson.

The members of the DAC can also be members of the DFC.

Article 70

The doctoral dissertation has to be accessible to the general public at least 15 days before the day of the defence.

Public defence

Article 71

The public defence of the doctoral dissertation should take place no later than one month from the day of the acceptance of the Study programme Council report.

The name and the surname of the doctoral candidate, the time and the venue of the defence should be publicised in the media no later than 7 days before the appointed day of the defence.

The defence of the doctoral dissertation is public.

Article 72

In case a member of the DFC is not able to take part in the DFC, an election procedure is carried in which a new member is elected as a replacement.

Article 73

The Chairperson of the DFC conducts the proceedings during the public defence of the doctoral dissertation. The Chairperson is the first member of the commission.

At the time of the defence of the doctoral dissertation, Minutes are kept of the proceedings.

Article 74

In the introductory part of the defence, the Chairperson of the DFC shall:

- Present biographical details of the candidate;

- Introduce the audience to the chronology of the procedure for obtaining the academic degree Doctor of Science, including the following details:
 - the application containing the proposed dissertation topic
 - submission of the dissertation for review and assessment
 - the decision by the faculty research (TRC/RC) Council or by the Institute (RC) Council
- Read the Conclusion of the Doctoral dissertation assessment commission (DFC) report.

After the introduction, the Chairperson of the commission invites the doctoral candidate to present in brief his/her dissertation, particularly focusing on the impact the undertaken research has made in the relevant scientific domain.

Afterwards, the doctoral candidate presents the results of his/her research depicted in the dissertation within a time period lasting no longer than 30 minutes.

After the presentation of the doctoral candidate, the members of the DFC pose questions referring to the dissertation or to the relevant wider scientific domain. The doctoral student is obliged to respond adequately to all of the questions.

When the members of the DFC finish questioning the doctoral student, the Chairperson of the Commission addresses the audience and informs them that they can ask the candidate questions referring to the dissertation. The questions are submitted in written form to the Chairperson of the Commission.

The doctoral student is obliged to answer all the questions, which according to the Chairperson of the DFC, are related to the doctoral dissertation.

Following the questioning session, the DFC withdraws in order to make a decision. The decision is enacted by a majority of votes of the total number of the members, and recorded in the Minutes of the public defence proceedings.

After the decision is enacted and the Minutes are written, the DFC returns to the premises where the public defence is being held. The Chairperson of the DFC reads the Minutes and the decision.

Article 75

After the completion of the doctoral dissertation defence proceedings, the decision can be either one of the following: the doctoral candidate has successfully defended the doctoral dissertation, or the doctoral candidate has not defended the doctoral dissertation.

VI. ACADEMIC TITLE

Article 76

The doctoral candidate who has defended a doctoral dissertation has obtained the academic title Doctor of Science i.e. Doctor of Arts.

The scientific field and the study programme i.e. related sub-programmes will be specified in the Degree diploma (parchment).

VII. DOCTORAL STUDIES CERTIFICATE

Article 77

A certificate will be awarded to the doctoral candidate after the successful completion of the doctoral study programme and after the doctoral dissertation defence.

The Faculty Dean/or Director of the unit and the Head of the study programme both sign the Certificate.

VIII. CONFERRAL OF DEGREES

Article 78

A diploma/parchment for the obtained Doctoral Degree of Science i.e. Doctoral Degree of Arts, will be conferred during a promotion organized by the Rector of the University.

The diploma/parchment will be signed by the Rector.

IX. FUNDING THE DOCTORAL STUDIES

Article 79

The funding necessary for the realization of the doctoral studies will be provided by the Budget of the Republic of Macedonia, by tuition fees and by other costs covered by the doctoral students in compliance with the procedure regulated by the Law.

In addition, financial means necessary for the realization of the doctoral studies can be provided in cooperation with other universities, legal entities, and individuals in the country and abroad.

Article 80

Any issues concerning the coverage of the costs of carrying out the doctoral studies shall be regulated by a separate act.

X. APPLICATION OF THE BOOK OF RULES

Article 81

The provisions laid out in the Book of Rules shall apply to all public scientific research institutions, and accompanying members of the University as well.

XI. TRANSITIONAL AND CONCLUDING PROVISIONS

Article 82

The procedures for obtaining the degree of Doctor of Science entered until the beginning of the academic year 2009/2010 shall be according to the regulations valid in the period of submitting the application containing the proposed doctoral dissertation topic.

The candidates enrolled in the doctoral study programme at the Institute of Earthquake Engineering and Engineering Seismology in the academic year 2007/2008, shall continue their doctoral studies according to the study programme they have enrolled at, until the regulations stipulated in the Book of Rules come into force.

The candidates enrolled in the doctoral study programme at the Institute of Folklore in the academic year 2007/2008, shall continue their doctoral studies according to the study programme they have enrolled at until the regulations stipulated in the Book of Rules come into force.

Article 83

The study programme Councils shall be constituted within the period of 30 days after the accreditation of the study programmes.

Article 84

This Book of Rules enters into force on the day of its publication in the 'Univerzitetski Glasnik' (University Bulletin or Courier).

Professor Velimir Stojkovski, Ph.D.
Rector

6. FUNDING SCHEMES for the integrative functions of the University in 2009 and 2010

On the basis of the Regulations for funding and material issues linked to the funds, for the realization of the integrative functions of the University, the University Senate, on its 6th session held on the 27th of February, 2009, drew up the following

FUNDING SCHEME

For funding the type and scope of the integrative functions of the University in 2009

Article 1

The funds appropriated for conducting the integrative functions of the University in 2009, will be allocated in the following applications and amounts:

- publishing activities of the University, up to 10%;
- international cooperation of the University, up to 5%;
- Information systems, up to 10%;
- Archives and filing, up to 5%;
- Sports and cultural activities, up to 10%;
- Granted allowances for the members of the University Senate, the members of the Rector's Board and the members of the University committees, up to 15%;
- Implementation of the Law on Higher Education and the Statute of the University, up to 15%;
- Capital expenditure, up to 10%;
- Commissioning professionals for expert and administrative-technical activities regarding the mutual functions, up to 5%;
- Material and other expenditures for supporting the University, up to 5% (e.g. partaking in the coverage of the material expenditures of the University, capital expenditure, published promotional material, media funding for celebrating the anniversary of the University, and other activities at the University);
- Other supplementary activities, up to 15%;

Article 2

The Funding Scheme comes into force on the day the University Courier is issued.

The Rector

Professor Velimir Stojkovski, Ph.D.

FUNDING SCHEME

For funding the type and scope of the integrative functions of the University in 2010

Article 1

The funds appropriated for conducting the integrative functions of the University, in 2010, will be allocated in the following applications and amounts:

▪ **The publishing activities of the University – 10%**

- | | |
|---------------------------------|------------------|
| a) resources leftover from 2009 | 4.276.771,00 MKD |
| b) planned funds for 2010 | 5.000.000,00 MKD |

The funds from the publishing activities will be spent in accordance with the Regulations for Publishing of the University.

▪ **The international cooperation of the University – 5%**

- | | |
|--------------------------------|------------------|
| a) funds transferred from 2009 | 757.077,50 MKD |
| b) planned funds for 2010 | 2.500.000,00 MKD |

The funds allocated for the international cooperation of the University will be spent for membership fees in international organizations and networks in which the University is a member (UNICA – Network of the Universities from the Capitals of Europe, 5.000 EURO, EUA – European University Association, 2.512 EURO, IAU – International Association of Universities, 2.300 EURO, AUF – Agence Universitaire de la Francophonie, 1.500 EURO, IUC – Interuniversity center Dubrovnik, 500 EURO, and so on.), for participation in the activities of international organizations and networks (CIRCEOS, CEI, CEEPUS, BUN, and others), for undertaking activities on an international level in presenting the University abroad, for fulfillment of the obligations that have arisen as a result of the agreements the University has with other Universities and organizations abroad, for participation in international programs in the field of education (Erasmus Mundus - BASILEUS, Erasmus Mundus – JOINTEUSEE, Erasmus) and others.

▪ **Information systems – hardware and software – 15%**

- | | |
|--------------------------------|-------------------|
| a) funds transferred from 2009 | 6.608.761,50 MKD. |
| b) planned funds for 2010 | 7.500.000,00 MKD. |

The funds appropriated for IT systems will be allocated for the procurement of equipment for supporting the following activities at the University: networking the student support services and the filing system, the supply of software for the student support services, the supply of hardware and software, the installation of an electronic index system, the supply of hardware and software for the accounting services, and so on.

▪ **Activities related to scientific research – 5%**

- | | |
|--------------------------------|-------------------|
| a) funds transferred from 2009 | 1.960.850,50 MKD. |
| b) planned funds for 2010 | 2.500.000,00 MKD. |

The funds appropriated for scientific research will be allocated for organizing seminars, symposiums and congresses at the University. The funds will be spent according to an annual program authorized by the Senate of the University.

▪ **Sports and cultural activities – 5%**

- | | |
|--------------------------------|-------------------|
| a) funds transferred from 2009 | 1.960.850,50 MKD. |
| b) planned funds for 2010 | 2.500.000,00 MKD. |

The funds for sports and cultural activities will be allocated for organizing cultural and sports activities at the University. The funds will be utilized according to an annual program authorized by the University Senate.

▪ **Allowances for the members of the University Senate of the University, for the members of the Rector's Board, and for the members of the University Committees – 15%**

a) funds transferred from 2009	3.280.851,00 MKD.
b) planned funds for 2010	7.500.000,00 MKD.

▪ **Implementation of the law on Higher Education, the Statute of the University and for commissioning professionals for expert or administrative-technical activities regarding the mutual activities – up to 3%**

a) funds transferred from 2009	1.400.973,00 MKD.
b) planned funds for 2010	1.500.000,00 MKD.

The funds will be allocated for the preparation of regulations, acts, analyses, projects, treatise, evaluation reports, and other administrative-technical activities pertaining to the mutual functions of the University.

▪ **Capital expenditure – 10%**

a) funds transferred from 2009	4.669.915,00 MKD.
b) planned funds for 2010	5.000.000,00 MKD.

The funds appropriated for capital expenditure will be spent for the construction of access routes to the buildings for individuals with special needs (ramps for wheelchairs, lifts); for procurement of lap-top computers for the members of the University Senate and the Rector's Board, for upgrading the technical equipment in the Congress Center for the organization of scholarly conferences and other manifestations.

▪ **Material and other costs for supporting the University – 3%**

a) funds transferred from 2009	661.125,00 MKD.
b) planned funds for 2010	1.500.000,00 MKD.

The funds appropriated for material and other costs for supporting the University will be spent for the publication of the University Courier, the University newspaper, the University Bulletin, the review of study plans of the University, annual reports, postal charges, and so on.

▪ **Student scholarships – up to 4%**

a) funds transferred from 2009	1.374.732,00 MKD.
b) planned funds for 2010	2.000.000,00 MKD.

The funds were allocated for awarding scholarships to students enrolled in the first cycle, or undergraduate studies at the University. The University will enact a special decision regarding the criteria for awarding the scholarships, as well as determining the total sum of the individual grants and the number of grantees.

▪ **The University solidarity fund – 5%**

a) funds transferred from 2009	2.198.415,50 MKD.
b) planned funds for 2010	2.500.000,00 MKD.

The funds appropriated for the solidarity fund will be allocated in accordance with the Regulations for the utilization of the funds allocated to the solidarity fund of the University.

▪ **Other supplementary activities – 20%**

- | | |
|--------------------------------|--------------------|
| a) funds transferred from 2009 | 5.290.175,00 MKD. |
| b) planned funds for 2010 | 10.000.000,00 MKD. |

The funds appropriated for other supplementary activities will be utilized for the financial support of the following:

- Covering the costs of licenses which are used by the units of the University, commissioning the design of conceptual, architectural plans for the reconstruction of the units of the University, celebrating the Patron Saints of the University, the first academic hour, announcements and competitions in the daily media, advertising the University, participation in career and education fairs, University publications issued within the Republic of Macedonia, i.e. nationally and internationally.
- The International Seminar on the Macedonian Language, Literature and Culture, the Summer School, the lectureships and other activities of the units of the University and students that are of interest to the University,
- constant maintenance of the internal and external internet links with the University,
- improving the students' standard of living (the funds for the financial support for improving the students' standard will be realized by donations and investments and other intervening funds, according to a decision made by the University Senate, in conjunction with a special agreement between the University and the receiver of the donation).

Article 2

Following a decision by the University Senate, changes could be made in the allocation of the funds and their amount which was stated in Article 1 of this Funding Scheme.

Article 3

This Decision will come into force on the day the University Courier is issued.

The Rector

Professor Velimir Stojkovski, Ph.D.

7. FOCUS-GROUPS of former exchange students from the ERASMUS mobility program

On 15.12.2010 within the facilities of the Rector's Office two focus-groups were set up consisting of 11 students who had already participated in an international exchange program within the framework of either the Basileus program, JOINEUSEE, or the Erasmus mobility scheme. The main theme of the focus-groups, was to compare and contrast the perceptions of the former exchange students on the benefits of their international experience at certain European universities, and the benefits of studying at the Ss. Cyril and Methodius University. The talks proceeded according to carefully devised sets of topics and subtopics, mainly built around open-ended questions.

In this Report, the main body of the students' responses will be given in their original transcription. A basic realignment of the responses was made in every section wherever that was possible. After each set of questions a summary is provided, followed by the students' responses.

- 1. Are you generally satisfied with the organization and the quality of the studying at Ss. Cyril and Methodius University? Do the programs of study, the examinations and the faculty staff meet the standards of a modern way of studying? Does the Ss. Cyril and Methodius University provide you with good quality literature, laboratory equipment, as well as with practical knowledge that you can apply in real-life ?**

In view of these questions, the students gave very precise evaluations regarding that which is good at our University, and what is not so good at our University. For instance, among the positive aspects of studying at UKIM the students placed the high quality of the lectures, the upgraded audio-visual methods of teaching, the availability of good quality literature mainly in English, and finally the latest developments at the University. On the other hand, as weaknesses, the students underlined the bad organization, the large student groups causing overcrowding during classes and lectures, the inadequate number of professors, the outdated laboratories and equipment, and finally the lack of opportunities of gaining practical knowledge and skills .

"I am satisfied with the lectures, but not with the organization. We attend lectures in groups of 200 students. Due to the lack of space, we often have to transfer to classrooms at other faculties. At times when the groups are smaller, in general, studying at UKIM is quite interesting and fulfilling. It is not good when the groups are larger than 100 students. There are too many students to only a small group of professors. We often witness improvisation taking place."

"There is a shortage of qualified professors. This is a problem of the entire university. Assistants to the professors are rarely employed, and the lectures are often taught by demonstrators. There is not enough academic staff. However, the audio-visual method of teaching has improved."

"Good quality literature is available, but very often, the books that are recommended to us by the professors are in English. Those of us who are not competent enough in English, are faced with a problem. Although, it must be said, in recent years the professors are more active in providing good quality literature."

"The materials, the literature and the laboratories depend mostly on how well the faculty is organized. Certain faculties function perfectly, their organization is good,

whereas at some faculties this is not the case. The laboratories are outdated. We can tell when the lectures have not been properly prepared. Regarding the equipment, the faculties in the social sciences, are still not as equipped as the faculties of the natural sciences."

"We should have more practical experience to apply our theoretical knowledge. We are studying at a technical faculty and we do not have enough practice. We are left on our own. Gaining practical skills is the most important aspect of our future professions. The skills need to be developed."

"Generally, the current trends at Ss. Cyril and Methodius University are moving in the right direction. Regarding the quality of studying, it is on a high level. Efforts are being made for improving the overall processes. I believe that already the University has improved in many ways."

2. Does the Ss. Cyril and Methodius University offer internal and external student mobility? (ECTS, Erasmus, other programs). In your opinion, has Ss. Cyril and Methodius University reached the standards required of a modern European university?

The general opinion is that the ECT system mainly does not function. There are too few coordinators who cater for the students. Also, the students are very poorly informed. Only a small number of international programs are offered. This is not enough to increase the mobility of the students.

"All the faculties do not function according to the ECTS – some adhere to the principles, some do not. If only one person is appointed to coordinate the overall ECT system at the entire faculty, then it is not surprising that the ECT system is not fully implemented. The internal student mobility is not being carried out properly. Certain aspects could be improved."

"Generally speaking, we are not informed enough. Competitions, scholarship announcements, exchange programs are not published; we are not knowledgeable of the various exchange and mobility programs. We can only rely on our self-initiative to access possibilities. The involvement of the students in these mobility programs is negligible."

"The procedures for the students' mobility programs are not unified, specifically the international exchange schemes. The faculties do not offer enough information regarding other possibilities. Very often coordinators of the mobility programs are non-existent. All in all, students are not properly informed."

"I applied on my own and I went through the whole process alone. The Rector's Office helped me later on, in the subsequent stages of the application process."

3. Explain how you succeeded: where did you utilize your study visit and are you satisfied with the carrying out of the Erasmus program?

The students who have already taken advantage of some of the exchange programs, and were part of the focus-groups, were mainly studying at the Faculty of Philology, namely at the Department of Italian language and literature, and the Department of German language and literature. Also, there were former exchange students from the Faculty of Electrical Engineering and Information Technologies, as well as from the "Justinian I" Faculty of Law,, the Faculty of Economics and from the Faculty of Philosophy, Department of History.

"I participated in the Basileus-program, and utilized my study visit at the University in Zagreb, at the Law Faculty. I am satisfied. They are much more organized. They

function well. Some of the professors were good, some of them were not. There are variations among the courses, as well as among the professors.

"I was in Ljubljana and I found out about the mobility grant from a colleague. The basic difference is that the professors and their assistants are much more available. As regards the lecturing, our professors are also good. There is no big difference between the lectures. I was attending classes in the field of electrical-engineering."

"I am currently studying in Germany. The organization at the University is excellent. The professors communicate with the students on a regular basis. It never occurs to them not to attend the lectures. There is also a website where we are being constantly informed. I participated in the Erasmus Mundus program."

"I was also in Germany, at Heidelberg University. The professors are very open for communication. The groups are smaller, 20 students at most. Students' Services do not exist. Everything functions electronically."

"I was in Rome, with the Basileus program. The university there had excellent organization and very young members of the teaching staff."

"I was in Bulgaria, with the Basileus program, for a doctoral visit and research. I was very pleased. They have succeeded in making seminal scientific works and research publications available to students. They translate a lot of foreign scholarly and scientific textbooks. The access to the journals and textbooks is through electronic catalogues."

"I utilized a study visit in Slovenia, as part of the Basileus program. I am very pleased with my visit. The quality of the lectures and their organization was excellent. The University is great. I found out about Basileus on the Internet. I contacted the Rector's Office and they helped me, not the faculty where I study."

"I stayed in Ljubljana for six months. The study programs include a lot of practice. They are well organized. There are many students in Ljubljana, too, but the lectures are held in groups of 30-40 students. The technical sciences require smaller groups."

"I was at the Groningen University, Netherlands. I attended courses on studying through virtual forums compared to the traditional methods. The university has well equipped electronic libraries."

"I was also in Ljubljana, at the Faculty of Philology. There are many foreign students. The faculty is not very standardized by ECTS. We were a small group of students. Being a student in Slovenia is a great advantage. The students there are treated in the best possible manner - not only at the University, but in the society/state, as well."

"I was in Graz, at the Faculty of Economics. I had the opportunity to choose my courses and to combine different credits. I am very satisfied with my study visit."

4. Could you describe the programs of study, the examination methods and the teaching staff, at the University where you studied? Did the University provide you with good quality textbooks, access to research journals, laboratory equipment and applicable, practical knowledge?

The students who were part of the international exchange programs, awarded the universities where they spent a whole semester with high grades. They worked in smaller groups, although there were lectures that were held in amphitheatres. The students were expected to be more active. They were asked to prepare library research papers, assignments, projects, case studies and to perform in-class presentations. The

examination methods differ depending on the subject matter of the courses. Also, the approach to studying and exam preparation varies. The students were satisfied with the up to date equipment, the extensive library holdings and the latest journal and textbooks editions. The credits were in most cases transferred, although the procedure is not standardized at all the faculties

"The quality of studying at these universities is on the highest level. The lectures are held with small groups of students. There are tutorials with smaller groups. Yet, there are also courses that are taught in amphitheatres. The credit system is also different. The students are required to submit various library research papers, project assignments. The faculty possesses excellent IT equipment. The computers at the faculty are unattainable for us. The students prepare their project assignments in well equipped IT laboratories."

"At the University in Zagreb there were also final exams, not just colloquia. The exams consist of written and oral sections. There were also exams after two-semester. The university also has numerous unresolved issues and professors who are hardly available. Mainly, the professors were pleasant to communicate with and easy to reach."

"We were not given the opportunity to choose many of the exams. There are many study tracks, and the students do not have many options to choose courses once they have selected a program of study to follow. However, in Slovenia the internal mobility functions. That is, at least, what they said, especially at the faculties of the social sciences."

"Upon our return, the earned credits were recognized at our University based on the manner of the examination, i.e. the mode of assessment. We had the opportunity to choose specialization courses, as well as optional ones. The choice of courses is similar. However, the method of examination is different. Some methods involve reading lists. A form of examination could also be a report on a "case study" as a research paper."

"I attended several courses which involved class presentations and writing up research papers. The final exam is preparation of the library research paper. It was an excellent experience. There are different types of courses, different credits. One can choose various courses. The examination can be oral, or written, but preparing a research paper is compulsory. There are laboratory exercises and many seminar papers, as well as presentation of seminar papers."

"In Slovenia there were often guest speakers – visiting professors and instructors from abroad. By writing a lot of essays and submitting library research papers, I was being continuously assessed. The lectures are not obligatory – the choice is left to the student. In contrast to our university, where there are strict rules which may cause the students to respond quite the opposite way."

"The difference lies in the fact that in Ljubljana there is mobility in the manner in which the lectures are held, for instance they can be held in other places, not only at the University."

"In Europe, the Erasmus program is very well developed. The opportunity to learn the Italian language in Italy is excellent and an invaluable experience. In Germany, I met many people from different countries. If one studies languages, then, they must go to the country where the given language is spoken."

"On paper, we have similar programs of study. However, regarding the contents we differ a lot. These universities manage to obtain the latest publications regarding the technical courses. Their library is full of holdings and literature is available."

5. Does the university where you stayed have direct cooperation with the business sector, the government structures, health institutions and other public structures?

The overall impression was that the students receive much more information. Among the information they receive is the data regarding the labor market. A lot of attention is given to practical application of skills and internships. In such a way, the students create contacts with their future employers. At the universities where the students utilized their study visits, numerous international conferences took place and international research projects were being conducted. The mobility of the professors and the students was on a high level. The professors had a better approach towards the students and were very helpful in answering the students needs. Furthermore, the students' organizations were well organized and offered the students many services. In addition, the students were more actively participating in all the activities at the University.

"The students in other countries are provided with information regarding employment opportunities, academic conferences – in a nutshell, with everything that would be of interest to the students and their future careers."

"In Graz, there were various conferences taking place, workshops, trips to the USA, internships in trading companies, opportunities for doctoral studies."

"In Germany, the students have the opportunity to gain practical experience while studying, especially, in the field of medicine. If you make a good impression, you will be employed immediately."

"At the Groningen University there is a career office that takes care of students' future employment. The office has contacts with the business sector and thus potential employment possibilities are planned by matching students achievements with the requirements of the employers."

"The faculty in Ljubljana is quite active in the field of practical experience and professional cooperation between the faculties. The students' service in Ljubljana is excellent. It is led by the students' organizations in the city. There were several offices of the students' organizations in the city. The students can take advantage of all kinds of benefits."

"The students must attend and gain practical experience in order to earn credits and signatures. If one is good at practical application of knowledge and skills, they will be singled out immediately. In Ljubljana, the students' organization functions perfectly. They will find you work while you are still studying. In Zagreb, also, the students are offered many opportunities for employment."

"In Graz there are very few theoretical subjects. Only the most important are studied. Furthermore, reading scientific works is widely encouraged and is a requirement during studying. However, the greatest advantage is given over to obtaining practical skills. The professors there are better educators; they have a much better attitude towards the students. The professors' approach is simply different".

"At the Faculty of Electrical Engineering and IT, even though 90% of the students have passed a certain course, they still have not had practice in changing a light

bulb, or a fuse. Teaching practical skills does not exist. We do not have laboratories. The state does not invest in science and research projects."

6. How much did your visit cost, who covered the expenses and can an average, Macedonian student afford that?

The funding of the mobility grant is clear. The grant covers the overall expenses during the study visit. The students are very satisfied regarding this aspect. There have not been any complaints. The application procedures are transparent, and our University is involved during the evaluation of the candidates.

"Everyone can afford going on an exchange. You will receive a grant, payable on a monthly basis that will cover your total expenses. Everything is covered. We had a full grant. It was enough for everything. The grant is absolutely enough. The flight is also paid."

"The exchange is according to the European programs and are fully covered by the EU. The Basileus program is intended for the Balkans. Erasmus Mundus is for everyone."

"The procedures are very clear, although the competition is fierce. Many documents are required, but everything runs smoothly."

"I came across this program by chance. You apply on your own, but our University is involved in the program through the evaluation of the candidates."

7. What is your overall impression and how has the study visit affected your education?

The overall impression is excellent. The students are very pleased with the foreign universities and have an excellent opinion regarding the organization at these universities. The students were also satisfied with their working environment, among other things they enumerate the 'full' and 'rich' library holdings, the latest in scientific publications and other literature, and the well equipped lecture rooms. They established professional contacts that can be used in their future career. The students' standard of living is on a much higher level. The students have succeeded in attaining their rights. The exchange students are also satisfied with the opportunity to meet fellow students from various countries from all over the world, thus to a certain extent, making the effort to acquire intercultural experience by attempting to understand the newness of cultures that hold different values, customs and beliefs.

"I am very pleased with the exchange. For the first time in my life I realized that being a student is valued somewhere. In view of gaining knowledge, I did not learn a lot. The quality of the lectures at our university at home is also good. But the organization at these universities is impeccable".

"I am very satisfied with the stay. The opportunities for the students are very good. Good quality textbooks for study, and other relevant works, are of easy reach to students. Also, opportunities for establishing professional contacts is also enabled. Is there any other way to go to a foreign university to do research and explore? This means that the students can widen their perspectives."

"The students who study languages, as I do, have a great possibility to improve their experiences and knowledge. To me, those were the best 6 months of my life."

"From an economic standpoint, you are provided with work. The services in the dormitories are excellent. The students were constantly protesting for rights all the time. In our country, we are not opposed to anything. The students there have a much higher level of awareness."

"I witnessed student protests, and I must say that the students are much more organized. I participated during the protests when the students went on strike on the level of the whole nation in Germany. They demanded the abolishment of the co-financing fee. The students' demands pertain to all kinds of issues. They sometimes demand impossible things."

"One can meet different cultures, European civilizations. There are also many cheap guided tours. The students have discounts regarding transport costs and other things. They can find work and food is reasonably cheap."

"It was really a great life experience. We traveled across whole Europe. I was extremely motivated to study."

"You learn to be more diligent, more organized, because the societies in Europe function differently, they appreciate time. On the professional side, they have more facilities than we do, especially in view of equipment and laboratories."

8. According to your experiences, how modern is Ss. Cyril and Methodius University and what would you change if you had the opportunity?

There are several aspects where the students with their present experiences would recommend changes in our University. Among the most important are the following: teaching and learning should take place in smaller groups, the professors should change their attitude towards the students and be more devoted to their work, academic writing should be given more attention, as well as research, and most of all, efforts should be made towards involving greater proportion of practical skills training in the study programs. Also, it is important that the University enables the procurement of up-to-date equipment and the latest publications in the scientific domains, to organize much more international conferences, to obtain more projects and to strengthen the ECTS offices. Finally, the electronic communication between the students and the services of the University should also be improved.

"The groups should be smaller in order to make the lectures more effective. The professors should attend the lectures and show respect for the students. Generally speaking, the formula is simple: smaller groups and greater availability of professors. The professors should be more responsible, they should have more creative lectures, and the students should be more active. The students at our university are too passive. The groups must be smaller. When the groups are bigger, it is impossible to find the concentration to listen to the lectures."

"Firstly, there is a need of workshops and courses for academic writing, at every faculty. We are handicapped. Second, the methodology is taken for granted. Third, the scientific research has to be obligatory and each student must be involved in it. The participation at international conferences, also, must be obligatory, as in international projects. The conferences organized at our University are very rare. Fourth, the ECTS requires reinforcement of the local offices at each faculty and better communication with the students. Previously, there was no interest, but nowadays, the students want to be more dynamic and open to new possibilities for learning. The students should be more responsible for their own advancement and learning, and should be interested in the international programs."

"Our professors have many qualities, but they do not try hard enough, they are not devoted to the students. The professors always have more important things on their mind than the students. According to my opinion, if we compare, the professors, not every one of them would pass. Only 30/50/60% of the professors would pass, depending on the faculty. The professors are not available and they are very hard to communicate with in comparison to those abroad, where the student is in a much better position regarding the student : professor relationship."

"The study programs should be composed of practice and research in order to follow the modern trends. More practice, less theory. We need field trips and lectures, as well as practice. The professors should not teach 3-4 subject to one group. It should be obligatory for the students to evaluate the professors."

"The materials should be available on the website. Also, the lessons should be available for downloading. The suggestions are in line with the improvement of the teaching. The communication should be electronic. The University has made efforts in following the European standards."

"The communication with the students should be electronic, in order to avoid the setbacks when applying for the exams. The Students' Service should not exist. In my opinion, the electronic communication should be improved. Also, the University must provide enough space for the students."

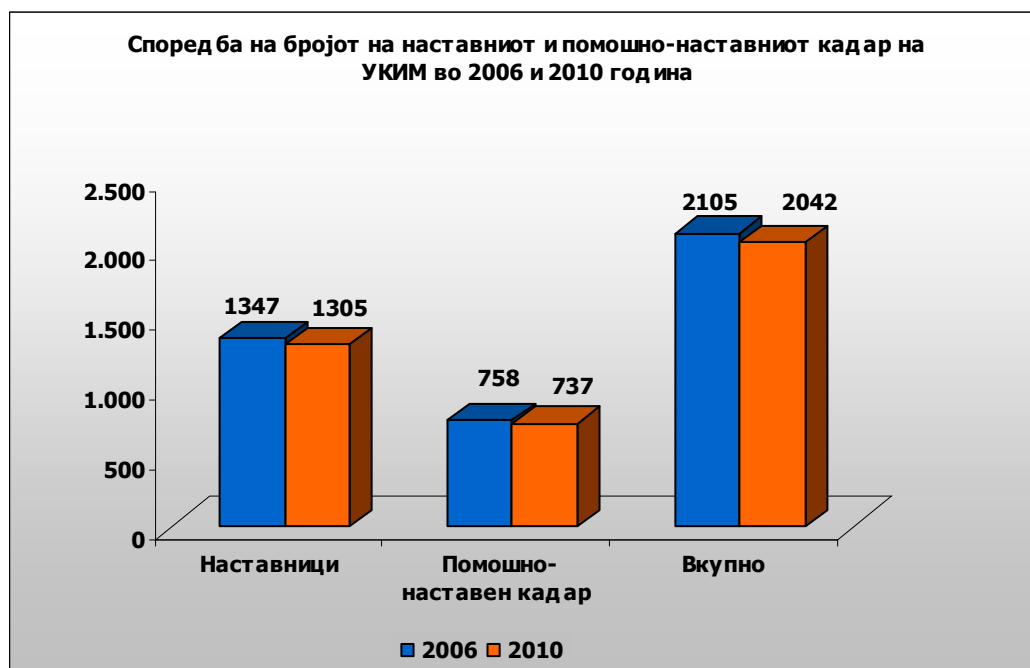
"I would make new libraries and would employ new librarians. The libraries should be equipped with new books. Also, we need a supply of new equipment."

"We have coordinators for the ECTS, for the Erasmus scheme and for the international exchange. However, the students are not very interested. The students must become more active and request information on their own."

"There are also bilateral programs between our university and other foreign universities which can be made use of for a study visit. These opportunities must be taken advantage of, because it seems they are not being utilized enough."

Questions for the students' focus-groups

1. Explain in what way you were successful, in which country did you utilize your study visit and were you satisfied with the realization of the Erasmus program?
2. Are you generally satisfied with the organization and the quality of the studying at Ss. Cyril and Methodius University?
3. Do the programs of study, the examinations and the teaching staff meet the standards of a modern way of studying?
4. Does Ss. Cyril and Methodius University provide you with good quality literature, laboratory equipment as well as applicable practical knowledge?
5. Does Ss. Cyril and Methodius offer internal and external mobility for its students? (ECTS, Erasmus, other programs?)
6. What was the curriculum, the examination and the teaching staff like at the University where you stayed?
7. Did the University where you stayed provide you with good quality literature, laboratory equipment as well applicable knowledge?
8. Does the University where you stayed have direct cooperation with the business sector, government structures, health institutions and other public institutions?
9. How much did your study visit cost, who covered the expenses and can an average Macedonian student afford it?
10. Do you know to what extent, and if the internal mobility of students functions in the European Union?
11. What other experience or recommendation can you share with us after your stay within the framework of the Erasmus program?
12. In your opinion, to what extent has Ss. Cyril and Methodius University fulfilled the criteria required of a modern, European university?



APPENDIX 2

ACADEMIC STAFF AND FACULTY ASSOCIATES

Academic staff and faculty associate staff

The total number of academic staff at the Ss. "Cyril and Methodius" University in the academic 2009/2010, numbered **2 157** academic teaching staff and associate staff, of which **2042** were employed at **the Faculties**, and **115** at the five **scientific research institutes** – permanent members of UKIM. The percentage of part-time staff has remained the same as in the previous evaluation, namely 10%.

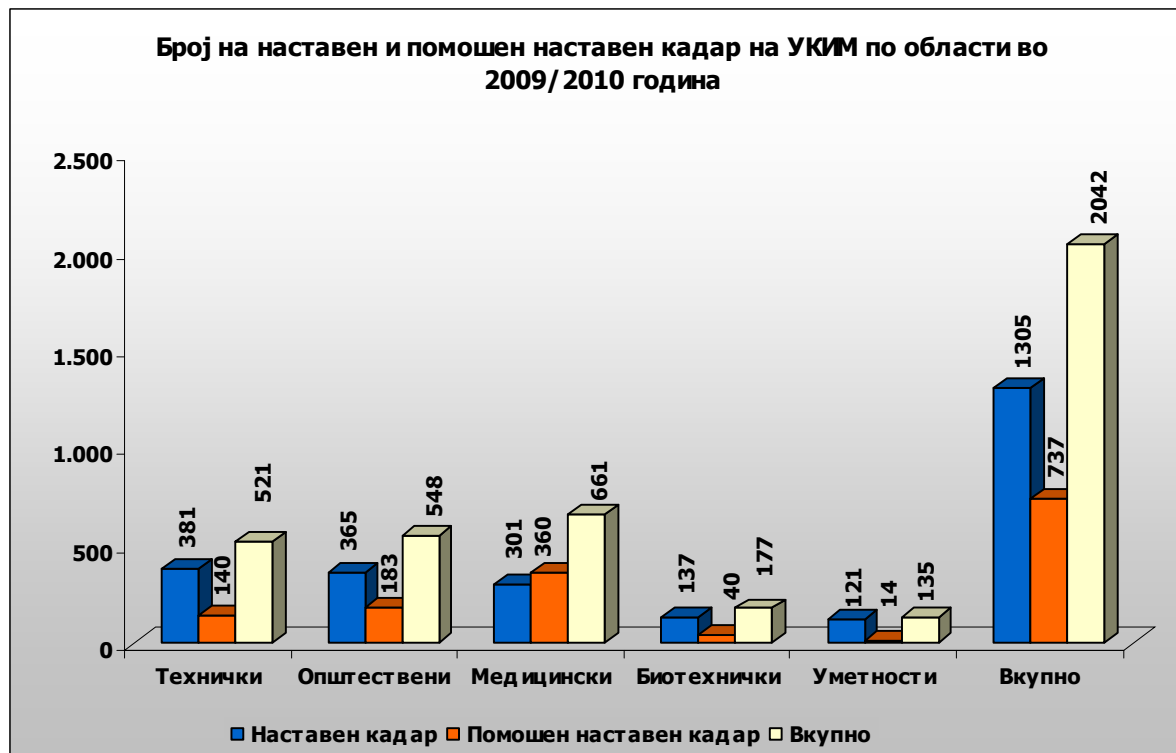


Diagram 1. The number of academic and associate teaching staff at the faculties and institutes according to scientific domains

Diagram 1 (Table 1 and Table 1.1) shows the number of academic teaching staff (1305) and the faculty associate staff (737) according to scientific domains at the relevant Faculties. It is apparent that the assistants and faculty associates, i.e. younger assistants and assistants to Professors, are fewer in number in comparison with the academic teaching staff. The ratio of professor/associate is 1305/737, or 1,4; this means that each professor is not entitled to an assistant. Expressed in numbers, the ratio of professor : assistant is 0,56. Except for the Medical sciences, where the associates are more numerous, in all other domains the faculty associates are almost twice as few as the academic teaching staff. This difference is specifically prominent at the Faculty of Arts and Drama, where the number of associate staff is eight times fewer than the academic staff. The greatest number of assistants and associates was found in the Medical sciences, and this is explained by the fact that these faculties undertake activities connected with the health of the population, in addition to the teaching and learning. In this respect, the number of associates at these faculties also does not seem to be enough. Overall, the academic staff is represented by **63,9%** (1305/2042), and the assistants and faculty associates by **36,1%** (737/2042). Comparisons with the previous self-evaluation in 2006 are given in Diagram 2.

Evidently there has been an insignificant decrease of 3,1% in the academic teaching staff in comparison with the past period.

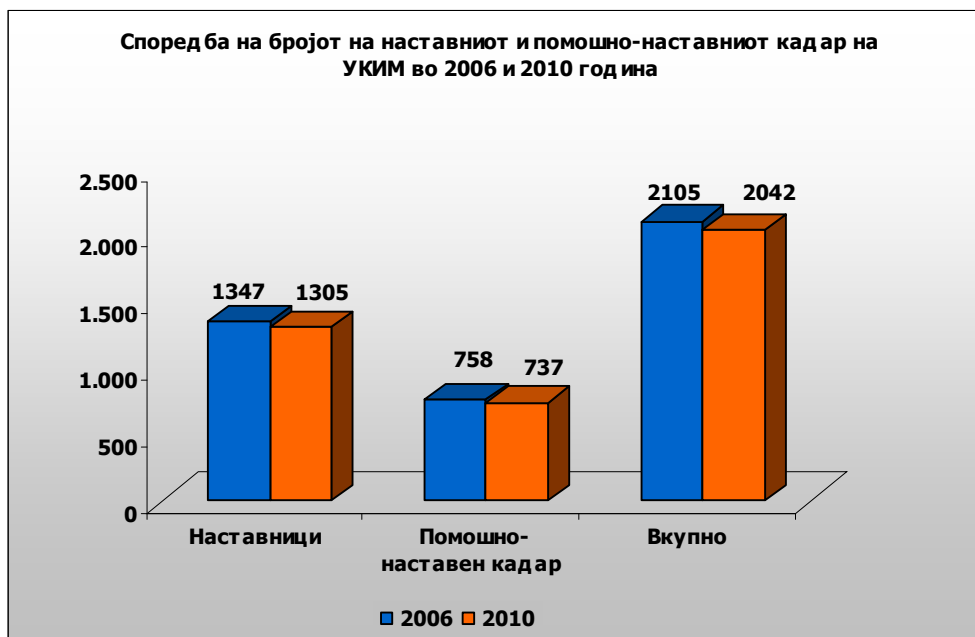


Diagram 2. Comparative analysis of the academic staff at the various Faculties

1. Analysis of the teaching staff according to academic titles

In comparison with the previous evaluation period (a cross-section was made in 2006), in 2010, the number of Full professors and Associate professors increased in contrast to the number of Assistant professors and lecturers (Diagram 3). The biotechnical sciences are an exception, since at their faculty the number of Assistant professors is significantly greater (Table 1, Appendix 1, Appendix 2).

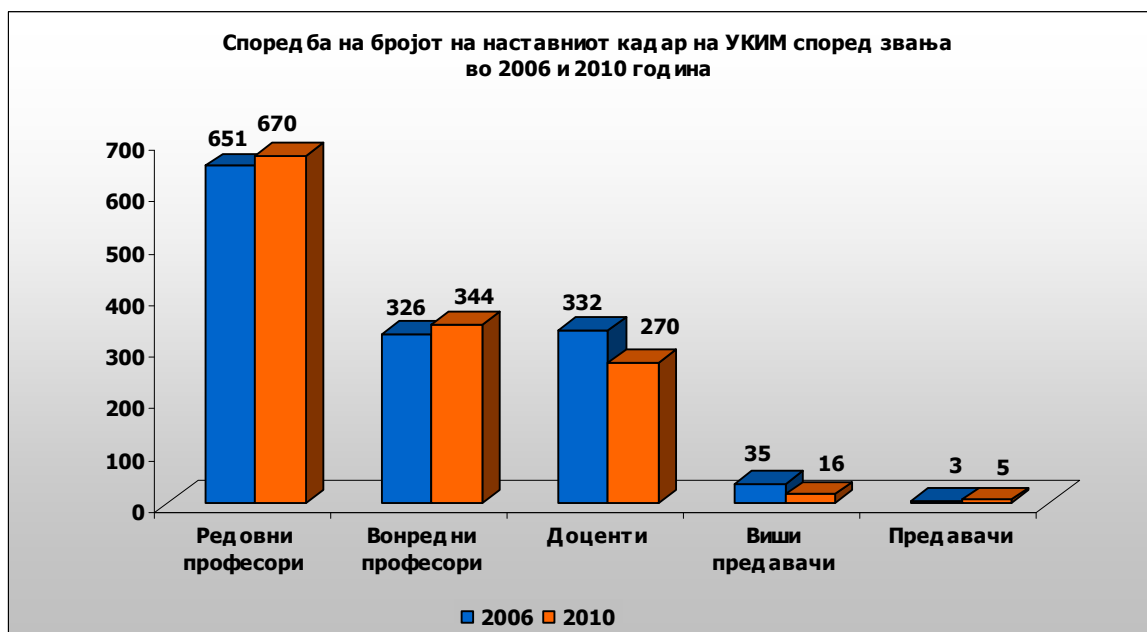


Diagram 3. Comparative analysis of the academic staff according to academic titles

The results of the analyses have shown that there is a positive trend of enlargement of the number of Full and Associate professors, but also an

unfavorable tendency toward a significant decrease in the number of Assistant professors, which points to a deficiency of younger academic teaching staff with academic titles.

91,3% of the academic staff are Doctors of Philosophy/Doctors of Science, whereas 12,7% of the assistants and associates possess Doctoral degrees, 50,5% of the associates are Masters of Arts/Sciences, and 18,7% are specialists. A slight decrease in the number of Ph.D. holders among the associate and research assistants was noticed (Diagram 4 and 5).

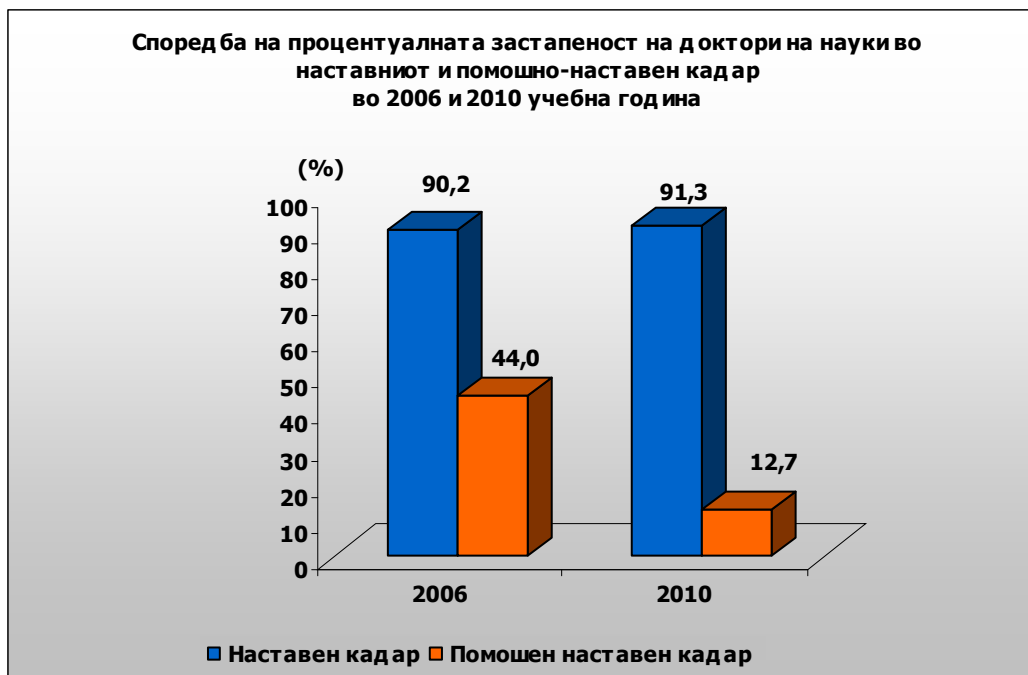


Diagram 4. Comparison of the representation of Doctors of Philosophy/Doctors of Science among academic and associate staff

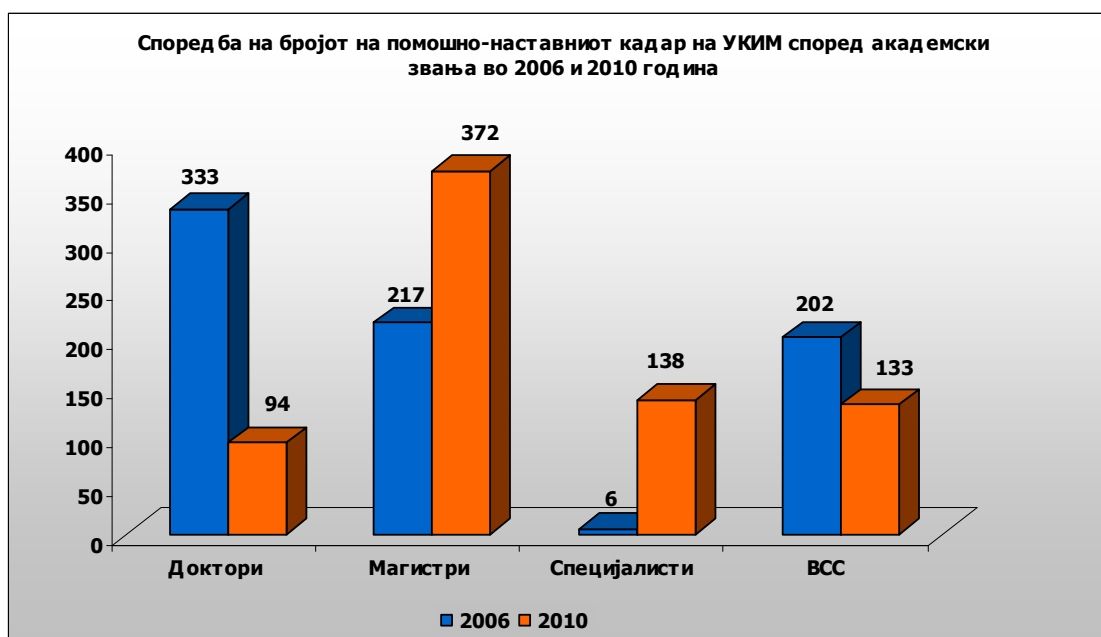


Diagram 5. Comparative analysis of the structure of the faculty associate staff according to research degrees

The number of the faculty associates that have Doctoral degrees has significantly decreased in comparison to the previous period, however the number of associates that have Master degrees, and specialists, has markedly increased. The number of younger assistants, that is, assistants who possess only undergraduate degrees is diminishing, which is probably the result of the implementation of the changes in the university legislation.

The changed legislation is a result of the amendments made in the Law on Higher Education, in accordance with the legal acts of UKIM, according to which the possession of a Masters Degree is a compulsory criterion for obtaining an assistantship or becoming a member of the faculty associate staff.

A similar tendency towards change, although in different proportions, was found in all of the other faculties according to the groups of scientific domains (Appendix 3, Appendix 4).

2. The age structure of the academic and associate staff

2.1. Academic teaching staff

Due to the restrictive policy towards the employment of young, qualified research fellows, almost all of the Faculties have been faced with the problem of not being able to replace the ageing of the existing academic staff. The age structure of the academic staff in 2009/2010, in comparison to 2005/2006, has shown that an even smaller percentage, only 2,7% of the academic staff are under 35 years old (previously the percentage was 3,4%). The age structure at the Faculties according to scientific domains is shown in Diagram 6.

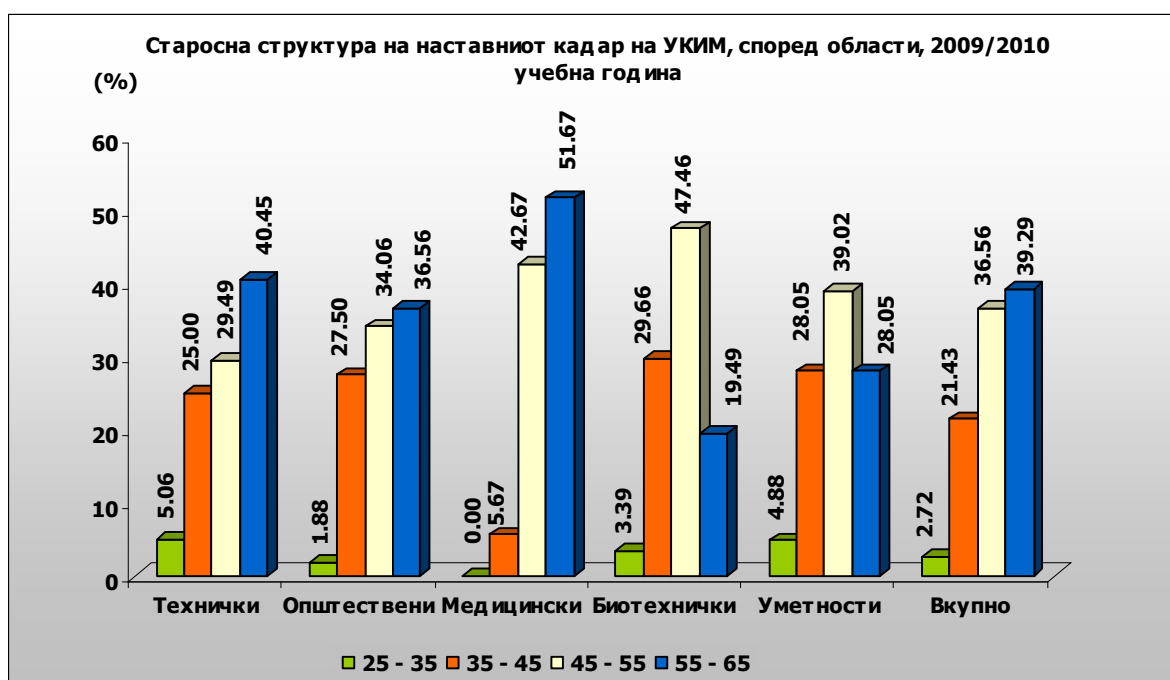


Diagram 6. Outline of the age structure of the academic staff in the various scientific domains

The total age structure at the University is dominated by the academic staff of the age group over 45 years, (75,85%). There are of course variations in the scientific domains. Thus, in the biotechnical sciences and the arts the highest percentage of professors belong to the age group from 35-55. On the other hand,

at the other faculties the age group over 45 is dominant, and the greatest number of professors older than 55 may be found at the Faculty of Medicine.

The above age structure is a result of the restrictive policy towards offering employment positions to young, promising research fellows in order to replace the ageing academic staff. The replacement of the academic staff with younger staff does not seem to be proceeding adequately, since the majority of the professors occupy the most senior age group. The small number of academic staff in the age group ranging from 35-45, means that those professors who intend to retire cannot be replaced in a timely manner.

Most senior are the Full professors, followed by the Assistant professors (Diagram 7, Appendix 5).

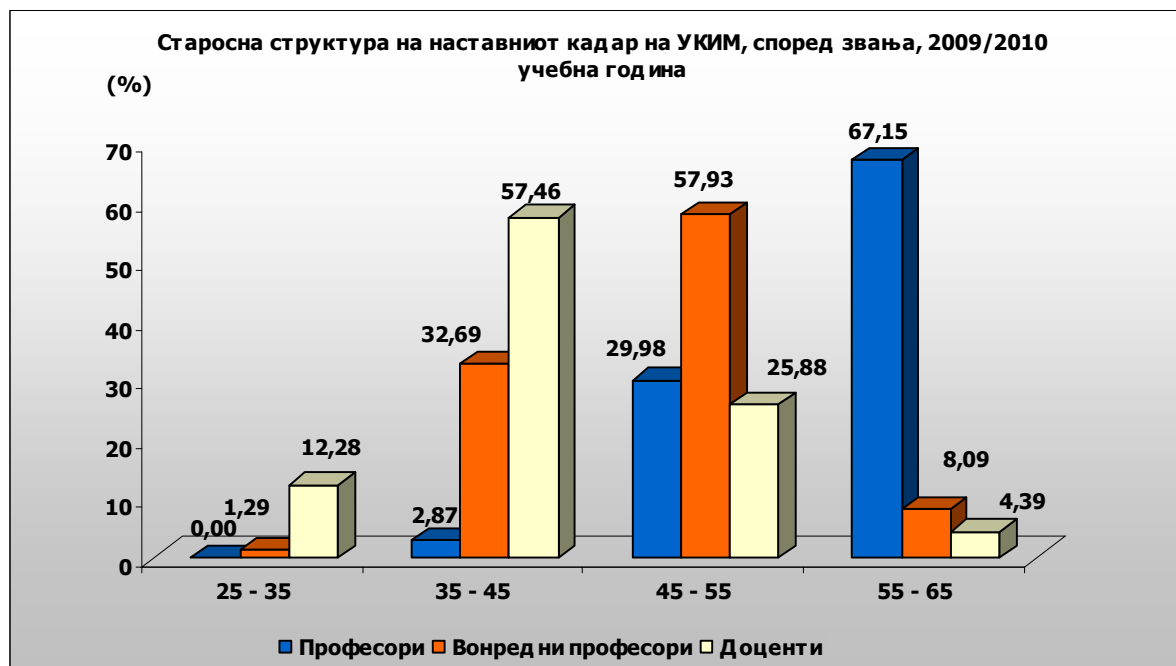


Diagram 7. The age structure of the academic staff according to academic titles

Over 65% of the professors are over 55 years of age, around 58% of the associate professors are in the age range from 45 to 55, and the percentage is the same for Assistant professors, who are aged between 35 and 45.

Compared to 2006, the results are almost the same with no significant differences, which goes to say that in the past period not much has been done to improve the situation.

The age structure of the academic staff is a grave concern at most Faculties, with the exception of the biotechnical sciences, where the majority of the teaching staff is in the age range between 45 and 55 years. The situation is particularly alarming at the Faculty of Medicine where more than 50% of the academic teaching staff is in the age range between 55 and 65 years. The results showed that only at the Faculty of Arts, Fine Arts and Drama, was the age structure equally represented among all of the age groups (Appendix 5a). In conclusion, in the long run, the effects of having a high percentage of professors in the age range above 55 years, would reflect on the quality of teaching and research at the University, because of the impossibility to replace the professors who retire due to the restrictive government policy towards the employment of younger qualified staff. It would also be worth mentioning that the problem will be further compounded by the possibility of the outflow of a part of the qualified academic staff in the age range between 45-55 in the private sector. Needless to say, the above staffing problems, i.e. the renewal of retired staff,

the employment of younger research fellows and assistants, and improving the work conditions, will be the crucial and key areas to work on in the forthcoming period.

2.2. Assistants and faculty associate staff

The state of affairs regarding the structure of the assistants and faculty associates is also unfavorable. Among the members of the faculty associate staff, in most of the Faculties the majority belong to the age group 25-35 years, except at the Faculty of Medicine, where the majority of associates belong to the age group 35-45 years. In the domains of the social sciences, the biotechnical sciences and arts, the results showed that there were still a few associates in the age group above 55 years. This is a clear indication of the ageing of the associate staff as well (Diagram 8, Appendix 6a, Appendix 6).

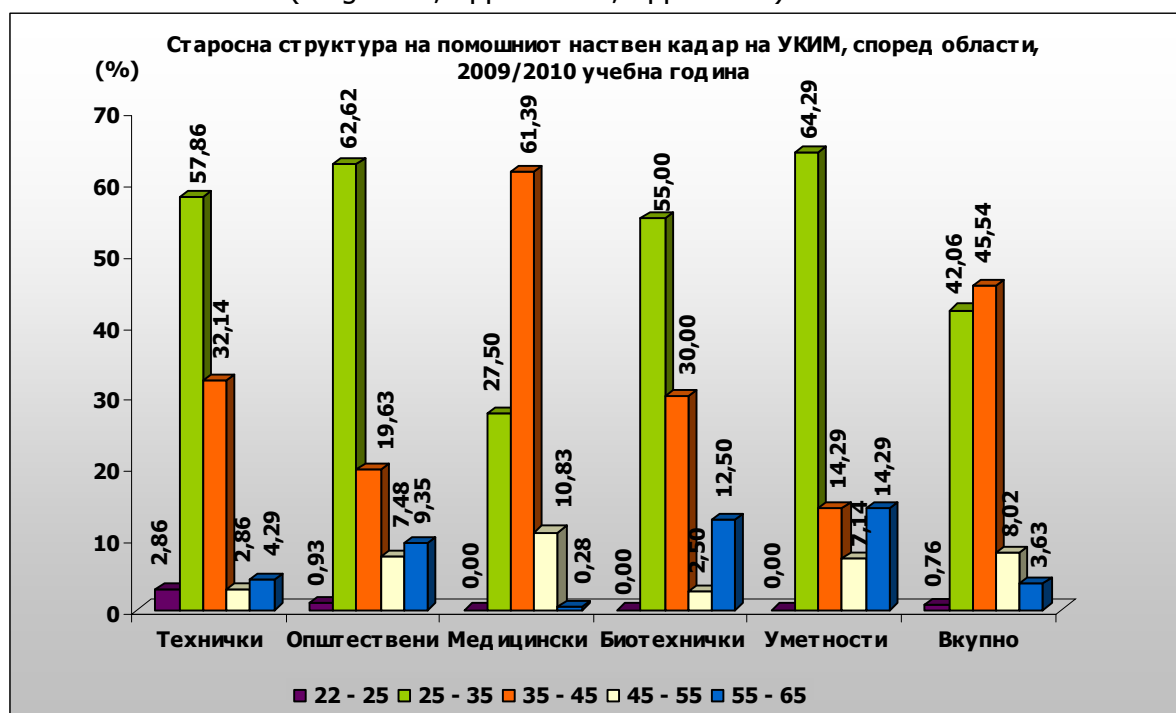


Diagram 8. The age structure of the associate staff in the various scientific domains

The age structure of the faculty associates is slightly more favorable, however efforts should be directed towards the employment of new assistants in the youngest age group.

3. Gender structure

The analysis of the gender structure clearly demonstrates that within the total number of academic teaching staff, 56,46% are males and 43,54% females (Diagram 9). There are differences in certain scientific domains. Namely, the male gender is predominant in the biotechnical sciences, followed by the arts and technical sciences. At the Faculties in the social sciences and the Faculty of Medicine, female academic staff is slightly predominant (Appendix 5).

As is evident, in the total representation the academic teaching staff is predominantly male which is the result of the greater percentage of male academic teaching staff in the biotechnical sciences, the arts, the technical and natural sciences and mathematics.



Diagram 9. The gender structure of the academic staff in the various scientific domains

In contrast to the above, the faculty associate staff is predominantly of female gender, namely, 60,88%. This state of affairs was found at all of the faculties and scientific domains (Diagram 10, Appendix 6). The only exception were the technical and natural sciences and mathematics, where the ratio of men vs. women was 59,29% : 40,71%.

The above display of the gender distribution among associate staff might contribute towards adjusting the differences in the gender structure of the academic teaching staff in the future.



Diagram 10. The gender structure of the associate staff in the various scientific domains

4. Research Institutes

In 2008/2009 and 2009/2010, as a result of the process of integration of the University, 5 of the Scientific and Research Institutes became an integral part of the University (The

Institute of Seismology and Earthquake Engineering, the Institute of Sociological and Political Research, the Economic Institute, the Institute of Agriculture, the Institute of Animal Husbandry). These institutes have also been encompassed in the self-evaluation project. The total number of academic teaching staff at the institutes in 2009/2010 was 115, of which 25 were engaged part-time. In the past two years of the evaluation period relevant for our analysis, the scientific institutes were faced with a decline in the academic, research and associate staff, in that the number of full-time staff in 2010 was reduced by 27,4% and numbered (90), in relation to 2008/2009, where the number of full-time staff was (124) (see Table 3).

Табела 3													
Број на постојаниот и хонорарниот научен кадар во научните институти, според наставно-научно и академско звање													
учебна година	НАСТАВНО - НАУЧНО ЗВАЊЕ							АКАДЕМСКО ЗВАЊЕ					
	научен советник	виш научен сораб.	научен соработник	ВКУПНО НАУЧЕН КАДАР	асистенти	помлад асистент	ПОМОШНО НАУЧЕН КАДАР	ВКУПНО	д-р	м-р	специјалисти	ВСС	ВКУПНО
ВКУПНО ИНСТИТУТИ													
постојано													
2006/2007	63	44	46	153	59	20	79	232	160	53	3	16	232
2007/2008	64	43	38	145	51	12	63	208	156	45	0	7	208
2008/2009	33	20	27	80	30	14	44	124	84	28	0	12	124
2009/2010	26	17	19	62	26	2	28	90	64	26	0	0	90
хонорарно													
2006/2007	22	5	7	34	0	0	0	34	34	0	0	0	34
2007/2008	25	5	6	36	0	0	0	36	36	0	0	0	36
2008/2009	22	3	2	27	0	0	0	27	27	0	0	0	27
2009/2010	13	3	3	19	0	6	6	25	19	2	0	4	25
вкупно													
2006/2007	85	49	53	187	59	20	79	266	194	53	3	16	266
2007/2008	89	48	44	181	51	12	63	244	192	45	0	7	244
2008/2009	55	23	29	107	30	14	44	151	111	28	0	12	151
2009/2010	39	20	22	81	26	8	34	115	83	28	0	4	115

Извор: Статистички податоци за Универзитетот "Св. Кирил и Методиј" во Скопје, за учебните години: 2006/2007 ; 2007/2008 ; 2008/2009 и 2009/2010 (јануари 2011)

If we perform a comparative analysis of the total number of full-time and part-time academic and associate staff at these institutes between 2005/2006, that is in the previous evaluation period when the total amounted to 164, and 2010, it will be clear that there has been a significant decrease in the number of staff in 2010 by approximately 30% ($115/164=70,12\%$)

On observing the range of occupied academic positions, a significant reduction in the number of scientific advisors, senior research associates, research associates, assistants and junior assistants was noted. Furthermore, in the domain of academic titles, the total number of doctoral and master degree holders has been reduced by 21%, and 20% respectively. Staff members with undergraduate degrees in 2009/2010 were totally non-existent.

In the period between the two evaluations, the reduction of the staff was even more pronounced and encompassed the senior research associates. Also, there was a sharp reduction in the number of staff with undergraduate degrees.

The majority of scientific institutes went through a similar tendency towards change, albeit with varying intensity, with the exception of the Institute of Animal Husbandry and the Institute of Agriculture, who have increased the total number of research staff (Appendix 7).

The changes regarding the correlation between the research and associate staff, have taken on a positive course. The full-time research staff declined from 65,7% (2005/2006), to 40,8% in 2009/2010, whereas the associate staff increased from 34,3% to 59,2%. This means that there has been improvement regarding the situation of qualified young research associates at the institutes.

Moreover, a slight improvement in the age structure of the full-time staff at the scientific institutes was also observed. The obtained data for the period 2009/2010, is displayed on Diagram 11 and Appendix 8.

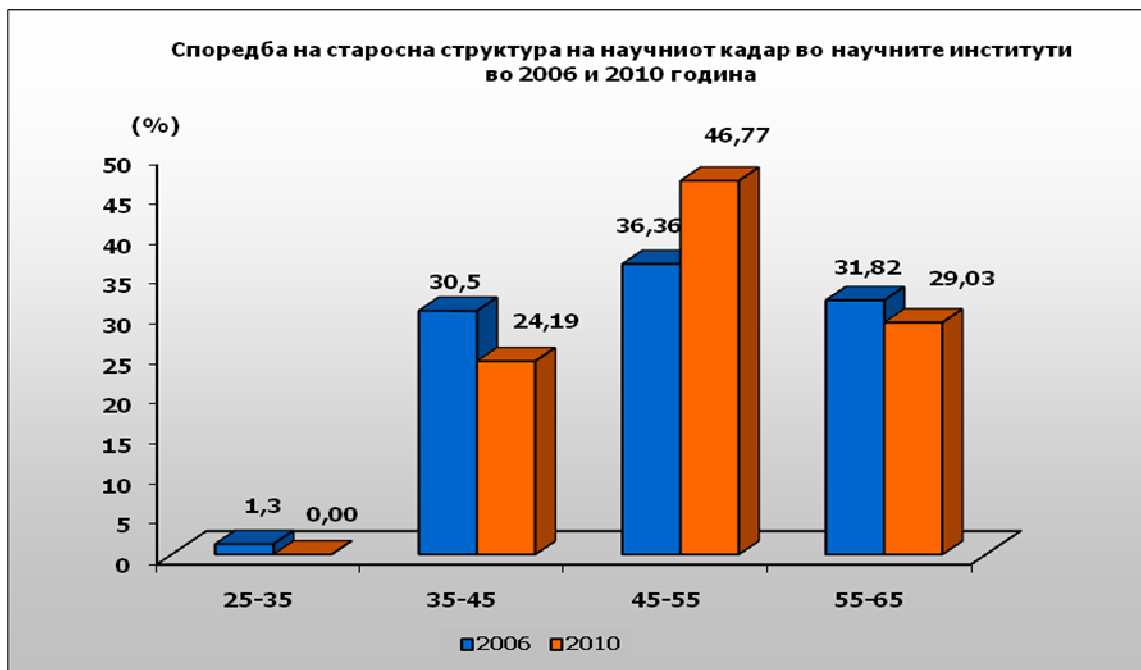


Diagram 11. Comparative representation of the age structure of the research staff

The comparative data analysis with the previous evaluation in 2006, has shown that in that period the scientific research staff in the institutes was equally distributed among all of the age groups, except for the youngest group, up to 35 years. In 2010, the age group from 45-55 was significantly the most numerous (an increase from 36,4% to 46,8% occurred), however, the reduction of the number of staff in the age group 35-45 by more than 6% was, and still continues to be of concern. Although the situation is not as unfavorable as in the Faculties, to a certain extent, it shows a negative tendency of a further reduction of the more senior scientific research staff at the above mentioned institutes.

Likewise, the continuous reduction of the absolute volume of associate staff has given rise to adverse effects in its age structure. Thus, in 2009/2010 there were no members of the research staff below the age of 35. The pillars of the associate staff – the research assistants, mainly belong to the age group under 45, (42%), which seems to be a favorable trend in the past few years. New contracts for the employment of junior research assistants have been almost non-existent. The lack of staff in certain domains is evident (Appendix 8).

In the last two years, (2009 and 2010), following the integration of the institutes with UKIM, an increase in the number of assistants and associate staff in the age group under 55 years was observed, particularly in the age range between 35-45, where the increase has almost doubled (from 16,9 to 28,9%). (Diagram 12).

Even though the associate staff belongs to the younger age group compared to the academic staff, it also exhibits an ageing structure.

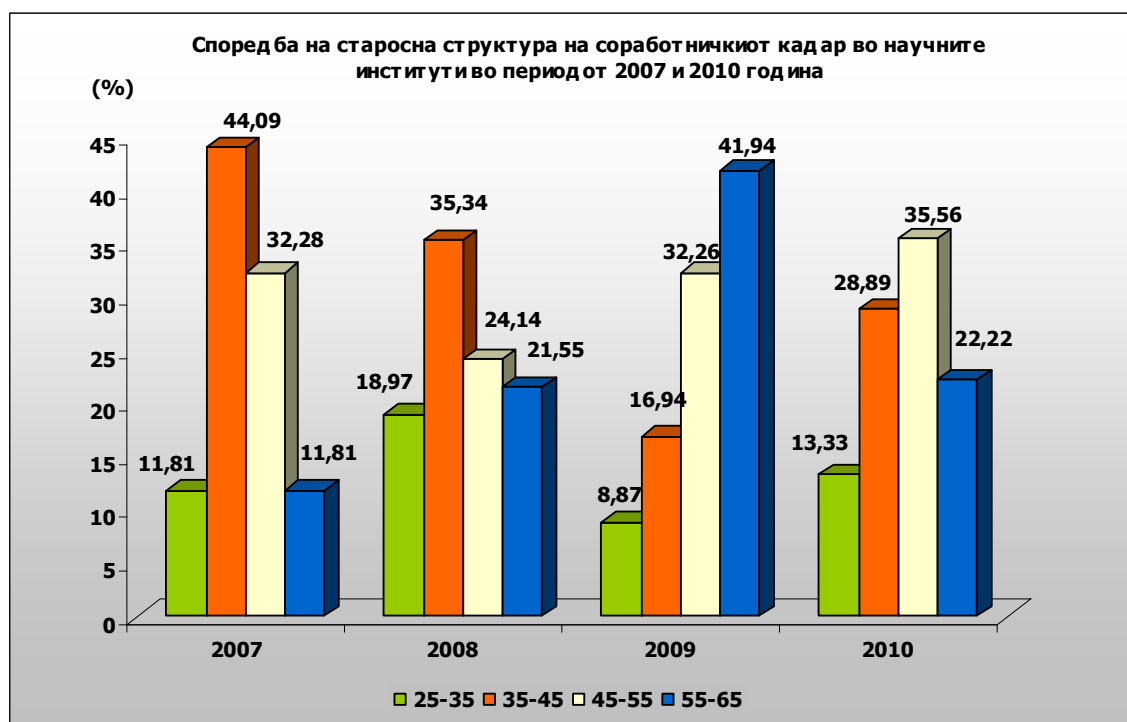


Diagram 12. Comparison of the age structure of the associate staff at the scientific institutes

5. The number of students in relation to the academic and associate staff

The number of students per member of the academic staff at UKIM is on average 24, whereas it is double that number (≈ 45 students), per member of the associate staff (including assistants and junior assistants). In addition, there are significant variations within the range of study domains (Diagram 13). To that effect, the ratio of the number of students per member of the academic staff is the highest in the domain of the social sciences (≈ 39 students), followed by the technical faculties and the natural sciences, (≈ 23 students), and ending with the lowest (≈ 13 students) per professor in the medical sciences. **Nevertheless, the above averages are not a true reflection of the actual overburdening of the academic staff, due to the fact that various study programs subsequently entail a varied number of students and professors, and the courses are taught with a varied number of classes.**

The data regarding the overload of the faculty associate staff, is alarming, particularly in the domain of the social sciences as well as the technical and natural sciences, where the number of students per assistant is ≈ 85 and ≈ 65 respectively. Even though the above ratios are lower at the biotechnical faculties (≈ 41 students per assistant) and the arts faculties (≈ 39 students per assistant), particularly in the latter domain, the ratios are rather high and thus unfavourable bearing in mind the specificity of the teaching and learning milieu which is primarily based on working in small groups, and supervision of students individually. The above unfavorable ratios have occurred as a consequence of the restrictive employment policy imposed by the government which limits the opening up of new positions for young qualified staff at the universities in the state as a whole.

The large number of students in relation to members of the academic and associate staff, encumber the proper implementation of the ECTS.

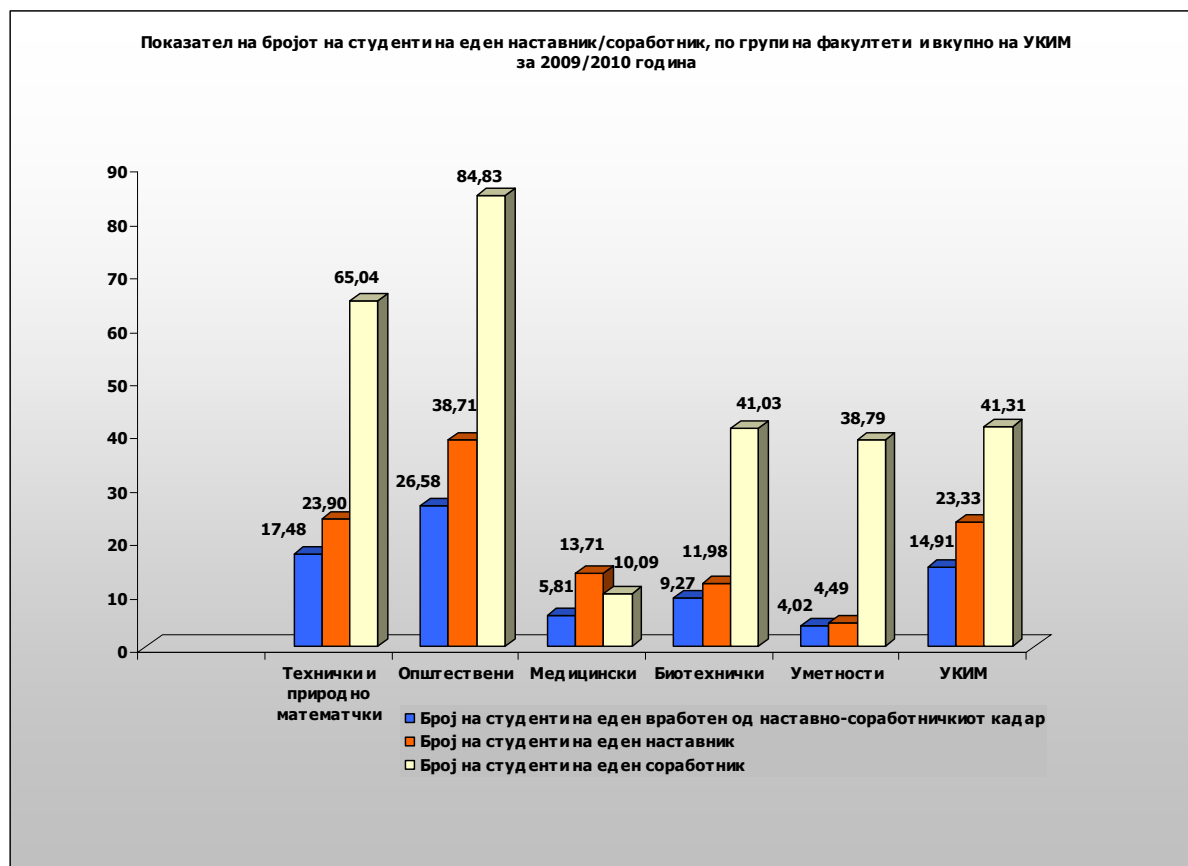


Diagram 13. The number of students per member of the academic/associate staff in the various scientific domains

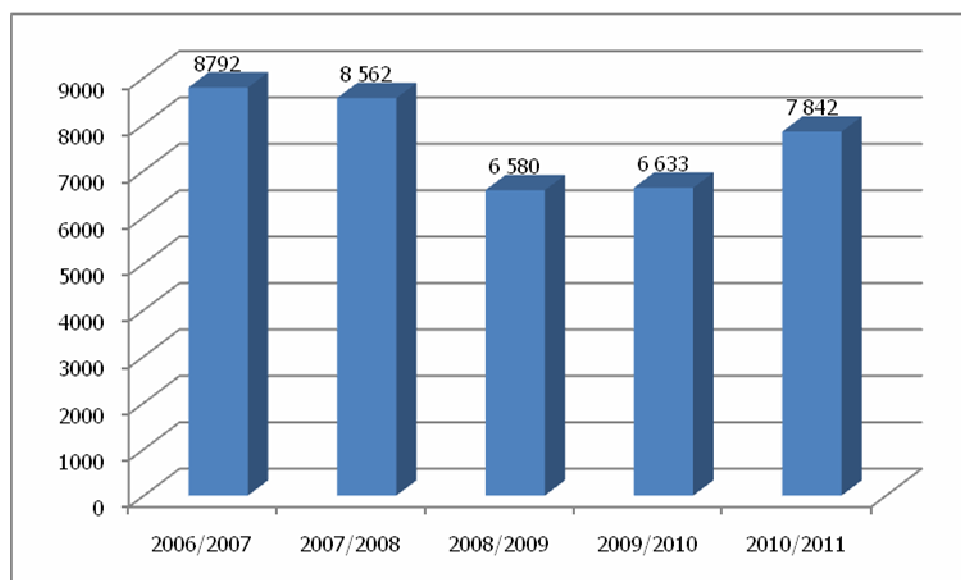
The analysis clearly shows that the greatest number of students per member of the academic and associate staff was found in the social sciences domain. As can be seen, the greatest overload was undertaken by the associate staff members, where there were ≈ 85 students to one faculty associate. The number of students per academic staff member was also found to be the largest in the social sciences, namely ≈ 39 students.

The least number of students per member of either the academic or associate staff, was found in the arts domains (4 students per member of the academic and associate staff). However, it was noted that the associate staff at the same faculties, were heavily burdened with 39 students per member.

At the Faculty of Medicine and the Faculty of Dentistry, students are not so numerous and there is a more equal distribution among professors, faculty associate staff and students. Thus, to one professor there are 14 students, whereas for every associate member there are 10 students (Table 2, Appendix 9). Keeping in mind the additional activities in the health sector of these faculties - which occupies 20-30% of the working hours, the above figures will gradually become tripled, and will approach the figures and ratios between students : professors, and students : associates, already found in the domain of the social sciences.

SWOT-analysis

S	<ul style="list-style-type: none"> • Respectable number of academic teaching staff • Experienced, competent and enthusiastic academic and associate staff • Adequate academic structure, high percentage of Ph.D. and Master degree holders, upgraded level of the teaching assistants and associate staff • Willingness and readiness on the part of the academic and faculty associate teaching staff to accept new methodologies of teaching • Balanced workload and activities between both genders • Completely unanimous, solid vote given by the students
W	<ul style="list-style-type: none"> • Insufficient number of faculty associate teaching staff for properly carrying out the ECTS • Inadequate ratio between the academic and associate staff • Inactivity in the domain of renewal of the teaching staff • Lack of motivation on the side of the academic and associate staff regarding the working conditions • Unfavourable age structure (ageing), particularly the academic staff both at the Faculties and Research Institutes • Middle-aged associate teaching staff • The imposition of serious limits on funding for research activities
O	<ul style="list-style-type: none"> • Activating the electoral policy, whereby faculty associate staff may be awarded the relevant academic titles • Enabling full-time employment positions for the part-time associates • Applying for participation in international projects and thus improving the research activities • Engaging younger associates by promoting new projects thus increasing opportunities for research
T	<ul style="list-style-type: none"> • Lack of capacity to overcome the gap caused by the ageing of the academic staff and the restrictive policy towards the employment of younger staff • Weakening of the autonomy of the University in the domain of human resources • Inconsistent legislation in the domain of education • Decline in the interest for younger, competent staff to further their careers at the Research Institutes or Faculties, due to the rigorous criteria for advancement and meagre salaries • Gradual reduction of the academic and associate staff due to their transferral to other institutions of higher education • Dissatisfaction among the academic and associate teaching staff caused by overburdening, inadequate working conditions, and utterly restricted salaries, which reflects upon the quality of the teaching and learning process • Diminishing of research due to the restrictive measures for funding



APPENDIX 3

STUDENTS AND THE STUDENT SURVEY

1. STUDENTS

1.1. Undergraduate studies

The total number of students enrolled at UKIM (Diagram 1, Appendix 14) in the academic 2010/11 was 31638. If the entire period of evaluation is taken into account, from 2006/07 until 2010/2011, there is a decrease in the total number of students by 10,52% , as opposed to only 2,83%, in the previous evaluation period. The reasons that brought about this unwanted turn of events could be partly due to the opening of new private universities, and also to the fact that two faculties of UKIM were transferred to the newly opened "Goce Delchev" University in Shtip within the framework of the "dispersed" study programmes.

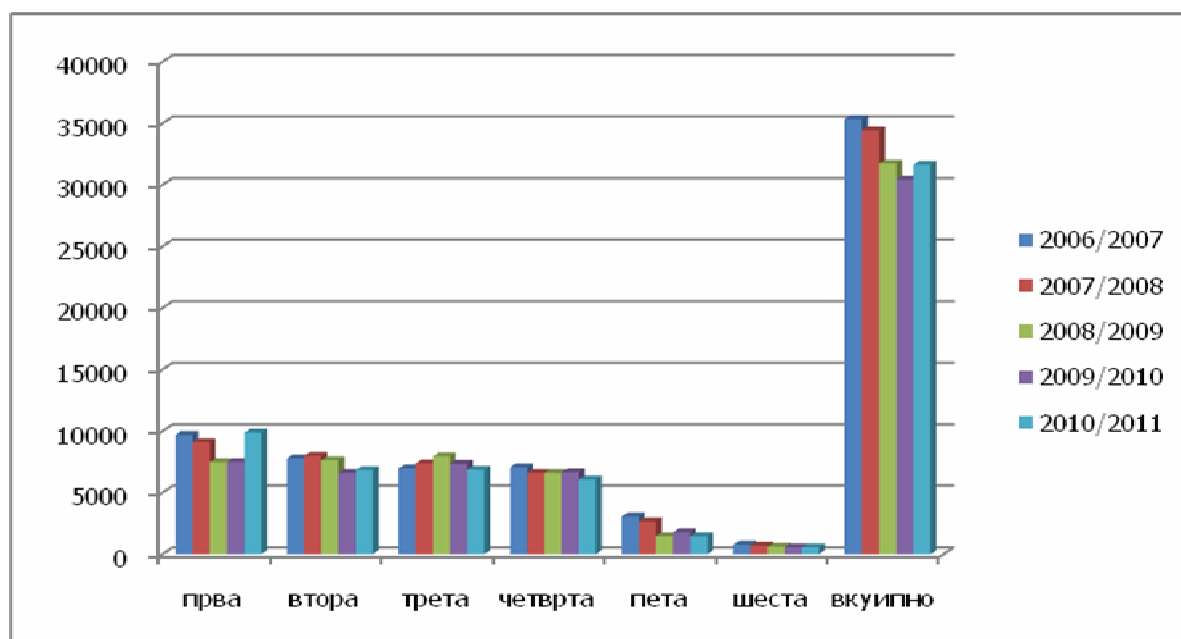


Diagram 1. Graphic presentation of students enrolled in the first, second, third, fourth, fifth and sixth year of study and the total number of students at UKIM

However, it should be emphasized that in 2010/11 as opposed to 2009/10 there has been an increase of 3,92% in the total number of students, which is the same level as 2008/09. An even better indicator of this particular change is the comparative analysis of the total number of newly enrolled students in the first year (Diagram 2). As can be seen, the lowest number of newly enrolled students was in 2008/09, (6580), after which there is a steady increase in the enrollment figures. It is expected that in the coming year the enrollment level (figures) of 2006/07 will be attained (8792).

Nevertheless, in the past two years, more precisely in the current academic 2010/2011 year, the number of newly enrolled students in the first year (7842) exhibits an upward trend of 18,23% in comparison with the previous 2009/2010 (6633). The causes of the above figures require further investigation in order to define whether the increased enrollment was probably due to, first of all, the heightened interest that exists among students to pursue their studies at our university. Secondly, whether this is a result of the decrease in the level of co-financing, and lastly, due to the fact that a greater number of high school graduates have decided to continue their education at a higher level.

On the basis of the above results it can be concluded that, in spite of the positive developments, UKIM has to strive to be more assertive and conduct a wider advertising campaign in high schools throughout the country, promoting its values to prospective students in order to attract more students.

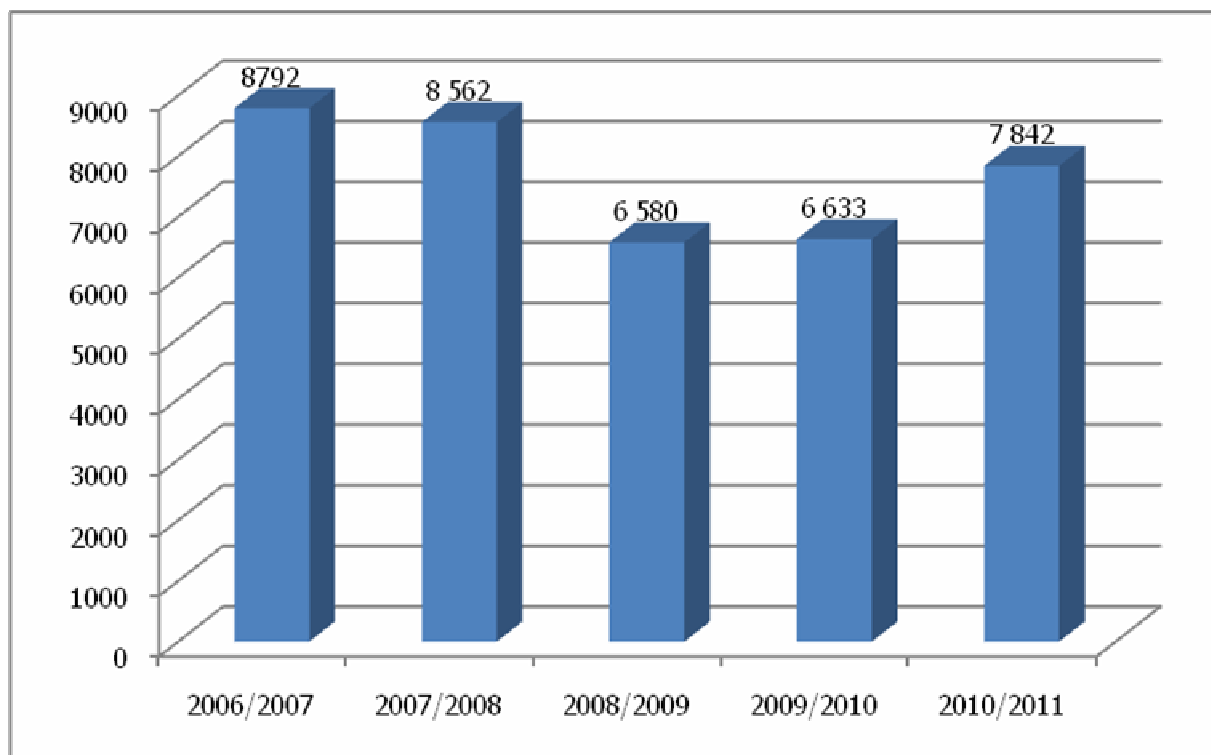


Diagram 2. The number of students enrolled for the first time

The student structure according to gender taken during the evaluation period has remained the same as in previous years (Appendix 5). On the level of the entire University, the ratio is constantly 45:55 in favour of the female population of students, despite a slight change in 2010/11, namely 43:57. In the social sciences and medical sciences, in the past year, the percentage of female students has been 67,35%, and 61,88% respectively, whereas in the performing and fine arts, the biotechnical, technical, natural sciences and mathematics, the majority of students are male, with a percentage ranging from 57,59% to 63,28%.

The structure of students according to whether they are studying part-time or full-time is quite stable in the current period, and the percentage of students studying full-time ranges from 86% to 90%. The greatest number of part-time students are enrolled in the social sciences, probably due to the nature of the studies, however in the current evaluation period the number of part-time students has decreased from 23,31% to 13,84% (Appendix 16). In order to attract as many part-time students as possible, forms of distance-learning could be introduced, where feasible, bearing in mind the present level of computerization and the availability of electronic communication in our country.

The analyses of the proportion of **the nationalities represented in the student structure** exhibited an upward trend in the number of students who are not ethnic Macedonians (Diagram 3). Thus, in 2006, the percentage of other nationalities was 14,39%, whereas in 2010, it was 20,07%. In the period during which the analyses were carried out, a slight rise in the number of students of Albanian nationality was noted, from 6,24 to 8,15%. The number of foreign students is negligible, more often than not, these students stay

temporarily in our country, their ultimate aim being to enroll at universities in their own country of origin. Nevertheless, UKIM should develop a strategy to attract foreign students as was the practice many years ago.

The analysis of the **structure of students enrolled in the first year** according to the type of financing on the level of UKIM, has exhibited relatively huge oscillations (Diagram 4, Appendix 17). For instance, in 2007/08 the percentage of students enrolled by means of co-financing was 46,30%, which was the highest during this period, the lowest was in 2009/10, when it was only 21,86%. On comparison across the various domains, the percentage of students with co-financing is the largest in the domain of the social sciences and the medical sciences, and the lowest in the technical and natural sciences, which is an indication of the students' level of interest for pursuing these scientific study domains. These changes could be the result of the government policy to increase the number of students enrolled within the state quotas. In this respect, UKIM does not have a straightforward mechanism with which to exert influence on decisions made by the Government.

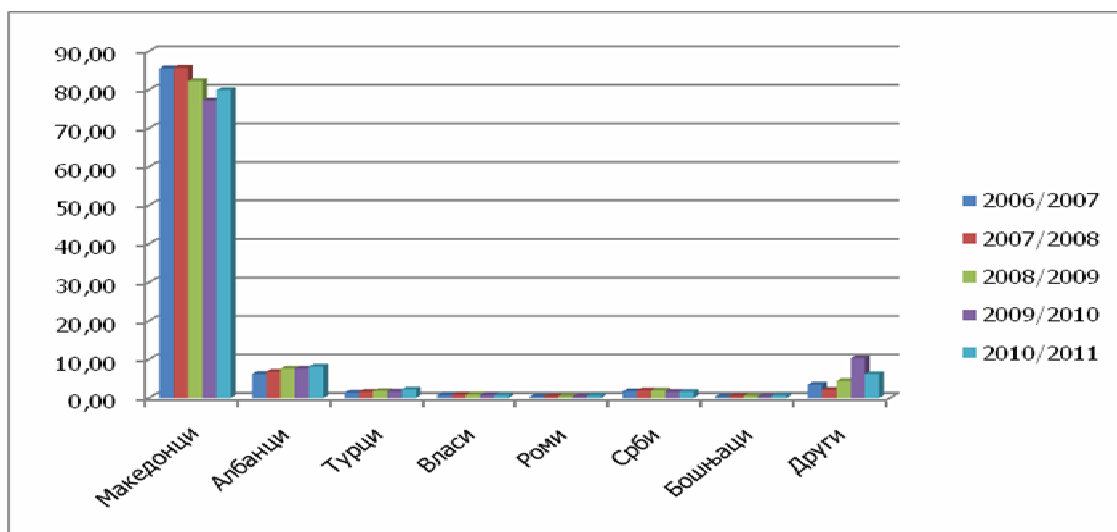


Diagram 3. Nationalities represented in the student structure expressed in percentages

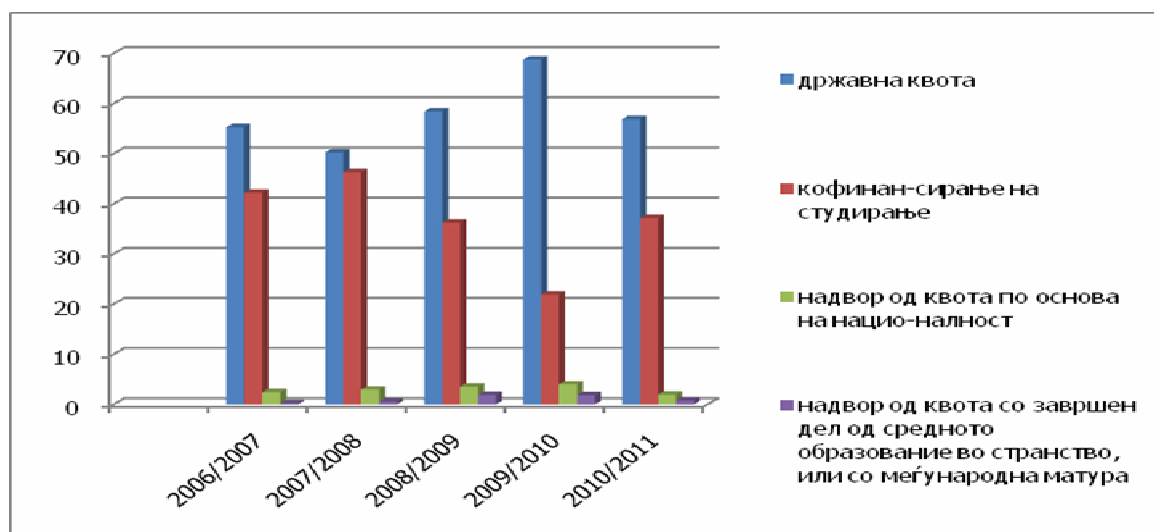


Diagram 4. The structure of the students enrolled in the first year according to the type of financing (%)

In terms of **efficiency of the process of studies**, the analysis of second enrollments, despite some oscillations, has shown improvement in comparison with the previous period of evaluation. This improvement is a result of one of the gains of the ECTS, and could be viewed in correlation with the student survey. Namely, the responses in the survey clearly point to the fact that duties and obligations are being carried out promptly, and that students are spending more time studying than in the previous period of evaluation (Diagrams 3-5 in the Student Survey). In the current period, an increase in second enrollments was found only in the domains of the technical and natural sciences, from 26,41% in 2006/07, to 29,73% in 2010/11. In the domain of the social sciences, the percentage of second enrollments in 2010/11, was 14,64%, whereas it was found to be the lowest in the medical and biotechnical sciences, and fine arts, ranging between 3,5 to less than 0,5% (Diagram 5, Appendix 18). Admittedly, the above values are quite unusual, and point to the fact that there is a smooth, unobstructed progression of students from year to year. It should be borne in mind that most faculties introduced extra exam sessions which might account for the increased efficiency and greater progression of students, but it certainly demonstrates the improper implementation of the ECTS.

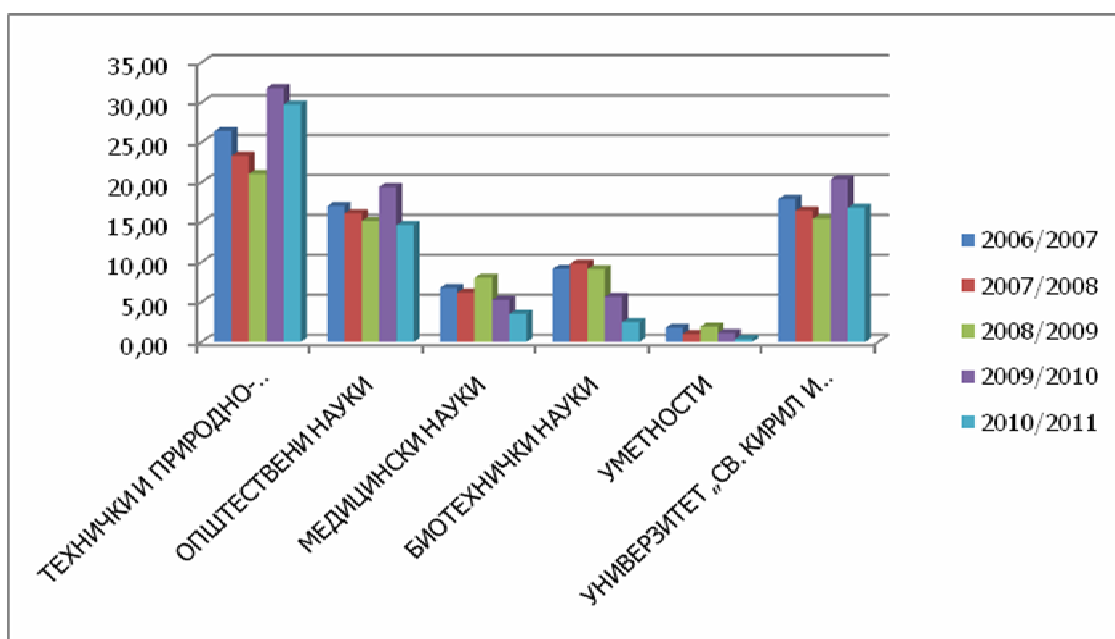


Diagram 5. Overview of students' second enrollments (%)

From the time of the establishment of UKIM, until the end of 2010, the **total number of graduated students** equals **133 046**, which is an impressive figure. During the 4-year period of evaluation, a total of **23 574** students have graduated, or an average of 5 894 students annually. If we examine closely the data showing the figures for graduated students per year, there is a clear increase in the first three years followed by a sharp decline in the final year, 2010 (Diagram 6, Appendix 19). The highest number of graduated students was in 2008/09 (a total of 6631, 22% more than in 2006/07, 14% more than in 2007/08, 16% more than in 2009/10). Apart from slight variations, a similar trend was noted upon analysis of each of the five domains. On the basis of the gathered data so far, it would not be advisable to attempt to work out correlations between the number of enrolled and graduated students, and also since there is no available data on the duration of the studies. On the whole, the average duration of the studies at UKIM is still too high. On the one hand, the proper implementation of the ECTS should probably lead towards improvement of this situation. On the other hand, the new enrollment policy at UKIM has eliminated the

qualification exam for entry into university, which was administered by the Faculties themselves, and this change in the enrollment policy will inevitably exert influence on the above state of affairs. All of the above aspects have to be comprehensively deliberated with the ultimate aim being to undertake measures in order to improve the efficiency of studying without compromising the quality of the teaching and learning.

1.2. Postgraduate studies (master degree courses and specialized graduate diploma courses)

The total number of Master degrees awarded at UKIM in the current **evaluation** period is **1806** (Appendix 21). In contrast to the decline in numbers in the undergraduate studies on the level of the entire UKIM, a marked increase in the number of awarded Master degrees was noted, namely 25,89% in the period from 2006/07 until 2009/10. The greatest increase was found in the technical, the natural sciences and mathematics and in the social sciences, whereas in the other domains there was a decline in the number of postgraduates who were awarded Master degrees (Diagram 7).

The total number of graduated specialists at UKIM in the current evaluation period is 98, and has exhibited a marked decline by 38,24%. Due to the specific nature of the profession, 50% of all the specialists belong to the biomedical sciences (Appendix 21).

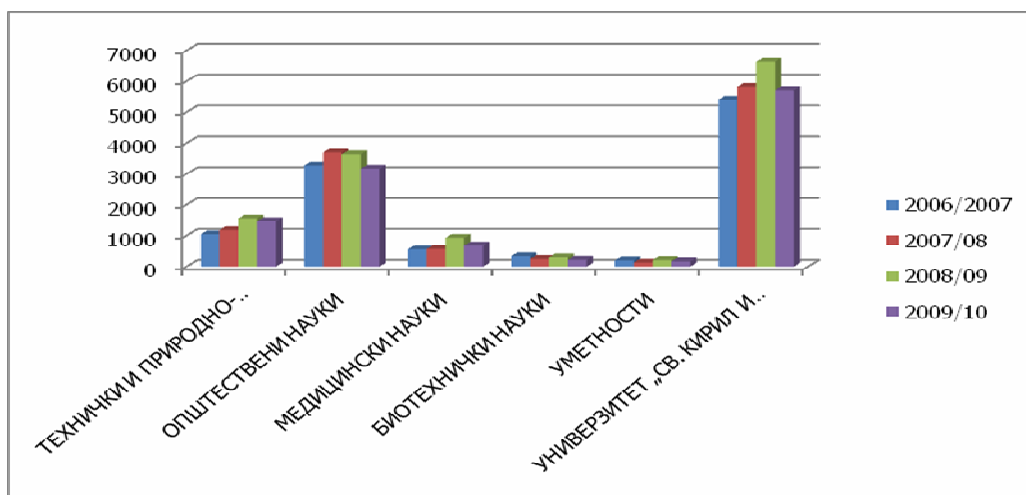


Diagram 6. The total number of graduated students according to domains

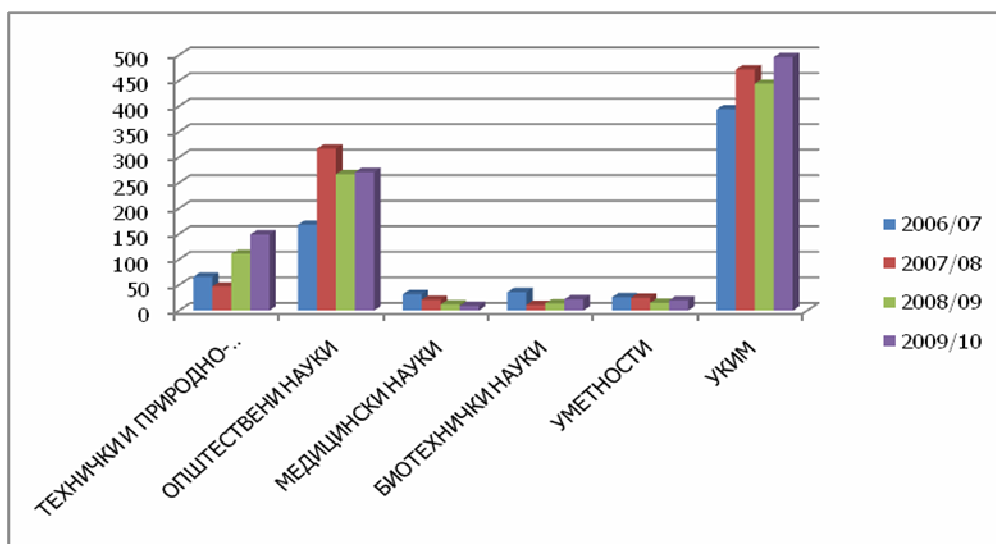


Diagram 7. Overview of awarded master degrees according to scientific domains

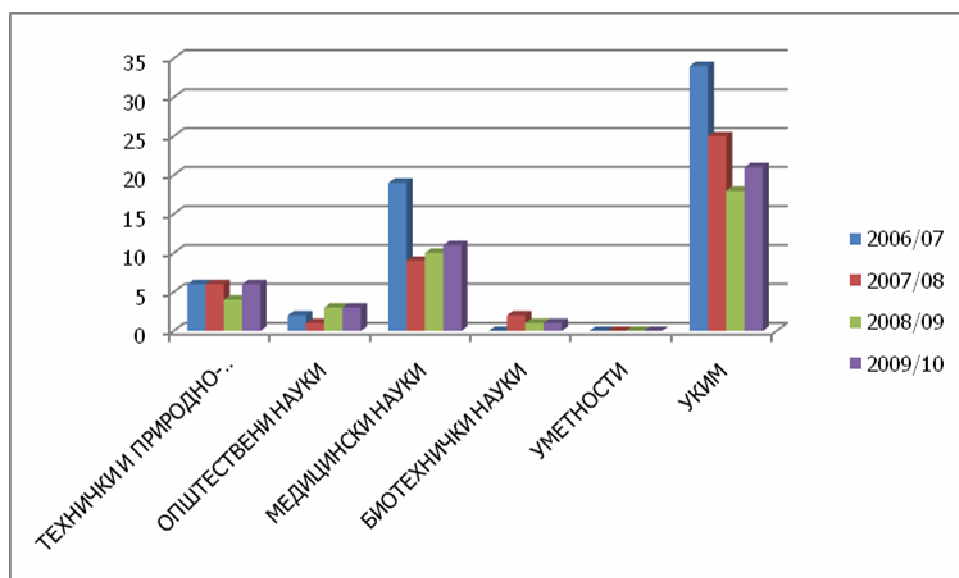


Diagram 8. Overview of graduated specialists in separate domains

1.3. Doctoral studies

The total number of doctoral degrees awarded in the current evaluation period was 415. On the level of the entire UKIM, huge oscillations in the obtained figures were noted (Appendix 22). The results clearly show that in the period between 2006/07 and 2007/08 there was a deep slump, followed by a steep upward rise in the next three years. Therefore, the total increase in the current evaluation period equals 11,29%. If we examine the results more closely in the various domains, it will be found that the highest percentage of awarded doctoral degrees is in the social sciences (69,05%), followed by the technical, the natural sciences and mathematics (38,71%). In the medical sciences and the biotechnical sciences, there is a sharp decline, namely, (-70,37%) and (-68,42%) respectively.

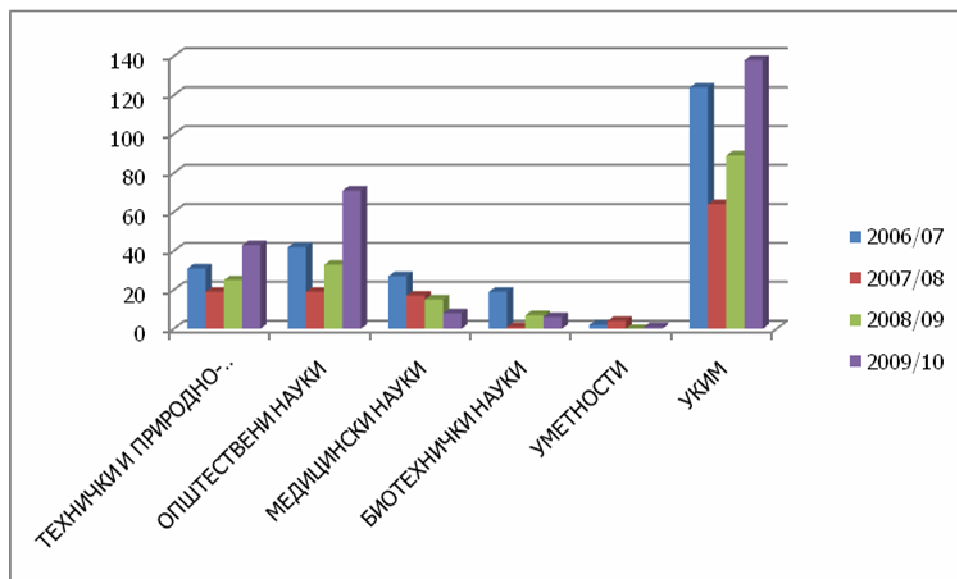


Diagram 9. The number of doctoral degrees awarded at the faculties according to the scientific domains

SWOT-analysis

S	<ul style="list-style-type: none"> • Wide range of programs of study to choose from • Years of experience and earned renown, since almost all of the university graduates in the country are alumni of our University • Ongoing interest to study at UKIM • Unified, solid vote on the part of the students regarding the methodology of teaching • An advantage and priority regarding employment opportunities
W	<ul style="list-style-type: none"> • Unequal interest among students regarding the various programs of study • The duration of the studies is not efficient enough, i.e., on average studying towards graduation takes relatively long • Inconsistencies regarding the carrying out of the ECTS • Weaknesses of the ECTS in some programs of study • Poor equipment for practical work in the experimental sciences • Inconsistency in the process of integration, setting up same departments at various faculties and institutes • Lack of a single university campus – some faculties are located elsewhere • Insufficient information regarding opportunities for mobility
O	<ul style="list-style-type: none"> • Decrease in the amount of co-financing on the part of students for their studies • Constant innovation of the existing course programs and the introduction of new ones • Further education by way of implementing the system of distance learning • Student mobility with other universities and the introduction of interdisciplinary studies • Student mobility within UKIM • Attracting a greater number of part-time students to enroll • Increasing the enrollment figures by signing collaboration agreements with the business sector, in order to enable a wider range of employment opportunities
T	<ul style="list-style-type: none"> • The establishment of other universities in the country, thus giving rise to competition, particularly in certain scientific areas • The opening up of new faculties, thus dispersing studies across the whole country • Inadequate selection of students due to the elimination of the entry exams • Decrease in the amount of co-financing for studying and an increase in enrollment figures in the state quotas • Inconsistent government policy in education • Lessening of opportunities for employment, and unfavorable situation in most professions • Creation of a negative image of UKIM in the media

2. Student Survey

In addition to carrying out the self-evaluation project, the Evaluation Commission of the Ss. "Cyril and Methodius" University – Skopje, conducted a survey in December, 2010, which included students from all the units of the University. The total number of respondents was **1335**. The purpose of the survey was to prepare the ground for the next follow-up external evaluation. Besides members of the Evaluation Commission, the survey was also coordinated by the representatives of the evaluation commissions of the respective units of the University, as well as members of the Students' parliaments belonging to the relevant units. At this point the Commission would like to extend gratitude to the Students' parliament on account of their support in the realization of the research in question. The survey proceeded as planned, though not without minor technical problems. Namely, the number of students- respondents turned out to be fewer than expected due to the lower number of surveyed students at some faculties.

The survey was conducted using a questionnaire consisting of 46 questions. The majority of the questions were replicated from the student survey conducted in 2006, by the previous Evaluation Commission. The reason why the current Evaluation Commission decided to use the same questionnaire, was that the currently obtained results could be compared and juxtaposed with previous findings. In such a way, invaluable insight would be gained regarding students' attitudes and views towards: the level of distribution of information, the course structure and programs of study, management of study time, availability of relevant literature, i.e. required reading lists, the academic and associate staff, methods of assessment and the manner of conducting examinations, the mobility schemes and international student exchange. These last two questions were new, introduced for the first time in the survey conducted in 2010. As already mentioned, the remaining questions were replicated from the previous questionnaire conducted in 2006.

The results of the survey will be reported in the following manner: first of all, the analysis of the total number of responses in light of their general distribution will be given. Then, the responses will be grouped together and compared with the five scientific domains, i.e. technical, natural sciences and mathematics, the social sciences, medicine, biotechnical, the arts. Finally, the responses will be juxtaposed with the comparative general distribution for the period 2006-2010.

2.1. The information level of the students

The first two questions of the survey related to whether, and at what level, the students were informed regarding the Rules of studying, and to what extent the relevant Faculties offered information regarding the organization of the teaching and study regiment. Both questions had clear options. For instance, in response to the question : **Have you been sufficiently informed regarding the Rules of Study (Diagram 1)**, the students gave the following responses: **totally informed, 35%**, which is indeed a low percentage, whereas **59% feel they had been partly informed**. In comparison with the five domains, there are almost no significant variations, the percentages are the same except for the responses of the students in the arts domains, where only 23% are completely informed. This resulted in the percentage of partly informed rising to 69%. **In comparison with**

2006, progress has been made. In 2006, on the whole, completely informed were 24% of the respondents, whereas 68% responded that they were only partly informed.

Regarding the question: **Has the Faculty sufficiently informed you on the programs of study (Diagram 2),** the respondents gave the following responses: **sufficiently informed, 54%,** whereas, **38% felt they had been partly informed.** In comparison with the groups of scientific domains, the results were almost the same, except for the respondents in the Arts domain, where 45% responded that they were sufficiently informed about the study programs, and 35% felt they had been partly informed.

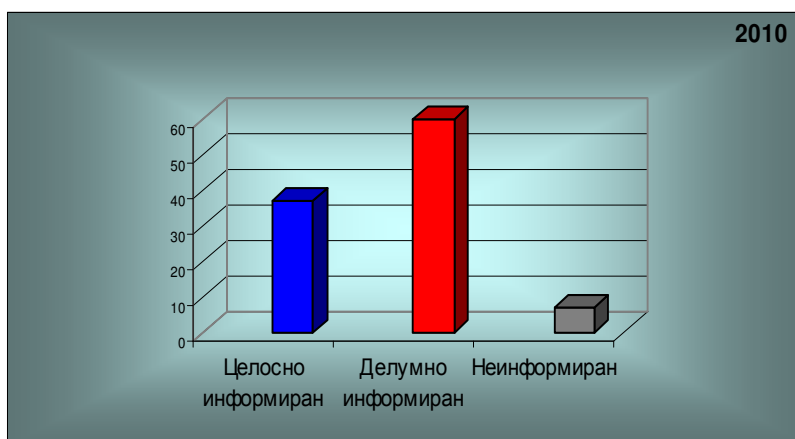


Diagram 1. Have you been sufficiently informed regarding the Rules of Study?

This particular question was not included in the previous questionnaire in 2006, as a result, comparisons with former responses could not be made. It can be safely said that the overall responses to the above question were positive, although there is still room for improvement.

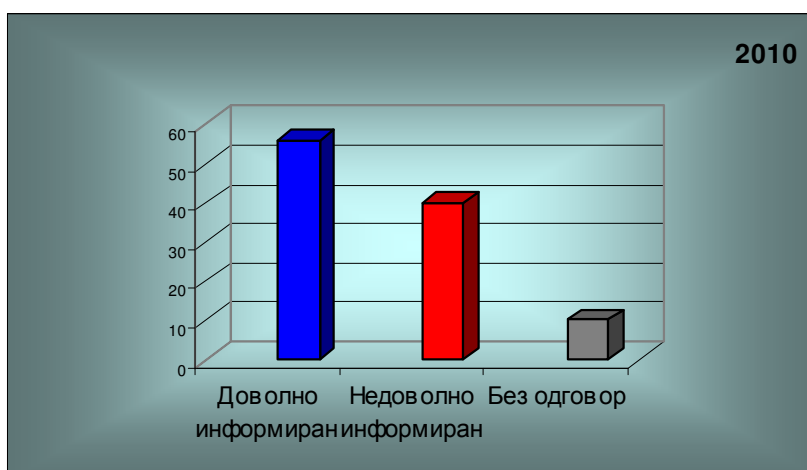


Diagram 2. Do you feel that the Faculty has provided you with sufficient information ?

The extent to which information has been offered to the students has improved by 10% in the period 2006-2010, though the Faculties have to put more effort in devising ways to increase the level of accessibility of information for the students. According to 54% of the

respondents, their respective Faculty has enabled them to obtain sufficient information in the current year. The Faculty should maximize the application of new kinds of media communication, as well as electronic communication. In such a way, students will be better informed and the necessary information will be more accessible.

2.2. Class attendance and assignments during the semester

The second set of two questions related to the subjective perception of the students regarding their attendance to class and fulfillment of their assignments. The response options were again simple and clear as in the previous questions. The results were as follows: **the surveyed students who regularly attended classes during the course of the semester, were a high 82% (Diagram 3)**, whereas only 17% partly attended classes. In relation to **the timely fulfillment of assignments, 79% were successful in fulfilling their obligations (Diagram 4)**, whereas 21% partly fulfilled their assignments. In 2006, the students reported that class attendance was 77%, and 67% of the respondents fulfilled their assignments. The lowest percentage of attendance was reported by the respondents from the social sciences domain, 75%, as opposed to the other Faculties where attendance ranged from 80-89%. Regarding the timely completion of their assignments, the lowest percentage was found, again in the domain of the social sciences – 69%, in contrast to the other Faculties where the percentage regarding the timely completion of assignments ranged from 80-86%. The higher percentages obtained in 2010, regarding class attendance and completion of the assignments, is most probably due to the rigorous assessment criteria based on the Bologna principles, whereby both of the above elements form an integral part of the overall grade of the student. The graphic representation of the general distribution of the responses to the above questions for 2010 are given below.

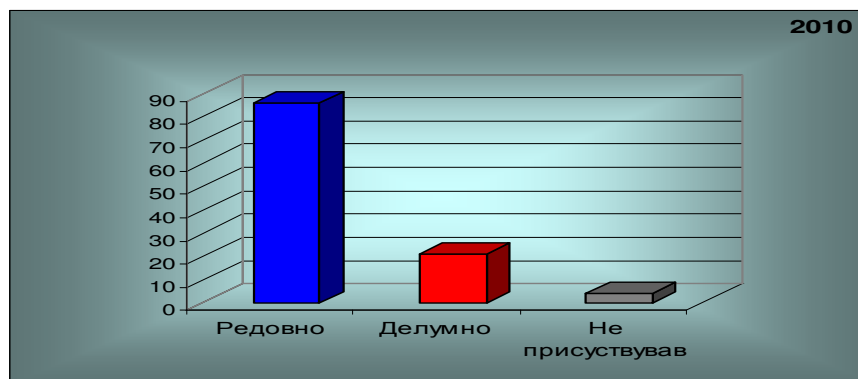


Diagram 3: How often do you attend classes ?

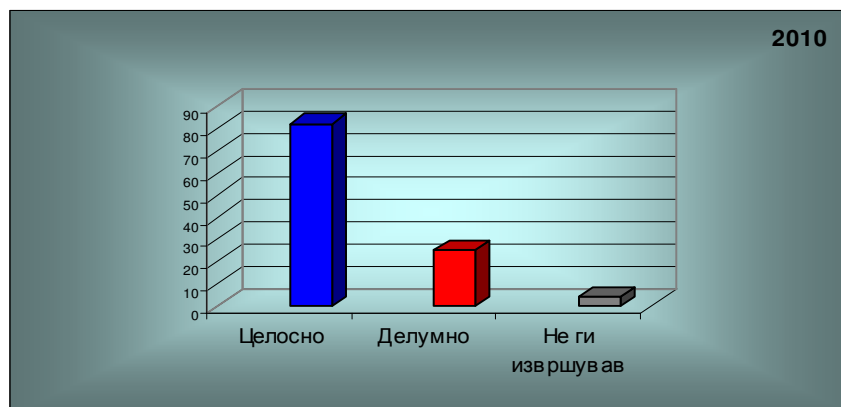


Diagram 4: Do you complete your assignments on time ?

In comparison with 2006, there is improvement in class attendance and fulfillment of the assignments of the students. Attendance has increased, from 76% to 82%, and the completion of assignments has risen from 67% to 79%. The above results possess sound validity and are based on responses by the students themselves. Even so, work lies ahead to find the means to further increase the above values. It only goes to say that, on the whole, quality in higher education depends on the regularity of class attendance and active participation of the students. Raising students' motivation remains more in the realm of individual aspirations and ambitions. However, it is certainly true that motivation also depends on the quality of the professors themselves, including their teaching methods, and the teaching and learning process as a whole.

2.3. Time for individual study

The following three questions were related to the time the students spend studying in a day, during the preparation of colloquia/tests, and working towards their final exams. In answer to the question: **how much time do students spend studying**, the responses were classified according to the given modalities (Diagram 5).

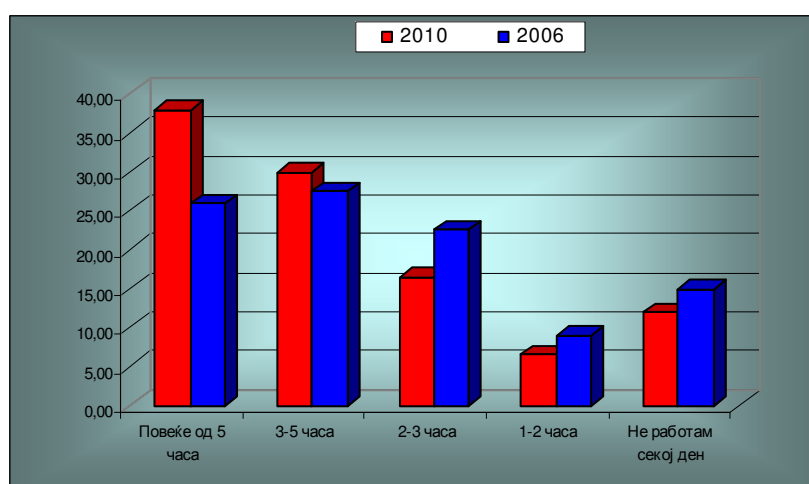


Diagram 5: How much time do you spend studying?

It is evident from Diagram 5, that students in 2010 spend more time in individual study compared to 2006. The greatest statistical significance can be seen in the option "more than 5 hours". Thus, in 2010, 37% of the respondents spend more than 5 hours in individual study, and 30% of the respondents spend from 3-5 hours individual study. The obtained results for 2010, are in contrast to 2006. In the responses to the questionnaire in 2006, the time allotted for individual study was distributed by the respondents throughout all of the offered options, which meant that, on the whole, students spent significantly less time studying.

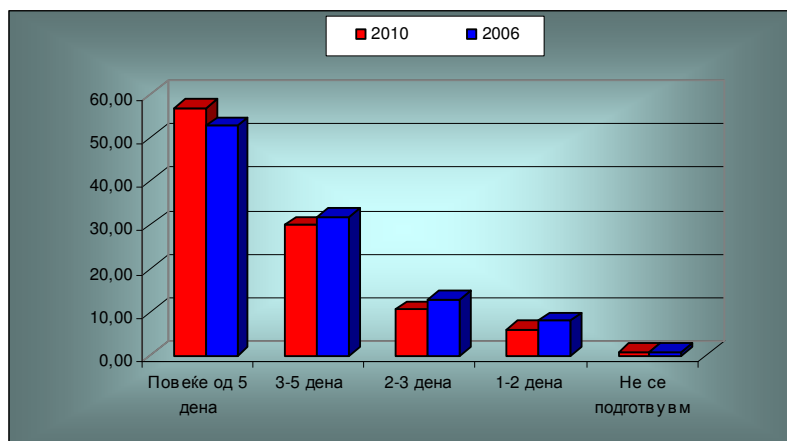


Diagram 6: How much time do you spend preparing for colloquia/tests?

Students responded to the question: **how much time do they spend preparing for colloquia/tests.**

Diagram 6 clearly demonstrates that if we compare both surveys, in 2006 and 2010, significant differences in the trend of the frequencies of the responses were not found. As a whole, most of the students study more than 5 days for colloquia/tests (56% in 2010 and 51% in 2006), 29% in 2010, and 31% in 2006, study 3-5 days.

The third question pertained to the time spent preparing for the final exams (Diagram 7). The student responses in 2010 were again very similar to those obtained in 2006. In 2010, the greatest percentage of students spent 15 days – 42%, and between 15-30 days – 34%, whereas in 2006, both options were selected with an evened out percentage – 37%. The other three options had a very small percentage of responses.

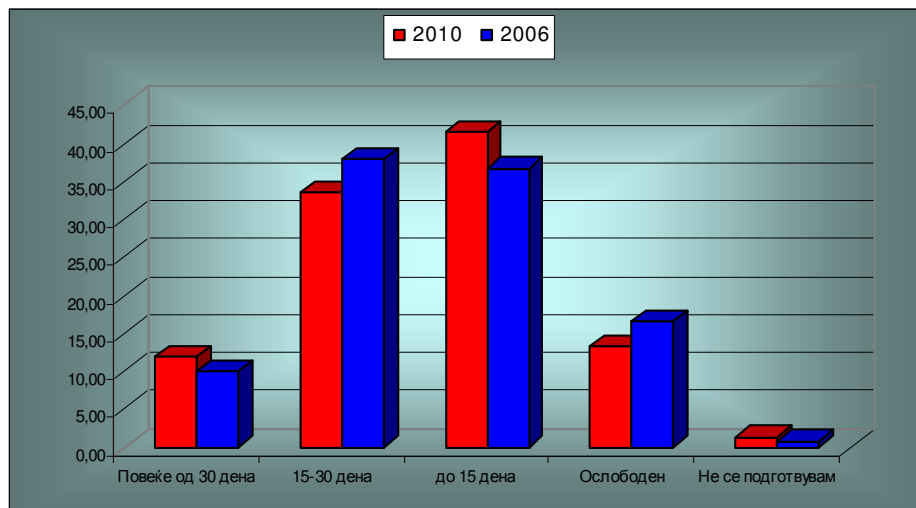


Diagram 7: How much time do you spend studying for the final exams?

In general, the conclusion is that at UKIM much more studying takes place. In the 2010 survey, the students responded that they spend more than 5 hours a day studying. Furthermore, they spend more than 5 days preparing for colloquia and tests. For the final exams, most of the students study 15 days, as opposed to 2006 when they studied from 15-30 days. It can be concluded that the shorter period of preparation for the final exams is probably due to the introduction of new standards which require greater attendance and intensive study. The Bologna principles, more precisely, the ECTS necessitate regular work and active participation. Evidently, the competitive spirit among students for greater knowledge and grades is flaring up.

2.4. Second-year undergraduate courses

The following five questions pertain to the courses of the second year study programs, that is, to what extent they are: organized, difficult, extensive in content, interesting, if they serve to advance the acquisition of knowledge, and finally, whether students view them as useful. The students' responses were slightly more complex, namely the responses were in ranking order according to the level of intensity from 1 to 5, whereby 5 signified the greatest agreement with the given statement, and 1 the least. **We will attempt to present the data by grouping together the responses that were given the highest value – 5 (Diagram 8), and also according to the average values obtained by simple mathematical calculations. These values were compared and juxtaposed with the results obtained in 2006 (Diagram 9).**

The results clearly illustrate the attitudes of the students regarding the courses they are studying. **Greatest agreement** was demonstrated regarding the extensive content of the subjects (4,09), however, these attitudes went 'hand in hand' and were concurrent with the acquisition of new knowledge (4,01). **Least agreement** was expressed in relation to course organization (3,60). The highest frequency was noted in the extensive content of the subjects (591), their level of difficulty (484) and the acquisition of new knowledge (475). The

organization of the courses, (3,60), their power to cause interest (3,55), were graded with a somewhat lower average. The graphic representation is as follows:

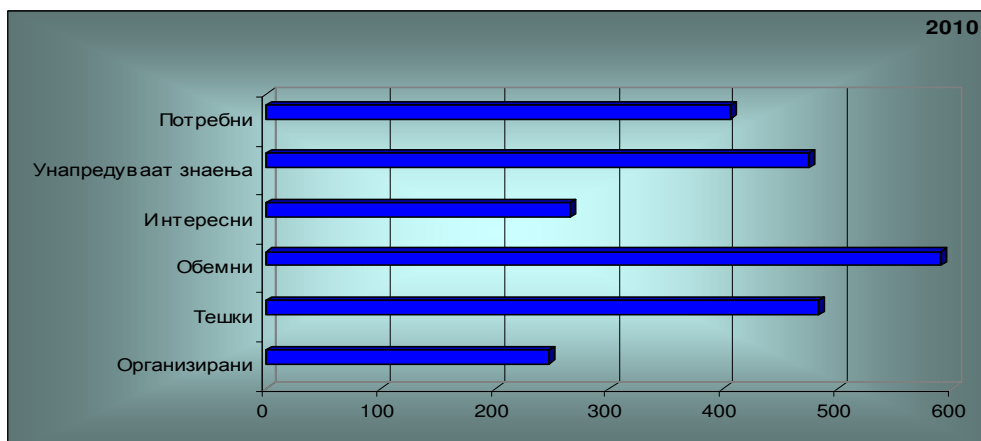


Diagram 8: How would you grade the courses in the second year of study?

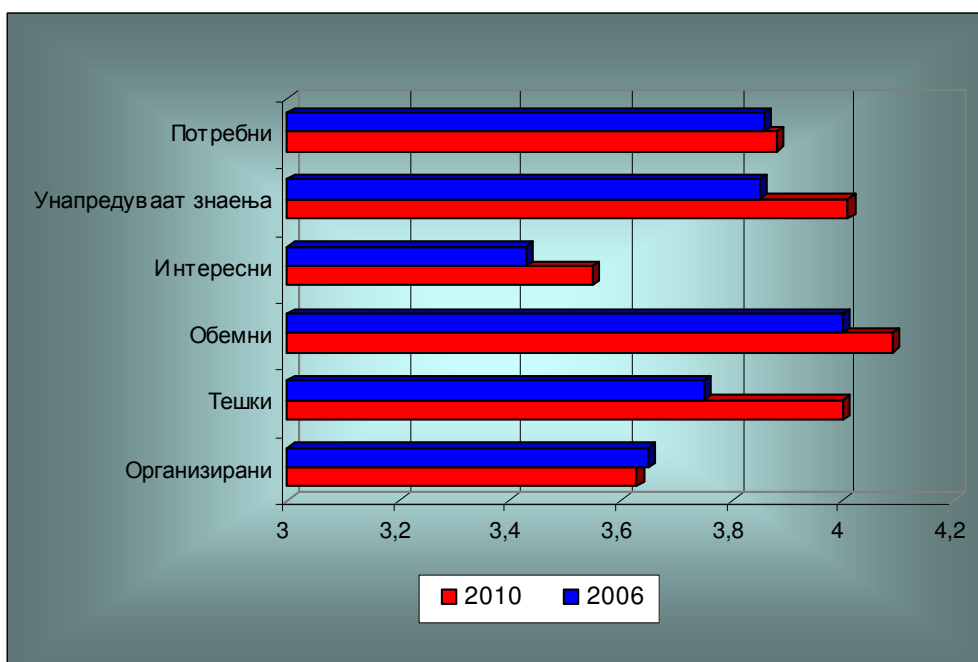


Diagram 9: How would you grade the courses in the second year of study?

What is evident in the above diagrams are two things. **First of all**, the attitudes concerning the extensive (wide-ranging) content of the courses and their level of difficulty, are the most prominent, whereas the least striking are the views regarding the potential of the courses to cause interest and their structure and organization. In between are the values obtained for the acquisition of knowledge and usefulness. **Secondly**, in the period between 2006 and 2010, the averages pertaining to the courses in the second year, exhibit a higher value in all the elements on the ranking scale except for organization, where they show a decline. The responses that also stand out from the rest, pertain to the extensive content of the courses and their level of difficulty. The responses to both of these options are concurrent with the greater acquisition of knowledge. There were slight differences among the various scientific domains, albeit these differences were mainly between the natural

sciences and mathematics, the social sciences and medicine, on the one hand, and the biotechnical sciences and arts on the other (the latter have a smaller number of students). It should be noted that the obtained data for 2010 is of a slightly lower validity, due to the reduced percentage of surveyed students (in 2006, more than 2 500 students were surveyed, whereas in 2010, that number did not exceed 1300). Nevertheless, comparisons were feasible due to the standardized procedures used in processing the data.

Overall, the students felt that the courses were becoming more extensive in content and difficult, but this coincided with the greater acquisition of new knowledge and usefulness of the courses that were offered. It can be concluded that more efforts are needed towards making the courses more attractive for the students and more organized. In fact, the analyses clearly demonstrated that the organization of the courses (at the Faculties) was 'the weakest link' in the system. In comparison to 2006, most of the values show an increase in all of the options on the ranking scale. As a recommendation, the extensive and wide-ranging content of the courses should be reduced by way of offering one-semester courses. However, care should be taken at all costs, not to hamper the acquisition of new knowledge in the process of reducing the level of difficulty of the courses.

2.5. Availability of relevant literature

So far, the survey has given us insight about the students' attitudes regarding the courses in general. The following three questions deal with the actual process of learning and with the available materials necessary for preparing the exams and completing the study program.

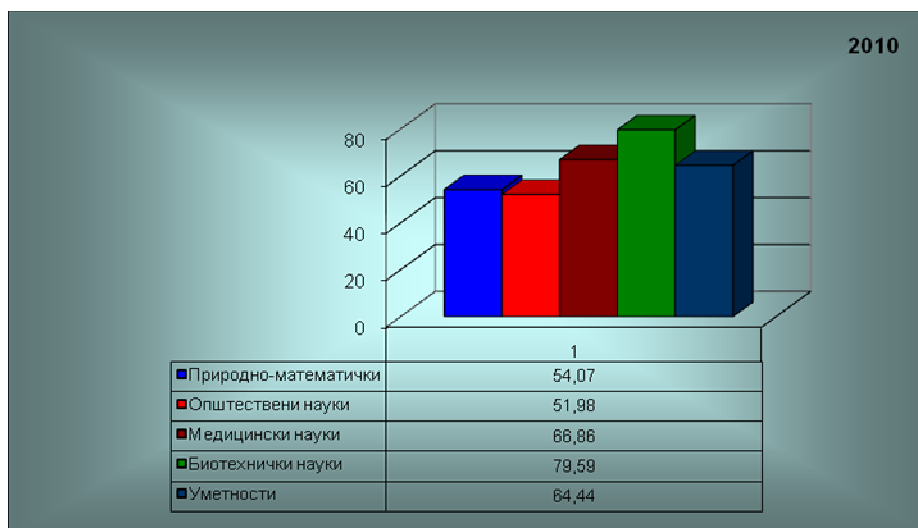


Diagram 10: Do you use photocopies in your studies?

The first question is related to the form in which the specialized literature is available. The students were offered four options to choose from. As was expected, the highest percentage was obtained for the option - "photocopies" - chosen by 59%. Only one fifth of the students use original sources of literature in their studies. The above findings could be interpreted to mean a number of things, but it is a fact that students probably use photocopies because it is the cheapest way to obtain the necessary literature for the courses in the second year of study at most of the Faculties belonging to UKIM. If we take into

consideration the fact that in 2006, the responses to the above question resulted in a percentage of 74%, we could conclude that in this domain improvement has been made. Diagram 10 illustrates the 'photocopies' usage within the various groups at the Faculties, and Diagram 11, depicts the use of 'original source material'. The results are as follows:

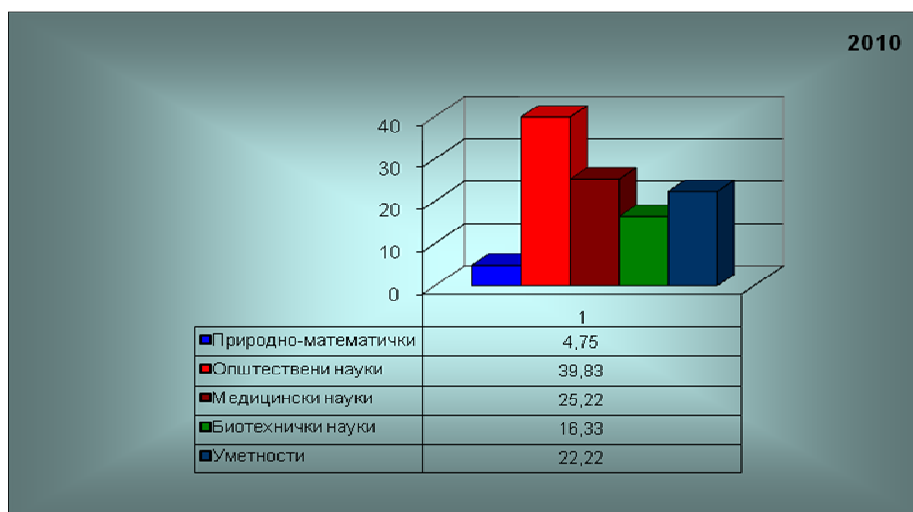


Diagram 11: Do you use original publications (journals, textbooks) in your studies?

As can be seen from the above graphs, the students in the social sciences are 'privileged', since 40% of them work from 'original sources'. The students belonging to the natural sciences are the highest percentage of students who study from 'electronic sources', altogether 39% (Diagram 12). The least privileged are the students from the biotechnical sciences - 80% have reported using photocopies of the relevant literature necessary for their studies.

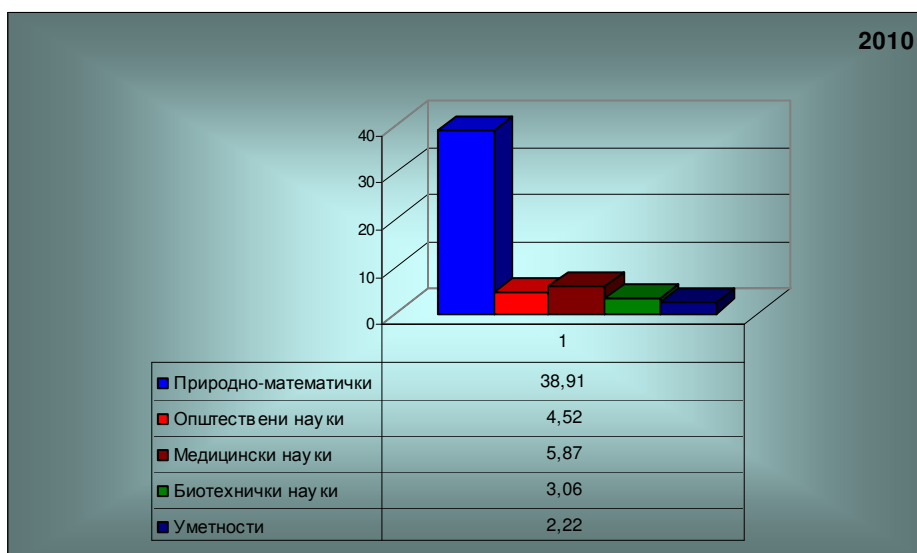


Diagram 12: Do you study using relevant literature from electronic sources?

The next two questions in this block related to the compatibility of the literature with the taught material and class work, as well as its comprehensibility. The choice students made in relation to these two questions was ranked on a scale of 1 to 5. First of all, we may safely conclude that the averages regarding the compatibility of the reading lists with the taught material (3,96) and the comprehensibility of the reading lists (textbooks, relevant literature) (3,61), were highly graded by the students. The quoted averages were not very different from the averages obtained in 2006. Although the values of the averages obtained in 2010 were slightly greater, there is still room for improvement.

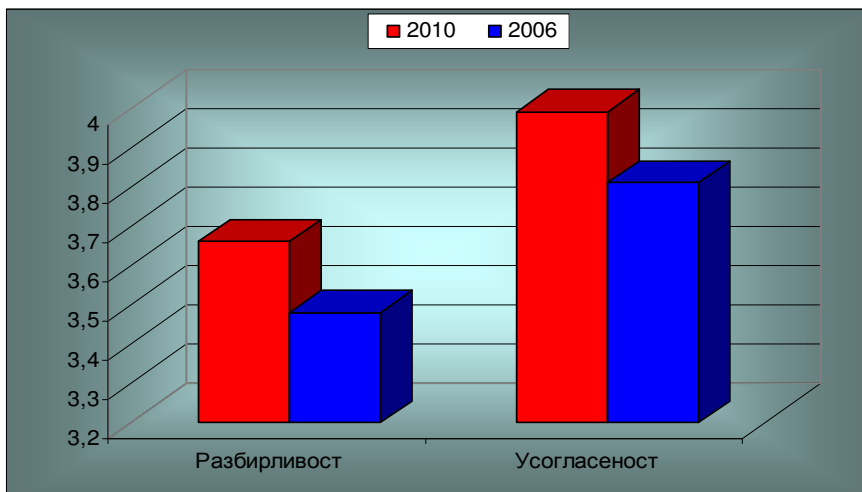


Diagram 13: Is the relevant literature comprehensible and compatible with the taught material?

Even though the percentage of students who use photocopied materials has decreased from 73% in 2006, to 59% in 2010, and the percentage of students studying from original sources has increased from 15% to 20%, there is still room for an enormous amount of improvements to be made. As is evident there are also big differences among the various scientific domains. The recommendations of 2006 are still in force, specifically regarding lowering the prices of reference books and stimulating the publishing of textbooks. However, it has to be borne in mind that studying from photocopies of journal articles (previously technically processed) and photocopies taken from good quality books, is considered more worthwhile than studying from "empty" textbooks.

In relation to the compatibility and comprehensibility of the relevant literature, in spite of the varying results regarding the accessibility of literature, the students were mainly satisfied with the comprehensibility and compatibility of the reading lists with the taught material. Nevertheless, substantial modifications still need to be made in order to improve the comprehensibility of the taught material. On the other hand, compared to 2006, progress has been made regarding both compatibility and comprehensibility.

2.6. Points of view regarding the academic staff and the assistants

We have now reached the point in the questionnaire where the students directly expressed their views on the professors and the assistants in six categories: the extent to which professors and assistants keep to schedule and hold regular lectures/tutorials, respect students' opinions, stimulate interactive teaching and learning, the level of comprehensibility of the lectures, the level at which the professors and assistants come prepared for class, and finally whether they are open to cooperation with the students. The respondents had the possibility to rank their responses according to their intensity on a scale from 1 to 5, where 5 meant the most agreement with the stated point of view, and 1 – signified the least agreement. Below are the results of the students' points of view regarding their professors and assistants based on the averages of the ratings (Diagram 14), as well as comparatively, across different categories.

When it comes to the averages, the first striking observation is that the assistants turned out to be slightly better than the professors, which probably means that working together they form a good team. It is only natural that the assistants are more ambitious than the professors. Even so, the ratio of the rated parameters is almost equal, which means that the professors and assistants are perceived in an equal manner by the students. According to the general distribution related to the various categories, the highest averages were obtained for the responses under the category "holds regularly lectures" (4,35 for the professors and 4,50 for the assistants) and "class preparation" (4,1 for the professors and 4,2 for the assistants).

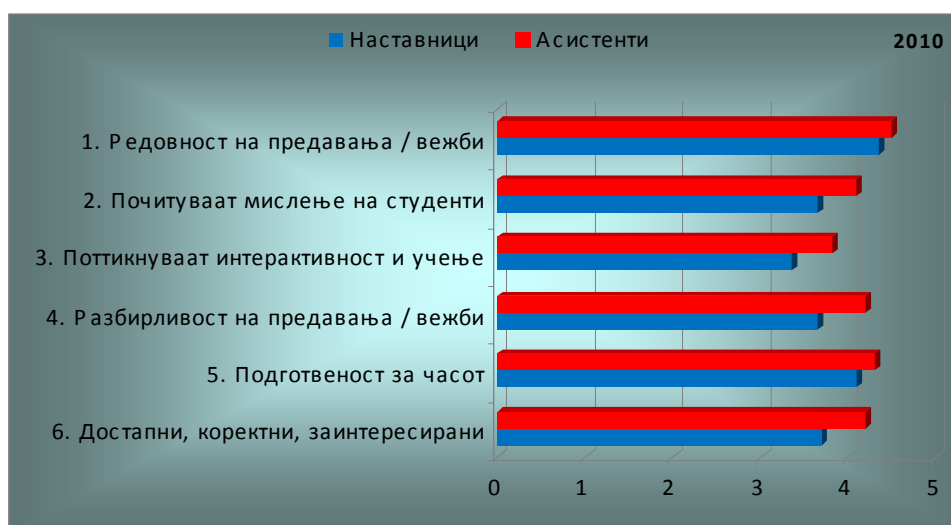


Diagram 14. Ratings of the professors and assistants

The lowest averages were obtained for the category "stimulates interactivity in teaching and learning" (3,36 for the professors and 3,82 for the assistants) and "comprehensibility of the lectures" (3,64 for the professors and 3,82 for the assistants). The slight differences can best be seen if only the responses under grade "5" are compared. In Diagram 15 the subtle nuances are quite apparent .

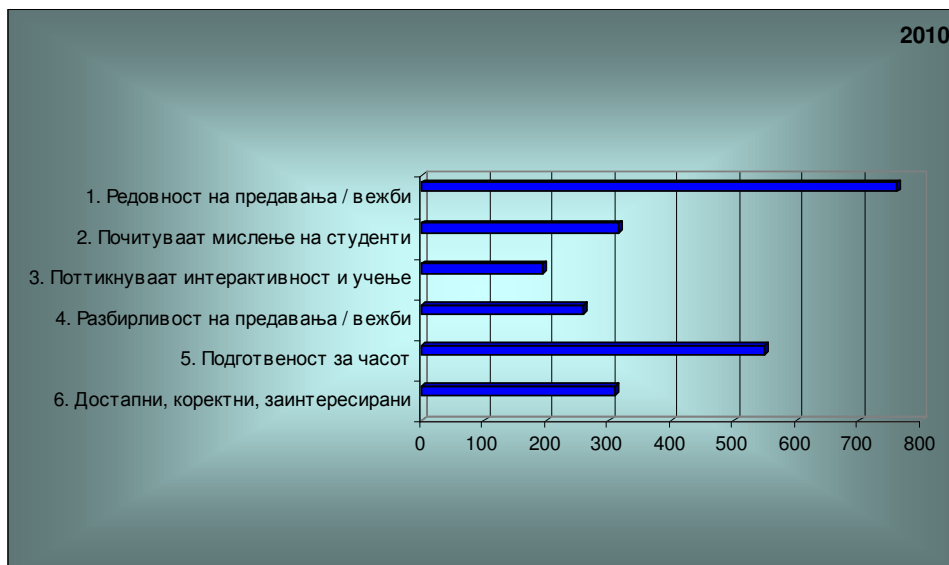


Diagram 15. Ratings of the professors

Diagram 16 illustrates the differences in comparison to 2010 and 2006. It can be seen that in 2010, as compared to 2006, the values are higher for all the categories, which could mean that the professors have been “given” higher estimates by their students in the period of a few years. Greatest improvement was found in the category “respecting students’ opinions” and “availability for consultations and tactfulness”.



Diagram 16. Ratings of the professors

All in all, the responses and frequencies for the professors and assistants were similar, although the assistants were rated slightly higher by their students. Regarding the professors, the highest ratings were given for regular lecturing and coming prepared for class. In general, all the elements and categories were highly rated. Even so, a lot of improvement is needed in the sphere of raising the level of interactivity and comprehensibility of the lectures, since both of these elements greatly influence the quality of education. In 2010, progress has been

made in all of the elements, however most of all in the domain of respecting students' opinions and availability of the academic staff to cater for their needs.

2.7. Opinions regarding colloquia and final exams

In the following set of questions, the students 'evaluated' the attitudes of the teaching staff towards the grading scheme concerning colloquia/tests and final exams. The students expressed their views in relation to whether: the grading scheme was familiar to the students prior to taking the colloquia and examinations, the grading scheme is objective and fair, the exam results are accessible so that students can readily review their output, the exam questions are clear, not ambiguous, the exam items are relevant for the covered material and whether the methods of assessment take into account the specificity of the candidates' teaching and learning milieu. The respondents' choices were quantified using a ranking order/rating scale, and the intensity of their views was rated on a scale from 1 to 5, whereby 5 signified the greatest level of agreement with the stated view, and 1, the lowest level of agreement. Below are the results of the attitudes of the teaching staff towards grading. The results are based on the averages of the given categories, and also in comparison to two more categories (Diagram. 17)

The highest ratings were given to the category "whether students are familiar with the modes of assessment prior to the carrying out of the exams" (4,18) and (3,87) for "the exam results are accessible for inspection and comments". The lowest average was obtained for "whether the exam questions are clearly formulated" (3,09). The results obtained for the responses regarding the colloquia/tests and final exams were almost the same as the above shown and were not statistically significant.

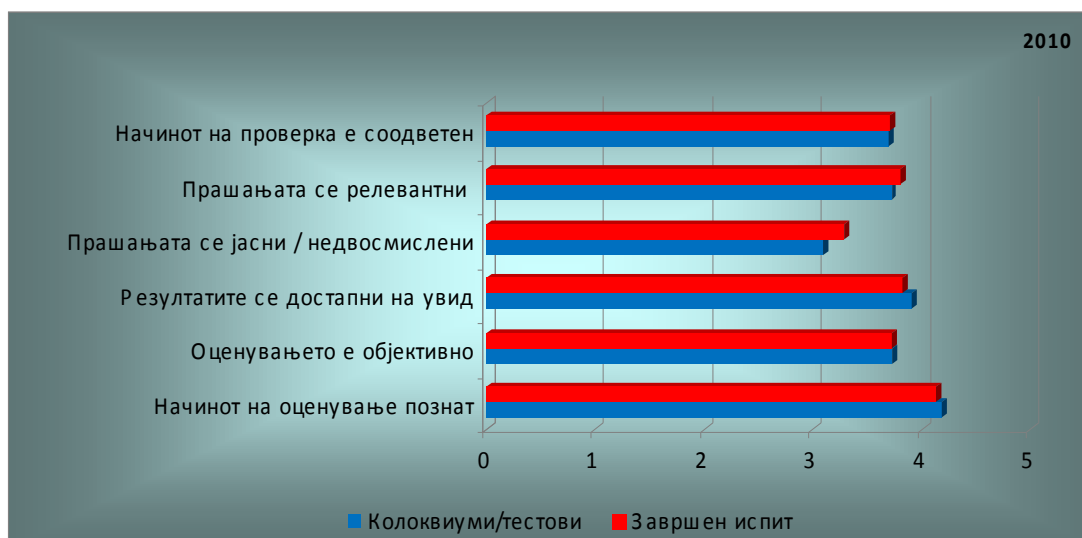


Diagram 17. Ratings for colloquia and final examinations

Diagram 18 clearly depicts the differences within the various modes in relation to the questions pertaining to the final exams. This comparison is most apparent when only the responses under "5" are taken into account. Thus, the method of assessment is familiar to most of the students, and the exam results are accessible for inspection and comment. Neither "the objectivity of the grading scheme", nor "the exam questions being relevant to the covered material", were highly rated. The lowest ratings were given to the category "the

exam questions are clearly formulated and not ambiguous”, which could be a negative indication of the quality of the exam questions.

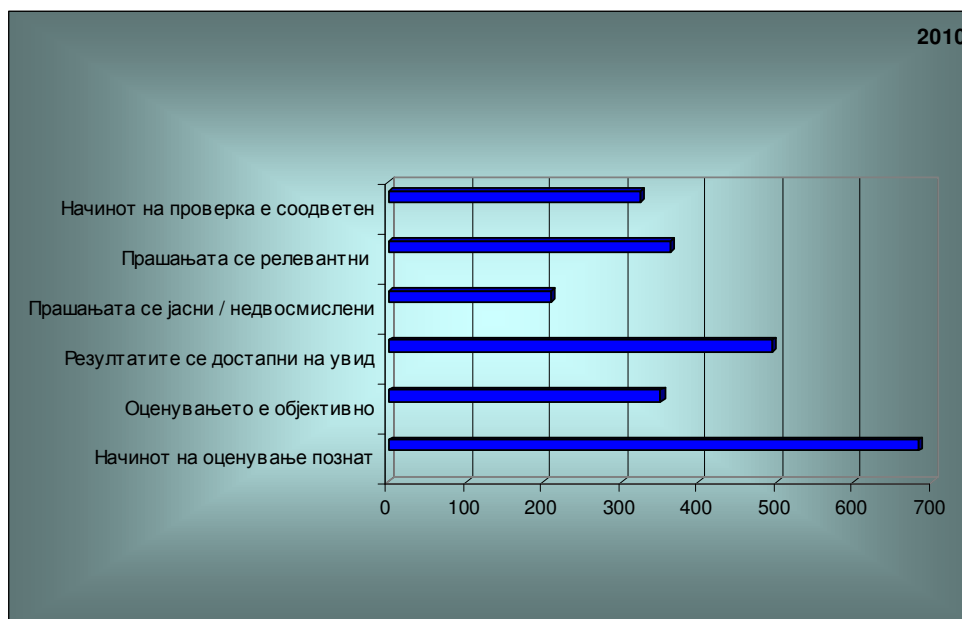


Diagram 18. Ratings regarding the final exams

Furthermore, the comparative differences between the responses obtained in 2010, and in 2006, are shown on Diagram 19. It can be clearly seen that in 2010, as opposed to 2006, the obtained values are again higher in all of the categories, which might be an indication that in the span of a few years the professors have adjusted their grading scheme according to the students’ criteria. Greatest improvement has been made in relation to “ the exam results are accessible for inspection”, “the methods of assessment are adequate” and “the grading scheme is familiar”

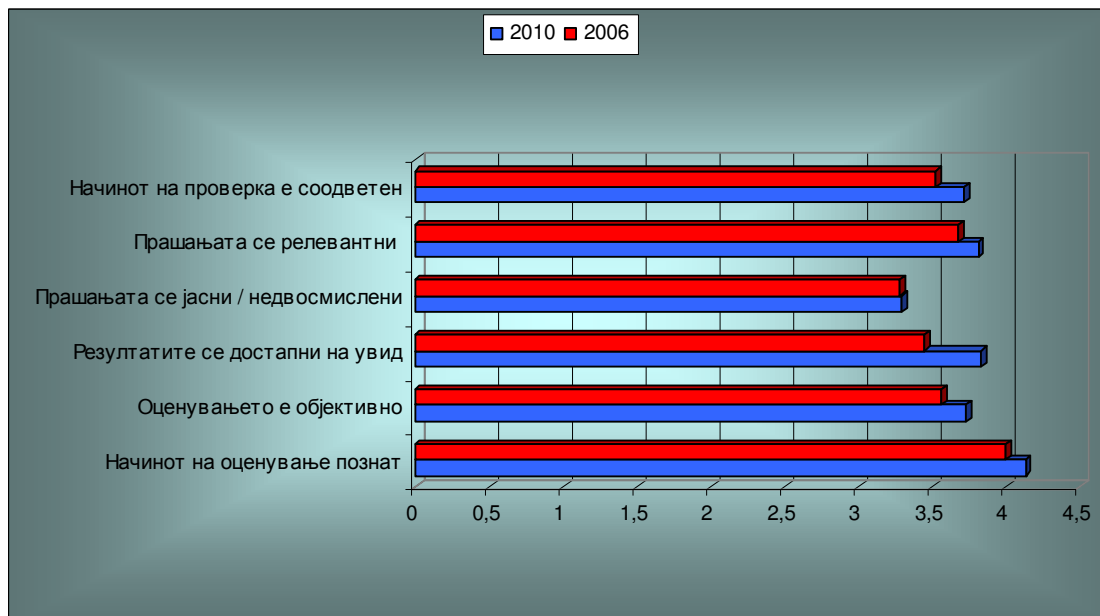


Diagram 19. Ratings regarding the final exams

It can be concluded that the averages of the ratings regarding the professors' attitudes towards the methods of assessment and grading scheme are quite high. The "weakest link" in this domain is the category "the exam questions are clearly formulated and not ambiguous" . Further progress should be made in the sphere of making the questions in the exam papers clear and concise, both in the colloquia/tests and the final examinations. The other elements were rated with satisfactory grades. The responses and the frequencies regarding the questions pertaining to the tests and final exams were similar. In comparison to 2006, in 2010, there is a noticeable increase in all of the categories, except those pertaining to the clarity of the exam questions. The respondents were satisfied the most with the familiarity of the grading scheme and with the accessibility of the exam results for inspection. It is also very important to note that the students are quite pleased with the professors' objective assessment methods and criteria.

2.8. Student mobility

The final set of questions related to students' mobility schemes. These questions were completely new and were not used in the 2006 questionnaire with the exception of one question. The offered response options for the questions were clearly formulated and ambiguities were avoided as much as possible. The responses were in the most part "yes" and "no", and were above all in relation to whether students have access to information about the ERASMUS – scheme, and whether they are informed of the existence and the nature of functioning of the ERASMUS and ECTS coordinators located at their faculties.

In response to the question whether students were informed about the ERASMUS – scheme for international collaboration, the results were rather negative. Namely, 81% of the students responded that they had not been informed about this scheme, whereas only 19% had been informed. The highest level of access to information regarding the above scheme was found among students at the Faculty of Medicine – 34%, and the least informed were students at the Faculty of Natural Sciences, 11% (Diagram 20).

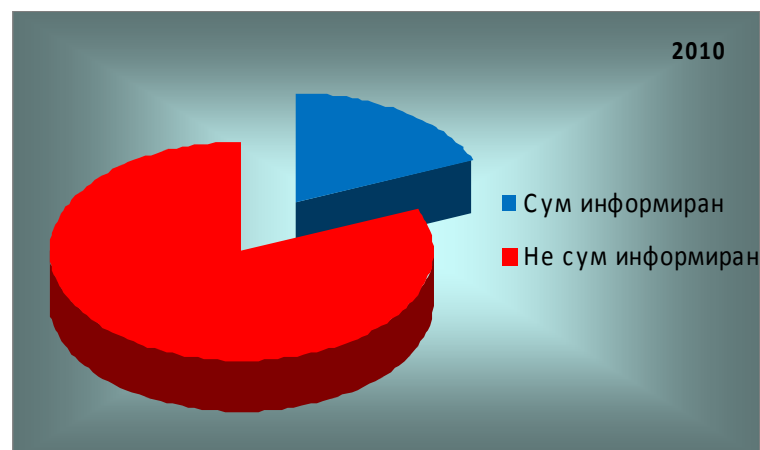


Diagram 20. Level of access to information regarding the ERASMUS scheme

The follow-up question was whether the students intended to utilize the possibility offered by the ERASMUS – scheme. The results were that only 13% planned to make use of the opportunity (Diagram 21). This is really a very low percentage, although it may be interpreted in light of the fact that the above mobility scheme is a novelty, and the possibility of continuing ones studies in such a way is unusual and atypical. The results also demonstrate that out of those who were aware of the scheme, (19%), already more than

half were planning to utilize the opportunity. 20% of the students at the Faculty of Medicine plan to utilize the mobility grants, and they are at the same time the most informed about the scheme. The least likely to plan the utilization of the scheme are the students belonging to the biotechnical sciences, (3%).

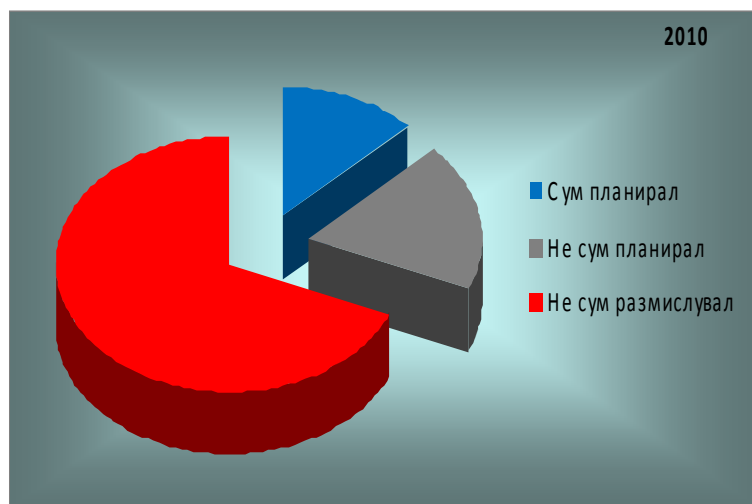


Diagram 21. Utilization of the ERASMUS scheme

The final four questions of the survey related to whether the students were acquainted with the existence of Erasmus and ECTS coordinators at their faculties and the way in which they function. First of all, in response to the question whether students were aware that at their faculty there is a coordinator for the ERASMUS scheme, 84% responded that at their faculty such a coordinator does not exist, and only 12% knew of his/her existence (Diagram 22). At the Faculty of Medicine, 25% of the students confirmed the existence of a coordinator. Nearly all of the students at the Faculty of Drama and Fine arts had not heard of the existence of such a coordinator (2%). Similarly, only (5%) of the students at the Faculty of Natural Sciences were aware of the existence of the coordinator.

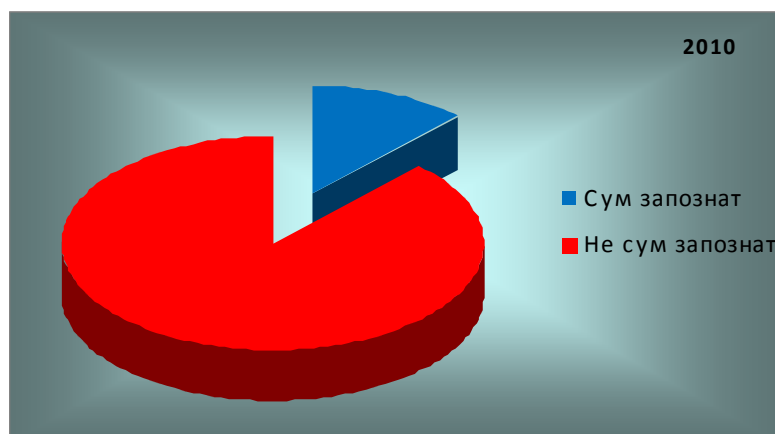


Diagram 22. The existence of ERASMUS coordinators

Since most of the respondents were not informed regarding the existence of Erasmus coordinators, understandably, only 5% were positive about the functioning of the coordinator (Diagram 23). Similarly, 2% of the students belonging to the Faculty of Natural Sciences positively rated the coordinator. The highest ratings regarding the Erasmus coordinators were given by the students at the Faculty of Medicine, 9%.

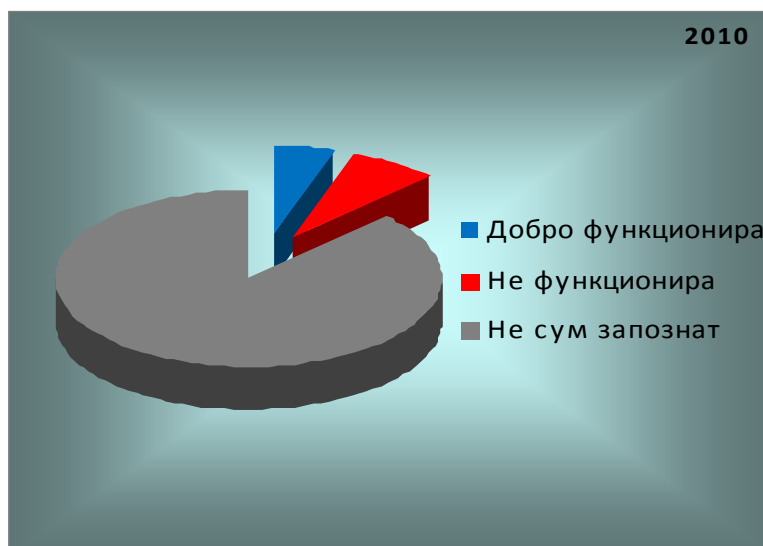


Diagram 23. Ratings for the ERASMUS coordinators

The following question is related to whether the students were aware of the existence of ECTS coordinators at their Faculty (Diagram 24). The results demonstrated that (47%) of the students were aware of the existence of an ECTS coordinator, whereas (48%) had no knowledge regarding the coordinators (Diagram 24). The highest percentages were obtained in the biotechnical sciences (69%), and the social sciences (63%). The least informed were the students at the Faculty of Natural Sciences. Most probably the ECT-system only functions properly at Faculties where there is greater number of related courses across disciplines, and where students can combine a wide array of optional and elective courses. Provided that the recommendations of the Bologna principles, as well as the internal regulations of the University are adhered to, the above percentages should continue to consolidate and strengthen.

The last question in this section of the survey deals with the students' evaluation of the proper functioning of the ECTS coordinators.

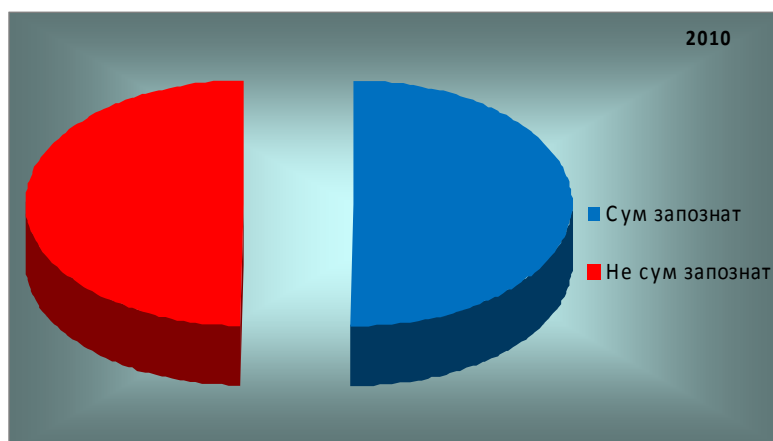


Diagram 24. The existence of ECTS coordinators

31% of the students who had previously reported that they were aware of the existence of the ECTS coordinator, responded that the coordinator performs well at their Faculty, whereas 20% responded that the coordinator does not function properly. Similarly, as in the previous results, a large number of students, (48%) had no knowledge of the responsibilities of the ECTS coordinator.

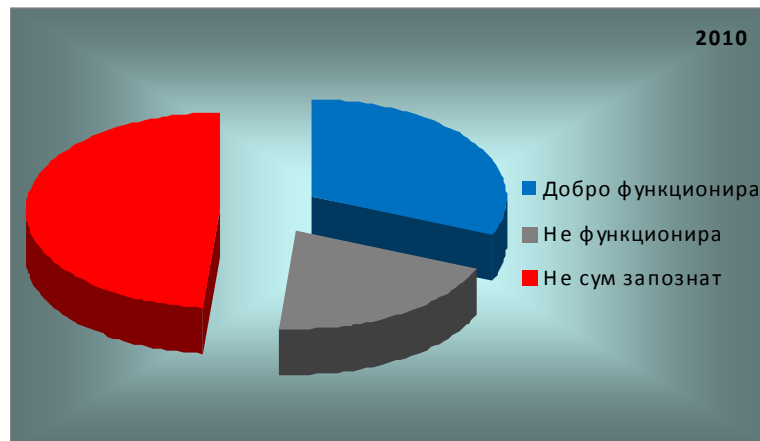


Diagram 25. Ratings for the ECTS coordinators

The recommendation given in the 2006 evaluation and pertaining to this domain was as follows: "...it is expected that by speeding up activities leading towards adopting the Erasmus student exchange program, a marked increase in student mobility will ensue." At the same time, faculties should continue to advance their collaboration with other faculties which may include mutual agreements regarding student exchange.

Although the Erasmus program was introduced two years ago, overall there is still a very low level of awareness of the existence of the exchange program (19%). The students at the Faculty of Medicine are an exception, since (34%) already know about the program and (12%) are already planning to utilize the given opportunity. Provided that there is greater access to information, then probably the number of candidates would increase.

Regarding the Erasmus coordinators, only (12%) of the students reported the existences of these coordinators. Only 5% of the respondents positively rated them. In relation to the ECTS coordinators, 49% of the respondents reported that such coordinators exist at their Faculties. At some faculties, there is greater awareness of the existence of the coordinators e.g. the biotechnical sciences, 69%, and the social sciences, 63%. The coordinators were positively rated by 31% of the respondents. Evidently, huge efforts are needed in order to promote the Erasmus program on a wider scale, and to strengthen the ECT-system in domains where this is feasible.

2.9. Analysis of some of the comments given by students during the STUDENT SURVEY-2010

In addition to the regular 46 questions in the questionnaire, extra space was devoted for the respondents to write personal comments, remarks and opinions regarding the carrying out of the survey, the study programs, the professors and assistants, the methods of assessment, the manner of conducting examinations/colloquia, and the availability of the required textbooks and reference books.

Although a relatively small number of students decided to express their views, altogether 200 out of a total of 1335, it can be concluded that the students were satisfied that such a survey was being conducted. The students expressed their desire for the results of the survey to be readily accessible to them, since they believe that the survey should not be regarded as a formal procedure, which will be quickly forgotten. They expressed hope that their opinions would be adequately valued, and that their participation and direct input in the survey, would lead to significant improvements being made, ultimately raising the quality of higher education in order to meet students' aspirations.

The majority of the students' comments related to their overall dissatisfaction with the ECTS coordinators. More precisely, the students were not satisfied with the proper functioning of the ECTS coordinators and the implementation of the ECTS at certain Faculties (Faculty of Natural Sciences, Faculty of Law, Faculty of Medicine, Faculty of Economics).

The questions concerning the Erasmus program and the existence of Erasmus coordinators, caused the greatest puzzlement and wonder among students. It was rare that some students at certain Faculties were knowledgeable about the program, or the Erasmus coordinator for that matter. This is evident from the students' comments: "Who is this Mr. Erasmus?", "What is this Erasmus program about?"....

The most frequent comments were given regarding the following points:

- The extensive content of the materials needed for exam study and the wide ranging content of the courses, most of all at the Technical Faculties and the Faculties of Natural Sciences and Mathematics, Faculty of Electronics and IT Technology, Faculty of Civil Engineering, and in the Social sciences, namely the Faculty of Philology;
- Overload - regarding assignments, (Faculty of Architecture and the Faculty of Electronics and IT technology;
- The students demanded to have a whole week of exam preparation, in order to be able to study prior to the exam week. The desired week will be devoted solely for the preparation of colloquia and exams and no other classes will be attended. If this is not feasible, the students commented that at least 2-3 days should be given for exam preparation. They claimed that in such a way they would have the chance to study more in depth and achieve better results on their colloquia/exams.

Another demand of the students was that they should be more involved in practical training in addition to acquiring theoretical knowledge. In fact, they would like to be able to overarch and make the link between practice and theory by applying their gained theoretical knowledge in the real world. More specifically, at some Faculties practical training has been neglected, or totally left out. Much to the satisfaction of the professors, as well as the students, negative comments regarding the professor-student relationship were extremely rare. These comments give further proof that the fruitful collaboration between a member of the academic staff and a student, i.e. two distinct individuals forging a unique relationship within the academic milieu, is of utmost significance, and will always be valorized by numerous future successes on both sides. In conclusion, although only a relatively limited number of comments were obtained, they were all taken into account by the Evaluation Commission of UKIM, who responded positively to the needs expressed by the students. The Evaluation Commission is highly aware that the above form of student input will be invaluable during the appraisal of the final results.

QUESTIONNAIRE

INSTRUCTIONS:

Ss. Cyril and Methodius University in Skopje, in accordance with the Bologna process, is carrying out a survey whereby **the students in their second year of undergraduate study** in the academic **2010/2011**, evaluate the work of the professors and assistants, and express their opinions regarding various aspects of the teaching and learning process. The survey is **anonymous**. We would appreciate your contribution in providing an **objective assessment** since your relevant and invaluable input will be used to improve the quality of the programs of study, the courses and other aspects of the teaching and learning process.



Note: The responses should be entered by circling and shading one of the offered options A, B, C, D or E (which correspond to 5 – the highest level of agreement, and 1 – lowest level of agreement) on a separate spreadsheet provided in the appendix.

INFORMATION LEVEL

- Regarding the rules of study and the study regiment (one answer is chosen):**
 - fully informed
 - partially informed
 - uninformed
- To what extent did your faculty offer you information regarding the study regiment?**
 - sufficient
 - insufficient
 - I don't know / no answer

CLASS ATTENDANCE AND ASSIGNMENTS DURING THE SEMESTER

- I attended the classes during the semester:**
 - regularly
 - part of the time
 - I did not attend
- I regularly performed all the assignments required in the course:**
 - fully
 - part of the time
 - I did not

THE Courses OF THE SECOND YEAR UNDERGRADUATE STUDIES ARE:

- Organized:**
A) 5 B) 4 C) 3 D) 2 E) 1
- Difficult:**
A) 5 B) 4 C) 3 D) 2 E) 1
- Extensive:**
A) 5 B) 4 C) 3 D) 2 E) 1
- Interesting:**
A) 5 B) 4 C) 3 D) 2 E) 1
- Aimed towards advancing the acquisition of knowledge:**
A) 5 B) 4 C) 3 D) 2 E) 1
- Useful:**
A) 5 B) 4 C) 3 D) 2 E) 1
- Time during the day needed for studying and individual activities:**

- A) more than 5 hours
- B) 3-5 hours
- C) 2-3 hours
- D) 1-2 hours
- E) I do not work every day

12. Time for preparation of the colloquia / test:

- A) more than 5 days
- B) 3-5 days
- C) 2-3 days
- D) 1-2 days
- E) I do not prepare

13. Time for preparation of the final exam:

- A) more than 30 days
- B) 15-30 days
- C) до 15 days
- D) I do not take the final exam (colloquia / tests)
- E) I do not prepare

SPECIALIZED LITERATURE SOURCES

14. Available in:

- A) original form
- B) electronic form
- C) photocopy
- D) class notes

15. Compatibility:

- A) 5 B) 4 C) 3 D) 2 E) 1

16. Comprehensibility:

- A) 5 B) 4 C) 3 D) 2 E) 1

POINT OF VIEW REGARDING THE PROFESSORS

17. Holds regular lectures keeping to schedule:

- A) 5 B) 4 C) 3 D) 2 E) 1

18. Shows respect for students' opinions:

- A) 5 B) 4 C) 3 D) 2 E) 1

19. Stimulates interactivity in teaching and learning:

- A) 5 B) 4 C) 3 D) 2 E) 1

20. Comprehensibility of the lectures:

- A) 5 B) 4 C) 3 D) 2 E) 1

21. Arrives prepared for class:

- A) 5 B) 4 C) 3 D) 2 E) 1

22. Available, tactful, interested and consistent:

- A) 5 B) 4 C) 3 D) 2 E) 1

POINTS OF VIEW REGARDING THE ASSISTANTS

23. Regular attendance at tutorials (or practical workshops):

- A) 5 B) 4 C) 3 D) 2 E) 1

24. Shows respect for students' opinions:

- A) 5 B) 4 C) 3 D) 2 E) 1

25. Stimulates interactivity in teaching and learning:

- A) 5 B) 4 C) 3 D) 2 E) 1

26. Comprehensibility of the practice (exercises):

A) 5 B) 4 C) 3 D) 2 E) 1

27. Arrives prepared for class:

A) 5 B) 4 C) 3 D) 2 E) 1

28. Available, tactful, fair and consistent:

A) 5 B) 4 C) 3 D) 2 E) 1

COLLOQUIA

29. The method of assessment is familiar:

A) 5 B) 4 C) 3 D) 2 E) 1

30. The grading is objective:

A) 5 B) 4 C) 3 D) 2 E) 1

31. The results are accessible for inspection and comments:

A) 5 B) 4 C) 3 D) 2 E) 1

32. The questions are clearly formulated and are not ambiguous:

A) 5 B) 4 C) 3 D) 2 E) 1

33. The questions are relevant to the material:

A) 5 B) 4 C) 3 D) 2 E) 1

34. The manner of carrying out the colloquia is appropriate:

A) 5 B) 4 C) 3 D) 2 E) 1

FINAL EXAM

35. The method of assessment is familiar:

A) 5 B) 4 C) 3 D) 2 E) 1

36. The grading is objective:

A) 5 B) 4 C) 3 D) 2 E) 1

37. The results are accessible for inspection and comments:

A) 5 B) 4 C) 3 D) 2 E) 1

38. The questions are clearly formulated and not ambiguous:

A) 5 B) 4 C) 3 D) 2 E) 1

39. The questions are relevant to the material:

A) 5 B) 4 C) 3 D) 2 E) 1

40. The manner of conducting the examinations is appropriate:

A) 5 B) 4 C) 3 D) 2 E) 1

STUDENTS' MOBILITY

41. Are you informed about the ERASMUS Scheme and the international mobility?

- A) I am informed
- B) I am not informed

42. Do you plan utilizing the opportunity offered by the ERASMUS Scheme?

- A) I do
- B) I do not
- C) I have not considered it

43. Do you know that there is an ERASMUS coordinator at your faculty?

- A) I know

B) I do not know

44. How would you rate the functioning of the ERASMUS coordinator?

A) yes, they function well

B) no, they do not function

C) I do not know / I am not informed

45. Do you know that there is an ECTS coordinator at your faculty?

A) I know

B) I do not know

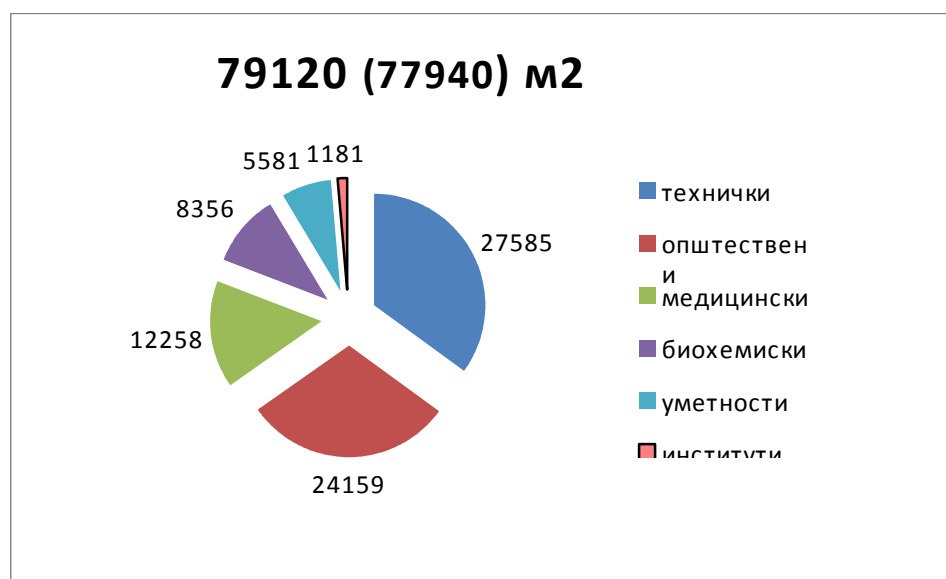
46. How would you rate the functioning of the ECTS coordinator?

A) yes, they function well

B) no, they do not function

C) I do not know

**Notes / comments regarding the
questionnaire and the curriculum**



APPENDIX 4

Spatial capacities and material-technical resources

SPACE CAPACITY AND MATERIAL-TECHNICAL RESOURCES

The data regarding the space capacity and the material-technical resources at the Ss. "Cyril and Methodius" University in Skopje, was obtained from the Table of results as part of the instrument for self-evaluation which was filled in by all the Faculties and Institutes. The Commission unanimously concluded that part of the data given in the tables is not relevant because it does not correspond to the actual situation (specifically, the data for didactical space, for the overall library holdings and other). Following additional efforts, the Commission managed to update all the relevant factors in order to gain useful, quantitative parameters for analysis.

The lectures, which form an integral part of the undergraduate studies programs at the Ss. Cyril and Methodius University, are held at 23 faculties in 72 buildings, on various locations around the city, occupying a total area of 104,279 m² and 31,666 seats (Appendix, Table 5).

Following the analysis of the spatial capacity for holding lectures, the Evaluation Commission, classified the didactical space into net-didactical space and total didactical space.

The overall net-didactical space includes all of the amphitheatres, lecture rooms, sports halls, computer equipped classrooms, teaching laboratories, research laboratories, demonstration classes, and other space capacities that are specific for carrying out the educational process at certain units of the University.

The overall net-didactical space at UKIM and its joining institutes is 79,120 m² out of which the faculties occupy an area of 77,940 m², with the total amount of 30,027 seats. The allocation of the net-didactical space in the various scientific domains is graphically shown in Diagram 1.

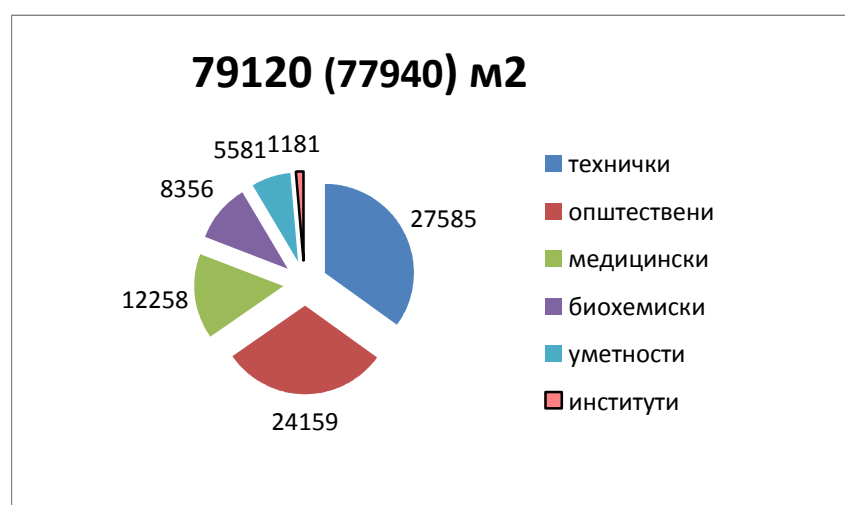


Diagram 1. Allocation of the total net-didactical space in various scientific domains

It can be seen that the faculties which have the largest area at their disposal are the faculties in the technical and natural sciences. If we go by the enrollment figures, the faculties of the social sciences should occupy a larger area, however it seems they have the smallest area at their disposal. Regardless of that, it should be emphasized that one criterion stipulated in the legal regulations is fulfilled; the University is required to provide spatial capacities for carrying out lectures for at least half of the enrolled students at the given faculty. Therefore, at some of the faculties, the lectures are held in two shifts, and exams and colloquia are conducted even during the weekend.

For the purpose of clarity, the allocation of net-didactical space is shown in Table I and Diagram 3.

Table I. Allocation of the total net-didactical space and the overall area of the objects of UKIM

Type of didactical space	buildings	Amphitheatres	Lecture rooms, sports halls	Facilities for conducting numerical exercises	Computer equipped classrooms	Laboratories	Demonstration classes	Lecture rooms, tutorials	Net-didactical space
Number	72	55	232	13	56	418	138	78	
Area m ²	104.279	8840	14747	405	4790	26.345	14032	8781	77940
Number of seats	31.666	8671	10728	275	1441	4825	3083	1004	30.027


Diagram 2. Allocation of space for carrying out lectures

In Table 5 of the instruments given in the Appendix, it can be seen that the University has a total didactical area of 96,626 m², allocated according to scientific domains as shown in Diagram 3.

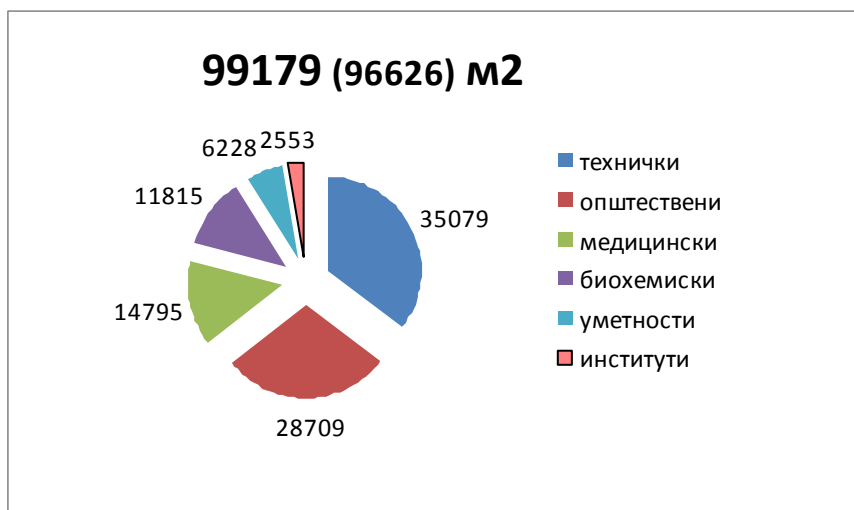


Diagram 3. A review of the total didactical area in the various scientific domains

Within the University there are 41 workrooms for practical teaching with students, with a total area of 3,273 m². Due to their distinctiveness, they are few in number, and are located only at certain faculties where their existence is essential for the performance of the educational and scientific process:

- Faculty of Natural Sciences and Mathematics 4
- Faculty of Electrical Engineering and Information Technologies 4
- Faculty of Law 2
- Faculty of Pedagogy 2
- Faculty of Pharmacy 14
- Faculty of Forestry 4
- Faculty of Art 9
- Faculty of Architecture 2

Table II presents a detailed specification of the space, number and type of the workrooms for practice with students:

Table II. Area and number of workrooms for practice

Type of space	Mechanics workroom	Electronics workroom	Design and modeling workroom	Other	Total
Number	6	5	9	21	41
Area m ²	320	297	746	1910	3273

At the Faculty of Natural Science and Mathematics there is also a seismological observatory.

Due to the character of the lectures at the Faculty of Medicine and the Faculty of Dental Medicine, as well as at the Faculty of Veterinary Medicine, the University has at its disposal 155 pre-clinical laboratories, (36 at the Faculty of Dental Medicine, 96 at the Faculty of Medicine and 23 at the Faculty of Veterinary Medicine), 13 health institutions (2 at the Faculty of Dental medicine and 11 at the Faculty of Medicine), 67 diagnostic offices (62 at the Faculty of Medicine, 2 at the Faculty of Dental Medicine and 3 at the Faculty of Veterinary Medicine), 43 operating theatres (6 at the Faculty of Dental Medicine, 35 at the Faculty of Medicine and 2 at the Faculty of Veterinary Medicine), with a total area of 161,223 m². The above data is presented in more detail below in Table III.

Table III. Specialized capacities for practical work in the medical and biotechnical sciences

Type of space	Pre-clinical laboratories, theatres, practice rooms	Health institutions, for practical work	Diagnostic Offices	Operating theatres for surgical procedures and treatment	Total
Number	155	13	67	43	286
Area m ²	139 695	17163	1396	2970	161 223
Number of seats	639	179	10	6	834

Some of the faculties and institutes at the Ss. Cyril and Methodius University possess their own spatial capacities consisting of buildings as well as open space, amounting to a total of 415,929 m². The utilization of the already mentioned spatial area is specific to some faculties due to the need to perform experimental and field work (e.g. botanical gardens, farms, gene-banks etc.), as part of their teaching and learning process (Table IV).

Table IV. Buildings and areas for experimental work

Institution	Experimental fields	Farms for teaching purposes	Botanical gardens	Genetic research	Other	Total
Faculty of Science and Mathematics	1	2	1		14	18
Faculty of Forestry	1		2		1	4
Faculty of food and agriculture	2	1				3
Faculty of agriculture	4			1		5
Area in m ²	148 387	50	218	60 040	207 234	415 929

The Faculty of Fine Arts and Drama, some of the Technical Faculties, and the Social Sciences, in addition to performing part of their lectures and tutorials in amphitheatres, also have at their disposal special performance theatres and space reserved for creativity, which altogether occupy an area of 2,300 m².

Within the scope of the University there are 75 science research laboratories, of which 16 belong to the Faculties, and 15 are part of the Institutes (Table 6 of the instruments attached). The efficiency level of the available equipment is summarized in a separate document.

The number of laboratories that are allocated to the faculties in the various scientific domains (excluding the Faculties in the medical sciences), is shown in Diagram 3.

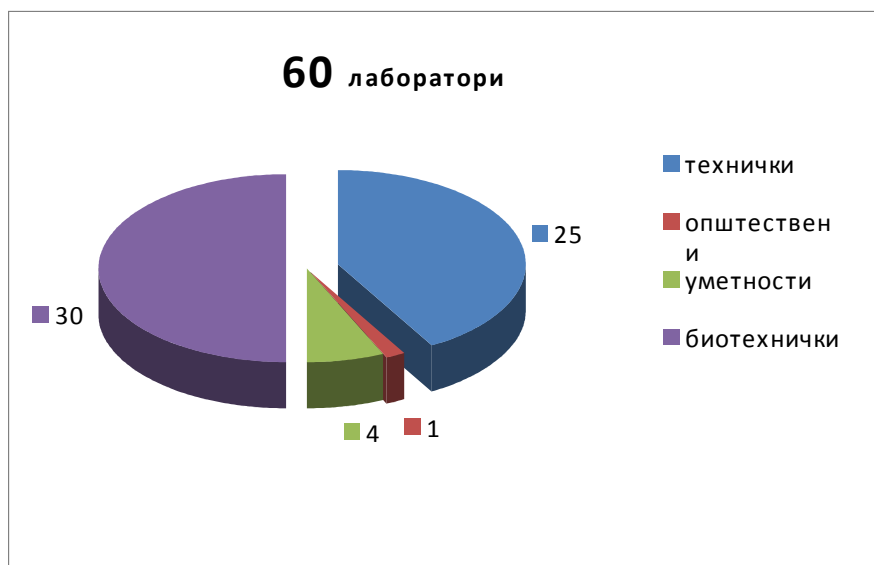


Diagram 4. Allocation of laboratories in the scientific domains

In addition to the space allocated for practical, scientific research, experimental work, the performance theatre and the space for creativity, the University possesses a Sports hall for physical education and training (297 m²). The Sports Hall occupies the central square of the Faculty of Mechanical Engineering in Skopje. Also, on the campus of the Faculty of Pedagogy, there is an open air sports area used for physical education exercises (384 m²).

The University lacks facilities for sports activities and recreation. Bearing in mind that the University on average has an enrollment growth of more than 30,000 students annually, the shortage of appropriate recreational space, and no swimming pool, presents a serious drawback to the University's infrastructure. Addressing these capacity issues should be head-on in the future.

During the past four years, there has been an increasing trend towards the qualitative and quantitative upgrading of the computerized equipment throughout the Ss. Cyril and Methodius University.

Table V shows the data for the type of computerized equipment according to the users (Table 4 of the instruments attached).

Table V. Computer equipment in UKIM according to the users

Equipment	Students	Teaching staff	Administrative staff	Total
Computers	1277	2029	592	3898
Internet plug-ins	1150	2269	630	4049
LCD projectors	105	217	6	328
Scanners	16	191	49	256
Printers	55	1229	422	1706

The allocation of the computer equipment according to type, in the various scientific domains, is presented in the following graphs below.



Diagrams 5. Allocation of computers in the scientific domains



Diagram 6. Number of internet plug-ins in the scientific domains

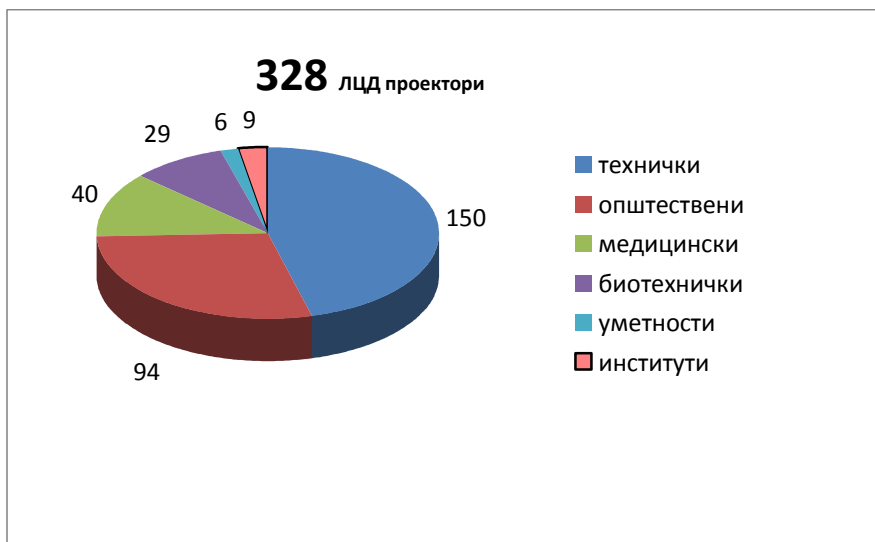


Diagram 7. Allocation of LCD projectors in the scientific domains



Diagram 8. Number of scanners allocated in the scientific domains



Diagram 9. Allocation of printers in the scientific domains

The analysis of the allocation of computer equipment shows that the faculties in the biotechnical, natural sciences and mathematics, as was expected, were more equipped than the faculties in the social and medical sciences. Also, a significant increase was noted regarding the computer equipment intended for the students, i.e. that was placed in the computer equipped classrooms, and other facilities where the students perform their activities. Furthermore, attention should be paid to the fact that the installment of the wireless internet at the faculties has become widespread in the past two years and this has enabled the students greater access to information on the internet and, most importantly, scholarly and scientific data bases for research purposes.

According to the data given in Table 2 of the attached instruments for self-evaluation, it is evident that during the evaluation period, almost all the units at the University (faculties and institutes) have had access to various data bases, specific for the scientific field to which they belong. The most often quoted are the following: EBSCO, INIS (IAEA), Cambridge Journals, SAGE Journals, MEB (Macedonian electronic libraries), SCOPUS, CCPC, EU, OECD, UNCTAD, WB, IMF, EUROSTAD, ERBR and J STORE, The European Library, PubMed, HINARI. It should be emphasized that all the units of the University have a free of charge access to the SCOPUS base with previously approved IP addresses upon the request of the users.

The data for the total library holdings of the University, including the supply of national and foreign literature, and a bibliography of scholarly journals issued during the last four years, is presented in Table 3 of the instruments for self-evaluation attached. However, it should be borne in mind that this data is contradictory and incomplete. The Commission has made a graphic presentation regarding the allocation of the overall library holdings (books, scripts, manuals, dictionaries, atlases, illustrations, compendiums...) in the various scientific domains, Diagram 9, and in Diagram 10 and 11, the supplied library units and journals are presented respectively.



Diagram 10. Allocation of the total library holdings according to scientific domains

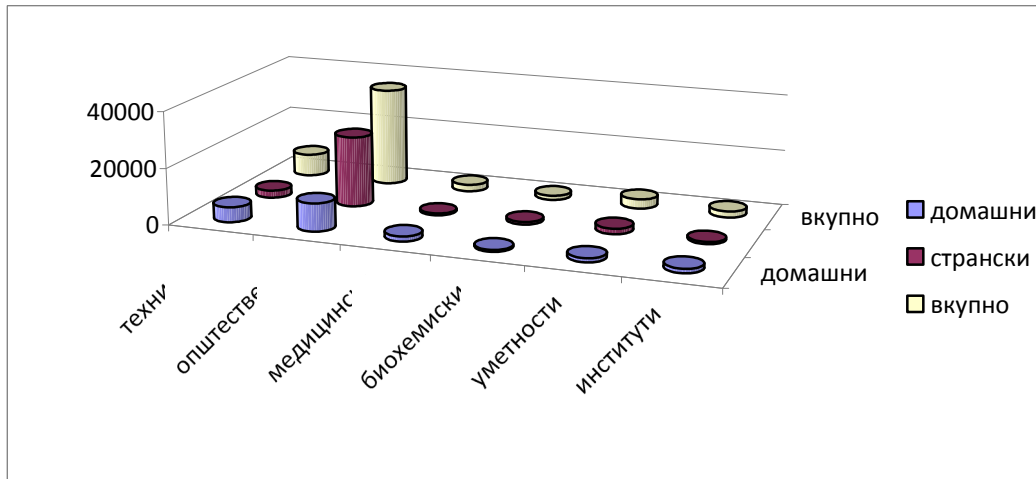


Diagram 11. Library units in the scientific domains supplied in the last 4 years

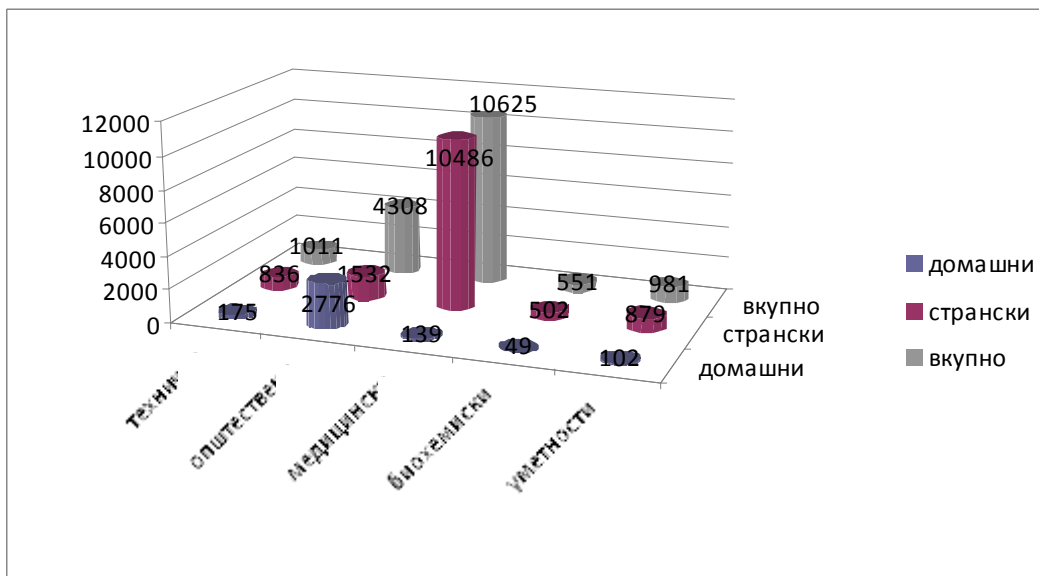


Diagram 12. Number of journals in the scientific domains supplied in the last 4 years

The process of computer networking (implementation of the information technology system), and the standardization of the libraries regarding the processing of the library holdings, which is an ongoing process, is expected to provide relevant and unified data at University level in the future.

In the past period, efforts have been made to increase the number of items of technical equipment in both the libraries belonging to the faculties, and those of the scientific and research institutes at UKIM (Table VI).

Table VI. Review of the technical equipment in the libraries at UKIM

Type of equipment	Number of items
Personal computers	206
Printers	74
Internet connections	161
Photocopiers	22

SWOT-analysis

S	<ul style="list-style-type: none"> • The didactical space satisfies the norms and standards for carrying out higher education activities • The opening up of new faculties and dispersed studies in many areas across the country • Growing scope of supply of learning materials and specialized literature in the Macedonian language • Satisfactory level of technical equipment and room capacity
W	<ul style="list-style-type: none"> • Unequal distribution of room capacities and technical equipment among UKIM members • Lack of sports facilities and swimming pools for recreation activities • Limited opportunities for the utilization of scientific data bases and journals free of charge • Not updated, and incomplete data regarding library holdings • Lack of concrete information regarding the equipment necessary for carrying out practical teaching
O	<ul style="list-style-type: none"> • Opportunities to upgrade the level of technical equipment in the research laboratories and other applications, by way of ongoing government investments • Equipping the laboratories through participation in international projects, national projects and by integrative means • Finalization and the implementation of the library and IT system • Opportunities for creating the right conditions for increasing the scope of practical teaching in the business sector • Possibilities for utilization of the newly constructed public sports buildings on the part of the students
T	<ul style="list-style-type: none"> • Inconsistent state policy regarding investments in raising the level of quality in higher education • Dividing the existing investment funds for higher education in order to open up new programs of study, disperse studies and set up new higher education institutions • Insufficient support from the Budget for the development of research and educational activities at the University

APPENDIX 5

FUNDING

Review of the allocation of funds at the Ss. Cyril and Methodius University in Skopje for the year 2009

The funding for the overall functioning of UKIM was achieved using, first of all part of the finances received from the Ministry of Education and Science i.e. from the state Budget, and secondly, from **UKIM's own revenues originating from the accounts of the units of the University (faculties and institutes).**

The revenues and the expenditures of the total assets realized in the fiscal 2009, on the level of the entire University are presented in Table 1, as distinct items.

The data analysis shows that the University budget in 2009 was about 48,838,000, 00 Euro. State participation in the overall budget was only 38%, in contrast to the share of the University and its joining units, who provided 62% of the funding from their own resources. The state Budget participated with 86% which covers the salaries of the staff, the leases and the compensations; 8% was also used for utilities, heating, communication and transport, while the rest was used for other expenses. 42% of the University's revenues were used for payment of commissioned services, mainly related to payments for the increased scope of teaching at the undergraduate studies level, the graduate studies and other projects; 30 % was used for covering travel costs, utilities and heating, financing construction work and the purchase of new equipment. The rest was used for other expenses. The University participated with 23% of its own resources in covering major expenditures, such as salaries, rents and compensation payments which compared to the participation of the state Budget, amounted to 30% coverage.

**(ЛОГО) IEP
EUA INSTITUTIONAL EVALUATION PROGRAMME**

**Ss. CYRIL AND METHODIUS UNIVERSITY
EUA FOLLOW-UP REPORT**

**Team:
Henrik Toft Jensen, chair
Richard Lewis
Alana Gavra
Thérèse Zhang Pulkowski, team coordinator**

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1. Introduction

This report is the result of a follow-up evaluation of the Ss. Cyril and Methodius University in Skopje (hereafter named the University and abbreviated UKIM). EUA's Institutional Evaluation Programme (IEP) originally evaluated the University in 2003, with the report submitted to the University in November 2003. In 2008 the University requested that IEP carries out a follow-up evaluation, the report of which was submitted in May 2008.

In 2010, IEP was approached by the World Bank in the context of its Institutional Evaluation Programme to contribute higher education capacity-building in the Balkan region and asked to carry out two institutional evaluations, one of them being at the Ss. Cyril and Methodius University in Skopje. The university wanted a follow up.

1.1 Institutional Evaluation Programme and follow-up evaluation process

The IEP is an independent membership service of the European University Association (EUA) that offers evaluations to support the participating institutions in the continuing development of their strategic management and internal quality culture.

In line with the EUA's Institutional Evaluation Programme as a whole, the follow-up process is a supportive one. There is no prescribed procedure, and it is for the institution itself to set the agenda in the light of its experiences since the original evaluation. The institution submits a selfevaluation report that describes its progress since the original evaluation and which might also indicate barriers that might be hindering progress.

The follow-up evaluation is an opportunity for the institution to take stock of its strategies for managing change in the context of internal and external constraints and opportunities. As such a follow-up evaluation already took place at Ss. Cyril and Methodius University in 2008, the Evaluation team decided, in agreement with the World Bank and the University, instead of following up the implementation of previous recommendations in a systematic way, to focus on providing recommendations taking into account how the institution evolved since 2008, especially in the fields of: a. The integration of faculties into one university; b. The implementation of the ECTS system and the Bologna reform; c. Internationalisation.

As for the original evaluation, the follow-up process is guided by four key questions, which are based on a 'fitness for (and of) purpose' approach:

- What is the institution trying to do?
- How is the institution trying to do it?
- How does it know it works?
- How does the institution change in order to improve?

1.2 The Ss. Cyril and Methodius University in Skopje and the national context

UKIM is by far the largest university in the Republic of Macedonia¹, with over 31 000 students enrolled for the academic year 2010-2011.

¹ For the purpose of this report and for the sake of consistency with the two previous IEP reports, the Team has chosen to use "Republic of Macedonia" to refer to what is also known as the "Former Yugoslav Republic of Macedonia" (FYROM).

This figure represents a fall of about 5,000 students compared with 2006-2007. In appendix 3 of the SER it is suggested that the main reasons for the fall are the increase in the number of private higher education institutions (HEIs) in the country and the transfer of two UKIM faculties to a new State University in Stip. More recently, student numbers have increased; the 2010-11 total being some 4% greater than the previous year while first year enrolments increased by 18% over the previous year. The SER indicates that the university needs to investigate the factors that contributed to the increase.

At national level there seems to be a greater interest on the part of high school graduates to pursue a university education because the high unemployment rate makes it difficult for them to find employment. Another relevant factor is that there are not as yet within the Macedonian higher education attractive alternatives to universities such as vocational schools or polytechnics.

The Macedonian higher education sector now consists of more institutions than in 2003: instead of three state universities, there are now four (UKIM, St. Clement of Ohrid in Bitola, the State University in Tetovo, and the Goce Delcev State University in Stip), and private HEIs have been developing in recent years. The South East European University, previously considered as the largest private institution, now also receives public support. The increased number of institutions had an impact on funding: each institution, and reportedly especially UKIM as the largest public one, has seen its share in public funds decrease as the overall state funding for higher education has not significantly increased during the same period of time.

UKIM now comprises twenty-three faculties and five institutes, plus one faculty (the St. Clement of Ohrid Faculty of Theology in Skopje) and four public scientific institutes considered as affiliated to UKIM.

The Republic of Macedonia formally joined the Bologna process in 2003. In 2008, the IEP followup report emphasized how the 2008 law on higher education will have a major impact on HEIs across the country, especially in defining autonomous higher education institutions (applicable to all legally established institutions, whether public or private), and in granting the capacity of legal personality to the university itself, while the legal functioning of its units would derive from the authorisations determined by the University Senate. This change proved to be a major one for UKIM, given the high level of independence enjoyed by its faculties throughout the history of the University. The impact of the so-called integration process at UKIM will be further developed in section 2 of this report.

Since IEP visited the institution in 2008, there have been eight amendments to the Macedonian law on higher education, and a new law was finally adopted in February 2011. Its main features are:

1. Precise criteria for assessing students and professors, with a scale of corrective measures for the latter in case of no compliance;
2. New doctoral regulations, especially for supervising doctoral candidates, with minimum criteria set for staff to act as supervisors and a maximum number of candidates per supervisor;
3. Enforcement of the higher education quality assessment and assurance system, in particular through the Higher Education Accreditation and Evaluation Board.

The general view expressed during the site visit is that Macedonian HEIs have been operating under a considerable level of uncertainty over the past three years, as they have been obliged to adapt to new and newer regulation changes regularly and with a rapid pace. The dominant impression among students interviewed, however, was favourable towards the new law, which is seen to be a positive step towards further improvement in quality of teaching.

1.3 The self-evaluation process

The self-evaluation process was undertaken by a self-evaluation committee of nine members from various faculties (including five professors, one assistant professor and three students), chaired by Professor Svetlana Petkovska-Onchevska.

The self-evaluation process took place between November 2010 and March 2011, during a busy period for the institution, and although there is no doubt that the process was taken seriously by the University, the Evaluation Team's first impression was that the process would have been of greater benefit to the university, had a more reflective and self-critical approach been taken.

However, the self-evaluation report (hereafter SER) and its appendices provided the Team with valuable explanations on the complexity of the change processes that had taken place since the last IEP evaluation.

1.4 The Evaluation team

The University's self-evaluation report along with the appendices was sent to the Evaluation team in March 2011. The site visit of the Team to Ss. Cyril and Methodius University took place on 11-14 April 2011.

The Evaluation team (hereafter the Team) consisted of:

- Henrik Toft Jensen, team chair, former Rector, University of Roskilde, Denmark
- Richard Lewis, former Pro-Vice-Chancellor, Open University, United Kingdom
- Alina Gavra, student, West University of Timisoara, Romania
- Thérèse Zhang Pulkowski, team coordinator, Programme Manager, EUA, Belgium

The Team would like to thank the Rector, Professor Velimir Stojkovski, for having initiated this evaluation as well as for the continued trust granted to IEP. The Vice-Rector, Professor Elena Dumova-Jovanoska, who acted as the contact person for this evaluation, should be thanked for her commitment and dynamic liaison work, as well as her colleagues Ms Katerina Petreska, Mr Zoran Kordoski, Ms Maja Anastasova Hristova and Ms Kostadina Mokrova, who provided all facilities to ensure a smooth and pleasant visit. The Team also would like to thank the members of the self-evaluation committee for their work, and all members of the university community who agreed to participate in interviews and thus contributed to this evaluation. Finally, the Team is thankful to Mr Gordan Tanaskov, the interpreter, for his contribution during the meetings as well as during the oral presentation of the evaluation findings. *Institutional Evaluation Programme/Ss. Cyril and Methodius University/May 2011*

2. Governance and strategic planning

2.1. The integration process

The higher education law of 2008 took away the legal entity status from the faculties and transferred it to the University as a single legal entity. This regulatory change had a major impact on the functioning of UKIM, and the University undertook a significant process, known as "integration process", for harmonising the functions and areas of activities across the whole institution. The faculties' work is now submitted to regulations that codify their relations within the University and their functioning in accordance to the Statute of the University. The regulations were adopted by the University Senate and approved by the national Parliament in 2008. The full implementation of the integration also involved new regulations related to a new organisational structure (where central governing bodies and management units have been reinforced), changes in academic procedures, and a joint financial model.

The complexity of such a change process should not be underestimated, given the high level of independence previously enjoyed by the faculties. The SER also underlined additional constraints posed by the national legislative environment, such as the lack of additional public funding for supporting the integration.

Following the organisational restructuring under the integration scheme, the highest governing body of the University is the Senate, which is presided over by the Rector. Equally important in terms of governance is the Rector's Board – which consists of the Rector, the Vice-rectors, the Faculty Deans, and the Directors of the subunits, the Academic Councils, commissions and other bodies.

The university is to be commended for the level of student involvement in its governance. There are ten student members of the Senate (18% of the total) while 10% of faculty committees are students who are also well represented in all major bodies such as self-evaluation committees. An independent student union was created in 1991, and the law restructured it as a student parliament in 2008.

Under the joint financial model, all faculties (which, beside the receipt public funding, may generate additional resources through the setting of higher tuition fees, services provided to the society and income from publications) must assign 5% of their additional income to the University – which means that those faculties with greater opportunities make a larger contribution to the University's central resources. The way in which these additional resources are used is a matter for the Senate to decide. It may be used to improving facilities, such as the repair and maintenance of buildings of those faculties with more limited resources, or increase opportunities at University level (for instance, for allowing more students and staff to attend international conferences or seminars). These resources cannot be used to increase the salaries of academic staff, which must be generated through public funds assigned for this purpose supplemented, up to a limit, by the faculty's own funds.

The Team would like to praise the progress the University has made, and the planning underpinning these changes. Whilst increased responsibilities were allocated to the institutional leadership (mostly, the University Senate, the Rector and the Rector's Board), an appropriate level of autonomy has been retained at faculty level for key areas such as conducting research projects, shaping teaching processes, deciding on student exchanges or managing the faculty's own financial resources. This balance between the central and faculty

levels was essential to the success of the integration process, and it seems that UKIM has succeeded in managing the “paradigm shift” in this regard. The new financial model has also achieved a good level of consensus across the University. Although there had been some scepticism at faculty level at the beginning of the process, the feedback was unanimously positive in that the integration process is perceived as being of real added value for the faculties:

- Harmonised procedures for teaching and learning has increased the transparency of academic activities and improved academic record keeping. These are widely perceived to have beneficial for the quality and modernisation of teaching;
- It helped improve teaching by instituting comparable processes (e.g. assessment of professors);
- It initiated projects that would not have been possible to undertake by single faculties or units;
- A number of activities such publishing and IT benefited greatly by being managed at institutional level;
- And, last but not least, the integration process is geared towards building up and reinforcing a University identity, which faculties see as more and more helpful in promoting their own work outside the institution. The number of international projects has increased since the change, and the image of one single and strong University identity was also said to be beneficial in competing with private HEIs.

Furthermore, the Team was positively impressed by the thoughtful views expressed by the senior administrators at central level. The commitment of the staff engaged at institutional level is of upmost importance in the framework of the integration process, and the current situation appeared to the Team as promising, although further effort should currently be devoted to reinforcing the staff in place.

The Team also would like to underline the challenges observed for this process, for which further attention should be paid:

- Increased paperwork and workload related to procedures at faculty level;
- Some faculties (e.g. medicine), have because of their specific features, to devote more effort and find more creative ways in order to fit into the integration process;
- There appears to be an increasing number of faculties and institutes within the University whose relevance to the overall goals of UKIM is in decline. There have been some mergers since the last IEP visit but a programme of further mergers can only be beneficial to the University in terms of cost-efficiency. This matter is regulated by law and discussions are ongoing with the Ministry. The Team would recommend the University to explore **further possibilities for merging institutes with related faculties** as well as **encouraging increased cooperation between entities with similar scopes** (e.g. increase collaboration between teachers and researchers of related disciplines based in different faculties, synergies in research or internationalisation projects, etc.);
- Reinforcing the administrative staff will be needed in the near future, in order to address properly the challenges ahead: this means an increase in human resources' capacity, both quantitatively and qualitatively (through appropriate training, etc.);
- In order to use fully the possibilities offered at University level, **trans-faculty learning opportunities** could be further developed into study programmes including a major and a minor, or even double degrees. The Team will also address this topic in section 3.1 of this report.

2.2. The University's strategic planning

The Team learnt that the period of the most recent strategic plan for the institution ended in December 2010. The University Senate, which is the highest decision making body at institutional level, did elaborate a strategic plan for 2011-2018, which was planned to be adopted in January 2011. But as the new law on higher education was adopted in February 2011, the strategic plan is now on hold because of uncertainties surrounding the upcoming by-law for higher education.

Whereas the Team understands that the many changes occurred at national level in the last three years have created a "wait-and-see" attitude towards any kind of middle or long-term planning, it still sees this situation as not optimal, because it hinders the possibility of the institution creating and further implementing an action plan related to its strategic planning. The Team would therefore recommend that the University Senate **adopts the strategic plan** for the upcoming years taking into account the most recent changes, prepares contingency plans to address alternative management scenarios, should they arise, and arrange any necessary amendments over time and as the regulatory situation evolves.

2.3. Quality assurance

The responsibility for quality assurance (QA) is at faculty level. The University does not have an integrated approach to QA at institutional level. The responsibility for QA is part of the autonomy of the faculties, which therefore handle it separately. Results from all faculties' selfevaluations are consolidated at the University level and submitted to the University Senate for examination. In order to reach consistency across faculties, guidelines for conducting the selfevaluations were issued at the institutional level for the whole University. These guidelines date back to 2002; the Team believes that new guidelines should be drafted in the near future. Members of the faculties who participate to the self-evaluations receive training. Every four years, these results also contribute to the external evaluation report that is issued by an independent institute at national level.

In addition to these self-evaluation processes, some faculties have other procedures such as QA for service to society. Those, again, vary from faculty to faculty according to their specific profiles.

In addition, the Team was informed that data collection and information systems can greatly vary by faculty. This constitutes a serious issue to address in the near future, should the University wish to further develop any kind of fact-based strategic planning, where the situation would be monitored and future needs anticipated. The self-evaluation committee also underlined this feature as the biggest challenge as regards QA tools.

The Team would also like to highlight positive features and promising developments. There is a general agreement that student surveys have become common practice. Students also notice that changes are made subsequent to their feedback, even if there is no official communication on the further steps that the deans intend to undertake. Students usually receive an average of 12 surveys to fill in per year (2 per year per subject, one of those being for the professor and the other for the teaching assistant – each of them with approx. 5 questions). With regard to data collection, a call for collecting electronic record for all faculties and all students is ongoing. This is a first step towards a centralised structure for data collection at University level.

The Team would recommend the following for enhancing the QA framework at UKIM:

- Build a **comprehensive central QA policy and framework** without removing the responsibility of the faculties, by introducing a "support centre" at University level;
- **Support alumni organisations and further develop graduate tracking** as a QA activity across the University;
- Further reflect and develop a **QA policy for research** (beyond the number of publications and similar quantitative indicators) **and service to society**. QA for research, in particular, should be taken seriously at institutional level with regard to the new doctoral regulations to be enforced for, and by, the whole University (and not by faculty) - see also section 3.3 of this report;
- Use of **different types of external evaluators** as part of the QA processes;
- **Systematic data collection of key performance indicators** (KPIs), especially those of relevance to the University management and QA. The Team would emphasise in this regard the importance of avoiding unnecessary paperwork and procedures for staff members: KPIs should be thought through so as to include what the institution needs to know in order to carry out strategic planning and activities of quality (as opposed to what would be nice to know). Again, this emphasises the need for strategic planning in QA, in accordance to short, middle and long-term objecting regarding quality enhancement in UKIM.

3. Academic life

3.1. ECTS and the Bologna process

In 2008, the principles from the Bologna reform in Republic of Macedonia were applied to all programmes, and all of them were subsequently re-accredited. At UKIM, the ECTS system is implemented at the level of the whole University. There is one ECTS coordinator per faculty, whose task is to deal with all issued relating to credit accumulation, transfer and so on. In addition, related to this change, students can now choose options in another faculty, up to a certain percentage of total credits granted by a study programme. However, this does not mean that the students will graduate with major and minor subjects as such. Further inter-faculty exchanges could be fostered in this regard, with the aim of introducing, for example, interfaculty programmes or double degrees.

The Team found unequal understanding across the University as of what learning outcomes actually are, and how they could help improving teaching and learning processes. Yet, a better understanding would greatly help the academic staff and the students to further explore the concept of student-centred learning, as well as to create possibilities of cross-faculty and interinstitutional exchanges. Likewise, the Team found the implementation of provisions related to a qualification framework still work in progress. Faculties, for instance, should try to **describe their education in terms of learning outcomes, competences, and the appropriate qualification framework**.

As regards the remaining issues related to the implementation of the Bologna principles, the Team would recommend that an initial step should be to clarify what the ECTS and the Bologna process actually represent. In many European countries, the process has been used by governments to introduce and/or achieve reforms that are not really related to Bologna.

3.2. Modernisation of teaching and student involvement

The new regulations related to the appointment of academic staff, as well as new regulations on teaching in general (including transparency in student assessment), were introduced in

the aftermaths of the integration, and their outcomes were welcomed by the students as an improvement in teaching methods as well as a step towards increased transparency and quality. Smaller class groups and a harmonised assessment procedure for teachers, in particular, were pinpointed as positive changes, although students still perceive that "barriers" exist between some teachers and their students.

The student parliament was also positive about additional changes related to the modernization of teaching:

- One was the introduction of a student ombudsman at University level, with a deputy in each faculty: before 2009, the ombudsman was a professor. Since then, the student parliament launched a call for selecting an ombudsman with a certain number of criteria (among others, being a UKIM student in law). The selected ombudsman is nominated by *Institutional Evaluation Programme/Ss. Cyril and Methodius University/May 2011* 12 the University Senate for two years. Since a student has taken this role, the number of cases I dealt with increased from 22 cases in 6 years to 75 cases in one year, illustrating a better connection in solving issues and potential conflicts.
- The corruption present at UKIM, and especially as regards student assessment (as noticed by the IEP Team in 2003), may well, according to students and staff, have been eliminated. At most, there remains the danger of too close a relationship (through family or other connections) between assessors and students. These cases usually find *ad hoc* solutions at faculty level.

The Team would like to recommend the following regarding the modernisation of teaching:

Find ways to **remove the student view of "barriers"** between teachers and students;

- **Modernise teaching methods**, possibly by using incentives provided by the Bologna process (see also recommendations under section 3.1. above). Students should be aware however that student-centred learning requires commitment and action from both parties: teachers and students;
- Develop a **more explicit approach to staff development**, including training programmes and schemes.

3.3. Regulations for doctorates

The new law of 2011 will introduce new regulations related to doctoral studies. In particular, criteria for supervising a doctoral candidate will be set by law, with academic requirements to be fulfilled in order to qualify as a supervisor. The new law, which is expected to be implemented in 2015, will present major challenges for the University, one of them being the possible shortage of academic staff entitled to supervise students under the new criteria. In addition, the ageing academic staff is a continuing cause of concern, already underlined by the first IEP report in 2003². The problem could be exacerbated in that it will take some time for newly appointed staff to satisfy the academic criteria³ and because of the limit, three, of

² According to the SER 2010-2011, there are almost no academic staff members younger than 35, and over 75% of professors are over 45 years of age, with great discrepancies across faculties.

³ According to art.7 of the new law, a supervisor for doctoral thesis shall have at least six published reviewed scientific and research papers in international scientific journals or international scientific publications, of which at least two papers in international journals with impact factor, in a given field, in the last five years.

doctoral candidates that can be assigned to a supervisor. It will therefore be a real challenge for UKIM to find appropriate academic staff for ensuring the supervision of doctoral cohorts, should they further grow. The Team noticed that the University already took measures by encouraging PhD candidates to undertake doctorates under joint supervision, with the main supervisor based in a foreign university. However, remedying to shortages of academic staff in-house should include more strategic options.

Doctoral studies are the first area where the University as a whole acts as a single entity under an integrated scheme. A new Board for Doctoral Studies was put in place, which is composed by the Vice-rector for Teaching (chair), the Vice-rector for Research, and five academic staff members from various disciplines, and senior research associates and research counsellors (of which at least one must come from the research institutes). The Board discussed various issues, including the sharing of responsibilities at each level (i.e. transferrable skills education to be organised by the University and disciplinary and research skills to be organised by faculties) and the question of fees and funding for doctoral candidates. Following a number of discussions organised at University level, there seems to be a consensus that a UKIM School of Doctoral Studies would be the best model for organising doctoral studies.

The University is now facing a period of considerable uncertainty regarding doctoral programmes. The new law has introduced a new model for doctoral studies and while the Senate approved in June 2010 a number of new programmes based on the new model, they have, because of legal uncertainties, not yet been put into effect. Meanwhile the University is continuing to operate the old model, in accordance with the new higher education law, which allows so until December 2011. In order to foster the development of doctoral studies, the Team feels that, despite legislative uncertainties, the University needs to decide how best to respond quickly to new demands and changing circumstances. The Team would recommend that:

- The University puts the two models (new programmes and old model) in place and promotes the new one as forward-looking with regard to international and European trends as well as offering better possibilities for graduates;
- The University **plans ahead its PhD education programme** taking into account subjects, estimation of the number of future candidates interested by the new programmes, living expenditures including potential incomes from research projects and need analysis for sustainability. It should also prepare contingency plans taking into account the current situation, several possible schemes of evolution and worst case scenarios.

4. Mobility and internationalisation

4.1. Mobility of staff and students

Mobility schemes are based on available funding arrangements for students and staff in which UKIM participates, namely:

- the BASILEUS (Balkan Academic Scheme for the Internationalisation of Learning together with EU Universities) programme, coordinated by Ghent University under Erasmus Mundus. BASILEUS provides the most attractive grants for both students and staff
- the Joint EU-SEE programme, also funded by Erasmus Mundus
- The Erasmus mobility programme, funded under the Lifelong Learning Programme (Erasmus).

The Team met several Erasmus coordinators as well as the staff of the Office responsible for mobility at the University level. There is a developed system of Erasmus coordinators at faculty level, who should be praised for their commitment. Whereas the Team is aware that all mobility figures should be assessed in relation to the size of the country (and its higher education critical mass) as well as quotas given by external bodies (such as in the case of the number of Erasmus or Basileus grants available for Macedonian students), it would still like to point out that the number of exchanges seems to be very small.

Most of interviewees agree in this regard that the number of exchanges should be increased. They also generally acknowledge that mobility is being improved and that there are continuing efforts to achieve further improvement. Recognition differs from discipline to discipline, and there is a close coordination between Erasmus and ECTS coordinators based in faculties. Some students expressed their concern that credits acquired abroad are not being recognised, but most agreed that they receive the appropriate information before organising their exchange experience. Moreover, although a fair number of classes are organised in English, there is no specific language class for preparing outgoing students.

Finally, UKIM is the first Macedonian university to organise joint degrees with several other European universities in Italy, Germany, France, Sweden, and elsewhere. Teaching is provided in both places and teachers from partner institutions sometimes visit UKIM. This is confirmed by many of students interviewed, who have on occasion been taught by visiting international staff.

The Team would recommend that the University **increase the number of exchange students** by offering more courses taught in English language (in order to attract more incoming students) and further explore grant schemes (e.g. provided through donations, partnerships with the industry, multinational companies, foundations, alumni associations and public authorities). Likewise, **staff exchanges should be promoted** through grant schemes to be developed for staff, and by using the participation in staff exchanges as a factor for career promotion. More generally, mobility seems to be perceived at UKIM management level as only related to funding, whereas it also should be related to strategy and policies to be put in place at institutional level. In particular, the University **needs to develop a plan to be implemented after the Basileus programme ends** (by 2014).

4.2. Towards an internationalisation policy

The Team commends UKIM's participation in several projects supported by European funds, which allow working at trans-national level. There is no doubt that various initiatives flourish at each level of UKIM. Faculties, or individual staff members, seem to make good use of their contacts and resources for establishing cooperation schemes that could be beneficial to their students, to staff members, as well as to the further development of UKIM (and in particular of its research activities). Good examples such as the establishment of a regional South Eastern European Centre for Law, which promotes itself as a specialised "niche" in the region and is based on trans-national expertise, should be underlined and praised. UKIM would certainly gain from **collecting examples of good practice** and organising platforms for **sharing them** at the level of the institution.

On another level, the Team would like to point out that an internationalisation policy, especially when it touches upon balancing future institutional challenges (such as in the case of joint doctorates with institutions abroad, see above section 3.3), should not be limited to

mobility schemes and funding. The Team would see as useful to focus on the possibility of **envisaging the University's internationalisation policy** as an all-encompassing and horizontal feature across the institution, and going beyond the summing up of individual initiatives collected at the faculty level. Such a policy could, for instance, include an action plan based on an exhaustive analysis of needs that could be met through internationalisation, clear patterns of potential partnerships that could be realistically carried out within the framework of UKIM's current autonomy and funding schemes, mid-term and long-term goals in terms of mobility numbers, etc. Finally, an Office for Internationalisation established at institutional level would be necessary as a tool for such a strategy, as well as providing an interface between faculty initiatives (which should certainly be encouraged) and the institutional leadership.

5. Conclusion

In conclusion, the Team would like to congratulate the University for its achievements over the past years. Changes that took place since the first IEP evaluation in 2003 were noticeable. The dynamism and commitment of all those involved in change processes within the institution should be praised.

The Team would like to encourage strongly the University to continue and further develop its forward-thinking attitude, instead of awaiting national and legislative developments and present itself as a pioneer institution, proud of its identity and able to offer forward-looking and innovative solutions in a changing environment. Communication with the external world (including the business world, future students and their families, etc.) should emphasise the contribution it can make to Macedonia and the wider regional community.