

EXTERNAL EVALUATION REPORT

PhD. STUDY PROGRAM IN

“BUSINESS ADMINISTRATION” WITH PROFILES: ECONOMIC

SCIENCES, FINANCE, MANAGEMENT, MARKETING,

ACCOUNTING, INTERNATIONAL BUSINESS”,

OF NEW YORK UNIVERSITY OF TIRANA

Experts:

1. *Prof. As. Doriana Matraku Dervishi*
2. *Professor Emeritus Mieczyslaw W. Socha*

2016



EXTERNAL EVALUATION REPORT
FOR STUDY PROGRAMME PhD in "Business administration" with profiles: Economic Sciences,
Finance, Management, Marketing, Accounting, International Business",
of New York University of Tirana

Table licensing data for the study program:		
1	HEI applying:	New York University of Tirana
2	Faculty who offers:	Faculty of Economy
3	Order/Decision of Councils of licensing/ re-organization	Order of Minister No. 567, date 19.11.2012
4	Title of the study program:	Phd in Business Administration with profiles: Economic Sciences, Finance, Management, Marketing, Accounting, International Business
5	Study cycle:	Third cycle
6	Duration of the study program:	At least 3 year
7	ECTS in total:	60 ECTS organized theoretical studies and 15 ECTS theoretical which will be done by foreign academic staff with the third cycle studies qualification
8	Form of study (fulltime/part time/in distance/):	Full time
9	Language (albanian/other):	Lacking in the Order of licensing In the SER is cited "PhD program is in English"
10	The program is offered by the institution	New York University of Tirana
11	The program is offered in cooperation with other institutions	In collaboration with University of Bolton
12	Joint degree:	Phd in Business Administration with profiles: Economic Sciences, Finance, Management, Marketing, Accounting, International Business
13	Double degree:	-
14	Level on the National Framework of Qualifications	8
15	Activation of the study programm	2012-2013
16	The first generation of graduation	2015-2016
	Etc	

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EXTERNAL EVALUATION REPORT
FOR DOCTORAL SCHOOL AND STUDY PROGRAM PhD IN BUSINESS ADMINISTRATION" WITH
PROFILES: ECONOMIC SCIENCES, FINANCE, MANAGEMENT, MARKETING, ACCOUNTING,
INTERNATIONAL BUSINESS OF NEW YORK UNIVERSITY OF TIRANA

INTRODUCTION

This Report presents the results of the first external evaluation of the quality of the Business Administration doctoral programme provided at the University of New York Tirana (UNYT). UNYT is a small private higher education institution operating since 2002 where the number of students enrolled in the three cycles of higher education ranges from 600 and 700. The University employs 58 academic teachers. In 2012, UNYT obtained consent from the Ministry of Higher Education for the provision of three doctoral programmes, including Business Administration (Order of the Minister No. 567/19/11/2012 on opening the program of the third level of doctorate studies at the private university 'University of New York Tirana'). The BA programme was prepared in cooperation with the University of Bolton (UK). The Public Accreditation Agency for Higher Education (PAAHE) awarded its accreditation to the Bachelor's degree and Master's degree programmes. In 2015, UNYT received institutional accreditation (Ordinance No. 405, dated 28.10.2015).

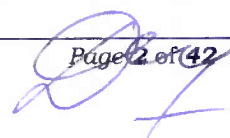
The Business Administration doctoral programme was to be accredited in the academic year 2013/2014, however, the HEI and PAAHE moved this process to the current year due to the fact that the HEI and the doctoral program had been functioning for a short time. In 2016, PAAHE appointed a panel of experts composed of several persons to evaluate the doctoral programme. The initial evaluation of the programme was carried out on the basis of a Self-Evaluation Report (SER) and other documents. The strengths and weaknesses of the programme were accurately identified in SER prepared by the Internal Evaluation Group (IEG). When summing up each quality standard, its strong points and those needing improvement were presented. The final evaluation took account of the outcomes of interviews with the key stakeholders of the programme. The interviews were held during a site visit taking place on 12 and 13 October 2016. Analysis of the programme was performed in accordance with doctoral programme external evaluation procedures set out in the relevant regulations of the Ministry of Science and Higher Education and PAAHE. In the process of evaluating the quality standards contained in those regulations, the Review Team endeavoured to answer three basic questions:

- Does the programme equip graduates with knowledge, skills and social competences specific for third-cycle programmes (level 8 of the Albanian Qualification Framework)?
- Can the Review Team be confident that the university provides not only high quality education at doctoral programmes as it promises in a number of declarations but that it also has an embedded internal mechanism serving the purpose of further quality improvement and enhancement?
- Does the study programme fulfil - at least to a minimum extent - the requirements contained in the regulations of the Ministry and PAAHE?

In view of the fact that this is a new doctoral programme, special attention was given to UNYT's ability to ensure not only minimum quality standards, but above all to maintain, improve and develop this programme in the future, and in particular to ensure conditions favourable for the development of quality culture. That was the basis on which the expert panel commented on the organisation of the doctoral programme and formulated recommendations aimed at its further development.

The Review Team wishes to thank the authorities of the University and the Doctoral School as well as all persons interviewed for this very well organised site visit, open discussions and a friendly atmosphere of the academic dialogue with various groups forming the academic community.




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MEMBERS OF EXTERNAL EVALUATION GROUP (EEG)

Accreditation Council and APAAL decided that Prof. As. Doriana Matraku Dervishi and Professor Emeritus Mieczyslaw W. Socha, will be the expert for the evaluation of this study program. The group was assisted by the programme officer of APAAL, Ms. Iva Lika.

On 31.10.2016 the draft report of the external evaluation was sent to University of New York Albania. The University of New York Albania sent to APAAL the official letter no. 263/2016, dated 23.11.2016, about some comments relating to this draft report. Experts read the comments and decided to take into account some new information and correct the report. The comment 1 was reflected; comment 5: see page 4; comment 6: see page 14; comment 8: see page 17. No changes will be made to the comments 2, 3, 4, 7.

MANAGEMENT POLICIES AND ADMINISTRATION OF DOCTORAL SCHOOL

1. Mission and objectives of the study programs offered

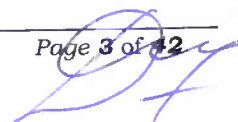
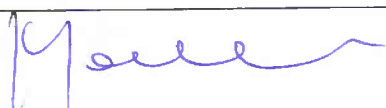
The HEI offers the Business Administration doctoral programme as a full-time programme at the Doctoral School. The aims and objectives of the doctoral programme are in line with the mission statement of the University and Doctoral Schools as well as with the Research Strategy of UNYT. These documents emphasise that doctoral programme graduates are prepared for conducting research, teaching and consultations. They are to make a great contribution to the development of scientific knowledge by conducting research and disseminating knowledge through teaching and publications. They are strongly focussed on their profile. Doctoral students can study either Economics, Finance, Management, Marketing, Accounting or International Business as part of the selected programme. This wide profile of doctoral student education has not been supported by in-depth research into the needs of the labour market. The Review Team was informed that when this programme was created, the opinion of academic staff members employed both in the business sector and public administration was taken into account. So far only three profiles - Finance, Management and Marketing - have attracted students.

- ☒ Relevant documents, taken during visits to the institution

Evaluation according to the Standards

Standards/criterion	Evaluation according to the standards¹
Standard I.1 - General framework	
Criterion 1 The study program of third cycle (doctorate) is a new program or a reorganized program;	Criterion 1 The programme undergoing evaluation is new and - according to the information obtained from HEI representatives - results from the current stage of HEI development, especially in the field of research, but also from the needs of the HEI and first- and second-cycle programme graduates. Criterion 2: N/A Criterion 3: The university has adapted the number of recruited students to its staff, scale of research and disciplines represented by PhD thesis
Criterion 2 If it is reorganized, the extent to which it affected the previous program.	
Criterion 3 The total number of students studying how doctor eight and number of those who attend this study program each year is in line with the policies of Higher Education Institutions (HEI) where the program is conducted as well as state policy for higher education and scientific research regarding recognition and validation of diploma and number of students studying for doctorate to one scientific mentor.	

¹ IEG must writing for the fulfilment of each standard (based on criterions). At the end of their, need to write his opinions (summary), for fulfil the standards



Criterion 4 Doctorate study program is supported by national or international research groups accredited for research in relevant field or fields of studies; Criterion 7 Internal evaluation report of study program of the third cycle is reviewed by the Council of Professors.	supervisors. SER states that in the current academic year there are 31 students enrolled in all doctoral programmes and 10 in the Business Administration programme (5 students at cohort I, 3 at cohort II and 2 at cohort III). The number of students per one thesis supervisor ranges from one to three. Therefore, the formal requirement that this indicator should not exceed two per Associate Professor and academic teacher holding a PhD degree from a HEI situated in OECD countries and five per Professor has been met. Criterion 4: There are three research centres forming UNYT's doctoral programme-related infrastructure. Doctoral students conduct their research as individual projects. Three of them are employed at research centres as full-time academic staff. Several students participate in group research projects in the HEI. It is worth emphasising that substantive support is provided to doctoral students by foreign HEI representatives being members of Supervisory Teams. Criterion 7: SER authored by IEG was discussed in various groups of the academic community and accepted by the Council of Professors. The Provost of the Bolton University and a representative of doctoral students are among its authors. Basically, all persons interviewed by the Review Team confirmed being familiar with SER.
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Conclusions of IEG: fully comply

The programme meets formal requirements contained in national regulations. It was created in accordance with the HEI strategy aimed at the development of research, education of future academic teachers, researchers and experts active in Business Administration. By creating the UNYT research centres, the first attempts to support doctoral students' research were made. The first doctoral student cohorts are implementing their research projects individually and some of them were involved in research project conducted by the UNYT. do not participate in the work of research teams. Good staffing conditions for PhD theses substantive supervision have been provided. A low indicator of students per one thesis supervisor is conducive for the preparation of high quality doctoral theses and doctoral students' progress monitoring. Foreign HEI representatives' right to participate in the evaluation of doctoral students' progress should be seen as a very positive thing.

The Review Team has some doubts as to providing as many as 6 doctoral programme profiles, out of which each represents a separate discipline. This situation does not favour introducing more specialist courses improving knowledge and research competences linked to each of those disciplines. Moreover, UNYT has no big number of professors and doctors specialising in the profiles provided. Outside observers will have no clear picture of what the comparative advantages of those doctoral programmes are. The fact that there is no analysis of labour market needs and business representatives' opinions is slightly surprising, especially in the context of the declared education of specialists-consultants. In our view, seeking only the opinion of professors active in those sectors seems insufficient.

Therefore, the Review Team suggests changes to the profiles offered and their reduction or the provision of interdisciplinary doctoral programmes. They could make HEI's doctoral programmes stand out on the Albanian education market. The need for confronting education needs with labour market representatives is indispensable. The preparation (and funding) of some doctoral theses could be directly ordered by the business and public administration sectors. A mechanism allowing each doctoral student to participate in the work of research groups and centres should be developed in the nearest future. The Review Team fully agrees with the view expressed in SER by its authors that priority should be given to the strengthening of research teams' potential and the development of more effective forms of evaluating their research results. In order to ensure a better adaptation of the doctoral programmes to the needs of the labour market it would be advisable to appoint an advisory council at the level of HEI or its Doctoral School with the participation of representatives of foreign HEIs, business

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2. Academic Organisation chart of the Doctoral School

Description part

The UNYT Senate makes all key decisions related to the organisation of doctoral programmes. The Permanent Commission for Academic Promotion which - under Art. 27 of the HEI Statutes "is charged with organizing and managing doctoral programs" operates within the Senate. All doctoral programmes are provided at the Doctoral School established at the level of the HEI. It is assumed that this unit will promote and organise research programmes with particular emphasis on interdisciplinary research. The Doctoral School is managed by the Council of Professors (CP) composed of 11 persons. The President of CP is elected by its members and appointed by the Rector. Following the most recent changes, four members including the President have the title of Professor, four of Associate Professor and three have PhD degrees obtained at universities situated in OECD countries. Some teachers being members of the Council of Professors represent disciplines directly linked to the profiles of the Business Administration doctoral programme. Doctoral programmes are also managed by the deans of the Faculty of Economy and Business (formerly the Faculty of Economics and Business Administration) and the Faculty of Law and Social Sciences. Three units have been separated from the first faculty: The Department of Business Administration, Department of Economics and Finance and the Research Centre in Economics and Business. The Research Centre in Social Sciences operating at the Faculty of Law and Social Sciences (formerly the Faculty of Law and Art) may be of great significance for research projects. The Doctoral School coordinates doctoral students' research activities which should be in line with the research directions that have been listed in the UNYT research strategy. The position of the Coordinator of the Study Programme is also part of the doctoral programme organisation structure. Such university units as the Quality Assurance Office, Admission Office, Finance Office, HR Office, IT Office, Library, Students Affair and Career Office and other participate in the provision of doctoral programmes.

In the current academic year, the number of academic teachers providing instruction to students of the BA doctoral programme and employed full-time is 13, the PAS number is 1 and the AE number is 10. Although the FAS and AE numbers remain stable, the PAS number has gone down from 5-6 in the first years of providing the doctoral programme to one at present.

Measurable indicators:

- ☒ Organizational structure (chart)
- ☒ Bodies selected/nominated at all levels
- ☒ Hierarchical units, decision- making
- ☒ Relevant documents, taken during visits to the institution
- ☒ Academic Structures of doctoral school
- ☒ Database of HEI, updating and the responsibility for retaining and sharing information;
- ☒ Number of academic staff (verify the data, according to Table 1 and 2)

Table 1 Academic staff in the years 2015/2016

	Number of FAS		Number of PAS		Number of AE		Total number	
	Total number	Number of Degree's	Total number	Number of Degree's	Total number	Number of Degree's	Total number	Number of Degree's
Doctoral School	13	4 Prof. Dr. 4 Assoc.	1	1 Ph.D.	10	-	24	4 Prof. Dr. 4 Assoc.
University/ Faculty/								

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Department		Prof						Prof
t		5 Ph.D.						6 Ph.D.

☒ Council of Professors and the coordinator of the study program

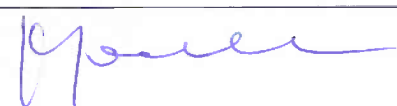
Table 2

Name /Surname	Degree	Position (Member / Chairman)
Nertila Gjini	Professor, Ph.D.	Chair
Fatos Tarifa	Professor, Ph.D.	Member
Suzana Guxholli	Professor, Dr.	Member
Fejzi Kolaneci	Professor, Dr.	Member
Kosta Giakoumis	Assoc. Professor, Ph.D.	Member
Juna Miluka	Assoc. Professor, Ph.D.	Member
Marenglen Biba	Assoc. Professor, Ph.D.	Member
Agim Mamuti	Assoc. Professor, Ph.D.	Member
Enila Cenko	Ph.D.	Member
Ariana Cela	Ph.D.	Member
Adam Ehrlich	Ph.D.	Member

☒ Relevant documents, taken during visits to the institution

Evaluation according to the Standards

Standards/criterion	Evaluation according to the standards
Standard III.1 - Management and financing tools for doctorate study program	
Criterion 1 Unit that organizes doctorate study program has accredited two first cycles of studies in the field, in which it offers the doctorate study program; Criterion 2 Unit that organizes the doctorate study program has adequate administrative premises to realize its good functioning; Criterion 3 In order to carry out the doctorate study program, the unit that proposes its opening engages the necessary personnel, ranging from teaching secretary that follows the third cycle progress; Criterion 4 Responsible bodies for its supervision are established in doctorate study program regulation; Criterion 5 Board of Professors, which is responsible for organizing and supervising doctorate study program has a sufficient number of members that cover all its issues. Minimum number of professors in PC should be 7 (seven). Board of Professors may be also raised to the level of higher education institution, when its main units do not meet the required number of full-time professors; Criterion 6 Board of Professors of the main unit that organizes and manages the doctorate study program meets periodically throughout the year;	Criterion 1: All Bachelor's and Master's degree programmes provided by the Faculty of Economy and Business have been accredited. In 2015, UNYT obtained institutional accreditation. Criterion 2 In 2014, the university moved to a new building where there is office space and teaching rooms equipped with appropriate facilities. Doctoral students are provided with good lecture and computer rooms as well as with a library room. Those employed by the HEI also use UNYT's office space. Criterion 3 The Coordinator of the Study Programme deals with doctoral students' organisational matters. Moreover, they can use the services of a number of UNYT units such as the Main Office of the Doctoral School, Office for QA, International and Career Office, IT Support Office, the Finance Office, The student Information Office. The HEI's administrative services were highly rated by doctoral students in the interviews with the Review Team. Criterion 4 Under the Statutes of UNYT and the doctoral programme regulations, the Council of Professors (CP) composed of 11 persons and set up at the HEI level is responsible for the organisation and supervision of doctoral programmes. It has wide powers, among other things it makes decisions on the progression of doctoral students, appoints thesis supervisors, panels and doctoral thesis reviewers. The CP includes 4 Professors and 4 Associate Professors. The remaining CP members obtained their PhDs at foreign universities. X members including Y Professors and Z Associate Professors have



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research achievements in disciplines linked to the Business Administration study programme.

Criterion 5 According to information obtained by the Review Team, the Council of Professors meets at least twice in an academic year.

Conclusions of IEG: Fully comply.

The establishment of the Doctoral School, which provides all doctoral programmes should be viewed in a positive light. This facilitates operating a single policy at this level of education, good coordination of the functioning of various doctoral programmes, transfer of good practices, programme quality comparison, promotion of research and interdisciplinary programmes. The Council of Professors operating at the HEI level is the basic collegial body with wide powers relating to doctoral programmes. The number of its members and the structure of the degrees that they hold exceeds the minimum number required by law. A report prepared by the Council of Professors and shown to the experts leads to the conclusion that the Council comprehensively evaluates the programmes that are provided by the Doctoral School. However, substantial supervision over the Business Administration programme is limited, as there are few CP members representing this area of study. There is a degree of fluctuation in the personal composition of CP and a decreasing number of academic teachers representing Business Administration within that body. The HEI intends to increase the number of full-time professors to establish a CP at the level of the Faculty of Social Sciences. However, there are no operational plans to put this proposal into place. The Review Team therefore recommends the acceleration of work aimed at the strengthening of substantive supervision over the Business Administration programme. Doctoral students are provided with adequate care and suitable conditions in terms of staffing and infrastructure, in which they follow their doctoral programmes. The policy of employing full-time academic teachers and using the services of foreign university professors deserves appreciation.

3. Quality of Academic and administrative (support) staff

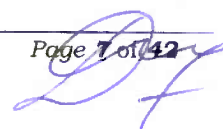
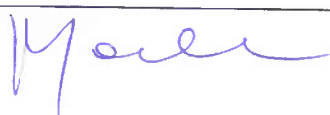
Description part

SER presents data reflecting certain fluctuations in the number of employed academic teachers. At the beginning this number amounted to 17, in the second year of the programme it grew to 20, but in the subsequent years it has gone down to 14. All teachers hold at least PhD degree and most of them - the academic title of Professor or Associate Professor. Out of all 14 teachers employed in the academic year 2015/2016, 5 hold the title of Professor, 4 - Associate Professor, and 5 - a PhD degree. The relevant data for the The Department of Business Administration are: 1 Prof. Dr., 2 Assoc. Prof., 5 doctors and 4 with diplomas of Master. The fact that certain PhD degrees have been obtained at good foreign universities, for example in the USA, UK, Japan, France, Germany and Italy, should be appreciated. Experts from other national and foreign HEIs, e.g. from Finland, Czech Republic, Greece and USA, also participate in the teaching/learning process.

UNYT has developed criteria for teaching staff recruitment placing particular emphasis on candidates' research achievements and teaching experience. Candidates are recruited by way of an open public competition. Apart from formal documentation certifying research and teaching competences, candidates are required to provide letters of recommendation and final decisions are made after interviewing candidates. Should a decision to employ a foreign candidate be made, he/she receives the Guide for Newly Hired International Faculty, which specifies in detail his/her responsibilities related to the programme. As a result, the teaching staff that has been employed possesses extensive experience gained during their university education and in the course of work at foreign universities. Periodical peer-reviews and student opinions expressed in anonymous questionnaires are an important element of ensuring the high quality of teaching staff.

The indicators of the number of students per one professor and FAS/PAS, 10/14 as well as 12/2 have achieved a very good level from the perspective of education quality. The age structure is dominated by persons younger than 55.

Measurable indicators:



☒ EEG should analyse and evaluate some data such as:

- Number of professors;
- Number of associated professors
- Number of doctoral degree holders (or PhD)
- Number of assistants
- Number of administrative and support staff (lab assistants, technicians, administrative staff etc)

☒ Verify the data, according to Table 3

Table 3 Academic teachers in the years 2015/2016

UNYT / Doctoral School/ Doctoral Study Program in Business Administration							
Full-time Academic Staff (Name/Surname)		Position in the Program	Degree	Part-time Academic Staff (Name/Surname)		Degree	Institution where he/her works full time
1	Nertila Gjini	Chair of CoP and Deputy Rector	Prof., Ph.D.	1	Nazik Roufaiel	Prof., Ph.D.	SUNY, USA
2	Fatos Tarifa	Rector and member of CoP	Prof., Ph.D.	2	Andreas Kakouris	Ph.D.	Aegean University, Greece
3	Fejzi Kolaneci	Member of CoP	Prof. Dr.	...			
4	Suzana Guxholli	Member of CoP and Chair of Economics and Finance Department	Prof. Dr.				
5	Kosta Giakoumis	Member of CoP and Deputy Rector	Assoc. Prof., Ph.D.				
6	Juna Miluka	Member of CoP and Dean of the Faculty of Economics	Assoc. Prof. Dr.				
7	Marenglen Biba	Member of CoP and Chair of Computer Science Department	Assoc. Prof., Ph.D.				
8	Agim Mamuti	Member of CoP	Assoc. Prof. Dr				
9	Adam Ehrlich	Chair of Humanites and Social Sciences	Ph.D.				
10	Adriana Cela	Member of CoP and Dean of the Faculty of Law, Aerts and Sciences, supervisor	Ph.D.				
11	Enila Cenko	Member of CoP and supervisor	Ph.D.				
12	Narasimha Rao	Supervisor	Ph.D.				

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- ☒ Qualification data and reports between them (verify the data, according to Table 4)

Table 4 Academic and Administrative Staff by Qualification in the years 2015-2016

Academic and administrative staff	FAS	PAS		FAS/PAS rate
		Albanian	Foreign (invited)	
Professors	5	4	1	4/1
Associate Professors	4	3	1	4/-
Doctor Degree or PHD degree (taken at European Universities)	5	2	2 (1)	4/1
Administrative employees	10	0	0	10/-

- ☒ Data by age (verify the data, according to Table 5)

Table 5 Academic and Administrative Staff by age in the years 2015-2016

Academic and administrative staff	Data by age (years old)							
	(25-45)		(46-55)		(56-65)		(66-68)	
	FAS	PAS	FAS	PAS	FAS	PAS	FAS	PAS
Professors	0	0	1	0	2	1	1	0
Associate Professors	2	0	0	0	0	0	0	0
Doctor Degree or PHD degree (obtained at European Universities)	4	0	1	0	0	1	0	0
Administrative employees	10	0	0	0	0	0	0	0

- ☒ Relevant documents, taken during visits to the institution

Evaluation according to the Standards

Standards/criterion	Evaluation according to the standards
Standard I.1 - General framework	
Criterion 6 The number and level of researchers engaged in this program constitutes a guarantee for program implementation (60% of them should be internal academic staff, engaged in research and holders of academic titles "Professor", "Associate Professor" or scientific degree "Doctor" or "PhD" awarded in universities well known in the world for quality and rich research and publishing activities in the relevant field;	Criterion 6 The provision of the programme involves 14 academic teachers, out of whom at least 85% have been employed full-time for the past three years. All academic teachers hold the title of Professor or Associate Professor or PhD. Teachers holding the title of Professor or Associate Professor constitute over a half of the teaching staff. PhD holders acquired this degree in OECD countries, mainly in the USA and UK. The consistent employment of foreign teachers, mainly full-time, deserves special mention. In 2012-2014, the number of foreigners reached nine. At the moment it is down to five The FAS number of academic teachers involved in doctoral programmes was 13 in the first year, 17 in the second and 12 in the current academic year 2015/2016.
Standard II.1 - Capacities for scientific research	
Criterion 2 The institution that offers programs of study of third cycle (doctorate), has sufficient academic staff with scientific titles and degrees; Criterion 3 The institution has sufficient administrative and research structures for activities provided in the study program to conduct research. The institution may	Criterion 2 UNYT employs an adequate number of academic teachers holding the title of Professor or Associate Professor or doctoral degree who are prepared for conducting scientific research. Criterion 3 UNYT has created and develops organisational structures facilitating research, including

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organize joint programs of doctorate study with one or more other institutions, based on agreements between them;

those which are vital for the Business Administration doctoral programme. There is a research institute operating in the HEI - The Institute for Studies on Democracy and Development (ISDD) as well as two research centres: the Research Centre for Business and Economics (RCBE) and the Social Science Research Centre (SSRC). Cooperation initiatives are taken in the field of research conducted together with foreign HEIs.

Conclusions of IEG: Fully comply

The personnel policy privileges the employment of teachers who actively participate in research and possess extensive teaching experience. Therefore, it facilitates the achievement of the declared objectives of the doctoral school. An adequate number of lecturers holding the academic title of Professor and Associate Professor or the degree of Doctor has been employed, including those full-time. However doctoral study program is organized from Faculty of Economics with 3 units: Department of Business Administration, Department of Economics and Finance, and the Economics and Business Research Centre. There are only 6 teachers in each of the departments and 5 at the Business Research Centre. The minimum number of teachers at one department required by Law on Higher Education is 7.

The teaching staff stands out by their extensive academic experience gained during university education and in the course of working for foreign HEIs. The majority of teachers publish in international scientific journals and present their research results at international conferences. However, there does not seem to be enough publications in more recognisable scientific journals in disciplines represented by those teachers. It is the Review Team's opinion that the academic potential of the teaching staff and their contact with colleagues working for foreign HEIs provides opportunities for increased participation in international research projects and the publication of even more valuable studies. Many lecturers actively participate in advisory activities in public and private sector institutions, which undoubtedly enhances the teaching process and creates good conditions to adapt the work of students to the needs of the labour market.

4. Facilities, infrastructure, logistics and other services of doctoral school and program of study offered

Description part

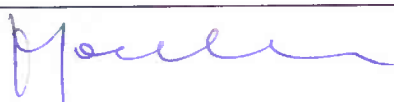
UNYT has teaching and research facilities situated in its new building, which creates conditions necessary for having its own campus. Doctoral students may use lecture rooms equipped with basic facilities to conduct classes, laboratories, computers, as well as department and research centre offices, library and the Internet. The small number of doctoral students is reflected in good infrastructure indicators per head. The library possesses about 6000 books and there is a small collection of textbooks presenting advanced knowledge. Doctoral students have online access to global bibliographical databases such as EBRARY, JSTOR, EMERALD, OXFORD PREFERENCE. Moreover, they can use the infrastructure of HEIs cooperating with UNYT. They can also use specialised university units offering academic, social, sporting and cultural services. According to SER (page 30), the Office of Career and Alumni provides information about all academic events and research funding opportunities, project proposals and conferences. Doctoral students presented positive views of the teaching and research infrastructure.

Measurable indicators:

- ☒ EEG should analyse and evaluate: the Facilities, infrastructure and logistics for doctoral school (verify the data, according to Table 6)

Table 6

Facilities for doctoral school or study program	Number or Square m ²
Auditoriums	2
Classrooms	11



Laboratories	-
Computer/internet laboratories	4
Library buildings/hall	1
Corridors / halls	8
University sports facilities	1
Buildings for tertiary services	7
Rooms for student government activities	1
Recreational facilities such as cafeterias / fast-food/etc	1
Logistics Room (for photocopying machines, etc.)	2
Offices for Deans/ Chancellery/etc	6
Administrative offices	11
Department offices	6
Quality assurance Unit Office	1
Meeting halls	5
Staff toilets	10
Student toilets	24
Parking area	4 levels
Rate m²/per student	132

☒ EEG should analyse and evaluate other logistics database, as:

- number of PC per doctoral students;
- number of PC furnished labs per students;
- number of PC for academic staff
- number of PC for administration
- number of printers for each one
- number of photocopying machines for each one
- number of head projectors
- number of video-projectors
- number of scanners

☒ Relevant documents, taken during visits to the institution

Evaluation according to the Standards

Standards/criterion	Evaluation according to the standards
Standard II.2 - Didactic basis and technical support	
Criterion 1 Students admitted in the third cycle study program have necessary conditions to realize the study program with academic and research character; Criterion 2 Doctorate studies program provides harmonization of student's goals in scientific-research field, approved research projects and, at its conclusion, even the possibility of academic career and employment; Criterion 3 A scientific library with publications in hardcopy and electronic form and complete IT infrastructure available to of third cycle study program; Criterion 4 Students have sufficient technical support for scientific research development; Criterion 5 Researches that include laboratory	Criterion 1 The HEI provides its doctoral students with good conditions to conduct research and to study effectively. An inspection undertaken in the course of the site visit showed that the lecture rooms, laboratories and other rooms were maintained in very good working order and equipped with basic multimedia facilities used during classes. Criterion 2 SER does not mention the degree to which this criterion has been fulfilled. On the basis of the interviews held it is possible to say that such harmonisation is evident. Research projects serving as the basis for PhD theses are sent to the departments and research centres to verify their compliance with research pillars contained in the UNYT Research Strategy. Doctoral programmes are to prepare their graduates for research and teaching work in HEIs and research institutes. The theoretical component equips doctoral students with skills needed for conducting research

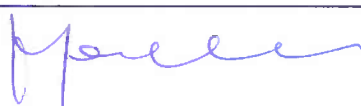
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researches are supported by sufficient scientific laboratory basis.	and classes with students of lower cycles of study. Education provided in as many as six broad profiles, however, does not facilitate their improvement which may result in graduates' worse competitiveness on the labour market, especially in the context of higher education jobs. The visible dispersion of specialisations and a limited number of teaching staff members does not help in terms of the creation of larger research groups. Although the HEI possesses some research infrastructure facilitating the provision of the doctoral programme, the participation of doctoral students in the work of research centres is unsatisfactory. During their interviews, doctoral students said they were planning their careers mainly in the higher education sector. C3 The collection of scientific and didactic books meets doctoral students' handbook-related needs only to some extent. Having inspected the collections of books, the PAAHE experts concluded that not all titles recommended by lecturers could be found in the library. The offer of scientific journals is much better as the library offers access to an extended collection of online databases, which hold electronic copies of various materials useful for the purposes of didactics and research. The fact that the library is open 7 days a week deserves special recognition. Students did not express any reservations as to the functioning of the library. They emphasised their thesis supervisors' significant assistance and the fact that they let them access items from their own collections and specialist software. C4 In the course of their research, doctoral students make use of technical support offered by specialised HEI units and the Coordinator for the Doctoral Programme. This refers both to using university computers and specialist software indispensable for research. The SSPS package for statistical and econometric purposes is one example of such software. The university does not possess national and international databases created by individuals, for example by workers, consumers, companies or households. C5 Apart from its three laboratories, UNYT also operates an incubator (Co-Lab) supposed to support the development of new business undertakings. So far no doctoral students have used this facility. The university cooperates with well-known IT companies, for example ORACLE, CISCO and Microsoft from whom it buys new computers and software. The Review Team verified the technical specification of the computers in one computer laboratory and the software installed there. This allows us to conclude that only the basic conditions necessary for conducting quantitative research have been met and general software is out-of-date, e.g. Windows XP 7.
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Conclusions of IEG: Fully comply

UNYT possesses good teaching facilities and research infrastructure to be used by Business Administration doctoral students. It is also noted that the HEI takes great care to ensure that doctoral students have access to global bibliographic databases. However, the IT infrastructure needs modernisation and specialist software is provided. The fact that there is no database containing primary data limits the probability of proposing original research projects and preparing innovative theses and valuable publications. The present doctoral students, however, are unaware of this problem as they use their own computers which are better equipped, as well as books and software made accessible by their thesis supervisors. The Review Team was informed about latest initiatives expanding the number of books and databases.



5. Financing and management of financial resources

Description part

UNYT funds doctoral programmes using two sources: tuition fees and research grants. Overall income kept decreasing in subsequent years from almost EUR 60.000 in 2013/2014 to EUR 17,252 last year. The share of tuition fees is down from 73% in the academic year 2012/2013 to 37% in 2015/2016. In the academic year 2013/2014 the doctoral programme obtained limited funding (EUR 1,946.43) from the central budget. The average expenditure on a Business Administration doctoral student ranges depending on the profile - from EUR 9,868 (Marketing) to EUR 11,203 (Finance). SER does not present doctoral programme expenditure structure including expenses for research and mobilities abroad. The finances of the programmes are subject to internal and external audits. Auditors expressed a positive opinion on the way in which doctoral student education funds were spend.

Measurable indicators:

- ☒ EEG should analyse and evaluate the Financial resources, data over the three years (verify the data, according to Table 7)

Table 7 Financial resources in the years 2012-2016 (in euros)

RESOURCES	2012/2013	2013/2014	2014/2015	2015/2016
PUBLIC FUNDS				
Central government	-	1 946.43	-	-
Local government	-	-	-	-
NON-PUBLIC FUNDS:				
Grants on research and contracts	10 852	28 370	28 370	10 852
Consultations, services	-	-	-	-
All kinds of tuition fees	28 600	28 650	23 900	6 400
Sponsorships	-	-	-	-
Donations, assurance activities, foundations etc.	-	-	-	-

- ☒ EEG should analyse and evaluate the Costs for students and their mobility costs;
- ☒ Transparency and internal financial control, audit and outcomes;
- ☒ Financial management capacity;
- ☒ Relevant documents, taken during visits to the institution;

Evaluation according to the Standards

Standards/criterion	Evaluation according to the standards
Standard I.1 - General framework	
Criterion 5 Doctorate study program is supported by a sufficient budget for research;	As there is no adequate data, it is impossible to say whether research expenditure is sufficient. It probably is, in light of the current doctoral students' work progress. SER states that doctoral programme expenditure constitutes 22% of annual costs of employing FT academic staff. The fact that 11 doctoral students have been awarded research grants (which according to SER constitutes 43% of income from tuition fees) should be emphasised. The doctoral students expressed no reservations as to the level of funding their research work.
Standard II.1 - Capacities for scientific research	

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Criterion 8 External funding received for scientific research is indicative of high level research activity and they are administered for the progress of relevant study program.	The high share of research grants as a source of research funding (since 2013/2014 income from external sources has exceeded income from tuition fees) should be seen in a positive light. On the one hand, they prove that the university conducts research recognised by the community, and on the other hand - it could decrease the degree of sensitivity of those programmes to fluctuations in demand for them. However, the authors of SER admit that not all research projects provided financial support to the doctoral programme. Basically, just one example of supporting a doctoral students' research by a research programme was quoted.
Standard III.1 - Management and financing tools for doctorate study program	
Criterion 7 Financial budget of doctorate study program is sufficient to achieve research objectives for each doctorate student; Criterion 8 Financial budget distribution structure of doctorate study program matches with scientific research policy and needs.	C7 No conclusive evaluation of the degree of implementation of each doctoral students' research objectives from the financial perspective is possible as there is no relevant data. The research grants mentioned above and the one example of support granted to a doctoral student's research show that the budget of the doctoral programme only partly covers the research programme. The doctoral students interviewed said that they covered some costs by themselves in the case of mobilities abroad or conferences. C8 The fact that there is no expenditure structure makes it impossible to evaluate their compliance with the needs and objectives of the research policy. However, the fact of awarding research grants should be mentioned. It was assumed that research grants would fund studying abroad, however, there are no students implementing their research projects in foreign HEIs.
Standard III.3 - Financing of doctorate study program	
Criterion 1 Number of research works funded by the ministry; Criterion 2 Distribution of funds to host and supervision teams of scientific research works is done in a balanced way; Criterion 3 Number of research works funded under national research projects, benefited by scientific supervisors of doctorate students for this study program; Criterion 4 Number of research works funded under international research projects benefited by scientific supervisors of doctorate students for this study program;	C1 So far only the Ministry of Culture has funded one research project entitled "Raising Museum Awareness and Museum Culture in Bernat" C2 The Review Team did not obtain information allowing to evaluate this criterion in a conclusive manner. C3 Two thesis supervisors participated in the above mentioned project of the Ministry of Culture. C4 Six thesis supervisors participated in an internationally funded research project, but not students.
Conclusions of IEG: substantially comply In the section relating to the funding of the doctoral study programme, SER focusses on income and average expenditure linked to doctoral student education and not on the structure of expenditure. Therefore, determining the degree to which the budget covers doctoral students' research needs may be only approximative. Funding research grants for a large number of doctoral students including funds for mobilities abroad is a positive thing. These mobilities, however, mainly boil down to conferences organised abroad and not to longer research-related mobilities. This data shows that the involvement of staff and students in research projects funded nationally and internationally is poor. So far no attempts have been made to find sponsors from the business sector. The preparation of PhD theses reflecting the needs of the economy would facilitate finding new sources of funding. The Review Team is aware that this situation cannot be radically improved within short time and	

recommends the increase of the scale of financing the doctoral programme by obtaining external funds related to research projects. More university funds could then be spent on the development of doctoral students' and their supervisors' skills needed to apply for grants in an effective way.

6. Internal Quality Assurance System (IQAS)

Description part

In its mission statement, UNYT declares that it achieves the highest quality standards in teaching and learning. Therefore, it is vital to know whether or not it possesses an effective IQAS guaranteeing the achievement of this objective. The description of the functioning of this system provided in SER is very superficial and focusses on the description of surveys administered to doctoral students. It is just as difficult to form an opinion on the internal quality assurance system having visited its website, as the university provides no tab entitled "Education quality". In the course of the site visit, the Review Team obtained essential information and documents relating to IQAS and its functioning. The development of the internal quality assurance system was preceded by a review of systemic solutions applied by other American and European HEIs.

Our experts were shown a document entitled "Annual Objective 2015-2016", which states that in the field of the quality Policy the HEI is committed to a) "adhering to the highest standards of quality in our learning and teaching", (b) "striving for academic excellence in teaching, scholarship and service", (c) promoting European co-operation in the field of quality assurance. These declarations were translated into three forms of institutional objectives for development, service research and teaching. Then action plans were developed for each of those fields. Under Art. 28 of the UNYT Statutes, the Permanent Commission for Quality Standards and Programs Assurance (PCQSPA) was appointed at the Senate level and it focusses on "developing and strengthening the quality system in UNYT". Its composition includes a representative of students. The Commission is to develop a quality policy, relevant regulations, coordinate evaluation procedures and ensure compliance with legal frameworks and cooperate with stakeholders. The Quality Assurance Manual sets out regulations concerning the internal quality assurance system. The Senate entrusted education monitoring and the development of the system to the Quality Assurance Committee (QAC) appointed as a three-strong body by the UNYT Senate on 19 September 2014. On the strength of its decision Nr. 29 of 26. 09. 2016, the composition of QAC was increased to 5 people and included a representative. The decision resulted in the establishment of the Quality Assurance Unit and the creation of the position of the Quality Assurance officer/coordinator responsible for the coordination of all procedures linked to internal and external evaluations administered to university units. The Quality Assurance Unit is to carry out regular evaluations of the teaching process and research. Periodic evaluations are to be carried out in relation to structures and programmes and have to comply with the Code of Quality. The HEI has developed a method of dealing with the results of previous external evaluations relating to its undergraduate and graduate programmes.

Anonymous questionnaires completed by doctoral students on the completion of each class provided during the first year of study are the basic tool of education quality monitoring. The Quality Assurance Unit deals with the organisation of doctoral student surveys and prepares an annual report containing their results. Questionnaires to be filled in by doctoral students are composed of several dozens of closed questions mainly focussing on the provision of classes and they allow students to comment on them. Having read some of the questionnaires it is clear that some students avail themselves of this opportunity and formulate certain demands relating to the study programme. In the opinion of the Review Team, such questionnaires should put more emphasis on the relationship between theoretical education and students' research needs. In the case of the doctoral programme, the purposefulness of doctoral students' opinions expressed in such questionnaires may come into question due to their small number and the administration of those questionnaires to first year students only. It would also be difficult to ensure anonymity when evaluating classes held by thesis supervisors in the second and third years of the programme. Therefore, the evaluation of doctoral student progress submitted to the Council of



Professors, publications reviews, brown bag presentations and those at scientific conferences remain the main mechanism of quality assurance for doctoral programmes. The Council of Professors prepares an annual report covering doctoral programmes where it undertakes a thorough analysis of the strengths and weaknesses of this form of education, its risks and opportunities while giving attention to the quality of teaching and learning and developmental opportunities in respect of those processes. Also new so-called exit survey will be adding in the future. Moreover, all instructors undergo periodic peer-reviews with class observations as one of their essential component. In accordance with the peer review form, a reviewer has to carry out the evaluation of three categories: teaching materials, classroom performance and student evaluation. The results of such peer-reviews are contained in reports. Suggested changes and classroom performance improvement are submitted to the authorities of the programme. Informal quality assurance mechanisms basing on the ethical and academic standards of the teaching staff as well as university and programme authorities play a very important role at a university this small. This is confirmed by doctoral students' level of satisfaction with the programme.

The Review Team therefore declares that the HEI has developed quality assurance policy objectives, tools and structures for the functioning of the internal quality assurance system. They include the majority of IQAS areas mentioned in ESG. On the basis of analysis of documentation and the interviews held it is possible to conclude that the quality of education provided at doctoral programmes is systematically reflected on, the solutions applied are critically analysed and corrective as well as remedial actions are taken.

Despite a positive rating given to the existing internal quality assurance system, the Review Team wishes to draw attention to the necessity to improve internal and external information on IQAS and its performance. Firstly, doctoral students would have to be informed about the results of questionnaires and remedial and corrective actions taken. Secondly, encouragement should be given to the development of a mechanism enabling student evaluation of the quality of care offered by thesis supervisors. Thirdly, providing the "Quality Assurance" tab on the university website would serve UNYT's better transparency and accountability. Such demands and suggestions were reported by students in their questionnaires and at the meeting with PAAHE experts.

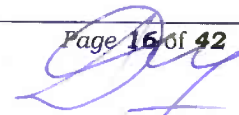
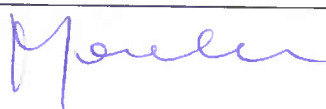
Measurable indicators:

- ☒ EEG should analyse and evaluate the quantitative data for IQAU, as:
 - How many surveys are made with students?
 - How many students were surveyed?
 - How many surveys are processed, and what problems are issued?
 - Which have been the next steps?
 - etc.
- ☒ EEG should analyse and evaluate the analyses for *Internal quality control*, as:
 - Responsibilities in monitoring and quality management, until the department level
 - Self-assessments conducted, and their results
 - Quality improvement policies, on the basis of periodic self-assessment
 - The results of the audit and preview external assessment
 - Relevant documents, taken during visits to the institution

DOCTORAL STUDY PROGRAM

7. Study program, its organization

Description part



Doctoral programme graduates are awarded Philosophy Doctor (PhD) in Business Administration diplomas. UNYT's doctoral programmes are to be marked by interdisciplinary and cross-departmental activities. The BA programme develops research competences linked to six profiles, each of them representing a distinct academic discipline. The programme is to prepare for the roles of academic teachers, researchers or consultants. The programme is to facilitate exploring the most recent theories, methodology and research techniques, acquiring the skill of conducting unassisted research and equipping students with skills and qualifications necessary for employability on the global labour market.

The study programme lasts 3 years and in some cases it may be extended to 4 years. The study programme is divided into two sections: theory and research. The theory component is composed of 10 courses provided during the first year of the programme. Students specialising in Finance and Marketing may choose from among 12 courses, and those specialising in Management - from among 11 courses. There are 4 core courses for each profile, which include qualitative and quantitative research, economics, PhD seminar and teaching in HEIs. The theory component carries 30 American credits (this is the system preferred by the HEI) or 60 ECTS. One American credit is scored for 15 hours with the participation of a teacher and 20-30 hours of independent and unassisted work. At the end of the first year there is a comprehensive exam meant to sum up the knowledge gained. Successful candidates are eligible to start the second year. This is a written exam and its questions show that it is students' theoretical competences that are tested and not their methodological preparation for research. UNYT's syllabuses, just like it is the case in American HEIs, do not specify different forms of teaching classes. Our interviews held with students and academic teachers prove that the HEI applies diverse teaching forms that boost student active participation.

During the second and third year, doctoral students are supposed to conduct research and prepare their doctoral theses. Each student, before being allowed to present their theses, should - as the main author - present their work at 3 scientific conferences (including 2 organised in OECD countries) and publish (or present proof of a publication being accepted) 3 articles in scientific journals (including 2 published in OECD countries). Moreover, each doctoral student has to present a certificate confirming their command of English at C1 level. So far, two Business Administration doctoral students have presented 5 publications in 4 foreign journals. Two doctoral students have presented their work at 4 conferences including 2 organised abroad.

Having met those requirements, a doctoral student may present their PhD thesis as a monograph or several essays whose contents are linked. This requirement has been fulfilled by one doctoral student who has obtained the title of Doctor - the first one in the history of UNYT. Doctoral students are expected to possess considerable experience in undergraduate and graduate course teaching.

Measurable indicators:

- ☒ Analyses and evaluation for: general elements of the study program:
 - Duration: not less than 3 years
 - Year for advancing theoretical studies (1 year or 60 ECTS)
 - Search / Creation: at least 2 years
 - Thesis (within 4 years of enrolment)
- ☒ Analyses and evaluation for: academic curriculum plan of the first year, the division of subjects in credits, and according to the forms of teaching (verify the data, according to Table 8)

Table 8a Curriculum Plan for Finance

Year I	Semester	Credits (ECTS)	Hour in week	Academic Curriculum Plan					Total In class	Individual student	Final exam
				Lecture (hour)	Seminar (hour)	Laboratory (hour)	Practice (hour)				

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Subjects/ Modules					Total credits	In class	Individual student work	Total credits	In class	Individual student work	Total credits	In class	Individual student work	Total credits	In class	Individual student work			
1	Quantitative Research Methods	1	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2	Qualitative Research Methods	1	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3	Teaching in Higher Education	1	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4	Dissertation Seminar	2	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5	Fundamentals of Economics	1	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	Applied Mathematics	2	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
7	Decision Making Theory	2	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	Fundamentals of Business	2	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
9	International Managerial Finance	2	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
10	Advance Finance	2	6			n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
11	Advance Investing	n/a	n/a			n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
12	Assets Pricing, Options and Derivatives	n/a	n/a			n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total			60				n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Table 8b Curriculum Plan for Marketing

Year I Subjects/ Modules		Semester	Credits (ECTS)	Hour in week	Academic Curriculum Plan													Final exam	
					Lecture (hour)			Seminar (hour)			Laboratory (hour)			Practice (hour)			Total In class		Total Individual student work
					Total credits	In class	Individual student work	Total credits	In class	Individual student work	Total credits	In class	Individual student work	Total credits	In class	Individual student work			
1	Quantitative Research Methods	1	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
2	Qualitative Research	1	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	

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	Methods									a								
3	Teaching in Higher Education	1	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4	Dissertation Seminar	2	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5	Fundamentals of Economics	1	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	Applied Mathematics	2	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
7	Decision Making Theory	2	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	Fundamentals of Business	2	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
9	International Marketing	2	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
10	Current Marketing Trends	2	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
11	International Business Environment	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
12	Advanced Advertising and Communications	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total			60				n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Table 8c Curriculum Plan for Management

Year I Subjects/ Modules		Semester	Credits (ECTS)	Hour in week	Academic Curriculum Plan													Final exam	
					Lecture (hour)			Seminar (hour)			Laboratory (hour)			Practice (hour)			Total In class		Total Individual student work
					Total credits	In class	Individual student work	Total credits	In class	Individual student work	Total credits	In class	Individual student work	Total credits	In class	Individual student work			
1	Quantitative Research Methods	1	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
2	Qualitative Research Methods	1	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
3	Teaching in Higher Education	1	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
4	Dissertation Seminar	2	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
5	Fundamentals of Economics	1 and	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	

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		2																	
6	Applied Mathematics	1	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
7	Decision Making Theory	2	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	Fundamentals of Business	2	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
9	Advance Operational Management	n/a	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
10	Advance Strategic Management	2	6		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
11	Advance Leadership Theory	2	-		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total			60				n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

☒ Analyses and evaluation for Academic Curriculum Plan, related to the relevant academic staff (verify the data, according to Table 9)

Table 9

Subject/Module		Responsible professor/s (Name Surname)	Title/degree	Department	FAS or PAS
1.	Quantitative Research Methods	Magdy Roufaiel/ Ines Nurja	Ph.D.	Business Administration/Economics and Finance	F/T and F/T
2.	Qualitative Research Methods	Erka Caro/Fatos Tarifa	Ph.D./ Prof., Ph.D.	Humanities and Social Sciences	P/T and F/T
3.	Teaching in Higher Education	Kosta Giakoumis	Assoc. Prof., Ph.D.	Humanities and Social Sciences	F/T
4	Dissertation Seminar	Agim Kukeli/Ariana Cela	Prof., Ph.D./ Ph.D.	Economics and Finance/ Business Administration	F/T
5	Fundamentals of Economics	Mazharul Kazi/Juna Miluka	Assoc. Prof., Ph.D./ Assoc. Prof., Ph.D.	Economics and Finance	F/T
6	Applied Mathematics	Fejzi Kolaneci	Prof. Dr.	Economics and Finance	F/T
7	Decision Making Theory	Agim Kukeli/ Mazharul Kazi	Prof. Dr./ Assoc. Prof., Ph.D.	Economics and Finance	F/T
8	Fundamentals of Business	Andreas Antonopoulos	Assoc. Prof., Ph.D.	Business Administration	P/T
9	International Managerial Finance	Nazik Roufaiel	Prof., Ph.D.	Economics and Finance	F/T
10	Advance Finance	Nazik Roufaiel	Prof., Ph.D.	Economics and Finance	F/T
11	Advance Strategic Management	Andreas Antonopoulos/Ariana Cela	Assoc. Prof., Ph.D./Ph.D.	Business Administration	P/T and F/T
12	Advanced Leadership Theory	Perparim Dervishi	Dr.	Business Administration	F/T
13	International Marketing	Farouk Heiba	Prof., Ph.D.	Business Administration	F/T
14	Current Marketing Trends	George Panygirakis	Prof., Ph.D.	Business Administration	P/T

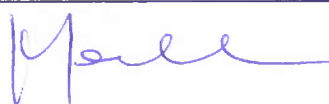
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- ☒ EEG should analyse and evaluate the: the syllabuses for each subject, with all the elements
- ☒ EEG should analyse and evaluate: the procedures followed for the research project, proposed by candidates
- ☒ EEG should analyse and evaluate the second year of PhD: (Research/Creation), as database for institutions in/outside the country, where students have completed their scientific research, such as:
 - university / research centre and development of a University
 - Institute / non-academic research unit
 - Foundation / public entity / private entity
 - Hospital structure
 - Other
- ☒ Analyses and evaluation of third year of PhD: Research/creation/data processing /publication of articles /presentations to international conferences
 - Data for publications / references of students;
 - Data for Magazines, publishing entities where these articles are published
- ☒ EEG should analyse and evaluate the: doctoral thesis and its presentation
- ☒ Relevant documentation, received in visits to the institution

Evaluation according to the Standards

Standards/criterion	Evaluation according to the standards
Standard I.4 - Design and realization of theoretical course of third cycle studies (Doctorate)	
Criterion 1 Programs of third cycle studies include 60 credits for theoretical organized studies; Criterion 2 Theoretical organized studies anticipate balanced ratio of classes for academic and scientific general and specific training; Criterion 3 Detailed teaching program is approved pursuant to bylaws in force; Criterion 4 Theoretical doctorate course is evaluated with a general theoretical examination in relevant field of study, organized by Dean's office and Professors' Council, with a commission consisting of 5 (five) professors in the relevant research field or approximate to it. Candidates who achieve over 80% points are allowed to attend the doctorate research studies. Those who do not reach this result receive a certificate for conducted modules, together with accumulated credits and interrupt doctorate studies.	C1 The HEI operates both American and European credit systems awarding 30 credits for the theoretical component, which equals to 60 ECTS. Each of the ten compulsory courses carries 10 ECTS. According to SER, there are 4 core courses in this group, 4 concentration courses and 2 specialist ones. Courses provided outside of the above mentioned categories do not carry credits. C2 The theoretical component contains a section composed of 5 classes which are attended by students of all profiles. In the case of Marketing specialisation, there are eight core courses. It can be said that they are a good combination of theoretical and methodological classes useful in doctoral students' further education. There are no any changes in the syllabi since 2012 and some teachers are not employed at the UNYT anymore. Analysis of the syllabuses shows that the core courses category includes classes that are not necessarily at advanced level, to mention Fundamentals of Business, Fundamentals of Economics. For example, the syllabus of the latter includes such topics as the classical model, ISLM model or the Phillips curve, which are usually discussed in the course of undergraduate programmes. Similarly, classes in Mathematics cover topics relating to



first order differential equations whereas Fundamentals of Business contain basic information on the business sector. In some cases, recommended reading lists contain handbooks offering advanced, but also basic knowledge. Doctoral students are referred to websites such as World Street Journal, The Economist, etc. In the opinion of those students' university background sometimes called for their basic knowledge to be refreshed. The development of specialist knowledge and skills specific for a given profile is significantly limited due to the limited number of courses to choose from.

C3 Basic requirements relating to doctoral programmes are to be found in internal regulations, which comply with those specified in ministerial provisions. Doctoral students present their draft PhD theses in consultation with their thesis supervisor. It is then approved by the Council of Professors.

C4 The Council of Professors appoints doctoral student supervisors in the first year of the programme. Their duties are precisely determined in the study regulations. Only persons holding the title of Professor, Associated Professor or the degree of Doctor obtained from reputable foreign HEIs may be thesis supervisors. This condition has been fully complied with in the case of the programme under evaluation. Should an interdisciplinary thesis be prepared, the Council of Professors may appoint a co-supervisor.

C5 Doctoral students are obliged to immediately prepare a research plan and determine its stages. Having been consulted with the doctoral thesis supervisor, the plan is presented to the Council of Professors. SER draws attention to problems with the professional preparation of such plans in the case of Second-Level Master's Degree students who are exempt from the theory component.

C6 The study regulations provide for regular meetings between thesis supervisors and doctoral students - at least once a week. Such meetings are organised to discuss progress in the implementation of the research plan, problems with passing examinations and with the teaching process. At the end of each academic year, a doctoral student presents his/her Progress report to the Council of Professors. The contents of the report are to be approved by the thesis supervisor. Should the Council of Professors declare a doctoral student's progress insufficient, he/she will receive a Studies Discontinuation Warning and at the next stage will be taken off the doctoral student register. So far, three doctoral students have been taken off due to their insufficient progress.



Criterion 1 Applicant who requires to be admitted to doctorate studies program has submitted the request for a particular research area and this has been discussed with him in the interview; Criterion 2 Scope of research is selected in such a way that doctorate studies program can support it; Criterion 3 Proposal is approved by Professors' Council if criteria prescribed and announced in regulation of doctorate studies are met. The following should be also confirmed: a) Duration of study program; b) Modalities of verification of research or creative activity of doctorate students; c) Manner of final presentation of scientific research result that doctorate student will achieve; Criterion 4 A member of academic staff with the title "Professor", "Associate Professor" or with scientific degree "Doctor" or ("PhD") awarded in the scientific field in which doctorate student follows the studies in universities known in the world, for quality and rich researching and publishing activities in the relevant field, is appointed by Board of Professors to supervise and support student's research work; Criterion 5 Doctorate student presents to Board of Professors the research development plan, designed by him and discussed with his supervisor; Criterion 6 Supervisor has advised repeatedly the students that he supervises for didactic duties and research activities as well as research methodology to ensure the progress of his studies in this program.	SER does not contain information relating to the criteria applied to Standard II.3. Therefore, the evaluation of that standard is based on documentation and interviews held during the site visit. C1 Doctoral programme candidates must present an initial concept of their PhD thesis whose topic is in line with the doctoral programme profile chosen. Interviews are meant to check candidates' preparation for conducting independent and unassisted research. To this purpose, discussions are held with candidates about the initial concepts of their theses. C2 Research proposed by a candidate is analysed by the departments and scientific centres from the perspective of compliance with the directions of research conducted at UNYT and those indicated in the Research Strategy. Research proposals must take account of the staffing and infrastructural conditions provided by the University in the course of the whole programme. C3 Doctoral students' initial concept of research is approved by the Council of Professors. The PhD Programme Guide and Regulations precisely defines doctoral programme criteria including the length of the programme (from 3 to 5 years), doctoral student research activity monitoring system, forms of results presentation (3-peer review publications and 3 presentations at scientific conferences, a PhD thesis in the form of a monograph or a number of scientific articles) and regulations governing the presentation and defence of PhD theses. C4 As mentioned before, the Council of Professors appoints doctoral thesis supervisors bearing in mind their scientific achievements proven by the degrees and titles they hold as well as teaching experience and their research directions. It is worth noting that thesis supervisors possess extensive academic experience gained at foreign universities (obtaining the title of Doctor, teaching, etc.) C5 It transpires from information gained from doctoral students that they familiarise themselves with the scope of research conducted by a prospective supervisor and discuss their doctoral thesis concept with him/her, following which the doctoral thesis version that has been agreed with the supervisor is presented to the Council of Professors. C6 The university regulations that are in force impose on thesis supervisors the duty to offer content-related assistance with research and the preparation of doctoral theses. On the basis of information from thesis supervisors and doctoral students, the Review Team is pleased to confirm that thesis supervisors fulfil this duty to a degree that is more than satisfactory and their assistance frequently goes beyond the usual framework of the doctoral student/thesis supervisor relationship.
Standard II.1 - Capacities for scientific research	
Criterion 1 A third cycle study program (doctorate) is integrated in research activity of Higher Education Institutions;	C1 In its 2014-2017 research strategy, the HEI promises to support all kinds of programmes with research. Therefore, in the case of the doctoral programme, the establishment of research centres serving as the natural

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	research infrastructure for students' research activities is very important. It has already been mentioned that each research project is evaluated by the Department Head and the head of the research centre to ensure compliance with the research directions that are specified in UNYT's research strategy. However, it has also been said that only a small group of doctoral students is involved in group research projects implemented at UNYT. Nevertheless, research conducted by research staff employed at the Faculty of Economy and Business and directly involved in the Business Administration doctoral programme has a beneficial influence on the development of the doctoral programme, both in its teaching and academic parts.
Standard II.4 - Doctorate student's supervision and continuous evaluation of progress of doctorate studies	
Criterion 1 Scientific supervisor of student is responsible for directing, advising, assessment of student's needs and for developing and monitoring progress of student's research work. He has the academic title "Professor", "Associate Professor" or the scientific degree "Doctor" or ("PhD") awarded in Western universities and has a rich research and publishing activity; Criterion 2 All scientific supervisors have had the expertise, instruction and proper guidance for their role in realization of scientific research project of doctorate students; Criterion 3 Scientific supervisors work to update their knowledge and skills, based on institutional arrangements in order to enable the exchange of best practices and providing advice to support students effectively; Criterion 4 Board of Professors selects scientific supervisors, capable to supervise doctorate students' research work, based on assessment of their publishing and research activities inside and outside the country; Criterion 5 The main scientific supervisor and the other supervisor (when program of doctorate studies is offered by more than one university) guarantee that doctorate students receive sufficient support and guidance to facilitate their work to achieve success; Criterion 6 In all cases, the student must have only one identified contact point, who should be his main supervisor. If his main supervisor is not available, the student must know who will be the person to replace him; Criterion 7 University ensures that supervisor has enough time to supervise doctorate student; If the main leader is unable to continue supervision of student, or will be absent for a considerable period, he should be replaced by another his main supervisor before the period of awarding the diploma for scientific degree "Doctor"; Criterion 8 If relationship student-supervisor does not function well, at the request of student or his supervisor, supervisor is changed, provided that this does not affect the project progress; Criterion 9 Clear and transparent procedures are set for verification of knowledge or periodic evaluation of	C1 It has already been mentioned that all thesis supervisors hold the necessary titles and degrees. Their responsibilities include: assistance with research conducted by doctoral students, with the preparation of a PhD thesis and publication as well as progress assessment. Doctoral students had a high opinion of their thesis supervisors. C2 To ensure adequate care provided to doctoral students, the Council of Professors analyses the scientific and teaching achievements of potential advisors at the stage of doctoral student recruitment and assigns them doctoral students, taking into account their research interests and the proposed topics of their PhD thesis. C3 Thesis supervisors, just like other academic teachers, are required to conduct research. Research achievements confirmed by peer-reviewed publications are an important factor in the evaluation of a teacher's ability to play the role of a thesis supervisor and familiarise doctoral students with the latest research. The fact that thesis supervisors obtained their PhD degrees from a number of foreign universities and that part of the teaching staff employed comes from foreign universities is conducive to the development of various methodological approaches and doctoral students' research attitudes. C4 Analysis of thesis supervisors' CVs shows that they conduct research and have considerable publishing achievements. Some of their students have already been awarded the title of Doctor at other universities. Therefore, they are prepared for the function of thesis supervisor. C5 As mentioned before, all thesis supervisors are obliged to hold regular meetings with doctoral students to discuss their research and progress in the preparation of their PhD theses. The Council of Professors supervises the quality of doctoral student supervision by analysing progress reports and thesis supervisors' opinions. There is one case where a doctoral student is receiving content-related support from two thesis supervisors, out of whom one of a professor at the University of Juvaskula in Finland. At a meeting with the Review Team, all students gave a high rating to the availability of their thesis



student (for example, an annual review by a panel called for this purpose or by a special commission set up by Professors' Council).

Criterion 10 Doctorate student and his supervisor should be present during this process. The manner and periods of verification of knowledge or periodic evaluation of doctorate student are stipulated and specified in the beginning of doctorate studies program;

Criterion 11 Continuous evaluation conclusions for realization of scientific research project of program of doctorate studies are clear and transparent including suspension, extension or withdrawal from doctorate studies;

Criterion 12 Meetings between supervisors and doctorate students are documented, especially during the review of progress reports.

supervisors and the substantive support they provide.

C6 Doctoral students may approach their thesis supervisor regarding all matters. Should he/she be absent, the problems of a doctoral student will be referred to the Doctoral Programme Coordinator. According to students, this solution has proven effective.

C7 and C8 Should there be any problems in the cooperation of a doctoral student with his/her thesis supervisor, the thesis supervisor can be immediately replaced at his/her or the student's request. There have been two cases necessitating that kind of change. The Council of Professors also analyses the teaching workload of candidates for thesis supervisors to minimise the risk of lack of time for cooperation with doctoral students.

C9 Thesis supervisors are primarily responsible for their doctoral students' progress. Together with their students they prepare a progress report, whose structure is determined in internal regulations. Their opinion on the student's progress is part of such reports. Then the report is analysed by the Council of Professors. There is a comprehensive exam meant to verify doctoral students' theoretical knowledge at the end of the first year.

Moreover, there are procedures imposing the obligatory presentation of doctoral students' research results at scientific conferences and in publications.

Analysis of adequate documentation shows that the system functions well and eliminates students who fail to progress as required. This is proven by taking off two doctoral students from the register.

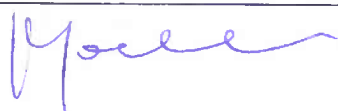
C9 As mentioned before, thesis supervisors participate in all stages of doctoral students' progress verification, also in meetings with the Council of Professors.

C10 Doctoral students are informed about their rights and obligations and specific assessment procedures at the beginning of their programme during an Open Day. This information is also accessible on UNYT's website.

Moreover, doctoral students are obliged to respect academic ethical standards, which refer to cheating and plagiarism among other things and are contained in the Honour Code, which they sign the moment they are put on the register of students.

C11 Should a doctoral student fail to demonstrate sufficient progress, he/she will receive a Discontinuation Warning Letter from the Council of Professors and will be given a time limit to improve his/her results. Should insufficient progress continue, the doctoral student will be taken off the student register. In duly justified cases UNYT's internal regulations also allow to extend the length of studying in order to implement the whole programme.

C12 Meetings between thesis supervisors and doctoral students are held at the request of the latter. In their interviews doctoral students said that such meetings were held regularly and in various forms (for example as video conferences).



Conclusions of IEG: fully comply

The organisation of the doctoral programme and its structure fully comply with legal requirements. The fact of providing a number of profiles and offering the theoretical component in the first year limits the opportunity to improve specialist knowledge as part of a higher number of optional classes. Providing classes at a level lower than advanced as part of core courses is a cause for concern. Individual subjects have been assigned American credits and 6 ECTS. A somewhat mechanical assignation of the same number of credits for each course may give rise to certain doubts in the light of the fact that the degree of difficulty relating to knowledge acquisition is not the same. University should rethink the allocation of ECTS point between subjects. UNYT has developed a transparent system of regulations concerning student recruitment and thesis supervisor appointment. Thesis supervisors have appropriate titles and degrees as well as achievements proven by publications and teaching experience in tutoring doctoral students. A small number of doctoral students per thesis supervisor is conducive for effective scientific cooperation. The case of appointing a co-supervisor from a foreign university deserves a special mention. The Review Team wishes to encourage the Council of Professors to promote the idea of appointing co-supervisors from other HEIs, including those from abroad, the more so that instruction is provided in English. The rules of cooperation, including doctoral student progress assessment, are specified in internal regulations. This system puts emphasis on the comprehensive exam, presentation of progress reports to the Council of Professors and the duty to present doctoral students' work at conferences and in publications including those abroad. The Review Team is of the opinion that the system could be expanded by adding cyclical seminars for all Business Administration doctoral students, where everyone could talk about the progress of their research projects. In as much as the system assessing doctoral student progress can be viewed in a positive light, its functioning, however, gives rise to concern. On one hand, the system functions well, as it eliminates those doctoral students who fail to make sufficient progress. On the other hand, however, there have been few presentations at conferences and few publications and there has been only one successful graduate holding the degree of Doctor. This may be partly due to the unrealistic requirements that are contained in national provisions. Limiting the length of the programme to three years and the length of research and thesis preparation to two years makes it impossible to meet the statutory requirement of publishing 3 articles in reputable scientific journals. As a result, doctoral students publish their work in less valuable journals.

- ☒ Relevant documents, taken during visits to the institution

8. Teaching – Learning outcome

Description part

SER contains a long list of intended learning outcomes to be achieved by doctoral students. They are divided into 7 areas: research skills and techniques, research environment, research management, personal effectiveness, communication skills, networking and team-working, career management. Notice was taken of the diversity of teaching methods assisting doctoral students in the achievement of ILO. However, there is no information about the time that is spent on applying a particular method. One American credit equals 2 ECTS and covers 35-35 hours of work including 15 hours of classes with the participation of an academic teacher. The assessment system lists ILO for individual courses in the assessment criteria (active participation in classes, assignments, research papers, midterm- and final exam) and assigns them a value. Student participation in scientific and research activity is one of the student assessment criteria.

Measurable indicators:

- ☒ EEG should analyse and evaluate the student's workload, forms of teaching (verify the data, according to Table 10)

Table 10

Forms of teaching	Class hours for
Lecture	n/a
Seminars	n/a

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Exercises	n/a
Laboratories	n/a
Practice for subjects	n/a
Professional practice	n/a
Etc.	n/a

- ☒ EEG should analyse and evaluate the policies for Learning Outcomes control (verify the data, according to Table 11)

Table 11a

Learning Outcomes control	In percentage
Active participation in lectures, seminars, etc.	10%
Assignments (reflection papers, case studies etc.)	10%
Midterm examination	20%
Final exam	30%
Research papers	30%
In total	100%

Table 11b

1. Autobiography of yourself as a learner	10%
2. Teaching philosophy with critical, reflective commentary of its foundations	10%
3. A course syllabus rationale	20%
4. A class plan design on the basis of syllabus with a critical annotation on the teaching method appropriate to it	10%
5. A sample testing and assessment tool with model answers, marking benchmarks and feedback rubrics	20%
6. Out-of-Class peer observation	10%
7. Teaching portfolio	10%
8. In-Class participation	10%

- ☒ EEG should analyse and evaluate the: students' participation in the research activities of the University/Faculty/etc. (verify the data, according to Table 12)

Table 12

HEI scientific activity	Number of students activated
For individual Papers of Lectures	5
For scientific projects of Faculty / Department / Doctoral School	10
For research projects, in collaboration with other	1

Evaluation according to the Standards

Standards/criterion	Evaluation according to the standards
Standard I.2 - Continuous increase of theoretical level and promotion of students' team work are targets of a study program of third cycle, doctorate.	
Criterion 1 Level of scientific research development helps in student training to complete the study program successfully; Criterion 2 Students have the opportunity to participate in various research activities	C1 The degree of research advancement in disciplines linked to the Business Administration doctoral programme represented by UNYT's staff is sufficient to implement the study programme and prepare innovative PhD theses.

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closely related to the specific area in which they attend doctorate studies, which help him/her to be trained for:

- Acquisition of research methodologies for independent creative activities, such as scientific articles, presentations, standard approach for references, bibliography, indexes and content writing as the basis for doctor a thesis processing;
- Independent work in laboratory;
- Use of information resources (e.g. libraries and Internet) and information management;
- Use of modern technologies for public presentations;
- Acquisition of advanced methods of analysis and data processing;
- Learning and mastery of specialized terminology associated with the research field of doctorate student;

Criterion 3 Doctorate students participate in foreseen activities young and their research work.

A doctorate student is free to participate as a listener or as a speaker in:

- Lectures;
- Seminars;
- Interdisciplinary debates, organized in the framework of doctorate study program;
- Other possibilities of learning such as following presentations of post doctorate students and research projects, even when it is not related directly to the student's research interest.
- Scientific mentors advise students to take part in scientific activities and conferences that help them in their scientific research;

Criterion 4 Students have gained skills for appropriate communication with a scientific level (*Student's communication skills include: the competency to write clearly and with an appropriate style, use of persuasive arguments and clear articulation of ideas before the public concerned; the ability to debate and support others, involved in teaching, supervision or demonstrations*);

Criterion 5 Students have acquired the ability to communicate correctly with others, and necessary skill for a scholar, but also in other situations (*being able to develop and maintain cooperation and working relationships with others, awareness that their behavior affects them and others and be willing to listen, to give and to take reactions and responses with sharpness*);

Criterion 6 Development of communication skills of doctorate students encouraged them to be engaged in teaching in study programs of first and second cycle (e.g. by engaging in teaching as lecturers, in support of professors guiding their thesis).

C2 Analysis of the contents of the compulsory courses shows that doctoral students pursue the majority of academic activity forms listed in criterion C2.

C3 Doctoral students are under the obligation to present the results of their research at conferences in the country and abroad. The university provides them with various opportunities to speak at internal scientific meeting organised both at the university and department level. Recognition is due to the participation of students in the brown bag interdisciplinary scientific seminar, where they have ample opportunities to get familiar with the views not only of their own professors, but also of those from other faculties. Business Administration doctoral students have actively participated in the above mentioned seminar by presenting their research achievements.

C4 Skills necessary for communication with specialists and the general public are developed in two ways: Firstly, participation in classes requires making presentations, writing essays, participation in discussions, etc. Participation in classes focussing on teaching in higher education institutions deserves recognition. Secondly, participation in scientific conferences and seminars develops the ability to present and defend one's theses in an assertive and clear way.

C5 Delivering classes to students, especially at Master's degree course level, is a perfect opportunity to test one's skills of transferring discipline-specific knowledge, including one's research results. Consultations and knowledge disseminating activities are another platform on which to develop skills necessary for communicating with non-specialists.

C6 Eight doctoral students have conducted undergraduate classes at UNYT, five persons in other higher education institutions in Albania and one in an American college. The above data shows that doctoral students are well prepared for teaching in higher education institutions.

Conclusions of IEG: fully comply

There is a long list of intended learning outcomes to be achieved by doctoral students in the course of their programme. It also specifies the principles of their assessment. Doctoral students participate in various forms of scientific activity in their own HEI and make presentations in diverse academic forums, both in their HEI and outside. It is highly commendable that it is possible to present research results at UNYT's interdisciplinary brown bag seminar. The study programme allows students to acquire teaching competences proven in doctoral

students' teaching activities in various HEIs and in one case even in the USA. The above forms of activity are a good opportunity to develop students' skills to be applied when communicating with specialists in their discipline and with non-specialists,

9. Students in Doctoral study program

Description part

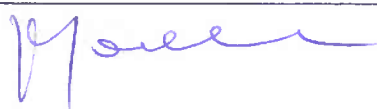
The rules and criteria applied to doctoral programme admission are developed in accordance with national regulations and specified in the document "Rules and Regulations of the PhD Programs". A diploma of higher education (Master in Science), certificate confirming C1 level language skills, proposed research description and references from three research staff members are the basic admission requirement. The documents mentioned above are submitted in line with the structure that the HEI has developed. At the moment, there are 11 persons registered as Business Administration doctoral students, including five in the third year and three in the second and first year each. Out of them, three are UNYT Master's degree programme graduates. So far one person has successfully presented a PhD thesis and obtained the doctoral degree. All doctoral students come from Albania.

Measurable indicators:

- ☒ EEG should analyse and evaluate the statistical data for doctoral students:
 - The total number of PhD students and the number for each year;
 - The number of PhDs students coming from outside of the university;
 - Number of graduates each year;
 - The average duration of doctoral studies and what has been the trend of this indicator;
 - Number and percentage of students, who have interrupted his doctoral studies.
 - Number and percentage of students, who come from Kosovo, Albanian territories, as well as from the Albanian diaspora;
 - Number and percentage of foreign students, who come from the Balkan region;
 - Number and percentage of students, who come from EU countries;
 - Number and percentage of students, who come from other countries of the world;
- ☒ EEG should analyze and evaluate the information for the mobility of doctoral students at universities abroad
- ☒ Analyses and evaluation of data for the final evaluation of doctoral students
- ☒ Relevant documents, taken during visits to the institution

Evaluation according to the Standards

Standards/criterion	Evaluation according to the standards
Standard I.3 - Admission of students in a doctorate study program	
Criterion 1 The student admitted to doctorate study program has completed second study cycle with average grade (> 80% of points) and was awarded the university degree "Master of Science"/ "Master of Fine Arts" or an equivalent degree, following completion of university studies that include a scientific thesis evaluated with 30-40 ECTS; Criterion 2 Candidate who applies to continue the third cycle program, the doctorate, has profound theoretical knowledge in the relevant field of study. Some basic knowledge that doctorate student has is:	Criterion 1 Detailed criteria for doctoral programme admission are specified in the above mentioned document "Rules and Regulations of the PhD Programs". Doctoral programme candidates must submit a Master's of Science diploma or its equivalent where the GPA number is not lower than 8.0/10. Holders of the Master's degree of the second level may be – at the discretion of the Scientific Committee – exempt from the theoretical component provided in the first year of the programme. The recruitment board may also take account of other professional qualifications not confirmed by a Master's



- a) Creative thinking;
- b) Development of critical sense about research;
- c) Connections between different fields of research;
- d) Skills developed for solving problems arising during research work;

- e) Competence to manage research complexity and to propose new ideas in research field;

Criterion 3 The student admitted to doctorate study program is ready to apply in practice the knowledge gained from research in relevant field of studies;

Criterion 4 Student owns the English language certified in the international level, at least "C1", based on internationally recognized tests and a second foreign language as French, German, Italian, Spanish or Russian. In social sciences it may be Latin, Ancient Greek, Persian or other languages needed for research in the area;

Criterion 5 Professors' Council set the criteria for admission to program of doctorate studies contained in regulation of doctorate program of studies;

Criterion 6 The applicant has received detailed information about doctorate program of study, before being admitted into it. He is fully informed regarding:

- a) Duration of study program;
- b) Conditions that student should meet before appearing in doctorate exam;
- c) Support that institution provides to the student through administrative and research structures for activities envisaged in the study program (laboratories, libraries, etc.).
- d) Modalities of exercise of research or creative activity of doctorate students, especially with regard to preparation of doctorate thesis;

Criterion 7 Admission criteria include also interviews and supports that can be provided by references and additional documents;

Criterion 8 Admission policies include also doctorate admission exam.

degree and of experience adequate for the programme. Candidates also have to submit a certificate confirming their command of English (at least 550 TOEFL test scores). The UNYT PhD diploma may be obtained only when doctoral students have completed at last 1/3 of the programme at UNYT.

Criterion 2 In the course of the admission procedure, candidates must confirm possession of theoretical knowledge in a discipline related to the area of study and prove their extent of research competences. Therefore, apart from submitting their CVs, they have to lodge a list of publications and research proposals serving as a basis for their PhD thesis. Research proposals are to contain the objectives and hypotheses of research, theoretical framework and research methods, knowledge of research conducted into the subject and be innovative when compared to the existing literature. The Admissions Board evaluates the ability to do independent research, intellectual curiosity and interest in the subject, the ability to improve research skills and the originality of the research proposal.

Therefore, it can be said that the construction of the candidate selection process favours the recruitment of those who are best prepared for the participation in doctoral programmes.

During the doctoral student interviews, it transpired that some students did not have mature conceptualisations and had some problems with the theoretical component of the programme.

Criterion 3 Doctoral students are expected to be able to demonstrate their ability to apply their research results in practice, for example by conducting classes for undergraduate students.

Criterion 4 UNYT pays much attention to its students' command of foreign languages as all classes including those at undergraduate and graduate levels are provided in English. All candidates must submit a certificate confirming fluency in English at C1 level issued by an international agency recognised by the Ministry of Education and Sport. Preference is given to candidates who speak another language at least at upper intermediate level.

The Review Team is pleased to say that all doctoral students demonstrated fluency in English at the meeting.

Criterion 5 Admission criteria are determined by the Council of Professors and published in the PhD Program's Guide and Regulations.

Criterion 6 Doctoral programme candidates receive the above mentioned document containing information on such issues as: doctoral programme organisation and management, doctoral programme admission criteria, length of the programme, fees, study programme structure, doctoral student progress monitoring, criteria for promotion to a higher year, changing the programme followed or discontinuance, doctoral thesis requirements, outcomes of doctoral degrees, doctoral student rights and duties, ethical standards.

The rules and criteria governing admissions can be found

	on UNYT's website, but the level of detail is significantly lower. Criterion 7 The Admissions Board interviews doctoral programme candidates. The outcome of the interviews affects the final decision to admit. Candidates are also required to provide written references from academic teachers. Criterion 8 The current admissions procedure does not provide for an entry examination for programme candidates.
Standard II.5 - Final evaluation of students in this cycle of studies	
Criterion 1 Student provides evidence that he has acquired: - Profound knowledge of relevant scientific field; - Profound knowledge in some areas approximate to it; - Professional skills in using modern technology to solve critical problems related to his field of scientific research; - Innovation, to expand and update existing knowledge; - Autonomy, scientific, professional integrity and dedication for development of new ideas that encourage scientific research; Criterion 2 Student provides evidence that he has brought original scientific products, scientific works of a high scientific level through conducted scientific research, some of which have deserved or deserve publication in scientific national and international magazines; Criterion 3 Final evaluation of doctorate students is based above all on an assessment of their scientific research product; Criterion 4 On the basis of an agreement reached in the phase of the study program approval, scientific research result is presented as a dissertation thesis, or cumulative with 3 scientific articles published in international journals with impact factor coefficient above 1; Criterion 5 In case of doctorate examination with dissertation thesis, doctorate student meets the following conditions: - He has realized as first author at least three scientific papers or presentations (poster), of which two papers or presentations are held in a international scientific event, in a western country (symposium, conference, congress), accepted on the basis of a preliminary scientific assessment, published in "Proceedings", indexed with an ISBN code; - He has published as first author, at least three scientific articles in scientific journals. At least two of the articles have been published or accepted for publication in well-known western journals with editorial board; - He has prepared and presented to Faculty Board of Professors the dissertation, along	C1 The above mentioned document „PhD Program's Guide..." lists several dozens of intended learning outcomes linked to knowledge, research skills and techniques, research environment and management, personal effectiveness, communication skills, networking and team-working, career management. The above outcomes have been transferred to the level of modules by including them in syllabuses. The system of verification includes various examination techniques, peer reviews of publications and presentations and its last stage includes the evaluation of the degree to which they have been achieved in the PhD thesis. C2 The multi-stage system of verification of interim and final research results allows us to give a positive rating to this criterion. The reviewers of the completed PhD thesis emphasised its innovativeness and originality. Presentations at conferences and publications in foreign peer-reviewed journals are another proof of that. C3 The most important criterion of the final assessment of a doctoral student is his/her doctoral thesis, in which his/her previously acquired research competences and advanced knowledge in his/her field of study should be demonstrated. C4 The doctoral study programme regulations allows for two forms of a doctoral thesis: a monograph or a number of articles (so-called combined dissertation) whose contents are linked. The study regulations do not impose the duty to publish in journals whose IF is at least 1. However, doctoral theses should concentrate on their relevant problems and their authors should demonstrate proficiency in methodology and their results should have a certain level of originality. C5 Before submitting their doctoral theses for defence, doctoral students should: (a) present three papers at conferences (or posters) including at two conferences organised in developed countries, accepted by way of a peer-review and published in conference proceedings bearing an ISBN number; (b) publish at least three articles in peer-reviewed journals bearing an ISBN number, including two such journals published in developed countries. Having fulfilled these requirements doctoral students present their theses to the Council of Professors together with a 10-page-long abstract approved by their supervisor. The structure and form of doctoral theses is specified in the Study Regulations. Then the Council of Professors sets the date for the internal presentation, in

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with a summary, approved by scientific supervisor. Structure of dissertation and its summary are defined in doctorate study regulation;

Criterion 6 Board of Professors defines two or three opponents, one of which is from outside the institution. Opponents are also members of the jury to assess dissertation. They have required academic titles and rich research and publishing activities inside and outside the country in the relevant field of study in which program doctorate studies is offered;

Criterion 7 Opponents who have had a substantial involvement in the work of doctorate student, or whose work is the very focus of research project;

Criterion 8 A dissertation copy is given to every opponent, giving enough time to read it and to write a separate report. Opponents should not communicate among themselves, with doctorate student or its scientific supervisor during this period. Opponents must verify the authenticity of data used in dissertation, observance of scientific research practice as well citations of scientific research works and articles of other authors.

Criterion 9 Opponents express clearly that scientific paper is free of plagiarism. If they notice and find that this has happened, they ask for termination of dissertation assessment;

Criterion 10 Dissertation is accompanied by a summary, about 10 pages in English. This review is published in the official website of the institution, in the section designated for information for this study;

Criterion 11 Scientific supervisor of the student should not be an opponent;

Criterion 12 When opponents have completed their reports, they are called by the Dean and Head of Board of Professors to agree to conduct oral examination;

Criterion 13 It is recommended, that a jury member of doctorate examination be from universities known in the world for quality and rich research and publishing activities in the relevant field, which has at least the scientific degree "Doctor" awarded in the scientific field in which doctorate student follows the studies and over 5 years academic and research experience. This criterion may not be applied to Albanology sciences. Assessment of doctorate student in examination is made open by consensus, provided that all members are pronounced for a passing grade. Even if one member has evaluated doctorate student by convincing arguments, with a failing grade, the final outcome will be failing;

Criterion 14 Opponents submit to dean of unit that organizes the program of doctorate studies and chairperson of doctorate examination jury a copy of their individual reports;

Criterion 15 Dissertation defence for obtaining the diploma for scientific degree "Doctor" is public. It is announced at least 4 weeks before and it is done in the

which all teachers from the department linked to the topic of the thesis should participate. Two reviewers are selected from among this group and together with the supervisor they present a report, which may contain recommendations to make changes and corrections in the thesis. This somewhat complicated double presentation system (one held in camera and the other open to the public) creates the right conditions for presenting more mature theses and facilitates the chances for publishing in valuable journals.

C6 The UNYUT procedure provides for the appointment of two doctoral thesis reviewers, one of whom represents a different HEI. These reviewers automatically become members of a five-strong jury appointed by the Council of Professors on the request of the Faculty or Department. Not more than two foreign HEI professors may become jury members.

C7 When appointing reviewers, their scientific achievements and research into the discipline linked to the doctoral thesis are taken into consideration.

C8 All members of the jury, including reviewers, are given electronic copies and hard copies of the thesis. In the course of analysing the thesis, members of the jury are requested not to communicate with the doctoral student and his/her supervisor.

C9 Reviewers and supervisors prepare a performance report in line with a pre-defined model, where they have to evaluate, among other things, the authenticity of data used in research and the originality of the thesis. Should they detect a case of plagiarism, the process of evaluation will be terminated.

C10 Apart from their doctoral thesis, a doctoral student prepares a 10-page-long abstract in English, which is to be approved by his/her supervisors. The abstract should be published on UNYT's website. By the time of this report being written, the abstract of an already presented thesis has been published.

C11 In accordance with UNYT's regulations, the role of thesis supervisors at this stage of the process boils down to the preparation of a performance report together with reviewers. Thesis supervisors may not be appointed reviewers and participate in the deliberations of the jury.

C12 Following the presentation of written reviews of a thesis to the Dean of the Faculty and the Council of Professors and receiving a response to the jury's questions – if any – a meeting of the jury is convened to make a decision whether or not to admit the candidate to public presentation.

C13 The final evaluation of a doctoral thesis is carried out on the consensus principle, which means that even if there is only one negative rating given by a jury member, the thesis will obtain an overall negative rating. The process of evaluation includes grades and the minimum pass grade is B- (80% of points).

C14 In their reviews relating to the thesis written by the first Doctor in the history of UNYT, the reviewers gave high ratings to the scientific value of the PhD thesis.

C15 The defence of a doctoral thesis is public, meaning

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presence of department interested members, students and teachers in the relevant Higher Education Institution; Criterion 16 Evaluations that opponents can make include: granting diploma of scientific degree "Doctor", or resubmission of written scientific research paper after completion of their recommendations, or a further extension of study program, or denial of diploma for scientific degree "Doctor"; Criterion 17 A copy of dissertation of student who received a diploma for scientific degree "Doctor" is deposited in library of faculty, research institute, university research centres, university where study program is carried out and scientific paper and a copy in National Library. Scientific degree "Doctor" is not issued without dissertation being deposited in aforementioned institutions, published in paper and on disk (CD) and without making it public in the official website of respective higher education institution; Criterion 18 Scientific degree "Doctor" is not issued without being registered in National Register of Doctorates of Securities Commission Academic Assessment (KVTA) in MES.	that the participation of UNYT professors and students is allowed. Its date is announced four weeks in advance on UNYT's website, posters and in social media used by the University. C16 Having read the reviews of a doctoral thesis and listened to the doctoral student during the presentation, the jury makes one of the following four decisions: to accept the contents of the thesis without amendments and award the degree of Doctor to the doctoral student, which was the case during the first presentation; to recommend minor amendments within a period not longer than 3 months of receipt of the jury's report and to present a report to the Council of Professors within a month; to recommend a substantial revision of a thesis within 6 months – doctoral theses may be amended this way only once; and – to reject a thesis, which may not be re-submitted. C17 One copy of the thesis is stored in the UNYT's library and one in the National Library. Information about awarding the title of Doctor is posted on UNYT's website. All these requirements were met in the case of the first and - so far - only doctoral thesis. C18 Before being issued, Doctor's degree diplomas must be registered in the national doctoral student register kept by the National Council of Academic Titles (KVTA).
Standard III.2 - Quantitative aspects of doctorate study program	
Criterion 1 Total number of registered doctorate students and doctorate number for each year; Criterion 2 Number of registered doctorate students coming from outside the unit that has opened the doctorate study program; Criterion 3 Number of diplomas issued to receive "Doctor" degree for each year; Criterion 4 Average duration of doctorate studies and trend of this indicator; Criterion 5 Number and percentage of those who gave up doctorate studies in the level of study program.	Criterion 1 The total number of doctoral students is 10 including 5 in the third year, three and two on the remaining years each. Criterion 2 Eight doctoral students have graduated from HEIs other than UNYT. Criterion 3 So far one person graduating in 2015/2016 has been awarded the title of Doctor. Criterion 4 Due to the fact that there is only one graduate, it is impossible to measure the average length of studying or determine trends. That one successfully presented PhD thesis refers to all programmes and not just to Business Administration. Discussions held in the course of the site visit prove that the main reason for the low effectiveness of the programme is intention to prepare a good quality thesis. Criterion 5 Nobody has withdrawn from the programme, but three persons have been taken off the doctoral student register due to insufficient progress.
Standard III.4 - Internationalization of doctorate study program	
Criterion 1 Number, expressed in percentage, of registered doctorate students coming from Kosovo and other areas where Albanians live and Albanian diaspora; Criterion 2 Number, expressed in percentage, of registered doctorate students coming from Balkans region. Criterion 3 Number, expressed in percentage, of registered doctorate students coming from the EU countries; Criterion 4 Number, expressed in percentage, of registered doctorate students coming from other	C1 One doctoral student comes from the territories listed in C1 C2 None C3 None C4 None

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countries of the world;

Conclusions of IEG: fully comply

The HEI has carefully designed regulations governing doctoral student admission and procedures applicable to the final stage of the doctoral thesis process, at which a thesis is evaluated and the title of Doctor awarded. These procedures comply with national provisions. Their functioning has been tested in one case only, therefore, it is difficult to pronounce a judgement on its effectiveness. Outside observers may be surprised that the form, in which reviewers may express their opinions related to doctoral students and their theses is regulated in such detail and that the majority rule has been rejected in favour of the requirement to reach a consensus within the team. However, this is due to external regulations and not UNYT’s internal regulations. The Review Team wishes to encourage a common practice consisting in inviting foreign experts to review future doctoral theses.

The level of programme internationalisation measured with the number of foreign students is practically nil. However, this is understandable, as the programme has to gain some academic reputation to be recognisable outside Albania. Inviting foreign professors to become thesis supervisors would be one of the factors raising its prestige.

SCIENTIFIC RESEARCH POLICIES

10. Scientific research and involvement in them, the doctoral student research

Description part

The UNYT Strategic Plan (2012-2017) perceives research as a factor instrumental for further development and academic reputation of the University. It is also stressed that the production of knowledge is a bottom-up rather than top-down process. Strategic objective 1 has been defined in the following way: “Broaden and support the University’s expanded research agenda”, and assigned four objectives. These general declarations are elaborated on in the document “UNYT Research Strategy (2014-2017) specifying research objectives, measurable objectives-indicators as well as actions and procedures for the achievement of UNYT’s research objectives. The University has implemented as a partner five internally funded – also by the European Commission - research projects with the participation of foreign universities. One such project, “Strategic support on strengthening the quality assurance structures at the private higher education institutions in Albania”, has received Erasmus+ funding. A doctoral student was the beneficiary of the project entitled “Industrial citizenship and migration from Western Balkans. A migrant centred studies of Albania-Greece and Kosovo-Germany migration”. However, the main part of research activity focusses on individual research projects whose results were published in scientific journals and presented at foreign conferences. UNYT also organises scientific conferences with the participation of guests from a number of foreign HEIs. Presenting the results of research conducted by staff and doctoral students at brown bag seminars is another form of scientific activity. The University has started publishing its own scientific journal entitled “Global Outlook: A Journal of Global Affairs and Comparative International Development”. Two Business Administration students have published 4 articles in scientific journals (3 of them were published abroad) and made 4 presentations of their work at conferences (including 2 abroad). There is no data proving the impact of UNYT’s scientific output (number of quotations, Hirschman index or IF values).

Measurable indicators:

- ☒ EEG should analyse and evaluate the policies for Learning Outcomes control (verify the data, according to Table 13)

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Table 13

Planned activities, individual and institution, who are involved in doctoral students		Number	The titles of scientific journals, projects, research activities
1.	Publications, where students have scientific articles	19	Academic Journal of Interdisciplinary Studies, European Scientific Journal; European Center For Science Education And Research; Academic Journal of Interdisciplinary Studies; Journal of Intelligent Information Systems; Asian Academic Research Journal of Social Sciences & Humanities; Creative and Knowledge Society, Kërkime gjeografike, Scientific Bulletin of Shkodra University, Canadian Center of Science and Education, Mediterranean Journal of Social Science.
2.	Research projects, acquired by leading professors or doctoral students	16	Contestation, Conflict and Normative Frames in the Balkans; Evidence-informed Policymaking in Albania; Decentralization, Local Governance, and Community Development; Cultural Heritage Management; Tourism Management and Branding a Tourist Destination; Intelligent Systems and their Impact on Society; Application of Big Data Techniques; An Adriatic Network for Advancing Research Development and Innovation towards the Creation of new Policies for Sustainable Competitiveness and Technological Capacity of SMEs; Industrial Citizenship and Migration from Western Balkans: A Study Focused on Albania-Greece and Kosovo-Germany Migration; Economics, Labor Market and Sustainability; Challenges of Banking and Financial Markets for a Better Corporate Governance and Public Efficiency; Business Development and Management, and Project Evaluation to Guarantee Successful Performance; International Business and Trade: Determinants and Impacts of International Investments and International Commitments; European Integration, Democratic Consolidation and Democratic Regression in Central and Eastern Europe: An Institutional Assessment; Theorizing EU democracy promotion: A comparison of Albania, Bulgaria, the Republic of Macedonia, and Romania; Trans-Atlantic relations after the Cold War, Past, Present, Future.
3.	Projects Implemented	16	The same as above (point 2)
4.	Scientific activities organized by the HEI	4	International Conference Transition in Retrospect: 25 Years After the Fall of Communism; International Conference on Labor Migration and Industrial Citizenship; Second International Conference on Sustainable Development, Macedonia, July 2016 (co-organizer) Faculty Development Workshop.
5.	Participants in scientific activities	33	2th International Conferences on New Direction in the Humanities; 5th International Conference on Humanities and Social Sciences; 4th International Conference on Business, Technology and Innovation; International Scientific Conference; 27th Annual Conference Inequality in the 21st Century, The London School of Economics and Political Science; International Conference on Migration, Citizenship and Development in a Neoliberal Era; 4th International Conference, International of Southern Eastern Europe in

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			Western Balkans; 10th Annual Conference on Memory, Migration, the City and its Museum; International Conference On Social Sciences; BASEES Annual Conference; International Conference on "Myths in South-Eastern European Textbooks"; 3rd International Conference on "Research and Education: Challenges of the Future"; University of Shkodra "Luigj Gurakuqi" and ICRAE; Society for Social Work and Research, Washington D.C; 9th International Conference on Social Sciences; Proceedings of the Open Big Data Conference; Regional Studies Association Annual Conference; International Conference on Media and Memory Covering the Communist Past; Society for the Advancement of Socio-Economics International Conference; International Conference Labor Migration in the European Peripheries; 4th International Conference. International of Southern Eastern Europe in Western Balkans; 6th International Conference on Social Sciences; 5th International Conference on Humanities and Social Sciences; International Conference Transition in Retrospect- 25 Years after the Fall of Communism; 3rd Annual International Conference 'Albanian Studies Days'; International Conference on Information Systems and Technology Innovations; Global Fashion Management Conference; International Conference on Research and Education Challenges Towards the Future.
6.	Students involved in research	10	Analysis of the Social Network Culture in the Legitimacy of Political Communication Actors: Strategies of Kosovo and Albanian Opposition for Creative and Peaceful Conflict; Challenges and Obstacles to the Democratization Process in Albania; Machine Learning Methods for Intrusion Detection in MANET; Changing Tourism Consumer Behavior: The Impacts on Tourism Demand in Albania; Branding Tirana city as a tourism destination from a customer-based brand equity perspective; Industrial Citizenship and Migration from Western Balkans. A Migrant Centered Study of Albania-Greece and Kosovo-Germany Migration; CSF for Lean Operations; Sustainable development in Albania; An Extensive Model for Lean Implementation in the Service Sector; The Impact of Design on Sensory Marketing and its Effect on the Psychology of Consumer Behavior.
7	Brown Bag Seminars	13	Contested Borders: Territorialization, National Identity and Imagined Geographies; Power Positioning in Media and Propaganda; China's and Russia's Threat to the World Order; Posted Migration and Segregation in the European Construction Sector; Family Law & Demographic History in Albania (13th-19th centuries); The Image of the "Other" in History School Textbooks of the Albanian-Speaking Regions of South-Eastern Europe (1886-2010s); Detecting Speculation in Inflation Process by Testing Fair Game Hypothesis: Albania's Case, January 2000- January 2014; Contesting the "Sacred" and "Space" in the West Balkans; Strengthening the Decision-Making Power of Councilwomen in Albania; A new Approach to Fight Poverty and Vulnerability: The Redistributive Enterprise; Raising Museum Awareness and Museum Culture in Berat. Branding Tirana city as a Tourism Destination from a Customer-Based Brand Equity Perspective; Gendered Patterns of Emancipation and Integration of Albanian Migrant Women

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			in Three Host Societies: Greece, Germany and Switzerland.
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☒ Relevant documents, taken during visits to the institution

Evaluation according to the Standards

Standards/criterion	Evaluation according to the standards
Standard II.1 - Capacities for scientific research	
Criterion 1 A third cycle study program (doctorate) is integrated in research activity of Higher Education Institutions; Criterion 4 The institution has the capacity to perform supervision of each doctorate student in research activities and respective didactic duties; Criterion 6 Academic staff must show achievements in the research field through such creative activities as: presentations, scientific publications, magazines, books or monographs; Criterion 7 Indicators of high level research activity are publications that contain statements from publishing and scientific research activity by other scholars outside doctorate study program, especially international, regarding the outcome of scientific research in the institution that offers doctorate programs;	C1 The HEI provides conditions for doctoral students' participation in its research projects. Data quoted in SER shows that so far 8 doctoral students have availed themselves of this opportunity, out of whom four are BA students. C4 Considering this scale of education provided in the course of the doctoral programme, the academic and teaching achievements of academic teachers and thesis supervisors are sufficient to guarantee substantive supervision over doctoral students' research and teaching activity. C6 UNYT's research staff actively develop various forms of scientific activity, publish monographs and articles in international journals, participate in scientific conferences organised abroad and in research projects. C7 Available information indicates that a significant percentage of publications is featured in internationally renowned peer-reviewed scientific journals.
Conclusions of IEG: fully comply The University has a research development vision and strategic plan providing for diverse forms of support – also financial one – for its employees' scientific activity. Its employees conduct research mainly as part of individual projects and present their results at scientific conferences and in scientific journals. There is data indicating that there has been a major increase in the number of scientific publications over the past three years. The results of scientific activity have growing chances to reach global academic circles thanks to publications and foreign conferences. The HEI is implementing its first research projects with the participation of foreign partners and UNYT's doctoral students. The participation of Business Administration doctoral students in this process is, however, not very impressive. It is probably due to the fact that the PhD theses are at an early stage, which precludes their authors from presenting valuable results. The Review Team suggests conducting analysis of the implementation of the Research Strategy and the introduction of more efficient mechanisms facilitating the publication of research staff's results in scientific journals recognised on the global market. The number of applications for external funding of research should grow. It is also indispensable to implement solutions, which will more closely integrate doctoral students' individual research plans with projects run at the Faculty and Departments.	

11. National and international cooperation, in function of doctoral study

Description part

UNYT's mission statement and strategy recognise international cooperation as one of the most important priorities. However, data provided in SER shows that its scale is not large. There are 10 foreign HEIs cooperating with UNYT in the area of teaching and research. Table 14 (SER page 97) shows that all doctoral students have participated as partners in national and international projects, which was not confirmed in the interviews that were held with Business Administration doctoral students.

Statistics relating to student participation in conferences organised abroad (10 persons) and foreign lecturers conducting classes (10) at UNYT look slightly better. One Humanities and Social Sciences

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doctoral student went to a Finnish university, his stay there was financed using research project funds. A Business Administration doctoral student frequented summer schools at two American colleges. No doctoral student has been involved in Erasmus exchanges.

Measurable indicators:

- ☒ EEG should analyze and evaluate: the national and international cooperation (verify the data, according to Table 14)

Table 14

Scientific activities in the framework of international cooperation		
1	Number of students participating as partners in national and international projects	1
2	Number of Students participating in scientific activities, outside of HEI / presentations abroad	10
3	The number of foreign lecturers, who are invited to teaching	10 out of 26
4	The number of classes held by invited foreign lecturers	13 out of 39
5	Number of participants in training, in the field of abroad research	None
6	Mobility of students to and from HEI	2
7	The number of international awards in the field of research	None

- ☒ EEG should analyse and evaluate: the Cooperation with scientific institutions (verify the data, according to Table 15)

Table 15

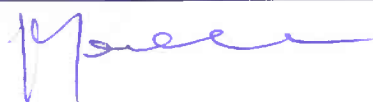
Institutions and scientific organizations, which is cooperating with	
Teaching and research	SUNY/ESC
Teaching and research	NYC
Teaching and research	UNYP
Teaching	UNIVERSITY OF GREENWICH
Teaching and research	BOLTON UNIVERSITY
Teaching and research	INSTITUTE OF POLITICAL SCIENCES, RENNES
Teaching and research	UNIVERSITY OF HERZING
Academic monitoring	UNIVERSITY OF FROBOURG, UNIVERSITY OF JUVASKULA (FINLAND)
Student and staff mobility	ERASMUS+
Research	ADRIA TINN CONSORTIUM
Research	MINISTRY OF FOREIGN AFFAIRS
Research	MINISTRY OF CULTURE
Research	REGIONAL DIRECTORATE OF EDUCATION, BERAT
Research	UNIVERSITY OF PRISHTINAMATH AND NATURAL SCIENCES FACULTY
Research	NATIONAL CENTER OF MUSEUMS ONUFRI AND ETHNOGRAPHIC, BERAT
Research	REGIONAL DIRECTORATE OF EDUCATION, BERAT
Internship and research	CENTER "SHTEPIA E KUQE"
Internship and research	COUNSELING LINE FOR WOMEN AND GIRLS
Internship and research	OBSERVATORY FOR CHILDREN'S RIGHTS
Internship and research	TIRANA ENGLISH SCHOOL

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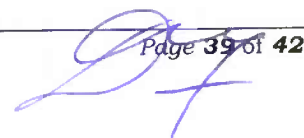
☒ Relevant documents, taken during visits to the institution

Evaluation according to the Standards

Standards/criterion	Evaluation according to the standards
Standard III.4 - Internationalization of doctorate study program	
Criterion 5 Doctorate study program encourages doctorate mobility by paying a considerable amount of expenditures for academic training outside doctorate study program; Criterion 6 Doctorate study program encourages mobility of doctorate students by paying a considerable amount of expenditures for presentation of research results in national and international scientific activities (symposium, conference, congress); Criterion 7 The institution has an agreement, at least with one Western university, guaranteeing programs of exchange of academic staff and doctorate students and realization of joint research projects. For Albanological Sciences cooperation could also be with a Higher Education Institution or research centre in Kosovo and lands where Albanians live; Criterion 8 Doctorate study program creates the necessary space to develop joint doctorate study programs with homologous universities in the region, Europe and beyond; Criterion 9 Doctorate study program provides for 3-4 modules (not less than 15 ECTS) to be conducted, organized in theoretical studies and doctorate students have the exam by professors of partner universities, known in the world, for quality and research, publishing activities in the relevant field of study. Exception cited in criterion 7 applies for Albanological Sciences; Criterion 10 Doctorate study program promotes involvement of professors from foreign universities as scientific supervisors or as scientific collaborators of doctorate students.	C5 Formal internal regulations specify that the programme may be partly followed in foreign HEIs. However, Business Administration student have followed the whole course in UNYT so there has been no need to fund their mobilities abroad. C6 Doctoral students say that the HEI only partly covers conference fees. All other costs are met by the students themselves, who, however, receive scientific grants awarded by the University. C7 UNYT has signed agreements with several foreign universities, above all with the University of Bolton, SUNY/ESC, University of Jyväskylä from Finland and the University of Fribourg from Switzerland. Professors employed by these HEIs have conducted classes for doctoral students and one of the professors has been appointed a co-supervisor. The agreements have also resulted in the implementation of a joint research program together with the Finnish and Swiss universities. C8 At this stage of the doctoral programme development, the idea of launching a joint doctorate programme with foreign partners seems premature. C9 Available information indicates the participation of foreign academic teachers in three modules at least in the capacity of co-lecturers. C10 The doctoral programme regulations contain provisions allowing foreign professors to play the role of supervisors. In the case of the Business Administration doctoral programme, this opportunity is partly taken advantage of.
Standard II.1 - Capacities for scientific research	
Criterion 5 The institution has agreements with other academic or research institutions at home and abroad, supporting the exchange of academic staff and doctorate students and academic and research activities of doctorate school;	Formal cooperation agreements concluded with foreign partners provide for staff and doctoral student exchanges and participation in joint research ventures. In practice, however, apart from the case already mentioned, that kind of cooperation is yet to occur. The Review Team was informed about new initiatives linked to this issue, among other things about cooperation with the University of East Anglia as part of a Marie Curie project.
Conclusions of IEG: substantially comply UNYT has taken some initiatives aimed at the internationalisation of the doctoral study programme. Among other things, it has agreements with foreign HEIs, the study programme has been benchmarked and foreign professors are involved in the teaching process also as thesis supervisors. A large number of staff possessing academic experience gained abroad has been employed. On the other hand, despite encouragement to follow part of the programme abroad, doctoral students have so far not taken this opportunity. Not all doctoral students have presented their research results at foreign conferences, but this may be due to insufficient research progress. When interviewed, they indicated three barriers preventing them from getting involved in exchange programmes: professional life (some of them would temporarily have to give up their jobs), family circumstances and lack of funds. Therefore, it is the concept of the internationalisation at home that is implemented. The Review Team is of the opinion that the HEI authorities	



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should rethink how to use the existing individual contacts of its academic staff to strengthen scientific cooperation basing on grants and group projects implemented with partner HEIs.

SWOT ANALYSIS

Strengths

1. Well-educated staff holding degrees earned at reputable foreign HEIs and displaying extensive teaching experience.
2. Provision of the doctoral study programme in English.
3. Policy of employing teaching staff from foreign HEIs, also as thesis co-supervisors.
4. Well-developed internal quality assurance and development system concerning the education of doctoral students, which is supported by an informal quality assurance system.
5. Well-functioning doctoral thesis supervision system and high level of doctoral students' satisfaction with their studies at UNYT, mainly with their cooperation with thesis supervisors.
6. Fine university campus.
7. Consistency of the Doctoral School's internal regulations with external ones.

Weaknesses

1. Too many specialisations on offer.
2. Small number of specialists able to provide content-related support and develop each specialisation.
3. Academic staff's passiveness in applying for research grants and projects funded from foreign sources.
4. Lack of doctoral students' interest in mobility programmes.
5. Unrealistic external regulations concerning the obligation to publish three articles in peer reviewed scientific journals, which results in publishing in less commonly recognized journals.

Opportunities

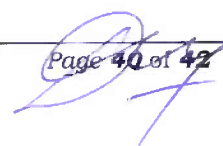
1. Determination of UNYT's authorities in the development of doctoral programmes.
2. Student-oriented teaching and advisory system.
3. Plans to strengthen the teaching staff possessing qualifications adequate for the purposes of the programme.
4. Development of organisational structures strengthening the HEI's research potential.
5. Strengthening links with partner HEIs abroad.

Threats

1. Financial instability of the programme due to the small number of doctoral students and a shallow labour market for them.



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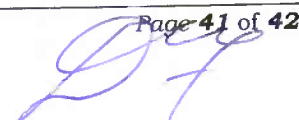
2. Insufficient level of research development resulting in insignificant recognition of research results on the global scale.
3. Failing to take the opportunity to follow a part of the programme abroad and resulting poorer graduate competitiveness on the European, and even on the Albanian market.

Recommendations

1. Specialisations of the doctoral study programme should be better adapted to the labour market needs and staff resources of the Department and the HEI.
2. Establishment of the Council of Professors at the Faculty level.
3. The appointment of an advisory body (a Counsultaton Council for UNYT or the Doctoral School or the Department) with participation of representatives of foreign HEIs, business sector and public administration should be considered.
4. A review of the doctoral study programme should be conducted in order to make it more useful for research projects implemented by doctoral students and for their doctoral theses. Among other things, classes in research methodology and specialist modules should be introduced and doctoral students should be taught to effectively apply for research grants.
5. Syllabuses should be reviewed in order to reinforce the advanced character of theoretical classes. The latest literature published in scientific journals should be featured in the syllabuses.
6. A recruitment commission should evaluate the curricula and learning outcomes of those students who have Second Level Master diplomas and are exempted from the first year of study.
7. Research Strategy implementation should be analysed and more efficient mechanisms should be introduced to stimulate the development of scientific and research cooperation with HEIs abroad and to boost staff's interest in publishing the results of their work in scientific journals recognised on the global arena.
8. External sources of doctoral studies funding should be increased, also as part of funding research projects implemented by the doctoral students.
9. Mechanisms allowing at least some of the doctoral students to complete a part of the study programme at HEIs abroad should be developed.
10. Doctoral school students should be provided with a platform (other than questionnaires) for expressing their opinions about challenges related to their studies and with feedback concerning the results of the surveys and repair and improvement actions taken.
11. The university's website should feature a tab devoted to quality assurance.

External Evaluation Group:

1. Assoc. Prof. Doriana Matraku Dervishi
2. Emeritus Prof. Mieczysław W. Socha



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