

Overview

Institution Name

Universidad Argentina De La Empresa

Address

Lima 717

Year Accredited

2006

Year Reaffirmed

2016

Years Covered by this Report

2016 - 2016

Date Submitted

09/15/2018

Completed By

Rodriguez, Jorge

Phone

541140007600

Email

jlorodriguez@uade.edu.ar

ACBSP Champion

Rodriguez, Jorge

ACBSP Co-Champion

Sicurello, Carlos

I - Institutional Information

To complete this section, first click on the Edit/Checkout button. Then copy and paste the headings into the Institutional Response box below and enter your information.

O 4. List all accredited programs (as they appear in your catalog).

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted.

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

O 6. List all campuses where a student can earn a business degree from your institution.

O 7 Person completing report:

Person completing report Name:

Phone:

E-mail address:

ACBSP Champion name:

ACBSP Co-Champion name:

QA Report

Status: Completed | **Due Date:** Not Set

Assigned To

Jorge Rodriguez

Institution Response

Accredited programs

BA in Business Administration

BA in Economics

BA in Finance

BA in Marketing

BA in International Commerce

Bachelors in Public Accountant
BA in Human Resources
BA in Global Business Management
Master in Business Administration
Master in Institutional Communications Management
Master in Human Resources Management
Master in Marketing and Sales Management
Master in Finance and Control Management
Master in Strategic Direction of Information Management

Sources

- Accredited programs

II - Status Report on Conditions and Notes

O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions? (If the justification for removal is lengthy consider attaching an appendix to QA report).

Remove Note:

Remove Condition:

If you are not removing a note or condition, please list the note(s) or condition(s) below and explain the progress made in removing same.

Do Not Remove Note or Condition:

QA Report

Status: Completed | **Due Date:** 9/15/2018

Assigned To

Jorge Rodriguez

Institution Response

There is no response.

Sources

There are no sources.

III - Public Information

Item III in the QA report applies to Overview Item 5g in the Baccalaureate/Graduate Degree Standards and Criteria book.

Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement. **A direct link to aggregate business student results should be placed on your business page website. Ensure the link goes directly to business students' results such as the example in the evidence file above under ACBSP Documents, Good Example of Public Information.**

1. Student Learning Outcome Assessment Results: Such as what you report in standard #4, Criterion 4.2 - Major Field Test in Business (MFT), accounting SLO assessment results, management SLO assessment results, critical thinking SLO assessment results, team building SLO assessment results, communication SLO assessment results, etc. **A link to the spreadsheet tab "Standard 4 Results" found in the evidence file (ACBSP Documents folder) of this online reporting portal should be placed on your website.** A link to these tables is provided in the Evidence File and located in the ACBSP Documents folder at the top of this page.

2. Program Results for Business Students: Such as graduation rates, retention rates, job placement, etc. How do you make the results public? **A link to "Standard 6 - Table 6.1" found in the evidence file (ACBSP documents folder) should be placed on your website.** A link to these tables is provided in the Evidence File and located in the ACBSP Documents folder at the top of this page. Ensure the link goes directly to business students' results such as the example on the ACBSP website located under Baccalaureate/Graduate degree accreditation.

QA Report

Status: Completed | Due Date: 9/15/2018

Assigned To

Jorge Rodriguez

Institution Response

See information attached below

Sources

- III - Public Information

1 - Standard 1 Leadership

Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.
- b. List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.

QA Report

Status: Completed | Due Date: 9/11/2018

Assigned To

Jorge Rodriguez

Institution Response

Standard 1

Criterion 1.1.a. Establish the main actions of the academic body and teachers to determine, communicate and implement the values of the programs and performance expectations.

To determine, communicate and implement the values of the programs, the UADE Foundation is based on the Codes of Conduct and Ethics. They establish the responsibilities of Mr. Dean, other authorities, teachers and students. See evidence: [1 Acceso aCodigo de Conducta](#)[1 Acceso aCodigo de Etica](#)

These codes whose pillar is the Statute of the University, together with the regulations in force, and the profile of the graduates to be achieved, have the commitment of Mr. Dean, other authorities, the teaching staff as well as the students of our University.

All the above is summarized in the framework of the so-called "UADE Commitment" exhibited in the Classrooms of the University, which summarizes the values that the University intends to be adopted by the authorities students, teachers and employees adopt. This declaration is subscribed by teachers, authorities and members of the Executive Committee of the University. Examples of statements that include: plagiarism is not admitted in any of its forms, mutual respect between teachers and students. See evidence: [1 Compromiso UADE](#)

In summary, the academic community of UADE intends to respect, ensure and safeguard the following values:

Dignity of the human person:

Respect their freedom, recognize their own identity and different from others and always consider it an end in itself.

True:

Promote the permanent interest in the search for the truth that inspires the teaching activity, research and learning.

Integrity and coherence:

Reflect in your own behavior the harmony between thinking, saying and acting.

Equity:

Recognize the rights of each person, according to their own condition and circumstances.

Responsibility:

Assume the inherent commitments to the role and contribute with a sense of solidarity to the common good of society.

The stated values are reflected in the agreements signed by authorities, teachers and students, as guidelines for behavior:

- Create a climate of trust and healthy coexistence, based on mutual respect, in a cordial and affable way.

- Avoid all types of discrimination or harassment based on prejudice of race, color, religion, sex, age, nationality, disability or any other factor.

- Respect personal freedom, fostering dialogue, participation, interdisciplinarity and teamwork.

- Manifest with your own example the behaviors to continue keeping the word pledged and your own convictions.

- Encourage a serious study environment, based on constant and responsible effort.

- Recognize one's mistakes, for the purpose of amendment.

- Avoid all excess functions and the exercise of authority.

- Collaborate so that loyalty, the spirit of service and optimism in interpersonal relationships predominate.

- Recognize the merit of each person, trust in others and promote equal access to development opportunities, avoiding all kinds of favoritism and discrimination.

- Do not hide the truth by lying or imposing silence.

- Encourage the development of individual capacities with initiative and creativity, also fostering a critical and constructive spirit.

- Respect intellectual property in research, practical work and projects.

- Evaluate achievements and work with fairness and equity, in a way that responds to clear rules, explainable and understandable by all.

- Caring for and protecting the assets and resources of the University's common heritage, respecting its facilities, equipment and materials, avoiding damage and waste.

- Respect the time of others, take care of punctuality and avoid any action that disturbs daily activity.

- Encourage the connection of the University with society through solidarity actions.

- Act loyally and honestly in meeting the requirements of academic tests.

The career Directors of the Faculty hold periodic meetings with the students in which they are instructed on the aforementioned values and commitments. Reinforcing this communication on the website of the university is available the Institutional Guide for students that among other topics contains the current institutional regulations that will serve the student to guide during the course. See evidence: [1 Acceso Guía Institucional para alumnos](#)

For their part, the Department Directors transmit the aforementioned values and commitments to the professors, ensuring the faithful observation of their compliance in the three plenary meetings held annually. The Institutional Guide for teachers is available on the university website, a digital format publication containing the rules of coexistence, information referring to didactic guidelines for the design and development of teaching processes, support services for teaching and available resources, among other topics that will serve for the teaching practice in UADE. See evidence: [1 Guía para Docentes](#). See evidence: [1 Minuta plenaria de docentes](#)

The Department of Institutional Relations is responsible for the internal and external communication of the UADE Foundation. Among its functions is to transmit the mission and values that underpin the Institution through different actions:

1. Periodically the President of the Executive Committee calls the directors and members of the Committee to meetings to discuss and plan the academic future of the University.

2. The President of the Board of Directors and the Rector develop information days for managers, members of the faculty and administrative staff to report academic and administrative issues. These meetings allow to inform the status of the proposed objectives and announce the new goals for the following periods.

Criterion 1.1.b. List the key performance measures of the programs that are regularly reviewed by administrators and teachers specifying who uses each measure and for what purpose.

The performance of the programs is the result of a joint action between Mr. Dean, the other administrators of the Faculty and the administrators of other Faculties, linked by the dictation of subjects of disciplines not belonging to the Economic Sciences, such as law, sciences social and humanities, among others.

The career directors periodically review the curricula and contrast them with the needs of the market and the plans of other universities, both local and abroad. With respect to the needs of the market, Dean and Dept. and Career Directors visit different companies to know what new skills students must develop to be competitive. This analysis, together with a benchmarking of the curricula of reference universities, allows them to be updated. See evidence: [1 Minuta reunion con alumnos.](#)

The department directors, on the other hand, review the offer of subjects every four months according to the needs of the Programs. Simultaneously, every two years at the most, the analytical programs of each subject are evaluated to update the contents and bibliography, if applicable.

For the Public Accountant career a curricular follow-up commission has been created with the objective of reviewing the contents and updates of the career. In the future, commissions will be created with this objective for the remaining careers of the faculty.

Additionally, the directors evaluate the academic performance of the students by subject and by career through the "Academic Scorecard" that the University implemented some time ago and define an improvement plan that involves the Faculty, departments and careers. These improvements involved, for example, conducting a mock exam for 1st year students, defining a calendar of partial exams for the same year, increasing consultation classes in subjects with a high percentage of reprobate, increasing the use of shorts videos that replicate the theme developed in the class, the change of approval methodology for some subjects, the follow-up of critical subjects in a permanent improvement plan.

Likewise, the performance of teachers is analyzed through different indicators that are described below. It should be mentioned that in the case of the Faculty of Economic Sciences, the majority of the academic body exercises teaching as a complementary activity to the professional, being highly valued their experience in the market for the dictation of the classes.

In order to corroborate their performance, data such as teacher - percentage of deferred in the end and / or reprobate are crossed and the evaluation that the students make of the teachers is considered additionally. This analysis allows us to work on the teacher's performance in the classroom, detecting opportunities for improvement. See evidence: [1 Indicadores de Carrera](#)

The professors assigned to the courses must have an average equal to or greater than 7.50 in the integral evaluation.

The Scorecard called Qlickview comprises three parts:

- 1- Faculties
- 2- Departments
- 3- Programs (careers)

Likewise, each party considers four levels:

1- Finance

2- Development / Prestige

3- Processes and procedures

4- Customers

Criterion 1.1.c. Explain how the performances of academics and teachers are evaluated.

The general procedures for monitoring and evaluating teacher performance currently in force at the University are:

- Early student survey: This survey, implemented as of the first quarter of 2018, seeks to detect anomalies and opportunities for improvement since the beginning of the semester.
- Student survey: administered at the end of each course to assess the opinion of students regarding the teaching of the subject. This evaluation is carried out through a computer system and the Management Control area is responsible for the filing of this information.
- Examinations audits: These, based on a sample, are periodically carried out by Dept. Directors to detect anomalies in the content, form and evaluation criteria used.
- Comprehensive evaluation: carried out by the Department Director to which the teacher belongs. It contemplates the performance of the teacher in the courses according to the last four opinion surveys administered to the students (40% of the score) and the evaluation of the Department Director (60% of the score). This evaluation is incorporated into the teacher's file, which is filed in the Human Resources Division.
- Visits to classes: specialists in education in the area of Academic Quality Coordination make observations of classes, prepare a report and make a return to the teacher. These views are made at the request of the teacher, at random or at the request of the authorities, and the evaluation of the class is done from a pedagogical point of view. The reports of these evaluations are archived in a computer system administered by the Academic Quality Coordination.

For their part, the Dean, Department and Career Directors also make class observations (they visit 8 classes per semester) but in this case the evaluation also covers other disciplinary aspects of the treatment of the content or more specific aspects of the teaching of a discipline. The reports of these evaluations are archived in a computer system administered by the Academic Units.

In addition, members of the Honorary Council also visit classes and present a report to the Executive Committee.

- Annual external evaluation: organized by Academic Quality Coordination and carried out by external pedagogues experts in higher level didactics. It is carried out on a sample of teachers whose selection criteria varies every year. The reports of these evaluations are filed in a computer system administered by Academic Quality Coordination.

The academic authorities (Deans, Career Directors and Department Directors) are evaluated in their teaching functions with these same assessment instruments

These evaluation procedures are detailed in Criterion 5.6 Faculty Evaluation.

Likewise, full-time staff, both teachers and academic authorities, have an annual evaluation of generic competences. This evaluation is carried out by the immediate supervisor and validated by the superior of the immediate supervisor. This evaluation covers the following competences: quality and understanding of the value chain; commitment; technical credibility; criteria and autonomy; initiative; negotiation; Customer orientation; planning; teamwork; leadership.

For each of these competences, the level of development is evaluated according to 5 levels: competition is not observed; basic level; intermediate level; advanced level; Expert level. According to the position, academic directors and full-time teachers have a minimum required development profile of these competences.

Faced with deficits in the development of some of these competencies, the direct supervisor establishes an annual improvement plan. This evaluation is done through a computer system and the Human Resources Division is responsible for the filing of this information. Also, in the cases in which the development of these competences exceeds the minimum required for a job, this information is used to identify replacement tables. See evidence: [1 Indicadores de departamento](#)

Criterion 1.2.a. Establish the actions of administrators and teachers tending to create a climate that encourages and requires ethical and legal behavior.

The UADE Foundation establishes and communicates its fundamental principles through the Code of Ethics and Conduct that are published on the website.

The Code of Ethics that presides over the teacher-student relationship is an integral part of the way of conceiving a university life that promotes the development of people. The task, as professors and university students, is to advance together in the knowledge of the truth and, in that common effort, each one to exercise his task with suitability and with a right sense of his duties towards society. It is precisely for this reason that ethics must be intrinsically linked to all actions and those who join the university life must be willing to assume the values that preside over this educational community and have to commit to ensuring its dissemination and validity, because all feel personally interpellated in this task of being and doing the University

The Directors of the Department influence the ethical climate of the organization through the actions carried out, the policies established and the example they give.

The actions that induce a climate or ethical culture are expressed, making use of effective communication, through the requirements made to teachers not only in the dictation of classes but also in compliance with current regulations on academic and administrative aspects . They are asked to apply the code of conduct - regulations that govern university life, mutual respect, academic solidity, dedication, efficiency and responsibility. From the academic point of view, teachers must ensure that they comply faithfully with the regulations governing the Evaluation and Approval of subjects in the face-to-face and non-face-to-face modalities that entail ethical principles such as prohibition of change of notes without the proper supporting documentation of the involuntary error when transcribing the exam note. Failure to proceed as agreed will imply the imposition of disciplinary sanctions.

From the administrative point of view, they must comply with the corresponding obligations such as entering the University before the expiration of the deadline for not registering late arrival, using the identification card in the presentee reader for their own identification card, using the technological tools and services for the assigned academic work, do not retire early to the established schedule without prior notice to the corresponding sector.

With regard to the students, in case of copying or plagiarism, they will obtain a zero (0) note beyond the application established in Normative Resolution 15/09. In which is established the academic-administrative procedure to be followed for the application of disciplinary sanctions to undergraduate students of the University, Regime of Students of Degree. See evidence: [1 RN 15 9](#)

In Chapter X - Disciplinary Regime states that in Article 13 of the aforementioned Resolution students who do not conform to the regulations in force in the field of the University will be subject to the following sanctions:

a) Warning: it will be applied by the Dean of the Faculty to which the Career of the student belongs, in the event that he / she had committed a minor offense.

b) Suspension: if the lack is of sufficient gravity, the sanction of a suspension of up to five (5) years may be applied, as a result of a summary proceeding, which will imply the impossibility of taking and submitting evaluations. It will be

imposed by the Rector, at the request of the respective Dean.

c) Expulsion: as a result of the summary process, the sanction of expulsion will be decided exclusively by the Academic Council of the University, at the request of the Rector, following a report from the Dean of the corresponding Faculty. The measure will imply the absolute and definitive separation of the student from the University.

For its part, Article 14 of the same, feel the need to add all sanctions to the student's file.

Also with regard to teachers, we could describe the process of additions, promotions and additional payments, which subject to a double control, ensures the necessary transparency. For example to be part of the faculty, the candidates are evaluated through an opposition test, by representatives of Academic Quality, a specialist teacher in the area and the Director of the corresponding Department.

Finally, Article 15, provides that the regime established by said Resolution applies to all students of the University and enters into force as of the issuance thereof.

Criterion 1.2.b. explain how the social impacts generated by the offer of careers, services and operations are addressed and measured.

The Fundación Universidad Argentina de la Empresa works to achieve a positive impact and minimize any adverse impact on society, including stakeholders (teachers, administrative staff, students, graduates, suppliers) and the community in general.

The careers of the Faculty of Economic Sciences have a high recognition in the country that is demonstrated, for example, in the demand of students that make the companies of different magnitude through the service of employment of the University and of the labor offers for the postgraduate

There is a high degree of satisfaction of graduates with their training and of employers for the quality in the professional performance of graduates in Economics from the Universidad Argentina de la Empresa

The graduates are satisfied with the education received, are competent in the workplace and have good levels of employability and job opportunities. The indicators show a high employment rate, accompanied by low levels of unemployment and inactivity. Likewise, it is verified that the graduates are employed in private companies as well as in the public sector, international organizations and entrepreneurship.

The integral training that is given to students covers both the personal and academic aspects in which it is encouraged and instilled to act always under ethical and moral principles and with a strong sense of responsibility.

Finally, the University promotes the dissemination of the so-called "Pride UADE", graduates with outstanding performance in the professional and ethical / social field in the community. We understand that the best way to promote a positive impact among students and graduates is based on the example.

The Fundación Universidad Argentina de la Empresa works on knowledge through research and the production of new technologies that benefit society. The University considers that promoting this type of research more intensively is a point of improvement considering the increase in awareness of the sustainability of resources and their conservation.

The University is also a member of the Economic and Social Council of the city of Buenos Aires and the Professional Council of Economic Cs, which have as objectives to propose policies, sustainable development projects, provide training for professionals and others that benefit the community.

Although the UADE Foundation persistently works to improve the quality of its classes, constantly disseminating ethical values, which many have an impact on social aspects of the community, one aspect of improvement on which it will have to work in the next year focuses on the establishment of indicators that allow us to effectively measure and monitor the social impact of our careers, services and operations.

Criterion 1.2.c. Explain how ethical business and academic practices are ensured.

Ethical business practices at the Fundación Universidad Argentina de la Empresa are governed by different instruments: the Code of Ethics, the Code of Conduct and a set of regulations embodied in the normative and dispositive resolutions emanating from the Academic and Legal Secretariat and that they govern over any act related to academic or administrative processes.

Each operation or administrative process that could generate a conflict of interest is submitted to different levels of authorization in accordance with the Procedures Manual and Internal Audit control. See evidence: [1 Control Presupuestario](#)

Every week, the Directors of the Department, career and the Dean meet in the Faculty Council where problematic situations arising from academic management are analyzed and resolved, generating homogeneity in the treatment of them.

The Dean and the Directors of Department and Career are responsible for preventing unethical behavior inside and outside the classroom for students and teachers and, if necessary, apply disciplinary sanctions against non-compliance with current regulations that are filed in the respective file .

With respect to the ethical practices in the academic area, the careers of Economics, Finance and Human Resources include the subject Philosophy and Ethics in the curriculum. The remaining careers and postgraduate programs introduce the ethical concepts in the program of different subjects that make up the plan. The objective is for the student to internalize the business ethics analyzed from different perspectives and to be trained in the identification of situations that could involve him in cases of corruption due to lack of knowledge or to collaborate in their detection and help to prevent them.

Finally, the University has an Academic Council (COAC) that is formed by the Rector, who is President of the same, the Vice Chancellor, the Deans of the Faculties and other holders of the teaching units, three professors chosen by the term three years for the teaching staff and two members of the Board of Directors. Their functions are:

Dictate the regulations and ordinances related to the organization and academic functioning of the University, and the curriculum plans of its faculties and teaching and research units and of any other academic unit that may be created by the Board of Directors and approve the annual plans of academic activity.

Propose to the Board of Directors the creation or elimination of Faculties, Schools, Departments, Institutes and other academic units, as well as the appointment of their authorities, professors, researchers and other members of the academic body.

Set the character and time of the dedication to the position of the Deans, Vice-Deans and other academic authorities.

Exercise the disciplinary power over the academic body in all its hierarchies, in accordance with the regulations that are dictated.

To approve the annual academic report prepared by the Rector and present it to the Board of Directors, for the purpose of its inclusion in the Report.

To attend in general the development of all the academic activities that are carried out in the University or with participation of the same.

The meetings of the Academic Council have a monthly frequency and usually take place on the Thursday of the third week of each month. The meetings are chaired by the Rector, a quorum is formed with the majority of its members

and the decisions are taken by absolute majority of the members present and, in the event of a tie, a double vote is expected from the person presiding.

Likewise, the Statute contemplates the possibility of constituting an Honorary Council, made up of prominent personalities in economic-social disciplines, in business management, in higher education or who have provided important services to the University. The appointment of its members is for a term of three years and its functions were approved by the Board of Directors.

At present, this body is in operation and holds weekly meetings in which different problems are analyzed at the request of the authorities and reports and recommendations are prepared.

Criterion 1.2.d. Explain how faculty and careers are assured compliance with the regulatory framework and legal aspects.

The Academic Secretariat, through the Coordination of Academic Quality and the Rector monitor compliance with the regulatory framework that emanates from the Ministry of Education of the Nation. For example, the reform in the curriculum of the careers of the University or the creation of a new career must be previously approved by said body so that the title granted has official validity.

For its part, the Legal Advisor, Internal and External Audit ensure compliance with laws and regulations in general. The authenticity of each of the marks of the subjects approved by each student is certified by External Audit, who corroborate, for example, that the student has completed and approved all the subjects programmed in their curriculum and the elective courses approved are in the menu corresponding to your program. Afterwards, they turn to the analytical certificate and then send it to the Ministry of Education of the Argentine Republic and obtain its final certification.

Sources

- 1 Acceso a Código de Conducta
- 1 Acceso a Código de Ética
- 1 Acceso Guía Institucional para alumnos
- 1 Compromiso UADE
- 1 Control Presupuestario
- 1 Guía para Docentes
- 1 Indicadores de Carrera
- 1 Indicadores de departamento
- 1 Mapa de exámenes
- 1 Minuta plenaria de docentes
- 1 Minuta reunión con alumnos
- 1 RN 15 9
- Fig 1.1 y 1.2

2 - Standard 2 Strategic Planning

This is an example of tables that you might use below in your institutional response.

Identify any major changes to the key strategic goals/objectives during this QA reporting period:

Key Strategic Goals/Objectives	Any Major Changes

2. Report the top 3-5 short/long term strategic goals/objectives, summarize the key measures used and progress toward achieving each objective during the current QA reporting period.

Strategic Objectives	Key Measures	Progress Toward Achievement

3. If there have been any significant changes to your strategic planning process (for example, new stakeholders, new process steps, etc.) during the QA reporting period, please report them in a table similar to this.

Strategic Planning Process Changes Summary

QA Report

Status: Completed | **Due Date:** 9/15/2018

Assigned To
Jorge Rodriguez

Institution Response

Standard 2

Criterion 2.1 There is a formal Process to establish the strategic direction for the Faculty of Economic Sciences and the Business School

The Faculty of Economic Sciences participates in a formal process of several levels of strategic planning.

The upper level is the Strategic Plan of the University. It is an official process in which the basic strategic issues (strategic lines) are analyzed, selected and implemented. The strategic lines consist of areas of activity in general, setting specific objectives for each planning period, for example, internationalization, virtualization, academic quality, growth, etc. See evidence: [2 Acciones Plan 2016-2020](#).

The strategic guidelines of the University are established in the governing bodies. The Board of Directors, the highest governing body communicates the same through the Executive Committee, who organizes, prioritizes and requests the highest authorities of each Academic Unit (Deans, Business School Director, Research Director) the preparation of proposals that accompany these guidelines.

In academic units (Faculties, Business School, Research Center) are thought and built academic proposals related to the offer of undergraduate or graduate degrees, research proposals, extension, incorporation of teachers for the integration of the necessary faculty to develop them, to incorporate technology (understanding software and / or necessary hardware), the proposal of acquisition of property, plant and equipment, and the expenses associated with the implementation of said proposals.

In the governing body of the Faculty Council of the Faculties, the academic proposals that include the teaching resource that supports them are discussed and approved.

The proposals that are approved in the Faculty Council, are raised for treatment and approval at the March session of the Academic Council, a higher academic body that oversees and approves the academic proposal.

The incorporation of the faculty is presented in the June and December sessions of this body.

The academic initiatives accompanied with the economic feasibility study are raised for treatment and approval by the highest governance body, Executive Committee.

With the approval of the Executive Committee, it is submitted to the Board of Directors for final approval.

The formal registration of all initiatives is recorded in the minutes of each of these sessions.

The specific objectives must be fulfilled within the short term, usually they are dumped in a Gantt diagram under the name of "Short Term Actions Goals and Schedules." Compliance with these objectives is controlled at regular intervals and in case of deviations in the implementation, they feed back the planning process for the next period. The Dean of the Faculty of Economic Sciences is part of the Executive Committee of the University and participates with voice and vote in the sessions of the same.

There is then a second level with a specific strategic plan for the Faculty of Economic Sciences. Within it, each Career Director establishes his competitive strategy, which includes comparative evaluation with relevant competitors, SWOT analysis and review of the different functions and internal processes and the selection of strategies that will continue in the next period. For the preparation of the same is nourished of the meetings that have been maintained during the year with graduates and employers of our students and / or graduates. Within this second level each of the programs taught have their own strategic plan and each of them analyzes the degree of progress, including feedback from the previous period, curricula, opinions, reference points and SWOT.

The Strategic Plan of the Faculty of Economic Sciences is synthesized in the instrument "Strategic Plan in a page" (2018-2024) in order to facilitate its discussion, consensus, construction and communication among the members of

the Faculty Council, the faculty, staff and interested stakeholders. See evidence: [2 Plan Estrategico](#).

On the other hand, within the strategic plan, a marketing plan is drawn up detailing the actions per career that will allow the enrollment and retention goals to be met. As these activities often involve costs, they must be aligned with the annual budget of the Academic Unit. See evidence: [2 Plan Mkt 2015](#); [2 Plan Mkt 2016](#).

At each level, monitoring is carried out at periodic intervals. The modifications to the objectives and the implementation process are examined and adjusted when necessary. The responsibility for this falls on the person responsible for that particular area, for example, the Strategic Plan of the Faculty of Economic Sciences is the responsibility of the Dean of the Faculty of Economic Sciences, who establishes the modifications and adjustments, which may correspond in a usual during each planning period.

Every four months the Career Directors receive reports with different degrees of progress. In the same can appreciate quantitative variables such as stock of students, retention, term of career, graduation rate. Also, on a monthly basis, the aforementioned directors receive information about students who, under certain parameters, are considered deserters. See evidence: [2 Indicadores de Carrera](#).

It should be noted that in 2017 and 2016 the Business Administration (2016) and the Marketing (2017) were evaluated. To this end, a group of professionals was selected, composed of members of professional associations or councils, members of employer companies, and members of consultants. The aim of these people was to analyze the syllabus, the analytical programs and the evaluation instruments. In 2015, the same study was carried out for the Public Accountant career. In this way, we intend to continue guaranteeing the strategic item of academic quality. As an example, the Assessment of the Degree in Business Administration is attached. See evidence: [2 Informe final evaluación de carrera](#).

Criterion 2.1.a. Explain how the faculty and staff members participate and / or have the opportunity to express their opinions in the strategic planning process

Both the Faculty, staff and students are an integral part of this process at all levels. At the top level, the composition of the Board of Directors, the Academic Council and the Executive Committee demonstrate that both the faculty and staff are well represented, thus participating in the most important decisions taken by the University, including the preparation of the Strategic Plan of University.

Each Academic Unit (for example, the Faculty of Economic Sciences) has a Council that meets weekly and is composed of the Dean, Department Directors, Career Directors, Academic Operational Coordinator, Honorary Council representative and a representative of the professors whose The position is chosen every three years by the professors in the general elections. See evidence: [2 Acta Consejo de Facultad](#).

Another good example can be seen in the periodic meetings that the Dean of the Faculty of Economic Sciences maintains with groups of students of each program. Attached minutes of meeting with students. See evidence: [2 Minuta de reunión con alumnos](#).

Periodically, the top leaders of the University hold meetings such as off-site events or specific events, in which they debate, agree on and disseminate strategic plans. See evidence: [2 Presentación crecimiento OFF SITE](#).

Likewise, the Department Directors have the policy to meet three times a year with their teachers to communicate the goals and actions of the semester and listen to their suggestions and recommendations. These meetings are settled in the Share Point of the Academic Unit. See evidence: [2 Minuta de reunión DEEFI](#).

Criterion 2.2.c. The faculty leader must appropriately communicate the strategic objectives, action plans and measurement systems to the whole faculty, staff and group of claimants. Show evidence of how all this is communicated to those mentioned.

All the strategic plans and the respective action plans are communicated to the parties involved through a multi-level communication process.

The first level of objectives and action plans (Strategic Plan of the University) is communicated to all interested

parties of the Faculty of Economic Sciences and to its general staff in meetings held every three months. In these meetings, other topics of interest for the faculty and staff and the data on the course of action in relation to the different objectives of each action plan are also discussed. See evidence: [2 Reunión Informativa para Colaboradores y Docentes](#).

In addition, the strategic plans at the level of the Faculty of Economic Sciences are communicated to the interested parties in the Faculty Councils convened periodically. For his part, the Dean of the Faculty of Economic Sciences, is responsible for monitoring the progress of each action plan. For example, the Dean calls for periodic meetings with students, faculty and staff to monitor the progress and impact of the different action plans that are being applied, allowing an opportunity for feedback in order to improve the quality of each plan.

As previously mentioned, the "Strategic Plan in a Page" is an instrument that contributes to the collaborative construction and dissemination of the Strategic Plan of the Faculty of Economic Sciences. See evidence: [2 Plan Estratégico](#).

The instruments for measuring strategic objectives are mainly focused on Share Point. This platform is restricted access to Directors. Few people have access to the information load in it, while the directors have access only for consultation. However, the management control area sends a monthly report containing the fulfillment of certain actions. See evidence: [2 Share Point Control de Indicadores de Control de Gestión](#).

Also, in terms of research, there is a body called CPP (Coordination of Budget and Relevance). In it, all activities related to research and university extension are analyzed. The resolution in said body is communicated by the Dean in the Faculty Council. See evidence: Share Point Research Coordination.

Sources

- 2 Acciones Plan 2016-2020
- 2 Acta Consejo de Facultad
- 2 Acta Reunión de Departamento con Docentes
- 2 Indicadores de Carrera
- 2 Informe final evaluación de carrera
- 2 Minuta de reunión con alumnos
- 2 Minuta de reunión DEEFI
- 2 Plan Estratégico
- 2 Plan Mkt 2015
- 2 Plan Mkt 2016
- 2 Presentación crecimiento OFF SITE
- 2 Reunión Informativa para Colaboradores y Docentes
- 2 Share Point Control de Indicadores de Control de Gestión
- 2 Share Point Coordinación Investigación
- Fig 2 UBS
- Figuras 2.1 a 2.3

3 - Standard 3 Student and Stakeholder Focus

Complete the Standard 3 - Student- and Stakeholder-Focus Results table, found under the Evidence File tab above.

Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.

Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.

Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)												
(Example) Alumni Satisfaction for business programs will be at or above 80%	Annual alumni survey	Three years of positive trend data exceeding goal	Overall satisfaction exceeded the goal, but students requested additional internships & job placement assistance.	Increased the opportunities for internships and assistance with job placement.	<p>Alumni Satisfaction: 2009 - 2013</p> <table border="1"> <caption>Alumni Satisfaction Data (2009-2013)</caption> <thead> <tr> <th>Year</th> <th>Satisfaction (%)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>~85</td> </tr> <tr> <td>2</td> <td>~88</td> </tr> <tr> <td>3</td> <td>~90</td> </tr> <tr> <td>4</td> <td>~92</td> </tr> <tr> <td>5</td> <td>~95</td> </tr> </tbody> </table>	Year	Satisfaction (%)	1	~85	2	~88	3	~90	4	~92	5	~95
Year	Satisfaction (%)																
1	~85																
2	~88																
3	~90																
4	~92																
5	~95																

QA Report

Status: Completed | Due Date: 9/13/2018

Assigned To
Jorge Rodriguez

Institution Response

Standard 3

There must be a systematic procedure to determine the requirements and expectations of current and future students and claimants, including how the faculty or programs establish relationships with their students and claimants and thus determine their satisfaction. Complainants should include family members, employees, students, donors (or benefactors), other faculties, communities, etc.

Document the extent to which the faculty or programs meet these standards for students and claimants. Justify the omissions.

Criterion 3.1 - Faculty or careers must determine the segment of students to whom their educational programs are directed. (Definition of the student target).

Establish the segment of students projected and captured.

The Fundación Universidad Argentina de la Empresa is positioned in the middle price segment within the Private Universities. Its target is represented by students who, in addition, to the academic quality of an institution, strongly value its attributes in terms of services, order, organization and efficiency.

The Fundación Universidad Argentina de la Empresa was founded in 1963 by the Argentine Chamber of Corporations with the purpose of offering university education in all fields of economic sciences. Its initial programs were aimed at students with interest in business administration and related areas.

Among the distinctive features of the University's proposal we can mention the following:

- Tradition in business education
- Offer of programs of practical relevance
- Strong market orientation
- Accessible tariffs
- Focus on the quality of academic and administrative service to the student

Despite its identification in the market with the dictation of business careers, the University now has a wide academic offer aimed at satisfying the demand for scientific, technical and / or artistic training. Their careers are distributed in five Faculties or Academic Units: Faculty of Economic Sciences, Faculty of Engineering and Exact Sciences, Faculty of Communication, Faculty of Legal and Social Sciences, Faculty of Architecture and Design.

The University has a wide range of scholarships designed to meet economic needs and stimulate or recognize the academic performance of students both in their secondary and university level studies.

Among the students who attend the University, two clearly differentiated groups or segments can be identified:

1. Students whose career is solved by their parents or other members of the family group and generally attend their studies under a full-time modality. For their complete dedication to the studies they make an intensive use of the services and facilities of the University.
2. Students who work, usually in areas near the campus, and pay for their studies in such a way. This group is mainly concentrated in the night shift and, due to its time restrictions, they value in a special way and with greater measure the attributes to which we referred earlier of order, organization and predictability.
3. There is also a small but growing group of students interested in studying part of their career abroad, making study trips in groups or making academic exchanges in mainly European universities. See evidence: [3 Encuesta ingresantes \(Resultados\)](#).

These groups involve different service demands, and the institution must adapt its organization and processes to the differential needs of each segment.

The students come mostly from the city of Buenos Aires and Greater Buenos Aires. Nevertheless, through its campus located in the City of Pinamar and its virtual education unit, the institution intends to extend the scope of its service to other areas and / or segments.

Criterion 3.2 - The Faculty will have to identify its main claimants, and find mechanisms to listen and learn from them, in order to determine the requirements and expectations of both students and claimants.

List the main claimants of the faculty, in addition to their students.

Briefly describe how you collect and use relevant information from your students and claimants.

UADE Foundation has several channels to access information on the needs and demands of different groups of stakeholders, such as students, graduates, family members, administrative employees and teaching staff, secondary schools, businesses, social organizations and the community in general.

Among such channels or means of communication with students and other stakeholders include the following:

1. Enrollment surveys: this is satisfied through a questionnaire aimed at collecting information about the "key drivers" that motivate the choice of UADE Foundation by the student as well as those pertinent to the chosen program. Such information collected by the Admissions sector is shared with those responsible for the academic units responsible for the management of each program.

2. Surveys of students at the end of the courses: all the courses are evaluated by the students at the end of them. Through such surveys, Department and Career Directors receive information on the evaluation of students regarding content, material and performance of teachers. This last item is later weighted in the evaluation of professors carried out by the respective Department Directors. In turn, the survey is very useful to determine improvements in the teaching assignment of the courses according to the profile of the students. See evidence: [3 Encuesta de evaluación fin de cuatrimestre \(Resultados\)](#)

3. Survey of students by the Faculty: on an annual basis, the Faculty carries out a wide survey directed to students of all the years of each career, which is materialized through a form that the student completes at a distance by means of a PC, and in the which are collected many aspects related to their personal interests. This allows to obtain information of interest on the profile of the students and to appreciate, through the comparative analysis with respect to previous editions, their evolution over time.

4. Activities and links with secondary schools: Through its Admissions sector and its Academic Units, the University maintains fluid contact with secondary schools, effective through agreements with selected institutions and activities of various kinds aimed at students, faculty and staff. executive. This is materialized by visiting the schools or the concurrence of these to the facilities of the University. Within such activities can be mentioned those oriented to vocational guidance, open classes, specific workshops linked to each field of knowledge and information days. See evidence: [Talks to schools.](#)

5. Through its UADE School of Education m It also maintains an active contact with the teaching and management staff of the education system. The School of Education has two central areas: the teacher training and the education observatory. Since 2012, this school has been teaching courses under face-to-face and virtual modalities on different topics of interest to the educational community. For its part, the observatory of education focuses its action on the survey of educational developments at local, regional and global level.

6. Relations with the community: the Institutional and Student Relations Department is the main channel in the link with the community and its business, political and social leaders. Through it, the University participates regularly in actions aimed at meeting demands in economic, social and environmental matters.

For its part, the Office of Employment and Professional Development, under this Directorate, is directly responsible for the relationship with students and employers, the attention to their demands in this field and channeling them through actions such as the fair of jobs, visits to companies, the administration of the system of publications of job searches, the attention of student consultations and their advice.

Other channels of connection with the community are UADE Art and UADE Extension. UADE Art is a cultural center open to the community, whose activities are free. Since its opening in 2010, it has held multiple exhibitions. Each year, around 5,000 participants attend their activities, concerts and conferences. The purpose of the university extension unit is to extend to society the knowledge and potential of the different Faculties.

7. Image and positioning surveys: they are carried out by recognized plaza consultants. In them, relevant information is collected from four interest groups: students, teachers, employers and family members. The objective of these surveys is to know the positioning and perception in each of the mentioned segments with respect to a set of attributes that are considered key for the future performance of the institution. Their results are incorporated into the strategic planning process, as well as informed to the different academic and administrative units for their own

planning and management.

8. Net Promoter Score (NPS): is an indicator that is constructed through surveys that analyze the degree of recommendation of UADE Foundation and the career that the student is studying. Its measurement is annual and is done at the end of each school year. See evidence: [3 NPS](#).

9. Surveys to graduates: they are carried out by the Alumni Club. This was created in 1989 and aims to strengthen ties with graduates of the University, providing access to numerous activities and benefits.

10. Surveys to employees, teaching and administrative staff: it is carried out by the Human Resources Department and allows obtaining relevant information on the level of satisfaction and motivation of the employee, both in his current position and at a general level in the UADE Foundation, as well as detect opportunities for improvement.

11. Better Classes Students: it is a channel of suggestions of students in which they participate voluntarily sharing their opinion with respect to diverse subjects inside and outside of classroom. See evidence: [3 Mejores clases](#).

12. Best Teaching Classes: it is a mail of suggestions intended only for teachers to share their practices that they consider very useful or have been received very well by the students.

Criterion 3.3 Describe how the faculty periodically revises and updates audiovisual and learning methods.

The revision and updating of the teaching and learning methods is in charge of the Department Directors, as part of the evaluation function of the different curricular activities. For this purpose, each Director periodically calls Plenary Meetings in which all the teachers of the Department he directs participate.

The objectives of these meetings are:

- Socialize incoming teachers and transfer best practices to all teachers.
- Analyze students' learning difficulties and how to mitigate them ("customized" solutions), particularly in subjects with high levels of disapproval.
- Update methodologies and teaching resources.
- Share / design practical training activities.
- Prepare the basic schedule of each subject, which each teacher will adjust according to the calendar of the semester.
- Review evaluation criteria (level of requirement only in each subject).

In the invitation to the teachers, the agenda of the topics to be discussed is included and a question or slogan is usually proposed for the participants to take the first analysis to the meeting. In this way, it is sought to ensure that the contributions are relevant and that the exchange in the meeting is productive.

Among the functions of the Academic Committee is: "Ensure compliance with the curriculum, by monitoring the objectives, contents, activities and schedule of the analytical programs." To carry out their functions the members of each Academic Committee meet periodically, every three months.

Additionally, the University annually conducts a review of all the analytical programs of its subjects to ensure that they are updated.

The process of design and approval of analytical programs is regulated by Normative Resolution 06/17 Analytical programs. This norm establishes the components (foundations, objectives, contents, teaching strategies, resources to be used and bibliography), the format and the approval process of the programs; At the same time, a Guide for the design of analytical programs prepared by the Academic Quality Coordination establishes the criteria that must be taken into account for its elaboration.

This process of reviewing the programs usually leads to the updating of some of the components.

Additionally, from the Academic Quality area each year activities are organized aimed at disseminating innovative didactic experiences. They have the following objectives:

- Promote in UADE Foundation teachers the analysis and use of different forms of teaching and their evaluation according to specific purposes and contexts.

- Based on their results, analyze the possibility of expanding those experiences to other subjects in which the tools and / or strategies presented can be productive.

These activities are aimed at Department Directors, Career Managers and teachers, and are developed through two formats:

- Didactic Experiences Workshops: innovation proposals are presented, promoted by the Department Directors.

- Innovation Symposiums in Teaching: innovation proposals developed by teachers on their own initiative are presented.

These meetings allow to expand the experiences presented by teachers to other subjects in which the resources and / or strategies presented can be productive.

In addition, the University has developed a Digital Resource Center that interacts with the Campus Web platform (Web campus is a web platform to support face-to-face and blended learning classes that establish communication channels between teachers and students.), With the objective of that all the members of the faculty of a subject have a common repository of didactic materials to use in their courses.

In this way, not only the exchange of experiences among teachers is possible, but also the articulation and homogenization of the different courses of a subject is allowed.

The resources included there are elaborated by the teachers and supervised by the Department Director and the Techno Pedagogical Cabinet in order to assure their quality. It is planned to gradually extend its use to the subjects that make up the career plan.

At the same time, we are working on an improvement plan by subject based on the improvements suggested in the "Best Classes" program.

Finally, it should be noted that the University has a Program for Training and Updating in University Teaching (ProFADU) that aims to develop in the UADE Foundation teachers the necessary skills to perform in university education, taking into account criteria of educational quality, permanent update and academic development. Within the framework of this program courses are offered that address issues related to the different teaching strategies (case method, problem solving, learning from simulations, collaborative learning, etc.) and the design of resources to support teaching , with particular emphasis on the use of new information and communication technologies. See evidence: [3 Innovacion en enseñanza](#) [3 Informe de Jefaturas de Turno y Visitas a clase](#).

Criterion 3.4 - The Faculty must have a process to use the information obtained from its students and claimants, in order to plan educational programs, their offers and services, marketing, improvement processes and the development of other services.

Describe the relevant process with this criterion, according to Figure 3.1 of the Evidence File tab (ACBSP Documents folder)

Group of students / stakeholders
Demand of students / stakeholders
Programs and actions related to demand
Students

Teachers

Business

Relatives

Academic Quality

The objective of academic quality of the University is embodied in various actions among which include the following:

- Entry System
- Partial and Final Evaluations Regime
- Competency exams in the 4th year.
- Limitation of the number of students per class.
- Courses, workshops and documents of Academic Quality related to new experiences and teaching methodologies
- Evaluation of teachers by students and academic leaders.
- School Assistant Program.
- Tutorials and support classes.

Graduates

Networking, training and job opportunities

This is materialized through a set of actions and programs carried out by the Alumni Club and the Race Directors:

- Continuous surveys in person and virtually.
 - Update of the database.
 - Communication with graduates through various media: UADE Alumni Club Digital Magazine, @ uade Magazine, Digital Bulletin, HTML, web, electronic billboard and social networks.
 - Training:
 - Cycle of Conferences
 - Coffee and Networking Cycle
 - Meetings with Companies
 - Employment Service for graduates
- Community
Cultural Activities and Continuing Education

Solidarity

These include those carried out by UADE Art and UADE Extension:

Free cultural programs offered by UADE Art:

- Samples and exhibitions
- Training programs
- Visual Arts Contests

Extension Activities:

- Workshops
- General Culture and Art Courses
- Extracurricular courses

Through its Institutional and Student Relations Office, the University carries out various actions and programs on a regular basis. Among them, we can mention the following, for example:

- Bone marrow and blood donation campaign.
- Help campaign for flood victims or other natural disasters.
- Donation of personal property
- UADE Help to dress
- Mentoring volunteer program

Employees

Training

Working environment

Performance

Communication

Benefits

Health care

From the Dept. of Human Resources are carried out a series of processes and programs aimed at gathering information on the demands of administrative and teaching staff as well as responding to them:

- Overseas Training Program
- UADE Program trains UADE: whose objective is that the same collaborators are an active and fundamental part of the process of formation and circulation of information within UADE
- Professional, Teaching and Administrative Improvement Plan
- Training Plan for Young Professionals and Teaching Youth
- Staff Scholarships for undergraduate studies
- Job Rotation Program

- Labor Climate Survey: conducted annually, which allows obtaining relevant information on the level of satisfaction and motivation of the employee, both in his current position and at a general level in UADE, as well as detect opportunities for improvement.

- Family Day: a day that brings together collaborators, teachers and members of their families at the university to carry out multiple activities whose objective is the integration of the UADE community. During the same there are sporting events, theater, music, and guided tours of the University among other activities.

- Performance Evaluation: it is carried out annually, it is a process that allows to detect the level of performance achieved by each collaborator and their GAP with respect to the expected level, as well as detect opportunities for improvement in terms of knowledge and skills to be developed and implemented. training / training to receive. It allows to optimize the performance and productivity of the collaborators and to align the individual objectives with the strategy of the University.
- The Human Resources Department has an exclusive mailbox for this purpose, through which any collaborator can send their inquiries and inquiries at any time. Notwithstanding this recourse, the open-door policy adopted allows

the collaborator permanent access to his superiors as well as other areas and authorities of the University. Such a policy is also applicable to teaching staff. In this case, the meetings held periodically by Department Directors with the faculty of their area should be added to this.

- Bonus payment of registration fee and enrollment for collaborators and teachers
 - Preferential rates in parking and gastronomic concessions.
 - Labor flexibility program.
 - Free gym in authorized hours.
 - Breastfeeding room
 - Personalized Counseling Social Works
 - Teachers' room: in which the teacher finds a specially conditioned area for their teaching and professional needs.
 - ● Check up: free annual medical check-up
 - ● Publication of health tips.
 - ● Nursing service in the facilities of the University.
- Employees

Training

Working environment

Performance

Communication

Benefits

Health care

From the Dept. of Human Resources are carried out a series of processes and programs aimed at gathering information on the demands of administrative and teaching staff as well as responding to them:

- Overseas Training Program
- UADE Program trains UADE: whose objective is that the same collaborators are an active and fundamental part of the process of formation and circulation of information within UADE
- Professional, Teaching and Administrative Improvement Plan
- Training Plan for Young Professionals and Teaching Youth
- Staff Scholarships for undergraduate studies
- Job Rotation Program

- Labor Climate Survey: conducted annually, which allows obtaining relevant information on the level of satisfaction and motivation of the employee, both in his current position and at a general level in UADE, as well as detect opportunities for improvement.

- Family Day: a day that brings together collaborators, teachers and members of their families at the university to carry out multiple activities aimed at integrating the UADE community. During the same there are sporting events, theater, music, and guided tours of the University among other activities.

- Performance Evaluation: it is carried out annually, it is a process that allows to detect the level of performance achieved by each collaborator and his GAP with respect to the expected level, as well as, detect opportunities for improvement in terms of knowledge and skills to be developed and training / training to be received. It allows to optimize the performance and productivity of the collaborators and to align the individual objectives with the strategy of the University.

The Human Resources Department has an exclusive mailbox for this purpose, through which any collaborator can send their inquiries and inquiries at any time. Notwithstanding this recourse, the open-door policy adopted allows the collaborator permanent access to his superiors as well as other areas and authorities of the University. Such a policy is also applicable to teaching staff. In this case, the meetings held periodically by Department Directors with the faculty of their area should be added to this.

- Bonus payment of registration fee and enrollment for collaborators and teachers
- Preferential rates in parking and gastronomic concessions.
- Labor flexibility program.
- Free gym in authorized hours.

- Breastfeeding room
- Personalized Counseling Social Works
- Teachers' room: in which the teacher finds a specially conditioned area for their teaching and professional needs.
- Check up: free annual medical check-up
- Publication of health tips.
- Nursing service in the facilities of the University.
Students
Search for Jobs

Advice and guidance in Entrepreneurship

Orientation and Advice on topics related to studies and their careers

The employment office is responsible for contacting companies and organizations. Through its website this office puts the student in contact with the existing opportunities in the field of each career.

The Entrepreneurship Center, created in 2001, is in charge of meeting the growing demand of students in this field. In fulfillment of its objectives, it carries out different activities, namely:

- Business Ideas Contest
- Seminars
- Advice and guidance to the student.

The University has many sectors and responsible to meet such demand as the Career Directors, the Department. of Student Assistance and vocational guidance service.

Criterion 3.5 - The Faculty should have a process to attract and retain students, and to build relationships with the claimants they want.

Define and describe your relevant process with this criterion.

Through its Admissions Department, the University maintains close contact and agreements signed with educational institutions whose students identify with the target segment defined by the UADE Foundation. See evidence: [3 Atraccion de alumnos enrollment](#).

For this, in addition to the visits that are regularly made to schools, visits to the University are coordinated. In this case students are transported from their school and participate in activities that take place in the morning shift or late shift. They are designed to meet their needs and interests as well as those of the school itself. Among the activities that are carried out in this program are the vocational talks, open classes and workshops. See evidence: [3 Charlas a colegios](#).

In the context of such agreements with these educational institutions and in fulfillment of the purpose of favoring the insertion in the university life of their students, Fundación UADE carries out various activities aimed at the teaching and management staff of those. They seek to align the pre-university education with the demands that will be required of the student for university life. The articulation of contents, programs and methodologies with the faculty and directive is part of it.

Once the university life begins, the student has the guidance and guidance of the Student Assistance Department and the academic unit responsible for their careers, through meetings, interviews and regularly offered activities that address various problems known and linked to failure in studies (such as those of organization of time and studies, and the taking of notes) facilitate their adaptation process.

At the same time, the academic units responsible for the management of each career regularly carry out the analysis and monitoring of the performance of first-year students, counting with early warning reports, which are prepared and provided by support areas and in which they are provided with information about attendance and performance of the students in the evaluations. As a result of this analysis, each academic unit contacts students at risk of dropping out in order to provide them with the necessary guidance and advice to reverse their academic situation. In the course of such evaluations, the academic leaders of the programs also analyze the performance per course in order to detect possible inconveniences in the development of the classes. The information collected in the visits to the courses that are regularly carried out by such academic managers complements the information obtained through those reports, giving rise to proposals for corrective actions that are later considered by the relevant academic units such as the Departments and Faculty Councils

The Student Residence, located within the Monserrat campus, is a proposal of the University to solve the housing problems that afflict students from the exterior and interior of the country, providing them with a pleasant and safe place within the campus, whose facilities provide all the necessary amenities for studies.

The reconciliation of the objectives of enrollment, retention and academic quality demands an integral approach of the elements and people involved in the process of development of the teaching-learning experience. The University understands that the quality of the learning experience is based on four basic pillars. The first pillar is the faculty, their training and commitment. A second pillar closely related to the previous one is linked to the role played by the Academic Quality Department, responsible for transmitting advances in the field of teaching methodologies and classroom experiences in the organization. The two remaining pillars reside in the services provided by different sectors of the University, which facilitate the teaching-learning process and strengthen the ties of contact with the corporate and professional world in order to ensure the alignment of their competencies with those required by the market. In compliance with this latter purpose, the department directors and programs hold frequent meetings with

representatives of local and international companies and organizations, consultants, managers and faculty from other institutions.

In relation to this last point, the University has signed agreements with companies that allow their students to access internships lasting 3 to 6 months, whose purpose is to enrich and consolidate their training. Students of diverse careers nowadays have the possibility of participating in such practices as well as access to technical assistance and training courses in specific fields of knowledge under the supervision of world-class organizations. See evidence: [3 Feria de empresas](#).

With the same purpose of promoting an enriching learning experience for students, the University regularly organizes free seminars oriented to each field of knowledge, in which the faculty of the UADE Foundation, other local and international educational institutions, as well as recognized ones participate. professionals and business executives.

At the same time, the Par Instructor was developed, which consists of students of superior years with a good performance in: mathematics, accounting, economics and finance helping other students when they are studying their subject. The objective is to generate collaborative knowledge and another link between students.

The Office of International Relations UADE offers its students the possibility of enriching their academic experience by participating in exchange programs with foreign universities. As of the date of this report, the University has 108 agreements of this nature.

The program for the detection of young talents, for its part, constitutes an additional support and encouragement for the student who proves conditions and outstanding potential. Within the framework of such a program, a training plan is prepared for each selected student, orienting him additionally in his insertion into the labor market.

A retention plan is carried out detecting students who show irregular course behaviors. Allowing follow-up of each case based on absences, disapproved exams.

The UADE Foundation's effort is mainly aimed at enhancing the performance of its students and offering them a learning experience that exceeds their expectations as well as those of other stakeholders. For this purpose it is necessary, in the first place, to attract the right students and build with them ties of strong commitment and bonding. Retention and graduation are natural consequences of the interaction of this with the desired quality objective.

In previous points of this standard the actions of the University were described to strengthen its relations with other stakeholders, such as graduates, staff, companies and the community in general.

Criterion 3.6 - The Faculty should have a process to seek information, pursue common objectives and receive complaints from students and claimants.

The University has several processes to know and understand the needs of students and other stakeholders, as well as receive their feedback, many of which have already been mentioned and described in this standard. However, in order to represent a general picture of such processes, a brief description of them follows:

Students:

1. Surveys at the end of the courses: All courses are evaluated by the students at the end of the courses. Through such surveys, Department and Career Directors receive information on the evaluation of students regarding content, material and performance of teachers. This last item is later weighted in the evaluation of professors carried out by the respective Department Directors.

2. Survey of the Faculty: On an annual basis, the Faculty carries out a wide survey directed to students of all the years of each career, which is materialized through a form that the student completes at a distance by means of a PC, and in which They collect numerous aspects related to their personal interests. This allows to obtain information of interest on the profile of the students and to appreciate, through the comparative analysis with respect to previous editions, their evolution over time. See evidence: [3 Encuesta de alumnos por Facultad](#).

3. Meetings with Dean, Career Director and Operating Director: The directors of each faculty and career maintain at least two semi-annual meetings with groups of students from different years of the career. During the same information is collected from students about their career, the different subjects studied to date, the resulting information is derived to the relevant departments and authorities for analysis and adoption of the necessary corrective measures.

4. Spontaneous personal contacts and by email: The units responsible for each career operate under the modality of open offices to answer queries, requirements and claims of students.

5. Performance Analysis: Career Managers receive monthly information on the performance of students in their careers, in which those who due to their absences and / or disapproval of exams are at risk of dropping out are identified. As a result of this analysis, students are contacted in order to know the difficulties that may be affecting their studies, as well as offer guidance and advice. The information obtained from these contacts with the students is entered into the same report and integrated into the decision-making process of the Faculty and the University.

6. Enrollment Questionnaire: This questionnaire is completed upon admission to the University and is aimed at knowing the profile and interests of students who choose the University. See evidence: [3 Encuesta ingresantes \(Resultados\)](#).

7. Contact Center: The objective of this sector is to support enrollment activities and disseminate the activities and

campaigns of the University. It is the natural channel of contact with the interested and entering the University. The information collected by the sector is included in a system developed by the UADE Foundation, Customer Relationship Management (CRM), and is shared in such a way with the relevant areas and managers, such as the Career Managers who carry out various contact activities with the interested in inviting them to informative meetings or activities developed by the Faculty.

8. Better Classes Students: the objective of this means of communication is that the students voluntarily make suggestions for the dictation of the classes and uses of the facilities.

Alumni Office:

1. Graduate surveys: As part of the title management process, students are invited to complete a survey that allows them to know their level of satisfaction, opportunities for improvement and their interest in continuing their studies in the second or postgraduate degree at the University, between other information of interest.

2. Online surveys: These surveys are carried out every year and allow knowing the degree of satisfaction with the services of the Alumni Club and other services for graduates.

3. Spontaneous contacts: At the occasion of each event organized by this office, the graduates are provided with suggestion boxes and questionnaires.

Employees:

1. Informative meetings with the staff: Four meetings are held annually in which the strategic guidelines and plans of the University are presented, as well as the news that may be of academic, economic, social and personal interest. At the end of the exhibition by the authorities of the University a question and answer session is held. See evidence: [3 Desayuno con el Presidente de UADE para colaboradores y alumnos](#)

2. Labor Climate Surveys: It is addressed to both administrative and teaching staff. Its objective is to assess their level of satisfaction and detect opportunities for improvement.

3. Exclusive Box: through it any collaborator can send their concerns, queries and suggestions at any time.

4. Plenary Meetings with Faculty: Department Directors maintain no less than two annual meetings with faculty members in their area, whose objective is to detect and agree improvement opportunities, communicate academic guidelines for the next school year, as well as answering questions and answering suggestions. Additionally, if required, meetings are held with teachers belonging to the same disciplinary field or subject.

5. Individual meetings by subject: individual meetings are held with teachers who dictate certain subjects to develop and analyze possible improvements, detect new tools or software that are useful for the career.

Business:

In this field it is worth mentioning the activity carried out by the Employment Department described above, which allows access to the Institution and its students to the searches and needs of the companies. In addition, the presence of the company materializes through lectures and seminars given by managers, and that are carried out in the classroom in the context of the relevant subject or in more general spaces such as the auditorium or the auditorium, when they are directed to a wider audience. The visit of the Directors of Career and other authorities of the University to the companies is another source of frequent contact with the business world. Additionally, companies and professionals also participate in the process of evaluating careers through a survey developed for this purpose.

All the groups:

1. Image and Positioning: This survey is aimed at four interest groups: teachers, students, family members and employers. It allows to know and understand the factors valued by each group and the position of the University with respect to its expectations and competitors.
2. Suggestion Boxes and Contact Center: The suggestion box, managed by the Institutional and Student Relations Office, whose results are reported to the Executive Committee, and the Contact Center are channels available to different interest groups.

Criterion 3.7 Describe the system to determine the degree of satisfaction and dissatisfaction of students and stakeholders

Students

The assessment of the degree of student satisfaction is made through the administration of a student survey.

This survey focuses on the teacher's performance throughout the course. The aspects evaluated include:

- a) Respect for the analytical program.
- b) Clarity of the explanations.
- c) Promotion of class participation.
- d) Adequacy of the evaluation to what has been taught and the bibliography of the program.
- e) Explanation of the corrections of the evaluations.

f) I treat the students.

The survey is administered by the Management Control area twice a year (at the end of each semester) to all students, through one of the portals of the University's website.

The student evaluates all the courses taken anonymously. Each dimension is scored on a numerical scale of 1 to 10 points and the result of each survey is obtained by averaging the assigned score in all dimensions. The final score of the teacher is obtained by average of the scores obtained, weighted according to the number of answers. In cases where you have had more than one course in charge, the final score arises from the weighted average of all the courses.

Graduates

The evaluation of the degree of satisfaction of the graduates is carried out through two processes, one in charge of the Academic Unit and the other in charge of the Alumni Club area, which brings together the graduates of all the University's careers.

Since 2015, the academic units implement a procedure to know the opinion of the graduates about the curriculum of the career in relation to the needs and demands of the professional world, and scientific-technological advances.

Annually each academic unit selects a career to carry out this survey of opinion of its graduates. The contact is made via mail, administering an online survey.

In this study, the opinions of the graduates about:

- Emerging areas or areas in the exercise of the profession.
- Newest technologies in the field.
- Main strengths of UADE training.
- Main shortcomings of the training at UADE.
- Differences found with graduates of other universities.

The Career Director processes the results of the surveys and prepares a Final Report that contains:

- The analysis of the information obtained and the main conclusions.
- A plan to improve the curriculum and / or analytical programs, as appropriate.

Additionally, from the Alumni Club area, the surveys carried out on a permanent basis are systematized for all graduates of all the careers at the time they apply for their degree in the Department of Diplomas and Degrees. In addition, from this area periodically other surveys are administered to graduates in order to maintain contact, to track and keep updated data on their employment status.

In these surveys the opinions of the graduates are investigated on:

- Level of education received.
- The main lessons learned.
- The issues that were not sufficiently addressed.
- Type of link that the graduate would like to maintain with UADE Foundation: apply to be a teacher, continue studies in another career, etc.

Employers

The evaluation of the degree of satisfaction of the employers is carried out through the administration of a survey, in which opinion is requested about the curriculum of the career in relation to the needs and demands of the professional world.

Each academic unit selects one career per year to carry out this study. The sample of employers is made up of companies or organizations in which there were interns from the University, or who applied for human resources through the employment exchange. The contact is made via mail, and an online survey is administered.

The survey is structured in three parts. The first is common for all companies, the second part varies according to the type of company:

Common questions:

- Main competences that the graduate of the career must have at present.
- Emerging areas or areas in the exercise of the profession.
- Newest technologies in the professional field of the race.

a) Companies or organizations that have not had interns and / or UADE students or graduates:

- Main strengths of UADE training in the career.
- Main shortcomings of UADE training in the race.
- Differences found with graduates of other universities.

b) Companies or organizations that have not had interns and / or UADE students or graduates:

- Reasons why the organization has not hired UADE students or graduates.
- Main shortcomings of UADE training in the race.
- Main strengths of UADE training in the career.
- Differences found with graduates of other universities.

The Career Director processes the results of the surveys and prepares a Final Report that contains:

- The analysis of the information obtained and the main conclusions.
- A plan to improve the curriculum and / or analytical programs, as appropriate.

Highlights of the professional world

Annually each Academic Unit selects a career to carry out an evaluation process of its curriculum. For this task an Evaluation Committee composed of a minimum of 6 external members is formed, which must change in each new evaluation process.

The Committee is made up of:

- The Race Director, as coordinator of the task.
- The Director of the Department who dictates in a greater percentage the subjects of the professional training cycle of the Career, as a guest.
- Two representatives from companies with an agreement with UADE for internships of the students of the career or companies in which graduates of the career work.
- Three representatives of the main companies or organizations (public bodies, research centers, NGOs, etc.) of greater relevance in the professional field.
- A representative of business chambers, associations or professional associations.

The Director of each race proposes the candidates to be part of the Evaluation Committee. The proposal must be approved by the corresponding Faculty Council.

This Committee must make an evaluation of the curriculum in relation to:

- Relevant content / competences identified as more up-to-date and innovative that are present in the Career's curriculum.
- Content / competences of the curriculum that have lost validity in professional practice.
- Relevant content / competences identified as absent in the curriculum.
- Content / competences that are "over-served" in the curriculum.
- Differential aspects of the UADE Foundation training.

Based on this evaluation, the Race Director prepares a Final Report that contains:

- Proposal of modifications in the analytical programs considering the aspects to eliminate, incorporate or emphasize in the training (contents, practices, use of certain equipment, etc.) the analytical programs.
- Aspects to be taken into account in a future curricular update.

See [3 NPS](#).

Criterion 3.8 - The Faculty should present graphs or tables of assessment (or measurement) of results, pertinent to this standard. Attach original documents and summarize the measurement of results using Figure 3.2 and Figure 3.3 of the Evidence file tab (ACBSP Documents folder).

See [3 NPS](#)

Sources

- 3 Acciones de Marketing
- 3 Atraccion de alumnos enrollment

- 3 Charlas a colegios
- 3 Desayuno con el Presidente de UADE para colaboradores y alumnos
- 3 Encuesta de alumnos por Facultad
- 3 Encuesta de evaluación fin de cuatrimestre (Resultados)
- 3 Encuesta ingresantes (Resultados)
- 3 Feria de empresas
- 3 Informe de Jefaturas de Turno y Visitas a clase
- 3 Innovacion en enseñanza
- 3 Mejores clases
- 3 NPS

4 - Standard 4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes.

List outcomes by accredited programs. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.

State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

b. Performance Results.

Complete Table Standard 4 - Student Learning Results found under the Evidence File tab above. One example from each accredited program must be provided. If only one or two programs are accredited, provide three examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

QA Report

Status: Completed | Due Date: 9/15/2018

Assigned To

Jorge Rodriguez

Institution Response

Standard 4

-

Criterion 4.1.a. Expose the learning objectives of each program to be accredited.

-

Degree courses

-

Degree in finance

Design of strategies and financial tactics for the Company Management.

Analysis and evaluation of own financing channels and through financial entities.

Analysis and evaluation of non-financial and financial investment projects.

Preparation of financing schemes to assist the Management in mergers, acquisitions and consolidation programs.

Analysis and evaluation of financial instruments, as well as profitability or financial cost.

Study, monitoring, analysis of the relationship between prices, risk, returns on assets and financial liabilities.

Administration, control, exposure of the active and passive portfolios of the company.

Operational management of the company's treasury.

Attention to relations with financial companies.

Analysis and evaluation of international financial instruments.

Evaluation, exposure and advice to the Management in credit risk.

Evaluation and analysis of financial marketing campaigns for the services provided by financial companies.

Portfolio risk management through financial derivatives.

Preparation, implementation, exposure and control of the financial budget.

Management of the liquidity positions of the company.

Attention of the policy and administration of payments.

Attention to the policy and administration of collections.

Master in Business Administration

Administrative advice in:

The analysis, planning, organization, coordination and control in managerial functions.

The development and implementation of policies, methods and procedures for administration, finance, marketing, budgets, costs and personnel administration.

The application and implementation of data processing systems and other methods in the management information process.

Regarding industrial relations, remuneration systems and other aspects related to the human factor in the company.

In Judicial matters:

Administrator of judicial interventions.

Liquidator of companies and associations.

Expert in their subject in all jurisdictions.

Bachelor's degree in economics

Market studies and projections of supply and demand.

Economic evaluation of investment projects.

Analysis of global, sectorial or regional conjuncture.

Analysis of foreign markets and international trade.

Macroeconomic analysis of the markets (exchange, securities and capital).

Development of economic development programs (global, sectorial and regional).

Realization and interpretation of econometric studies.

Analysis and formulation of monetary, credit, exchange, fiscal, wage and regulation policies.

Study and formulation of industrial, mining, agricultural, commercial, energy, transport and infrastructure promotion projects.

Economic analysis of the planning of human resources and economic evaluation of the respective projects.

Analysis of the economic aspect of industrial, mining, energy, agricultural, commercial, transport and infrastructure policies.

Studies on price formation, marketing problems, location and competitive structure of distributing markets, globally, sectorially and regionally.

Any other economic and financial issue related to the functions that are proper to it.

Act as an expert in your matter in all jurisdictions in the judicial order.

Degree in human resources

Manage personal and organizational skills and competencies.

Manage organizational learning and professional development.

Define the new psychological contract.

Facilitate the performance and integral development of human values, which allow the interpersonal relationship in the company.

Prepare and prepare the human resources of the organization for the future.

Generate innovative practices for the development of competencies and foresee the labor consequences of technological changes.

Create work environments and compensation systems that encourage and encourage employee loyalty.

Organize different forms of labor flexibility.

Start up work teams.

Provide leadership that helps organizations to define the necessary qualities that ensure the selection and

development of leaders for all levels of the organization.

Work interdisciplinarily to resolve conflicts or negotiate agreements at different levels.

Create organizational capacities (knowledge-based organizations).

Plan, organize, coordinate and evaluate programs for the selection, development and training of human resources.

Plan, organize, coordinate and evaluate internal and external labor relations.

Plan, supervise, and evaluate programs for the selection, development and training of human resources.

Design, implement and evaluate the methods and procedures for the application of performance evaluation systems, compensation systems and plans for additional benefits and social services.

Interpret and verify compliance with current regulations on labor law, social security, working conditions and environment.

Advise and organize the communications programs of the organization.

Participate in the conciliation, renewal and solution of conflicts in labor relations, individual and collective.

Advise on the prevention and resolution of conflicts in work relationships, individual and collective.

Carry out studies and research aimed at the description and explanation of the phenomena of labor relations, individual and collective.

Bachelor of Marketing

Analysis and qualitative-quantitative studies of the market, local, regional, national or international, as well as projections of supply and demand of products and services.

Analysis and studies of external market and international trade.

Analysis, studies and projects on market opportunity or convenience for export and import.

Specific advice on markets, products and services to Argentine diplomatic representations abroad or foreign embassies accredited to the Republic.

Studies and promotion projects and industrial, mining, agricultural, commercial, energy, transport and infrastructure policies in their aspects and commercialization possibilities.

Everything related to the planning, coordination, strategies, definition, application and implementation of the structures, functions and procedures of the commercialization area of companies and other institutions.

Analysis, studies and strategies on development and launch or discontinuation of products and services. - Analysis and studies on the cost structure of marketing products and lines of products and services.

Analysis of studies related to policies and pricing of products and services.

Analysis and studies regarding advertising, promotion and development of product and service distribution channels, as well as the corresponding strategies and policies.

Any other issue related to the commercialization of products and services.

To be expert in their matter in all the jurisdictions in the judicial order.

Bachelor of International Trade

Perform diagnostics regarding the behavior of international trade.

Carry out studies of cost structures and prices at the international level.

Carry out the design, execution, evaluation and monitoring of projects aimed at promoting the export and import of products and services.

Carry out the actions involved in the negotiation of international buying and selling.

Conduct studies and advise on the various aspects that intervene in the operation of international trade.

Advise and provide technical assistance in the determination of international marketing objectives, policies and strategies.

Participate in the realization of market studies and projections of supply and demand at an international level.

Participate in the economic and financial evaluation of investment projects for the export and import of products and services.

Carry out technical verification and management control of international trade operations.

Perform expert reports related to the negotiation and operation of international trade.

Certified Public Accountant

Design of administrative-accounting organization structures and their information systems related to:

- Structure of the organization
- Accounting system
- Implementation of data processing systems.

Preparation, analysis, projection and opinions of Financial Statements

Analysis and reports on costs.

Determine and control costs.

Accounting and operational audits.

Economic-financial analysis of companies

- Studies on profitability.
- Studies on the financial and patrimonial situation.

- Participation in analysis of investment projects.

Corporate advice and other entities:

- Performance in the different stages of the entity's life.
- Transmission of commercial funds.

Labor and social security advice.

- Administrative-accounting operation.
- Performance in administrative resources.

Tax advice:

- Analysis of the situation of the entity before the different taxes.
- Administrative-accounting operation.
- Performance in administrative resources.
- Promotion schemes.

Syndicate of companies.

Judicial action:

- Contests
- Liquidation of damages and losses
- Statement of accounts in dissolution and liquidation of companies
- Accounting reports and reports in administrations and judicial interventions
- Intervention in probate proceedings
- Compulsas and expertise in the indicated duties.

Bachelor in Global Business Management

Lead and exercise control of the integral operation of international base organizations from different areas and hierarchical positions.

Analyze and formulate global business strategies based on economic-financial, legal and cultural aspects.

Formulate, evaluate and direct investment projects in different countries, based on economic, financial, legal and cultural analyzes.

Carry out economic-financial analyzes related to the international management of organizations.

Design and implement logistics processes linked to external markets.

Investigate, design and execute contextualized marketing actions according to the different markets and current regulations.

Design, manage and evaluate the comprehensive human resources policy that responds to the objectives of the company and staff, the particularities of each context and the specific problems of multiculturalism and mobility of people.

Advise on the development of franchises, joint ventures, and strategic alliances.

Design control systems to verify the achievement of the organization's objectives and improve and innovate processes, applying computer technology.

Criterion 4.1.b. Describe the process of evaluation of learning outcomes for each program.

Degree courses

Regarding the formative evaluation, in accordance with Normative Resolution N ° 07/17 Regime of Evaluation and Promotion Degree and Pre-Degree Careers, all the subjects of the University will have two evaluation instances: the one studied and the final exam.

The subjects of the Programs may have one of the following promotion regimes:

- a) Subjects with obligatory end;
- b) Subjects with the possibility of direct promotion (with a score of 7 points or more in the test evaluations);
- c) Subjects with final work.

To approve the course of a subject, except for the curricular activities governed by special regimes, it is necessary:

- a) Fulfill a minimum of 75% attendance to the scheduled classes.
- b) Approve each one of the test and / or recuperative evaluations foreseen in the schedule of the subject, with a minimum score of 4 points.
- c) Approve the obligatory practical work (TPO), if any.

In the case of subjects with compulsory final exam, those who meet all the requirements indicated, are entitled to render said final in the 11 consecutive turns after the course.

In the case of subjects with the possibility of direct promotion, students who obtain a minimum grade of 7 points in each of the test evaluations will obtain the approval of the subject. This promotion system does not allow any recovery; the same rule applies to the case of the subjects that are approved with final work.

The instance of final exam will be compulsory for these subjects, only in the case that the students do not reach a minimum grade of 7 points in each of the test evaluations.

Students who are disapproved or absent in only one of the test evaluations, can perform a single evaluation of any of the test evaluations, with the exception of compulsory practical work (TPO) that does not have this possibility.

Those who perform a recovery examination of any of the evaluation instances will not be able to access, as we have already said, the regime of direct promotion or approval through final work.

Regarding the final exam, it will be face-to-face and individual and will be carried out through an evaluation that can be oral, written or performance, or combined. The contents and bibliography evaluated should be subject to those stipulated in the Analytical Program in force at the time of the course. Those who are postponed in 3 (three) opportunities, during 11 (eleven) turns of validity of the established course must course the matter.

In exceptional cases, the final exam may be done through a system that allows synchronous interaction with simultaneous presence of the teacher and the student.

For all Programs, there are 5 final exam shifts per year. Those who are postponed in 3 opportunities during the 11 turns of validity of course, must course again.

Regarding the summative evaluation, each Program has a "Competency Exam" that is done to all students through a written and oral evaluation in which the resolution of a problem of professional practice is considered. This exam evaluates generic and specific competences: oral expression, written expression, understanding of the nature of the problem, analysis and evaluation of information, definition of alternative solutions, anticipation of consequences, informed decision-making, organization of information for communication.

Criterion 4.1.c. Identify internal information and data from the evaluation of learning outcomes that is collected and analyzed.

Degree courses

At the instance of completion of degree programs of the Faculty of Economics, students are administered a "Competency Examination" through a written and oral examination in which the resolution of a problem specific to professional practice is considered. This exam evaluates generic and specific competences:

I. Oral expression.

II. Written expression.

III. Understanding of the nature and scope of the problem: Understanding the understanding of the nature and scope of the problem and the evaluation of the information.

IV. Justification of the nature and scope of the decision-making process: That includes the definition of alternative solutions, the anticipation of consequences, the taking of well-founded decisions and their justification and the organization of information for their communication.

In all these questions the qualification is qualitative, with the lowest note "no answer" and the highest "very good", passing intermediate values such as "bad", "regular" and "good".

By separate string you also have information about the general average for each degree program.

For both instruments the scale is numerical from 1 to 10, with 1 being the grade corresponding to poor performance and 10 to outstanding. Finally, it is emphasized that all the information is available to the directors and the faculty of each academic unit.

In November 2016, in response to a recommendation from the ACBSP evaluation team, the Career Directors of the Faculty of Economic Sciences undertook to develop specific rubrics to evaluate the learning objectives in qualitative and quantitative form for each of the careers under accreditation.

To conform them, good practices observed in annual conventions were replicated, particularly those used by universities in the region.

The evaluation instrument has been applied in all the subjects of Research Work or Final Integration (or those that fulfill that same function in the curriculum) from the 2nd quarter of 2017. During the 1st semester, tests were started pilots as expressed in the minutes of the Faculty Council of June 13, 2017. It will serve as a comparison instrument from the year 2018.

Criterion 4.1.d. Identify external information and data from the evaluation of learning outcomes that is collected and analyzed.

Degree courses

It does not have external information and data.

Graduate careers

It does not have external information and data.

Criterion 4.1.e. Identify formative and summative information and data from the evaluation of learning outcomes that is gathered and analyzed.

Degree courses

The information and data of summative nature are given by the competence exam described in criterion 4.1.c.

The average of the alumnado withdrawn by program of studies and cohort covers the character of formative information.

In order to obtain information about the learning results, the Faculty has an application (quick view) that gathers information of academic management that contributes to the decision making of the academic directors.

The reports obtained include the performance of students by subject and by career. This information is released at the end of each semester at the end of the delivery of the minutes corresponding to each class and includes all the courses taken.

The report provides data by class and subject and by career on the number of recursantes students, students in condition of taking the final exam and those who were approved in that exam. It also records the results of previous exams.

Attached is the information corresponding to the 2nd semester of 2017 of the subjects managed by the departments of the Faculty of Economic Sciences and by career. See evidence: [4 Qv 4 Aplazos4 Encuesta por carrera ej Contador](#)

Through this information the Department Directors evaluate the performance of the students by class and subject

and to a lesser extent, the faculty assigned to said classes. The objective is to identify opportunities for improvement both for the subjects and for the teaching staff.

The revision of the subjects involves evaluating their contents, including updates, reviewing the correlative subjects and new bibliography. With regard to teachers, the results of approved and disapproved by classes of the same subject are compared to increase the academic performance of students, either through greater use of available technology or by applying changes to existing teaching methodologies.

For their part, the Career Directors identify, through the analysis of the report, which are the subjects that present the students with the highest level of difficulty and evaluate, together with the department director, actions to be carried out to promote understanding as , for example, the reinforcement of the contents of the previous subjects.

In order to establish a status, diagnosis and improvement proposals both at the level of subjects and teachers, the Executive Committee of the university conducted two off sites before the start of the first quarter of 2018. In them, the department directors and of the Program they committed themselves to face actions on the problems detected.

Information is attached to this. [4 Presentación OFFSITE 2-3 FACE_V1](#)

The information coming from the Quick View application is added to that provided by other areas of the University, such as Human Resources and the Division of Services for Teaching that allow Academic Management Control to generate a report with indicators by department and degree programs. Its analysis allows to ratify / rectify the conclusions obtained in the stage described above.

Reports are attached. [4 Indicadores Carrera 4 Presentacion Benchmarking](#)

In order to know the perception that the students have of the professors, they are required every four months to complete an online survey, whose results are available through the Academic Management Control area. Students qualify teachers in different items and make comments, evaluate the contribution of the subject to their professional training (valuable topics) and perform their own self-assessment (dedication to the subject). This survey is segmented by subject and by career. This evaluation is mainly used to work on the faculty and, to a lesser extent, on the contents of the subjects. This survey, along with the one provided by the Qlick View application, is used to review the design of the curriculum for future changes in career plans.

With respect to the faculty, the comments and qualifications of the students constitute the basic inputs to establish an improvement plan in the cases that merit, offering training in those aspects that need to be strengthened such as greater clarity, organization in the use of the blackboard and management of the times, alternatives to give rise to a greater participation of the students in class, the writing of the exams and the way to make the return of the corrections. These training activities are in charge of the Academic Quality area.

Information from one of the departments of the Faculty is attached as evidence. [4 Avance Plan de Mejoras](#)

The Department Director gives the teacher the result of the survey, both rating and comments, and after a joint analysis of the same, the actions that will make up the improvement plan are recorded and two copies are signed.

Information from the departments of the Faculty is attached as evidence. [4 Comentarios por Docente 1](#) [4 Comentarios por Docente 2](#) [4 Notificacion de encuesta 1](#) [4 Notificacion de encuesta 2](#)

Criterion 4.2. Complete graphic 4.2. with charts and graphs contributing 3 of 5 consecutive periods of evaluation of

results. Describe how the results are systematically available to the faculty, administration, students and other stakeholders.

See figure 4.2.

Criterion 4.3. The evaluation plans must be designed to produce a comparative data over time and with respect to parameters.

See figure 4.3.

Criterion 4.4. Identify a specific improvement program based on what the academic unit has learned from the analysis of the results of the evaluation.

Degree courses

In accordance with what is stated in Criterion 4.1.e. Academic performance can be measured by career and by subject. The information from the Qlick View application and the student survey provide the department directors with the necessary data to diagnose the situation by subject and teacher. On the other hand, the career directors evaluate the performance of the students by career. Together, improvement plans are established.

From the previous analysis we have selected the "critical subjects" (subjects with low level of approval or considered low contribution to professional training) and actions were established on them by:

- the use of simulators,
- use of Harvard cases,
- update and reformulation of practical work guides
- the use of technological tools, such as Socrative or Kahoot, to monitor students.
- Unified exams (agreed among the teachers) for the classes of a subject that are taught on the same day and time.
- Face-to-face consultation classes and by adobe connect.
- Email addresses have been generated for inquiries via this means.
- Intensive use of software of different characteristics to generate more practice and closer to reality (for example Xubio in the accounting area).
- The Reuters platform has been incorporated.

See evidence: [4 mails consultas](#)

In order to know how the classes are being developed in the semester and proceed to make the corresponding adjustments, the so-called "early student survey" was implemented in 1 ° 2018, a brief and limited survey that evaluates only if the teacher makes good use of the power point, complies with the schedule, the treatment of the student, if their explanations respond to the program and participation of the assistants.

See evidence: [4 Encuesta temprana analisis](#)

Currently students have recorded classes of a full course of these subjects (online videos) and can access them through a link without restrictions.

The links of the subject Financial Calculation are included.

See evidence: [4 link videos de clases](#)

In line with the improvement program, the college entrance examination eliminated the possibility of having a double recovery,

In order to detect opportunities for improvement, an email mejoclasas@uade.edu.ar has been created for all students to transmit their initiatives.

Based on the above and in order to continue with the improvements in the teaching-learning process of students, the following actions will be accentuated:

Incorporation of teacher practitioners: during the 1st semester, professors with a strong professional experience in certain subjects entered to favor the approach of students to the real world, especially in subjects of superior years.

Perform continuous improvement in learning methodologies through teacher supervision processes: the action will be maintained. To this end, during the 1 ° C 2018 an early survey of students (4th week of classes) was implemented to correct problems that may be occurring in the subjects. In this aspect, the department and career directors make visits to the courses and attend a class. The selection is made based on the qualifications of the teachers.

Intensify the use of the case method.

Require students, given their professional profile, the performance of academic papers.

Incorporate the teaching of scientific research methodology into the programs.

In order to improve the oral expression of the students, the following activities will be continued:

Promote a greater exchange of ideas among the students during the class. With debates, they will try to explain themselves by making them participants in the teaching process. In this sense, it has begun with the use of cell phones to make queries online

Intensify the oral defenses of the Final Research and Compulsory Practices.

Promote extracurricular courses in public speaking.

In order to improve the written expression of the students, they will intensify:

Implement improvements in the preparation of the test, final and previous exams by means of questions that require the reading of the obligatory bibliography to be able to respond.

Increase the requirement in the writing and spelling of the practical works and the final research.

In order to improve the understanding of the nature and scope of the problem, they will intensify:

Make practical work guides that combine theory and practice to improve the link between them: this action will be maintained.

Intensify the use of case studies, role-playing games and business simulation practices: this action will be maintained.

Reduction in the duration of the Program. In the last 3 years there has been a stretch in the completion of the curriculum. Based on what was expressed in previous criteria, work will be done to achieve a better performance of the students in order to favor their graduation. In order to encourage them to take more courses, the 7-year academic stay regime established in the 2006 plan was activated as of 2017, the requirement to take at least two subjects per year and not to exceed the 20 postponements in the subjects.

In order to improve the justification of the nature and scope of the decisions made by the students:

Intensify the use of case studies, role plays and business simulation practices so that they understand the results of their actions: this action will be maintained.

Development of extracurricular courses of an eminently practical nature to complement the academic and / or update training in a discipline (UADE TRACKS). Currently, extracurricular courses are being developed from 2017 to complete the theoretical training received in the classroom. They cover topics applied to professional practice (taxes, salary liquidation) using technology from the professional field. These courses are highly valued by students and were developed on demand, responding to the students' concerns regarding their approach to professional practice.

In order to improve the teaching-learning process of students it is intended:

Increase the visits of the speakers to the classes.

Perform continuous improvement in learning methodologies through teacher supervision processes.

Intensify and improve the use of the case method.

Require students, given their professional profile, the performance of academic papers.

Incorporate the teaching of scientific research methodology into the programs.

Sources

- 4 Aplazos
- 4 Avance Plan de Mejoras

- 4 Comentarios por Docente 1
- 4 Comentarios por Docente 2
- 4 Encuesta por carrera ej Contador
- 4 Encuesta temprana analisis
- 4 Indicadores Carrera
- 4 link videos de clases
- 4 mails consultas
- 4 Notificacion de encuesta 1
- 4 Notificacion de encuesta 2
- 4 Presentacion Benchmarking
- 4 Presentación OFFSITE 2-3 FACE_V1
- 4 Qv
- Fig 4.1 a 4.3

5 - Standard 5 Faculty and Staff Focus

a. Faculty and Staff Focus

Complete Table 5.1 Standard 5 - **Faculty- and Staff-Focused Results** found under the Evidence File above

b. Faculty Qualifications

Complete Table 5.2 Standard 5 - **New Full-Time and Part-Time Faculty Qualifications** and Table 5.3 Standard 5, Criterion 5.8 - **Scholarly and Professional Activities**, found under the Evidence File tab above, for **new** full-time and part-time faculty members hired since last self-study or QA report. Do not include faculty members previously reported.

QA Report

Status: Completed | Due Date: 9/15/2018

Assigned To

Jorge Rodriguez

Institution Response

Standard 5

-

Criterion 5.1 Explain your HR plan's relationship to your strategic goals

The human resources policy of the University, as regards the faculty, academic directors and administrative support staff, includes dynamic mechanisms for the detection of needs, selection of personnel and promotion that allow an adequate adjustment of the staffing, in terms of size and composition, depending on the growth of each Academic Unit in terms of number of careers, students, or new functions linked to its strategic objectives.

Likewise, performance evaluation mechanisms and training policies ensure the development of the professional competencies required for each job and its updating according to new functions. These mechanisms are periodically reviewed by the authorities according to the strategic plan.

It is considered that the teaching and administrative support staff, both of the Academic Unit and, of the central sectors of the University, is adequate in quantity and composition, for the achievement of the objectives of this.

Criterion 5.2.1 - Employment Practices

The University has a highly qualified faculty in terms of credentialing and professional experience in the business field, to cover the thematic areas of each of the programs dictated by the academic units. In addition, the dispersion of age and teaching experience is such that it allows experienced teachers to have future replacement cadres who already know the culture of the University.

It is also the policy of the University to combine within the academic body of each career, teachers with a more academic profile, with greater experience in research, and others with a more professional profile, with greater experience in the management of organizations. Teachers with a more professional profile dictate in general the subjects more focused on the training of specific competences.

The academic units have both full-time and dedicated teachers, as well as single-time professors. Both modalities of dedication in turn are classified into different teaching categories based on professional and academic experience, and scientific production, among other variables.

These teaching categories are acquired through contests of periodic closed background (usually annual) to which teachers can voluntarily present themselves to promote. This designation mechanism guarantees the suitability of the teachers in charge of the courses. This point is developed in Criterion 5.7 Faculty and staff operational procedures, policies and practices, and development.

Criterion 5.2.2 Employment Practices

The Fundación Universidad Argentina de la Empresa defined the objective of its Academic Excellence Plan (PEA), which began in 2004, "to improve the quality of processes and products in the different dimensions of academic activity linked to the teaching function, research, extension and management ". In this sense, one of the policies is the development of both the teaching and management staff, and the teaching support staff.

This policy is embodied in the following lines of action, developed by different sectors, and coordinated by the Rectorate, the Academic Secretariat and the Deans:

1. Develop pedagogical competences in teachers.
2. Train teachers for teaching in virtual environments.
3. Promote the specialization and updating of teachers in their disciplinary fields
4. Encourage and facilitate the postgraduate training of teachers.
5. Train management personnel for academic management.
6. Train administrative and technical support staff, based on career plans

1. Development of pedagogical skills

Since 2003, the University has had a Program for Training and Updating in University Teaching (ProFADU), organized by the Academic Quality Coordination (CALAC), which reports to the Academic Secretariat of the University.

This training program is aligned with the academic policy of the University and with the development of the teaching career. Thus, the training in university teaching is valued in the processes of renewal, ordinarization and promotion to higher positions in the annual calls for competition held by the University, both in the case of Auxiliary Teachers and Teachers. In addition, Normative Resolution No. 03/13 [5 RN_0313 Carrera Docente](#) Teaching Career included, for Auxiliary Teachers, participation in training activities as a requirement for the renewal of their positions and for promotion to higher positions.

The training program is regulated by Dispositive Resolution No. 44/14 [5](#)
[RD 4414 Programa de Formación Docente](#) Training Requirements in University Teaching. Its objective is to develop in the UADE Foundation teachers the necessary competences to perform in university education, taking into account criteria of quality and innovation. It consists of three training paths:

- a) An Initial Training Path, called "School of Assistants": aimed at students of the last years of all careers, with outstanding average and interested in teaching.

- b) A Basic Training Path: aimed at Auxiliary Teachers (First Aiders, Second Aiders and Head of Practical Works) and Teachers who have just started in university teaching at UADE Foundation.

- c) A Course of Advanced Training: aimed at experienced teachers, who require a permanent update in the field of higher level didactics

Each formative journey has specific objectives and aims to develop certain teaching competences. The Initial Training Path offers students interested in university teaching an initial pedagogical training for entering the teaching career.

Then, the Basic Training Path seeks to develop a series of essential skills to practice teaching according to good practice criteria. The curricular structure of this course is fixed and the competences to be developed and the minimum contents of the courses are established in the Resolution of Instruction No. 44/14 Requirements for Training in University Teaching. This course must be completed by the Auxiliary Teachers both for the renewal of their positions and for the promotion in charge of higher hierarchy, in accordance with what is established by Normative Resolution No. 03/13 Teaching Career and by the dispositive Resolution Nro. 44/14 Training Requirements in University Teaching.

Finally, the Advanced Training Path is aimed at deepening certain problems and pedagogical updating. This offer is structured on the basis of the same thematic areas as those of basic training (teaching strategies, evaluation of learning, university classroom management, etc.), but the activities are focused on more specific topics to work in depth (for example, case method, closed response exam design, correction of evaluations, use of certain technological resources, etc.), it is flexible (in the sense that it allows the optionality of the teacher) and varies every year.

It is intended teacher to participate in the different activities according to: a) their specific needs for improvement in a certain aspect of performance or b) their own training interests. Also, the assignment of courses by the Department Directors is contemplated based on the integral evaluation of each teacher's performance (which is carried out annually on the basis of the opinion survey to the students, the evaluation of the Department Director and external evaluation, in cases where it is available).

Each journey consists of instances of training of varying duration and nature (courses, workshops, "pedagogical pastillitas", etc.). Each activity offers a number of "credits" that serve to certify the fulfillment of each Journey (1 credit = 1 hour of academic work).

The following table summarizes the structure of the different Formative Paths:

Journey

Recipients and objectives

Composition
Credits

Initial Training Course "School of Helpers" (TFI)

Directed to students interested in university teaching.

Seeks to provide initial training in university teaching.

It consists of 2 courses and 1 teaching practice workshop.

- Teaching at the University
- Learn at the University.
- Workshop of "microteaching".

36

Basic Training Path (TFB)

Intended for Auxiliary Teachers and Teachers who have just started teaching at UADE.

Establish the "teaching career" (compulsory training) in accordance with RN No. 03/13 and RD No. 38/14.

It seeks to develop a series of skills considered basic to practice teaching according to good practice criteria.

It consists of 5 courses and 1 teaching practice workshop:

- Planning of teaching
- Teaching methodologies
- Management of the university classroom

- Design of resources to support teaching
- Assessment of learning
- Teaching practice workshop

Good practice criteria.

60

Avance Training Path (TFA)

Destined to the body of Teachers in general.

It seeks to deepen the knowledge, tools, and teaching skills treated in the basic path.

Look for the permanent update of the UADE faculty.

Courses, workshops and "pedagogical pastillitas" of different duration that aim to deepen the thematic areas of the previous courses.

The offer varies every year, depending on the academic policies of the University, advances in the field of higher education and higher education agenda topics.

100

(60 del TFB + 40 additional)

The program as a whole is designed with an approach based on the development of competences and each course aims to develop a certain teaching competence. For example: the course "Planning of teaching", corresponding to the Basic Training Path, seeks for the teacher to develop the ability to "Plan the teaching process of a subject, didactic sequence or class according to what is prescribed in the analytical program. of the subject and taking into account the criteria of good teaching practice ". The minimum contents of each course, the methodologies used and the evaluation modalities are defined according to the teaching competences to be developed.

In addition to this training program in general didactics, the University has a training program on subjects of specific didactics of a discipline or linked to the requirements of each career, called "ProFacultades". This program is organized jointly by the Academic Unit and Academic Quality Coordination, based on the needs identified by the Dean, Department Directors and Career Directors. Annually, the specific needs are revealed and tailor-made courses are designed for these needs.

Likewise, at the beginning of each semester, along with sectors of the University linked to some aspect of teaching, new teachers are trained to induce them to the systems and services available to the faculty. Thus, each semester induction courses are taught in: a) Online systems and services (dictated by collaborators of the Systems and Services Division), b) Library Services (dictated by Library collaborators) and c) ProFADU (Training Program and Update in University Teaching) and Digital Resource Center (dictated by employees of the Academic Quality Coordination). Each course lasts two hours.

Finally, the pedagogical training policy includes other instances of training:

- Teaching resources for teachers "Teaching sheets": these are short materials prepared by the Academic Quality Coordination for self-instruction of teachers, as a complement to face-to-face training activities. The collection of Pedagogical Cards (15 currently) covers specific problems such as: planning the first class of a course, preparing a dialogue exhibition or designing group activities in class, selecting the bibliography of the analytical program, designing evaluations, avoiding copying in exams, work with 1st year students, etc.

- Visits to classes: Academic Quality Coordination makes observations of classes, prepares a report and makes a return to the teacher. These views are made at the request of the teacher, at random or at the request of the authorities and the evaluation of the class is done from a pedagogical point of view. For their part, Department and Career Directors also make class observations, but in this case the evaluation also covers disciplinary aspects of the treatment of the content or more specific aspects of the teaching of a discipline.

- Plans for the improvement of the faculty of a Department "tailored" to the identified difficulties: we work together with the Director of the Department in the implementation of different actions with teachers who present difficulties in their performance. Thus, an analysis of the students' evaluations and visits to classes made by external evaluators or pedagogues of the Academic Quality area is carried out. From there, an improvement plan is designed that may include: observations of class, individual returns to teachers, assembly of specific training actions in accordance with the identified difficulties and the preparation of short files with pedagogical recommendations on different topics (promotion of participation in class, correction and return of exams, lesson planning, etc.).

- Assistance for the development of specific pedagogical projects: from Coordination of Academic Quality, technical assistance is also provided for the development of pedagogical projects promoted by the authorities. For example, during the year 2010 and 2011, within the framework of an initiative of "Stimulus to the Production of Cases", special training was provided, in charge of external specialists, to a group of teachers of different subjects to elaborate cases, as a didactic resource; During 2011 and 2012, different training sessions were carried out by Academic Quality Coordination professionals for the preparation of teaching materials for the Digital Resources Center

- Individual consultancies: with pedagogical advisors from the Academic Quality Coordination area (to supervise teaching materials, evaluation instruments, analytical programs, etc.)

II. Training for teaching in virtual environments

As established in Normative Resolution No. 02/18 [5](#) [RN_0218_Sistema_Institucional_de_Educacion_a_Distancia](#) Institutional System of Distance Education in its article 29, both the teachers who prepare virtual teaching resources and the teachers in charge of the courses, must have specific training to play the teaching role in virtual environments that certify them internally in their pedagogical, technological and digital competences.

The training of the professors is in charge of UADE Virtual (VIRT) and includes the following topics:

- a) The characteristics of teaching in virtual environments, the pedagogical model defined by the University and guidelines for its implementation adapted to different disciplines and learning objectives.

- b) The guidelines of the University for the preparation of didactic materials in virtual environments and for their application in the subjects that are taught under this modality.
- c) The management of the computer platform and the different tools.
- d) The didactic materials, the tools of interaction and collaborative work and the modalities and suggested instruments of evaluation that the University makes available for the dictation of the subjects.

The training plan for teachers to perform in the distance mode is composed of two training programs: a) Training Program in Virtual Teaching (ProFEV) and b) Program Monitoring and Monitoring of Virtual Teaching (ProSEV).

The Training Program in Virtual Teaching (ProFEV) is aimed at all those teachers who do not have (or have little) experience in virtual teaching. It consists of two training paths:

- a) Basic Training Path: its objective is to develop the skills considered essential for the teacher to be able to successfully practice teaching in the distance mode. It is a unique course, it is taught in blended format, composed of three structured modules that seek to cover the different dimensions of performance. The three modules are:
 - Teaching in virtuality.
 - Use of the UADE Virtual Campus platform.
 - Live meetings through Adobe Connect.
- b) Advanced Training Path: its objective is to update the teacher permanently in the uses and usefulness of new technologies in teaching in virtual environments. It is a series of courses that are presented in different face-to-face, blended and distance modalities according to the different contents to be taught and the training needs. They are conceived to respond to different situations:
 - Publicize the use and usefulness of new technologies acquired by the University (for example, softwares such as Camtasia, Power Point Mix, etc.)
 - Disseminate and exchange academic peers in the field of e-learning with a focus on university education.
 - Reflections on teacher performance evaluations that encourage the strengthening and development of teaching competences in teaching in virtual environments.
 - Specific demands of the Academic Unit of reference (School of Business Management).

The Monitoring and Monitoring of Virtual Teaching Program (ProSEV) is intended for teachers who completed their Basic Training and are teaching in the distance mode. The purpose of this program is to monitor the teacher's performance in his virtual classroom to guide him in the constant improvement.

Likewise, RN 2/18, in its art. 36 ° guarantees that all the actors that make up the SIED (teachers, students, support sectors, academic staff, UADE VIRTUAL team) receive the necessary training in the different topics and projects that range from teaching in the modality to familiarization with virtual learning environments through the use of different media and devices.

III. Specialization and updating of teachers in their disciplinary fields

- Training abroad: in 2015, a program was implemented through which UADE finances one-semester courses at universities abroad. In addition to specific training, this program seeks to provide teachers with an academic experience in universities in contexts other than local and with other work modalities. This program is managed by the Human Resources Division.
- UADE Program trains UADE: in 2015, a training modality was implemented that consists of training a teacher on a specific topic outside the University, so that the latter can then share what they have acquired with their colleagues.
- Activities of diffusion and disciplinary update: periodically, each Academic Unit organizes conferences, seminars and meetings in different areas of knowledge, in charge of recognized experts in each thematic area within different companies and organizations. Although they are extension activities, open to the community and to the students, they also fulfill a role of updating teachers by allowing them to link with the reality of the professional world. Other courses, also open to the community, are taught by faculty members.
- Teacher refresher courses: sometimes, the academic units organize courses on specific topics in which a need is detected.

- Scientific meetings: the academic units organize academic meetings in their respective disciplinary fields, of which the teachers of their careers also participate.

IV. Postgraduate training for teachers

In order to promote updating in the field of knowledge of the specialty itself, annually the University, through its Division of Human Resources (DIREH), opens the call for applications to finance postgraduate studies (specializations, master's degrees or doctorates), which are taught both in the University itself and in other institutions in Argentina and abroad. The procedures and requirements for the application, granting and maintenance of the aforementioned subsidies are detailed in the dispositive Resolution No. 21/14 [5 RD 2114](#) Financing for Specializations and Masters, and in the Resolution of the Resolution No. 22/14 [5 RD 2214](#) Financing of Doctorates. The applications are evaluated by a Committee in accordance with the seniority, category, dedication and performance of the applicants and the thematic relevance chosen for the University.

- Postgraduate funding also includes specific programs selected based on specific training needs in a group of teachers. For example, the University together with the University of San Andrés implemented a Master's Degree in Education, and currently, teachers from different academic units are studying a Doctorate in Administration at the Catholic University of Argentina.

To this stimulus, a salary policy that includes an additional one for teachers with postgraduate degrees (dispositive Resolution No. 47/11) [5 RD 4711 Adicional Sueldo Docente](#) is added.

V. Training of management personnel

Training in subjects of higher education also includes the Academic Directors (Career Directors and Department Directors). Periodically, conferences are organized by experts in various subjects to update the academic authorities on issues related to the management of teaching processes (teaching evaluation, design, monitoring and curricular evaluation, etc.). For example, during 2006 and 2007 extensive training on competency-based university education was held (conference given by representatives of InHolland University and training by external experts); In 2009, a course was organized by representatives of the National Directorate of University Management (DNGU) on curricular design, monitoring and evaluation. In this year, the Phronesis Program of the National Commission for University Evaluation and Accreditation (CONEAU) was held, dictated by the highest authorities of the quality agency and referred to the updating of the evaluation and accreditation processes for universities for the careers of Public Accountant, Advocacy and the distance mode of these. Likewise, Deans and Directors of Department and Careers participate in the areas of Academic Liaison Unit of the Council of Rectors of Private Universities (CRUP) where they train and discuss the current issues with ministerial references (articulation middle school-university, review of accreditation standards, new requirements for the validity and official recognition of degrees, among others).

Likewise, the University ensures that all its managers have training in management issues. With this objective, several executives have been granted scholarships to participate in the master's degrees offered by the University. In 2010, a course on Strategic Planning of Higher Education was organized jointly with the University of Monterrey (UDEM), in which all the University's executives participated.

These activities are planned annually, according to the needs of the University.

VII. Training of administrative and technical support staff

- Training actions for administrative and technical personnel are developed centrally by the Human Resources Department of the University. These include:

- Career plan and training for each employee: on an annual basis, a performance and skills assessment of

each employee of the University is carried out. Based on these evaluations, the career and training plan of each person is derived, and the courses and actions to be carried out throughout the year are determined. In particular cases, full graduate or postgraduate courses with partial or full financial assistance are financed. In the particular case of managers, there is a special emphasis on the career plan, to ensure the most appropriate training for each position, as well as the training of replacement cadres.

- Training in basic tools: within the improvement policy, a variety of courses are included in the language area (including English and Portuguese at different levels) and computer tools (in all its applications and levels) for the teaching staff, as for the personnel that carries out tasks to support the teaching process.

- Training courses in specific areas: according to the career plan defined for each person, the University determines which courses should be taken by each one. In general, these courses are selected from the offer of courses offered by the University, but in some cases they are usually done outside of it. The main topics covered by these courses include: customer service, negotiation, teamwork, time planning, etc.

- Technical specialization courses for support personnel: these courses correspond to very specific needs due to the task performed by each employee. For the careers of the Faculty of Engineering, this is especially important for the technical staff of the laboratories. For example, said personnel has taken safety courses in electrical risk practices; of machinery handling (hydraulic, pneumatic and mechanical), of techniques or tools, some of which have been dictated by the university's own teachers.

- UADE Program trains UADE: in 2015, a training modality was implemented that consists of training a teacher or a support staff agent on a specific topic outside the University, so that the latter can share what they have acquired with their colleagues.

- The training programs abroad and UADE training UADE (mentioned in section III) are also open for support staff.

The processes for monitoring and evaluating teacher performance are described in Criterion 5.6 Faculty Evaluation.

Criterion 5.3 Faculty qualifications, workload and coverage

5.3.1.

See Figures 5.1, 5.2 y 5.3.

5.3.2.a

See folder with the curriculum vitae of the teachers..

5.3.2.b

See Figure 5.3.

Criterion 5.4 - Faculty Deployment

See Figure 5.4.

Criterion 5.4.1

Deployment of Faculty by Major and Location

Program / Major
Faculty responsible
Certified public accountant
Dra. Karina Delosso
BA in Finance
Lic.Verónica Fainberg
BA in Economics
Lic.Verónica Fainberg
BA in International Trade
Lic.Cecilia Blanco
BA in Marketing
Lic.Ma.Carolina Alvarez Muñoz
BA in Business Administration
MBA Astrid Adlercreutz
BA in Human Resources
Lic.Agustina Bonnin

Criterion 5.4.2

Each Faculty is directed by its Dean. Internally, each Faculty has a matrix organization: it is organized in Academic Departments and Career. The Academic Departments manage the dictation of the different curricular activities and are responsible for the teachers. The careers manage the development of the curricula and are responsible for monitoring the academic progress of the students.

Likewise, it depends on the Dean, the Director of the Research Institute corresponding to the Academic Unit.

The Department and Career Directors, the Academic Director and the Dean are members of the Faculty Council (CF), which is the body in charge of planning and controlling the different activities of the Academic Unit. In addition, the Director of the Research Institute usually participates as a guest in said Faculty Council. The Faculty Council meets on a weekly basis, and reports all its minutes to the Rectorate.

Criterion 5.5.

See Figures 5.5

Criterion 5.5.1

The University has a pre-established job description for the full-time teaching function. In it, a class load of 11.33 semester credits (equivalent to 340 hours between theoretical and practical classes) is defined, as well as administrative, management and academic production tasks equivalent to 50% of their weekly workload.

The definition of the size and composition of the faculty of each Academic Unit is made according to the number of careers, the enrollment of students of each one in order to cover all the teaching activities (dictation of courses, follow-up activities to students, tutorials of final works). Likewise, the definition of this endowment, contemplates the activities of investigation and of connection with the socio-productive environment, the activities of extension to the community developed in each Academic Unit. Full-time teachers also collaborate in management support activities (such as membership of commissions, retention activities, etc.)

Criterion 5.5.2

Normative Resolution No. 03/13 also establishes the tasks that correspond to each teaching category and according to the dedication of full or partial time to the University.

The activities of the teachers of simple dedication include:

- a) Dictate classes and perform all those tasks necessary for the proper development of the courses.
- a) Integrate the Examining Courts in the final examination instances.
- b) Answer inquiries of the students in charge of them in topics related to the courses.
- c) Permanently update in your area of expertise.
- d) Participate in the meetings of the Department to which they belong.

The activities of full-time and part-time teachers also include:

- a) Carry out orientation tasks for students in their study, direct research work, final works and thesis.
- b) Make publications on topics of his specialty.
- c) Carry out research at the University.
- d) Organize and participate in conferences, seminars and round tables.
- e) Carry out tasks to support the academic activity entrusted to them by the Director of the Department to which they belong or, where appropriate, the Dean of their Faculty.
- f) Participate, if required, in collegiate bodies or technical and advisory committees.

Additionally, Researchers should:

- a) Comply with the research activities provided for in the specific regulations relating to the researcher's career.

In those cases in which full-time teachers meet a higher burden of administrative burden than the pre-established by their job description (ie direct a program or are dedicated to research), the University reduces the burden of dictation of classes in pursuit of compliance with the objectives in a correct manner.

Criterion 5.6. Faculty evaluation

As mentioned in Criterion 1.1.c, the University has various procedures for monitoring and evaluating teaching performance. These procedures combine different sources of information (students, peers, education specialists), techniques and instruments for gathering information (surveys, class observations).

Student survey

It is administered to students before the end of the semester, after partial evaluations. It focuses on the teacher's

performance in the course. The aspects evaluated include: respect for the analytical program; clarity of explanations; promotion of class participation; adequacy of the evaluation to what has been taught and the bibliography of the program; explanation of the corrections of the evaluations; I treat the students. The aspects evaluated to the assistants are: capacity to respond appropriately to consultations and the treatment to the students. It also includes a section for the evaluation of the career director, where his level of contact with the students of the race is qualified.

The survey is administered by Management Control to all students twice a year (at the end of each semester), through one of the portals of the University website. The student evaluates all the courses taken anonymously. Each dimension is scored on a numerical scale of 1 to 10 points and the result of each survey is obtained by averaging the assigned score in all dimensions. The final score of the teacher is obtained by average of the scores obtained, weighted according to the number of answers. In cases where you have had more than one course in charge, the final score arises from the weighted average of all the courses.

The Department Directors are responsible for informing teachers of the results obtained in the student survey.

The results are incorporated into the Comprehensive Evaluation. In the face of specific difficulties, the Department Directors meet with the teachers to establish an improvement plan.

Comprehensive evaluation

The integral evaluation consists of:

- a) The evaluation of the students about the performance of the teacher in the courses.
- b) The evaluation of the Department Director about the teacher's performance in the different tasks of the teaching function.

The results of the evaluation of the students are calculated by Management Control based on the student surveys of the last four semesters. The scores, expressed in a numerical scale of 1 to 10 points, constitute 40% of the integral evaluation.

The evaluation of the Department Director covers the following aspects:

- a) Outstanding professional activity, both in the academic field and in public and private organizations. The score is expressed on a numerical scale of 1 to 10 points and constitutes 15% of the integral evaluation.
- b) Contribution of his intellectual production to the improvement of the quality of the subject or the career. The score is expressed on a numerical scale of 1 to 10 points and constitutes 15% of the integral evaluation.
- c) Proactive attitude and collaboration with the Department and with the Careers. The evaluation constitutes 30% of the integral evaluation and is expressed in a scale of 3 levels: A, B and C, assigned according to the following distribution:
 - Qualification A: assigned to 20% of the most outstanding performance teachers.
 - Grade B: 60% of the following teachers are assigned in terms of performance level.
 - Grade C: assigned to 20% of teachers with a lower level of performance, although not necessarily unsatisfactory.

The Integral Evaluation is carried out once a year by the Director of the Department to which the teacher belongs. They are responsible for notifying each teacher of the results of the Comprehensive Evaluation process before July 31 of each year. For the return of the results, he meets with the teacher to:

- Show the teacher the results of the student survey and the comments of the students.
- Point out the highlights of your performance, achievements and points to improve.

Examination Audit

At the end of each class period, the Department Directors select a sample of subjects and teachers, taking into account the criticality of the same, the perception of value that the students have shown in the early survey, the teacher's qualification in the period immediately previous, among other variables.

The objective of this instance is to ensure the quality of the evaluation instruments, and the correction that teachers have made of them. Likewise, we tend to design unified exams by subject, which ensure the same learning outcomes, independently of the teacher who dictated the subject.

Once the audit is completed, a feedback interview is conducted to review the aspects that were positive and those that require some improvement.

Visits to classes

Class observations (through visits or filming) by the Academic Quality Coordination. It focuses on the pedagogical performance of the teacher in class. Four dimensions of teacher performance in class are evaluated:

- a) Presentation and treatment of the contents.
- b) Coordination of the task.
- c) General management of the class.
- d) Constitution of a facilitating environment.

This evaluation is carried out by pedagogues from the Academic Quality Coordination area who regularly evaluate classes at the request of authorities, the teacher himself or at random. The observation is made based on an instrument similar to that used in the external evaluation.

At the end of the observation, a report is made, which is sent to the Director of the Department to which the teacher belongs and the teacher is invited to return the results (in the case of filming, the material is also delivered so that it can be observed with base in a self-evaluation guide).

For their part, the Dean, Department and Career Directors also make class observations, but in this case the evaluation also covers disciplinary aspects of the treatment of the content or more specific aspects of the teaching of a discipline. The reports of these evaluations are archived in a computer system administered by the Academic Units.

Annual external evaluation

This evaluation has the following objectives:

- At the individual level, obtain systematic information about the performance of the teachers evaluated in class and establish actions for continuous improvement.
- From the grouped information, obtain a diagnosis of the development of teaching in the University at a global level and identify factors that facilitate or hinder the performance of teachers in class.
- Monitor the evolution over time of certain dimensions of classroom teaching.

It is carried out by expert pedagogues in higher level didactics. It focuses on the pedagogical performance of the teacher in class.

The External Evaluation is managed by Academic Quality Coordination. The evaluation is carried out by pedagogues

specialized in didactics of higher level hired ad hoc for their antecedents in the field of university pedagogy. The evaluation covers a sample of approximately 100 teachers per year. Evaluators observe teacher's class without prior notice, based on a semi-structured observation instrument.

The evaluation instrument has two parts: an evaluative and a descriptive one.

In the evaluative part, four dimensions are analyzed:

- a) Presentation and treatment of the contents: clarity of the explanations; conceptual rigor; vocabulary accessibility; adaptation of teaching strategies; adequacy of materials and resources, class planning; etc.
- b) Coordination of the task: clarity of the working guidelines; conduction of activities; management of time and work rhythm; answer to doubts; monitoring of students' understanding; promotion of student participation; facilitation of the exchange; etc.
- c) General management of the class: pointing out the different moments of the class; perception of the classroom environment in its different dimensions; driving the case towards its objective.
- d) Constitution of a facilitating environment: communication; respect and cordiality in the deal; top of work.

The teacher's performance in each sub-dimension is classified at a level of 1 to 5, according to the level of competence observed.

1. The teacher's performance is unacceptable: his performance regarding the evaluated feature is considered to be much lower than expected; its action can have serious consequences for the teaching of the subject or for the students' learning or for the institutional dynamics.
2. The teacher's performance is unsatisfactory: it does not reach an acceptable minimum, it presents clear weaknesses in the evaluated aspect, and these can significantly affect the teaching of the subject or the students' learning or the institutional dynamics.
3. The teacher's performance is basic, meets the expectations in the evaluated aspect, with some irregularity. There may be some weaknesses, but their effect is not severe or permanent.
4. The teacher's performance is competent, that is, adequate to the needs of the class. Although not exceptional, it is a good performance.
5. The teacher's performance is highlighted, clearly and consistently excels what is expected in the evaluated aspect.
6. Not observed: when some of the features can not be seen in the class observed for reasons not attributable to the teacher's performance, but due to the characteristics of the situation.

In the descriptive part, general aspects of the observed class are analyzed that allow, when grouping the information, to have a panorama of the teaching in the University. In this part, we evaluate:

- a) Didactic strategies used.
- b) Cognitive demand of the class to students
- c) Materials and resources used
- d) General mode adopted by the relationships within the class
- e) Form that adopts the transmitted knowledge.

Finally, the instrument has an open part, for the recording of the most outstanding aspects of the teacher and the class observed and the aspects that can be improved, with suggestions.

The device also contemplates a self-evaluation by the evaluated teacher. To do this, a self-administered opinion questionnaire with open questions about the class is sent via email. This instance allows the teacher to explain and base their decisions at the class level. However, it has an optional character.

Based on class observations, individual reports are prepared for each teacher and a general report of results for the authorities.

Once the observations are completed, the evaluated teachers and the academic authorities (Department Directors and Career Directors) are summoned to a presentation of the general results of the evaluation by the external coordinator. Likewise, the Academic Quality Coordination calls on the teachers who participated in the evaluation to take a look at their individual reports.

In the case of teachers who obtain low overall score or in some critical aspect of performance, it is sought to identify the source of the difficulties and provide some guidelines for improvement. The following year, the evolution of

performance is monitored based on the results of the student surveys in the courses in charge and, if the difficulties persist, the Academic Quality Coordination sees again a class of the teacher.

Criterion 5.7 Faculty and staff operational procedures, policies and practices, and development.

-

Criterion 5.7.1.

The Normative Resolution N ° 03/13 Teaching Career regulates the entrance, stay, promotion and completion processes of the teaching career.

Regarding the mechanisms of recruitment, Normative Resolution N ° 05/18 [5 RN_0518_Reglamento_de_Concurso_de_Promocion_y_Ordinarizacion](#) Teaching Career establishes the requirements for admission in each teaching category: Holder, Associate and Deputy, in the case of Teachers, and Head of Practical Works, Assistant First and Second Assistant, in the case of teaching assistants. In turn, it establishes that to enter the academic body of the UADE Foundation, a proof of background and proof of opposition must be approved before a jury composed of the corresponding Department Director, a professor of the subject area to be taught and a member of the Academic Quality Coordination. In this way, the suitability of the incoming teachers for the development of the assigned curricular activities is ensured.

The entry process consists of the following steps:

- 1) Search of candidates: based on the requirement of the corresponding Department Director, the Human Resources Division analyzes the demand according to the composition of the teaching staff and proceeds to search for candidates for the position. In recent years the Human Resources Division has implemented a database of applicants to enter the teaching career at UADE, which is periodically expanded by means of calls in the main newspapers.
- 2) Evidence of background: the curriculum vitae is analyzed according to the requirements established in Normative Resolution N ° 03/13, for each teaching category. In general, the dimensions evaluated are:
 - Qualifications obtained: specific university education in the reference disciplinary area; For the positions of Associate and Holder, a Master's and PhD degree are required respectively.
 - Teaching seniority: teaching at the undergraduate and postgraduate level is valued, as well as experience in training in business and social organizations.
 - Scientific background according to the income category: the experience in research projects in the disciplinary area of reference, the publications in well-recognized journals, the presentations made in scientific meetings and the training of human resources are valued.
 - Professional background: given the eminently professional profile of the careers, the experience in specific career areas of each career (current and previous positions and tasks performed in different organizations) is valued. For example, for the appointment as a Full Professor it is necessary to have a doctorate degree and to accredit at least four publications in their area of specialty. For the appointment as Associate Professor, a master's degree is required. For the position of Assistant Professor, it is recommended to have a master's degree, although it is not essential. In all cases, a pedagogical training and / or sufficient experience in university teaching and professional experience is required.
- 3) Evidence of opposition: the candidate must dictate a class, on one of three previously assigned subjects, before a jury composed of the corresponding Department Director, a professor of the area to be taught and a member of the Coordination of Academic Quality, who prepare an opinion recommending or not the incorporation.
- 4) Approval of the Faculty Council, who analyzes the background and selects the candidates to be proposed to the Academic Council.
- 5) Approval of the Academic Council and the Board of Directors, in the case of professors, and of the Academic and Legal Secretariat, and the Board of Directors, in the case of auxiliary teachers.

The types of designations are the usual ones in the universities: interim and ordinary, in the case of the professors, while the auxiliary teachers are designated in a single regular category. At the time of admission, the professors are appointed as interns, for a period of 1 year and their appointment can be renewed up to 3 times by means of a resolution of the Board of Directors, at the proposal of the Academic Council. In order to regularize their situation as an ordinary professor, they must be presented later in any of the annual ordinarization competitions held by the University. Ordinary professors are appointed for a term of 3 years, their designation may be renewed for another 3 years by means of a resolution of the Board of Directors, at the proposal of the Academic Council; once that term has expired, the professor must present a new contest to maintain his position. Auxiliary teachers are appointed in a single regular category for a period of two years. The appointment can be renewed by the Academic and Legal Secretariat, at the proposal of the corresponding Faculty Council or School.

The processes of promotion and ordinarization of teachers are also regulated by Normative Resolution N° 05/18. Annually, the University calls a closed background competition for the ordinarization of interim professors and for promotion to the different categories of teacher.

In all cases, in addition to the minimum requirements stipulated to access each teaching category, which include both academic and professional backgrounds, the applicant's background in the University is taken into account, such as: a) available performance evaluations, b) prizes and incentives received; c) participation in institutional activities; d) teacher training courses carried out.

The details of the tender procedure are regulated by the Resolution of the Resolution No. 05/18 Promotion and Ordinarization Contest Regulations; On this basis, each year the jury and evaluating courts are appointed by means of operative resolutions to intervene in each contest.

The contest procedure consists of the following steps:

- 1) The evaluation of the candidates' background is carried out by a jury chaired by the Dean and composed of the Directors of the Department of the Faculty, the Academic Quality Coordinator, and one or more Emeritus Professors, Ordinary Consultants or Holders of the University. or of other Argentine or foreign Universities designated by the Rector, at the proposal of the corresponding Faculty Council, with the approval of the Academic Council.
- 2) The minutes of the contest with the proposals of appointments, promotions and renewals is sent to the Academic Council, for its approval.
- 3) The designation of teachers in the contested categories is approved by the Board of Directors.

At the time of admission auxiliary teachers are appointed for a period of one year and the designation is renewed annually. The procedure consists of the following steps:

- 1) The evaluation of the background of the candidates by the Department Director.
- 2) The evaluation of the background of the candidates by the Faculty Council.
- 3) Approval of the renewal proposal by the Academic Secretariat.

In the case of the promotions of auxiliary teachers, the promotion of First Aiders to the category of Head of Practical Work is done through an annual call for promotion, which takes place at the same time as the teachers' contest. The convocation procedure consists of the following steps:

- 1) The evaluation of the background of the candidates by the Faculty Council.
- 4) Approval by the Academic Secretary.

The institutional mechanisms of completion of the teaching activity, also provided for in Normative Resolution No. 01/13 [5 RN 0113 Procedimiento de aprob, segui y eva de las act de ext univ de la lic psi](#), are the academic judgment and the finalization by age over 65 years.

In the cases of Full Professors with an outstanding career, the Faculty Council studies in each case if it corresponds their appointment as a Consultant or Emeritus Professor and, in a favorable case, makes such a proposal to the Academic Council. The mechanism of completion of the teaching activity allows a permanent renovation of the campus and its implementation is accepted by the teachers.

The aspects related to the values that should inspire the behavior of teachers in the performance of their tasks are reflected in the Ethical Regulation.

5.7.2

The definition of the needs of each Academic Unit in terms of the size and composition of the teaching staff is based on the enrollment of students and the needs arising from resignations or retirement of teachers in practice. These vacancies are validated by the Human Resources Division of the University.

On the basis of this definition of the required teaching staff, the incomes of new teachers and the positions to be filled by promotion are established.

The promotion of teachers is done through a competitive mechanism, which guarantees equal opportunities for access to positions, both for full-time and part-time teachers. These needs for new positions are communicated to all the teaching staff through the usual means of information of the University.

The general personnel training policies were described in Criterion 5.2.2 Employment Practices. Particularly, with regard to academic development, it is worth highlighting:

a) The postgraduate studies study financing policy, through which teachers are paid the Master's or Doctorate degree programs at this university or other institutions, in order to promote the updating in the field of knowledge of the specialty itself. (Device Resolution No. 21/14 Financing for Specializations and Master's degrees, and in Device Resolution No. 22/14 Doctorate Financing). To this stimulus, a salary policy is added that contemplates an additional one for the teachers with graduate degrees (dispositive Resolution N ° 47/11 [5 RD 4711 Adicional Sueldo Docente](#)).

b) The policy of development of research activities and technological development, which allows teachers to insert themselves in Research Projects or in Scientific-Technological Activities. In this way, they manage to develop their academic background in relation to publications and participation in scientific-academic meetings. This policy becomes operative through the following standards RN N ° 09/14 [5 RN 0914 Procedimiento de aprobacion y seguimiento de Proy de Investigacion y Desarrollo \(PID\) 5 RN 0914 Anexo III 5 RN 0914 Anexo IV](#) Approval and Follow-up of Research and Development Projects (PID), RN N ° 08/14 [5 RN 0814 Actividades Cientificas y Tecnologicas \(ACyT\) 5 RN 0814 Anexo I 5 RN 0814 Anexo II](#) Scientific and Technological Activities (ACyT), RN N ° 19/10 [5 RN 1910](#) Procedure for Categorizing Teachers Researchers

c) The financing policy for the participation of professors of the University in congresses and other scientific meetings, regulated by the Procedure for the Financing of Participation in Scientific Meetings.

d) Program of stimulation to the disciplinary publications: regulated by the procedure for the incentive to the publication of research results in scientific journals indexed by SCOPUS.

All of these policies cover both full-time and part-time teachers.

Regarding the support staff, as detailed in Criterion 5.2.2 Employment Practices, the development actions are managed by the Human Resources Division. These include:

- Definition of career plan and training actions for each employee.
- Training in basic tools: languages and computer tools.
- Training courses in specific areas.
- Technical specialization courses for support personnel.

Criterion 5.8 - Scholarly and Professional Activities

-

Criterion 5.8.1 – Scholarship

In addition to the teaching activities, of which all teachers participate, the University provides opportunities to participate in research activities through the Research Coordination that depends on the Academic Secretariat.

The research activities are developed within the framework of 3 Institutes, the Institute of Economics, Institute of Social Sciences and Project Disciplines, and the Institute of Technology.

The research policy promotes with special emphasis applied research and development activities with social projection. The Institutes prioritize the research lines that are characterized to tend to generate impact both in the scientific and educational fields, as well as in society in general, either through the contribution for productive innovation, the definition of public policies in different spheres or the generation of useful information for decision making in business, non-governmental and public spheres. In accordance with this institutional policy, the University has ranked and defined as the main criterion of relevance for the financing and promotion of research to those lines and projects that not only present high levels of scientific and academic quality, but also exhibit certain possibilities of social transfer of the generated knowledge for the benefit, first of all, of the local community of development of the Institution, then of the country and finally of the region.

In this sense, projects oriented to innovation have been promoted, as well as others that have allowed to improve the teaching of the different careers and programs offered by the University through the transfer to teaching both undergraduate and postgraduate of the results of research in the frontier of knowledge of different disciplines. Likewise, various instances of dissemination of the knowledge generated have been promoted, as a way to promote the transfer of knowledge.

In summary, the research activities have an impact on three audiences: the scientific audience, the internal audience and the social audience. The Scientific Audience refers to peers beyond the institutional scope, both locally and internationally, through the production of knowledge directed to the scientific community, through participation in congresses and symposia, publication of results in scientific journals, books or book chapters, etc. The impact on the internal audience refers to the way in which teachers and students of the university can be enriched in different ways, through the transfer of knowledge, as well as the possibility of developing research skills and abilities through the participation of students and young teachers in ongoing projects. Finally, it is valued that the research has a real impact on society, so that the results obtained can be appropriated by non-governmental organizations, state entities, companies and other civil society organizations. The products oriented to the social audience focus on the transfer and dissemination processes. In this sense, the system of accountability of research at the University is based on the production that each research project, line and Institute manages to generate in relation to these three privileged audiences by the University.

The research activities are divided, according to their size and methodological approach, into "Research and Development Projects (PID)" and "Scientific and Technological Activities (ACyT)". The PIDs can be annual or multi-year, and the C & Ts can be extended from 6 to 18 months. All UADE teachers categorized or able to be categorized can participate. Researchers with categories 1, 2 or 3 can be PID Directors and form disciplinary and interdisciplinary teams. The remuneration of the researchers depends on the category of the teacher as a researcher, the dedication and their role in the project.

The University has an incentive program for all teachers, for publications indexed in bases such as Scopus or similar, which are also weighted for promotion to the next higher category.

Criterion 5.8.2.a

The current faculty of the University has a balanced in terms of professional and academic activities. The University also participates actively in organizations related to both the academic and professional community, and the community in general.

The University has a strong policy of linking with the environment, particularly with companies and professional associations, among which are:

- Professional Council of Economic Sciences
- Economic and social council
- Government of the City of Buenos Aires (entrepreneurial area)
- Observatory for the Prevention of Drug Trafficking (OPRENAR)
- College of Graduates
- Argentine Association of Fiscal Studies

These organizers organize transfer seminars, conferences on topics of interest.

In addition, the University continually signs agreements for the completion of internships, the realization of an annual fair of companies in the field of the university, the survey of the needs of various companies, the financing by companies of different activities developed within the institution, etc.

The main actions of linkage with the productive sector of goods and services and extension within the framework of the academic units are: Bologna Program, Introductory Workshop on Accounting (Pinamar), FACE Olympics, Material Development for Middle School, Enrichment your CV, First Export, OAS, AFIP Talk and Financial Education Talk.

- Educational visits to companies. These include companies or organizations related to the Academic Units under accreditation, among which we can mention Mastellone Hermanos, Tenaris, Farmacity, Pampero, Sintoplast, Vimar, Newsan Group, etc. with which the teachers establish close contact
- Seminars and joint activities with companies. Throughout the year, a program of activities of companies in the University is developed, which include talks by featured speakers
- Case Analysis of Argentine Industries. The objective of these activities is to study the development of some national and international companies, their management and the use of technology. Subsequently, these cases are used as teaching materials in undergraduate courses.
- Survey of business needs. Regularly, the Academic Unit organizes breakfasts or work lunches with professionals representing each sector, to internalize the market needs of each industry. The initiatives or recommendations made by these Councils are sent to the Curricular Tracking Commission of the race, or directly to the Faculty Council (as appropriate) for analysis and treatment.
- Contributions from companies for activities. The University has agreements with companies to finance various activities, in exchange for consulting work carried out by students on specific business topics.

Finally, the University directs its Center for Entrepreneurs, dedicated to helping students with entrepreneurial will in the search for opportunities and in the incubation (from professional support with their own teaching staff) of projects.

Criterion 5.8.2.b

See Figures 5.6.

See Evidence: Dispositive and Normative Resolutions.

Sources

- 5 RD_2114

- 5 RD_2214
- 5 RD_4414_Programa_de_Formación_Docente
- 5 RD_4711_Adicional_Sueldo_Docente
- 5 RN_0113_Procedimiento_de_aprob,_seguí_y_eva_de_las_act_de_ext_univ_de_la_lic_psi
- 5 RN_0218_Sistema_Institucional_de_Educación_a_Distancia
- 5 RN_0313_Carrera_Docente
- 5 RN_0518_Reglamento_de_Concurso_de_Promoción_y_Ordinización
- 5 RN_0814_Actividades_Científicas_y_Tecnológicas_(ACyT)
- 5 RN_0814_Anexo_I
- 5 RN_0814_Anexo_II
- 5 RN_0914_Anexo_III
- 5 RN_0914_Anexo_IV
- 5 RN_0914_Procedimiento_de_aprobación_y_seguimiento_de_Proj_de_Investigación_y_Desarrollo_(PID)
- 5 RN_1910
- FIG 5.1 a 5.6

6 - Standard 6 Educational and Business Process Management

a. Curriculum

List any existing accredited degree programs/curricula that have been substantially revised since your last report and, for each program, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage, found under the Evidence File tab above.

List any new degree programs that have been developed and, for each new program since your last report, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage found under the Evidence File tab above.

If a program has met the requirements of having graduates and being in existence for at least two years, please contact ACBSP accreditation staff and request that the "Adding New Programs to ACBSP Accreditation" Project be added for your business programs.

Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs), and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.

If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree. New degree programs, majors or emphases must be in effect for at least two years and have graduates before accreditation will be granted.

If the new program is determined to be substantially different from other programs offered by the institution, ACBSP, at its discretion, may direct a new visit to be conducted. If, as a result of a new program visit, ACBSP determines that the overall quality of an institution is being diminished, the institution may be scheduled for a complete reevaluation.

b. List any accredited programs that have been terminated since your last report.

c. Provide three or four examples of organizational performance results. Report what you consider to be the most important data, [using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above](#). It is not necessary to provide results for every process.

QA Report

Status: Completed | Due Date: 9/15/2018

Assigned To

Jorge Rodriguez

Institution Response

Standard 6

Criterion 6.1.1 Educational Design and Delivery

Regarding the stages responsible for the design of the curriculum and monitoring of implementation, the University considers that the curricula must be dynamic and frequently reviewed to keep them updated in a rapidly changing social and technological environment. The revision and eventual update is carried out at different levels, as detailed below.

The fundamental and more comprehensive level refers to the complete revision of the curriculum of a given career, including the professional profile, the scope of the degree and the curricular activities included. These reviews of the curricula are carried out in general every several years, after having analyzed the performance of some cohorts of the plan.

In the case of the Faculty of Economic Sciences, this type of review was carried out for all undergraduate degrees in 2005 and resulted in the updating of all study plans, which became effective as of 2006. Plans were revised again in 2014, with the objective of updating the contents and incorporating improvements, after analyzing the operation of the previous plans, taking into account the comments indicated by the teachers, students, graduates and companies. In the case of the Degree in Global Business Management, the update of the curriculum was made one year before, in 2013.

In order to systematize the design process and study plans, both in the case of new careers and current career updates, the University has a written procedure (Dispositive Resolution N ° 11/18 Design, update and approval of plans for studies). This procedure contemplates the assistance of Coordination of Evaluation and Curricular Design, to the Director of Career and the consultation to different sectors in order to detect in advance difficulties for its implementation. This rule also details the governing bodies of the University that must intervene in its approval depending on whether it is a new career, a complete curricular change of a current career or an update of the contents. Likewise, Coordination of Evaluation and Curricular Design sends the final version resulting from the contribution of the different sectors to all the deans (including the dean of UADE Virtual). Once approved by the Rectorate and the Academic Council, it is finally submitted to the Executive Committee and Board of Directors for approval.

Regarding the curricular follow-up, every year there is an evaluation of the functioning of the different curricular activities and of the curriculum in general, and corrective measures are taken as deemed necessary. In general, these evaluations are solved with modifications at the level of the analytical programs, in the link between subjects and / or in the chronograms or methodologies used in the courses.

- The Department and Career Directors must make an evaluation every year with their considerations about the different curricular activities: the problems and inconveniences that have been detected in relation to the contents studied, the learning difficulties of the students, the methodologies and practical activities developed, the horizontal and vertical integration between subjects, the performance of professors and assistants, etc. From these reports arise various improvement actions, both at the level of each subject and the curriculum in general.
- The Plenary Meetings (mentioned above in point 3.6) also act as permanent mechanisms for monitoring and improving the curricula of the careers, producing recommendations to the Faculty Council, for its analysis and implementation.
- Finally, each Department Director has the responsibility to interact with their teachers to adjust and keep the contents of each subject updated.

See Figure 6.1.

Criterio 6.1.2 Degree Program Delivery

Bachelor

As defined in the respective curricula, all degree courses in the business area have a total duration of 4 years and are completed over 8 semesters.

The actual duration of each race is between 5 and 7 years.

The curriculum of each career is made up of 40 subjects. Each subject has a clock load of 68 clock hours, so the total workload of each race is 2,720 clock hours.

In each four-month period, 5 subjects are taken. The cursada's schedule is from Monday to Friday and a different subject is taught every day.

The hourly load established in each study plan corresponds to clock hours of class attendance. All subjects are taught in face-to-face mode, and some in "distance" or Virtual mode. Below are the races and the maximum number of distance courses that can be taken.

Number of subjects offered in the modality	
Number of subjects offered in the modality	
Bachelor of Business Administration	
23	
Marketing	
19	
Public Accountant	
19	
Bachelor of Human Resources	
17	
International Trade	
9	
Bachelor of Economics	
9	
Bachelor of Finance	
9	

In the Global Business Management career, all subjects are taught exclusively in face-to-face mode.

Criterion 6.1.3 Undergraduate Common Professional Component

See Figure 6.5.

Criterion 6.1.4.a Curriculum design beyond CPC

See Figure 6.6.

Criterion 6.1.4.b Curriculum design for general education

See Figure 6.6.

Criterion 6.1.5 Other business related program

The University does not offer other programs related to business. The careers included in Figure 6.6 are only those presented for accreditation.

Criterion 6.1.7 Education (design and delivery) evaluation

The Career Director is the main responsible for the follow-up of the students in his / her career, as well as for detecting problems or problems that arise in the course of the course.

In order to fulfill this objective, the Career Director has reports or reports that he frequently receives and usually also implements different means of communication with the students, such as: periodic meetings, visits to classes, personal interviews, telephone communications or by email , etc. Through these means the Career Director gathers information about the difficulties that the students present, to use later in the elaboration of their annual work plans.

Students can request an interview with the Clerk of the Course in order to analyze and solve the problems during the course. These meetings or individual communications with students are frequent, and usually end with recommendations for actions by the Director for the student or the referral to the corresponding sector according to the problem in question.

The Career Director also has electronic access to all the information and statistics about the performance of his students. Through the Webcampus portal on the Internet (www.webcampus.uade.edu.ar), the Director can access the complete academic situation of the student, indicating all their history; This information is essential to determine, for example, the best solution to a particular problem of a student or to recommend a selection of subjects to enroll. The same portal provides information about the administrative situation of the students (for example, days and places of course, registration of access to the University, registrations made, etc.), as well as statistics on the general performance of the students of the career.

In addition to the information systems to which they have access, all managers receive a monthly report with the main indicators of their areas. For example, Career Managers handle indicators such as number of students, level of desertion (per year and compared with previous years), assigned teachers, student internships, etc. Since 2012, there have been "dashboard" reports that allow tracking of all students enrolled regularly both in the first year and in later years. These reports detail the absences and notes of students, thus providing early warnings about those who are not attending classes, or who present performance difficulties, understanding these issues as risk factors for dropping out or good performance in the subjects.

Likewise, the University has a Retention Commission responsible for identifying the factors associated with drop-out in undergraduate students and managing the "retention system", with a perspective that considers both the academic difficulties presented by the students. students in the initial subjects as problems of another nature, which together give rise in the first year of the race to the highest percentages of dropouts.

This "retention system" for 1st-year students of degree courses, has the following objectives:

- Improve the experience of incoming students in UADE, through better dissemination of available support services and contacts in the face of difficulties.
- Encourage adaptation and promote integration into university life (feeling of belonging to the University and forming networks with peers).
- Improve the monitoring system of academic performance and early detection of potential dropouts (from entry to the start of the second year of career) and take preventive and remedial actions.

The work plan prepared by the Commission to achieve these objectives includes a variety of actions, among which the following stand out as central:

- Formulation of student profiles and identification of different risk groups (administration of the ad hoc questionnaire, processing of information obtained from the survey).

- Articulation of support actions organized from different sectors (unified information on Student Aid and Faculties on welcome days, induction workshops for university life, support classes, etc.).
- Coordination of exam dates between Departments to avoid an excessive number of evaluations in the same week.
- Monitoring and contact of students from their registration to the University until the beginning of the 2nd year (early detection of students who drop out, development of follow-up boards, interviews of the Director of Career and guidance).
- Improvement of support actions (intensification of support classes during exam periods, specific actions for risk groups).
- Promotion of the integration of the student to university life (welcome day, definition of a 1st year subject with a "socializing" function in university life, promotion of social networks among students, more proactive role of auxiliary teachers as first counselor in front of consultations, etc.).

For its part, the Academic Units have a Retention Responsible (RET), which collaborate in the follow-up of students entering the undergraduate courses: contact with students of the first years, survey of their difficulties in order to try to correct them, management of information on student follow-up, telephone calls to drop-out students, etc. Although each RET acts in a particular Academic Unit, at the same time they work together to generalize and promote actions.

Given that in many occasions the motives expressed by students who leave the profession momentarily or definitively are linked to economic or vocational issues, in addition to academic support mechanisms, there are other formal instances of the University and the Academic Unit to provide support to students, whether economic or otherwise.

In this sense, a set of actions was launched based on the objectives proposed by the "retention system". Among them are mentioned:

- Visit of the Clerk of the Course to the first year courses: during the first week of classes, the Director of the Course approaches the courses of first year subjects to present himself as an immediate reference to any concern.
- Unified exam map: a schedule of partial exam dates was agreed upon for freshmen of all races. With this proposal it was possible to avoid overlapping exams in the same week to contribute to a better organization of study times.

- Exam drills: in the revision classes prior to the partial exams of the first year subjects, a "simulation" of the real exam was implemented, that is, a test of resolution of slogans similar to those of the exam. The objective is to reduce the uncertainty regarding the quality and quantity that the real exam will have.
- Training of teachers who teach first year subjects: Coordination of Academic Quality, in conjunction with the Student Help service, held workshops and talks at the plenary meetings, organized by the Department Directors, in order to raise awareness among the teachers about the challenge that the student faces in the first year and provide tools for work in the classroom.
- Filming of selected subjects in the classrooms of the Hemicycle: from the year 2016, for the filming of classes, first year subjects were selected that, in general, are critical in terms of the approval rate or mass in students. The purpose of this proposal was to obtain a digital reservoir of each subject that can be consulted by all students enrolled in it.

Although the description focuses on first year students, UADE also has its concern in those of higher years. The Career Director has a significant role as a reference for the students. It is important to note that students can request an interview with him in order to analyze and solve the problems during the course. The Career Director can access the complete information of each one of his students: the academic situation, the access registry to the University, the programming of subjects. The knowledge of all this information allows him to carry out tasks of assistance to his students, especially in what makes difficulties with the course of a particular subject.

It should be noted that the student not only has the advice provided by the Director of Career, but there are various mechanisms of academic support and other formal instances of the University and the Academic Unit to offer guidance and help to students.

The Student Assistance sector forms a service, in charge of psychologists, which deals with providing support and guidance in face of personal and interpersonal problems, guidance and support for students with difficulties in their academic career, and advice regarding vocational choices. The interaction with the students is done in different ways: group meetings, personal interviews, visits to classes, organization of workshops and various activities with students, etc. This sector also offers workshops to promote the integration of students into academic life. There are specific workshops on university learning that aim to provide tools to improve the learning strategies and study techniques of the students.

These mechanisms that make it possible to monitor students and others that contribute to student well-being (to which the sports and artistic activities offered are added) and, in particular, the scholarship system, operate in a centralized manner, at a of University.

On the other hand, the employment service and the scholarship system constitute mechanisms that work as an important support in cases of economic difficulties.

The Office of Employment and Professional Development deals with the management of educational internships for students. Maintains permanent contact with companies and has 1,305 framework agreements for internships (with current legislation).

The reception, analysis, granting and renewal of the scholarships is carried out from two sectors.

The Scholarship Office is responsible for scholarships for degree programs.

The Postgraduate Admissions sector is responsible for the scholarships for postgraduate courses.

The simultaneous existence of multiple mechanisms to monitor the monitoring and performance of students allows for more information, from different sources, to detect situations that require intervention or opportunities for improvement.

See Figure 6.8.

Criterion 6.2.1 Processes of support for teaching

The University has various support processes for teaching aimed at students and graduates, ranging from different academic support mechanisms, services that expand the training experience at the University, infrastructure and specific equipment.

All these processes of teaching support that are detailed below are systematically supervised by the respective Head of Department or Dean, as appropriate to administrative or academic areas.

1) Regarding the academic support and follow-up mechanisms:

- Tutorials and consultation classes: it is the policy of the University to offer consultation classes at different times in those subjects in which students show greater difficulty. These classes are generally in charge of the full-time teachers of the Academic Unit. These classes are organized by the Department Director to which the subject belongs.

- Student Assistance: it is a service provided by psychologists, whose purpose is to provide guidance and advice to UADE students in the face of difficulties: personal, interpersonal, institutional and vocational and occupational orientation that may affect them. The main objective is to achieve a better integration to university life, which stimulates the personal development of students and, in particular, allows them to improve their academic performance. According to these objectives, this sector is one of the main institutional mechanisms for monitoring students in all careers.

Each subject is worked with specific dynamics to promote an active process of learning on the part of the student. Thus, for example, individual interviews, conducted by psychologists, are intended to provide guidance and containment in all subjects that may influence university adaptation and academic performance, as well as vocational guidance.

Schedules of consultation on methodology and study techniques are programmed for the detection and prevention of learning problems; strategies are elaborated according to the style and necessity of each student and a follow-up of the cases is made.

Group workshops are organized: "Living and studying in Buenos Aires" (mainly for students from the interior and exterior), "Studying at the University" (to encourage a space for reflection and exchange on adaptation to university life, provide tools on the organization of time), "Study and work" (a space for reflection on how to reconcile the roles and demands of work with those of study), "Group work" (group study as an enhancer of the learning process), "Preparation of exams" (to provide tools for the preparation of exams and to deal with the evaluation situation), "Welcome and Monitoring of scholarship students" (space to share experiences with other students who are in the same situation).

In addition to these spaces, students can approach spontaneously to raise their concerns, comments and suggestions and thus promote the link between students and the University in order to continue improving the quality of university life.

According to the evaluation of the needs and recurrent difficulties detected in all spaces, activities and their themes are planned and / or modified.

- Scholarships Office: this is the sector responsible for the reception, analysis, granting and renewal of scholarships and discounts, which are described in the following section.

- Employment Service: deals with the management of work internships for students. The internships managed by the employment service have been a very good tool for students to acquire professional skills in companies, and a support mechanism for those students who have economic difficulties to continue studying. Likewise, the area offers permanent advice to all students and graduates on the preparation of curriculum vitae and cover letters.

2) Services that extend the formative experience in the University:

- Office of International Relations: manages the Student Exchange Program, which provides academic support to students interested in studying subjects at foreign universities, through advice regarding the universities to which they are going and the management of the necessary procedures to do so. Currently, the University has more than 100 agreements with universities abroad, of these agreements only 34 have been selected, which are the ones loaded in the electronic records because they are considered more relevant to the Architecture career.

- UADE Alumni Club: brings together graduates of the University, offering services and benefits that allow them to enhance their professional development. Through different activities, it seeks to expand the network of contacts of graduates (networking), through attractive events, ongoing training and interaction with other graduates.

- Sports Activities Area: the University has a Sports Center, consisting of a micro stadium with a capacity for 1,200 people and a gym on a total area of almost 1,500 m², housed in a four-story building equipped with the latest generation machines and led by a body of physical education teachers. This space allows students to practice gymnastics with equipment and perform sports activities: football 5, basketball, handball and volleyball (for both sexes). The modalities in which these activities are carried out are: free activity, school, competition training and tournaments. These activities aim at an integral development of the student throughout his career.

- UADE Art and Performing Arts Center: the activities developed in these areas are highly valued by our students, an aspect that they themselves ponder is the possibility of expanding and improving their professional and personal abilities with artistic and cultural activities and experiences. They also value the opportunity to interact with students from other careers at the University.

- Business Center: aimed at graduates of the University. It consists of modern facilities fully equipped for work meetings, training activities, consulting and co-working. Graduates can use this space from Monday to Friday from 9:30 a.m. to 7:00 p.m., upon reservation and a maximum of 10 people can attend each meeting.

- Entrepreneurship Center: it is a program that includes a set of actions aimed at promoting entrepreneurship among students of all the University's careers; that is to say, the attitudes and competences necessary for the generation of businesses, both as an own enterprise (entrepreneurship) and as business within an organization (intrapreneurship). These actions are:

- "Business Plan" Award: annually, a contest is held in which students are invited to present ideas and business plans, which are evaluated by a specialized jury.

- Activities linked to entrepreneurship: for example, it is held annually at the UADE headquarters, in agreement with the Government of the City of Buenos Aires and with the support of different organizations, the Porteño Entrepreneur's Day; Likewise, seminars open to the public are organized with exhibitions of business presidents and successful entrepreneurs.

- Technical support: Teachers of the Entrepreneurship Chair provide advice to students who have ideas for generating a business.

3) The University also has the relevant infrastructure to support the teaching support process:

- Webcampus: exclusive access portal for students and teachers of the University, which contains the academic information related to the courses dictated / taken by each teacher / student. It is basically a portal designed for interaction between students and teachers to support the activity in class. Students can access information such as the schedule of classes, program of the subject, bibliography to be used, material for use in classes. In addition, students and teachers can communicate through messages or forums, provided by the portal. On the other hand, Webcampus is the system through which teachers put the grades of each student in electronic form. In this way, the notes are directly loaded into the University's databases. (www.webcampus.uade.edu.ar)

- UADE Library Portal: portal dedicated to the search and location of information. Students and teachers can consult the library catalog as well as make use of some products and services offered. Among them, we can highlight the access to a vast collection of information resources: bibliographic databases and Digital Library, as well as online services: reservations and renewals of materials, online consultation with a librarian and access to guides and tutorials. Library management is carried out using Symphony software, a product marketed by the Canadian company SirsiDynix, which is used in the main universities around the world to manage all the processes carried out by libraries. Among them, they can stand out: loans, returns, reports, acquisitions, online catalog, serial control and cataloging. (www.uade.edu.ar/biblioteca):

- Virtual UADE: portal that describes the educational model of virtual learning, which is collaborative and interactive. It also describes the tools available to students: synchronous instances (such as chats, forums and conferences via streaming), asynchronous instances (such as open / moderated forums and emails) and face-to-face (such as exams), presented differentially in the different types of courses ; a mix of didactic resources (explanatory videos, podcasts, quizzes, animations, cases, simulations, e-books, wikis, etc.) and learning assessment methods (such as multiple choice tests, self-assessment activities, jobs) individual and group practices, etc.). It is also mentioned that in the courses that are led by a tutor, the group of students and the tutor form a virtual learning community, while in the self-directed courses the learning activities are designed exclusively for the student to go through the autonomously, according to their rhythm and needs. The technological requirements necessary for the student are mentioned and demos of the courses are included. (<http://virtual.uade.edu.ar/>).

- Library: The Central Library is located in the building called Chile II, distributed over 3 floors. In total, 1200 m2 are available to users, to which 180 m2 of deposit are added (restricted access). It has two large reading rooms, a quiet room (2nd floor) and another for group work (3rd floor), with an availability of 300 reading places. The Reference Service (4th floor) also offers reading posts and a special room with computers for the workshops and courses that are taught. Within the space of the library, a room with 36 terminals with Internet access and an Impression Service is available.

The Library centralizes all the bibliography and reference material necessary for the courses and research. All the bibliography, including basic and complementary, that is mentioned in the analytical programs is available.

The most consulted materials are in the Circulation and Loan area; it is freely accessible. The low rotation materials are in the deposit and must be requested through a web form. The rest of the copies, such as the magazines and the reference collection, can be found in the Reference Service and are also freely accessible to users.

The collection offered is relevant, varied and updated. It covers all the disciplines taught by the academic units. The physical collection is duly processed under international standards and can be located through the web catalog (OPAC).

Regarding the electronic collection, the policy of the University is to provide an agile and secure access to its electronic resources. This type of content serves as a support to the research strategy, teacher update and consultation of undergraduate and postgraduate students.

The Libraries are subscribed to several services that complement the physical collection:

- Factual database.
- Full-text journal databases.
- Index database.
- Electronic magazines.
- E-books.
- Live video service
- Connection to the MINCYT Electronic Library.

In 2011, the UADE Institutional Repository was developed, which can be accessed from the Library's website. After several tests it was decided to work with the software DSpace.

The Repository is made up of a series of systematized collections made available to UADE and the entire community as a whole. Collections available:

- Teaching cases: 36
- Corporate Law Congresses: 2,645
- Final works of students: 312
- Ebooks: 6
- Research and Extension: 133

All the electronic services to which it subscribes as well as the Repository are essential resources for the teachers who elaborate contents for subjects dictated in virtual modality, and for the students who decide to take courses under this modality.

The diversification in terms of research work makes it difficult to cover all of the available materials due to the costs that subscriptions to different journals in such varied fields would require. This is why we appeal to the acquisition of scientific articles based on the demand and the different cooperation agreements and networks.

The Library participates in several library networks of recognized trajectory, some of which helped to found: UNIRED, AMICUS, RECIARIA, MINCYT, CLADEA, VITRUVIO.

The integration with other institutions allows UADE users to access materials not existing in its bibliographic collection and obtain it through interlibrary loan or exchange, regulated by the usual rules.

To organize your collection, the Central Library uses the Universal Decimal Classification (CDU). This classification system offers 10 main classes. Each class is identified with a color and is part of the collection available on each floor.

On the 2nd and 3rd floor (800 m2), are located:

- Open access to the book collection,
- Basic Bibliography,
- Self-consultation terminals,
- Talking Room,
- Silent room,
- Loans,
- Mailbox for returns.
- 2 spacious reading rooms

On the 4th floor (400 m2), there are:

- Reference Service
- Newspaper library

- Media library
- Terminals for Internet consultation
- Terminals to provide workshops and special courses
- Reading space
- Loans
- Technical Office and Management
- Impressions Sector
- Deposit (200 m2)

The staff is highly qualified, with specific training and training, and provides personalized advice for searching and locating information. The staff is composed of 16 members that correspond to library staff, and another 6 members corresponding to administrative staff.

In this way you can give the necessary attention, during the 13 hours that the library is open from Monday to Friday (8 a.m. to 9 p.m.), as during the 9 hours it is open, on Saturdays (8 a.m. to 5 p.m.).

- Computer rooms: 10 computer rooms equipped with 300 terminals in total, which are used to practice in the dictation of subjects of all the careers of the University. The computers in each classroom are connected and are part of a network that facilitates not only the installation and maintenance of the equipment, but also the teaching task, either to distribute data files for students, to monitor the tasks they develop or collect exams done on computer. They have more than 200 software packages installed, for the use of students and teachers.

- Multimedia classrooms for b-learning: each classroom can be used in two modalities:

Advanced multimedia: for showing presentations, videos, audio, interactive software activities, wireless connection to the projection and audio system, interactive whiteboard, wifi and internet.

Automated recording of classes: where the ability to record the audio and video of the classes is added to the functions described above.

- Multimedia hemicycles for b-learning: each hemicycle can be used in two modes:

Advanced multimedia: for projection of presentations on two screens simultaneously (projector and smartboard), videos, audio, interactive software activities, wireless connection to the projection and audio system, smart whiteboard, document scanning, videoconferences, streaming, wifi and internet.

Automated recording of classes: where it is added to the functions described above, the possibility of recording the audio and video of the classes, making automated follow-up of the teacher and the students. Finally, the automatic

mixing of 3 sources of audio and video is incorporated: teacher, student and computer.

• Gesell Room: This room has a Gesell Chamber, a system used for research and teaching in various disciplines: psychology, marketing, law, advertising, etc.. In Marketing, for example, it is used for the realization of focus groups. There is a code of ethics for the use of this camera that indicates that the participants must give their consent to be observed for the purposes of teaching, research or clinic. As for technical staff, the chamber has 3 people for their care and 3 people for their maintenance, all of them with the technical training required to carry out these tasks. The amount is sufficient since the rotation between people allows to attend all shifts.

The Academic Units seek to maintain and improve the level of their teaching support process, which is why they carry out periodic evaluations to ensure their objective through tools such as the surveys administered to students through the Internet, where It investigates on diverse subjects like the labor insertion, the infrastructure of the university, the services of the sectors.

6.2.2 Business Operation Processes

a. Key operating processes of the business.

The key operations processes of UADE's business are those related to:

a. Financial resources

b. Administrative services

c. Marketing

d. Information services

b. How the key requirements of the customers are determined.

To determine the requirements of key UADE clients, the following actions are carried out:

i. To determine the requirements of the students:

1. The Clerk of the Course holds a quarterly meeting together with the students of his or her career for the first and last years. That meeting is held in the presence of the Dean and the Operating Director. It is uploaded to the

Sharepoint of the faculty to record the positive and negative aspects.

2. Career and Department Directors analyze student surveys in both their qualitative and quantitative aspects. In this way, changes in teachers are suggested based on the subjects where they obtain the best performance
3. The Career Director and the Department Director hold individual meetings with students who request an interview to consult them, find solutions to their problems or express comments.
4. The Directors of the Department hold plenary meetings with their faculty before the beginning of the semester and at the end of the school year. In these meetings the strategic aspects of the university are communicated and the faculty is asked to point out opportunities for improvement. Our question is always, what are we doing wrong?
5. The Dean holds meetings by area with Department and Career Directors together with the Operations Director to find opportunities for improvement.
6. Those in charge of the Student Assistance Department meet with students who request interviews to consult them, find solutions to their problems or express comments.
7. Students can write complaints and suggestions to sugerencias@uade.edu.ar. They are received by the Communications Sector and derived to the corresponding department. Monthly, it compiles a detail of the observations received, its status and reports them to the Executive Committee.

ii. To determine the requirements of companies:

1. Career Managers and Department Directors meet with managers of the most important national, international and global companies in order to detect the requirements that these Managers require of a graduate.
2. On-line surveys are conducted with those responsible for Human Resources to obtain a return of the performance of our students and graduates. Likewise, it is consulted about the preference in the recruitment of our graduates with respect to other houses of study.
3. The student internship reports are analyzed in order to detect the strengths and weaknesses of their performance.
4. Through the UADE Graduate Association, the professional performance of the graduates is monitored.
5. Referents from companies and professional associations evaluate the curricula of the careers.

c. How the variables to be measured and / or indicators and goals are determined.

The upper level is the Strategic Plan of the University. It is an official process in which the basic strategic issues (strategic lines) are analyzed, selected and implemented. The strategic lines consist of areas of activity in general, setting specific objectives for each planning period, for example, internationalization, virtualization, academic quality, growth, etc. (Annex I summary of academic lines).

The strategic guidelines of the University are established in the governing bodies. The Board of Directors, the

highest governing body, communicates the same through the Executive Committee, who organizes, prioritizes and asks the maximum authorities of each Academic Unit to prepare the proposals that accompany these guidelines.

At the level of each Academic Unit, each Faculty is directed by its Dean, who is responsible for all academic activities (teaching, research and extension). Their functions are:

- a) Direct the academic activity of the Faculties.
- b) Integrate the Academic Council.
- c) Exercise the disciplinary power over the personnel of the respective Faculty, in accordance with the regulations that are dictated.
- d) Perform the other functions conducive to ensuring the use of the studies, executing and executing, each within its scope, the provisions emanating from superiority.

For the management of the Academic Unit, the Dean has the support of the Faculty Council, which is the body in charge of planning and controlling the different activities of the Academic Unit. It consists of the Dean, who chairs the body, the Directors of Department and Career, the Academic - Operative Coordinator (in the case of the Faculty of Economics) and the Head of the Directorate of Students (DIALU).

In accordance with Normative Resolution Nro.17 / 10 Faculty Council, are its functions:

- a) Collaborate with the Dean and advise him on all matters related to the organization and academic functioning of the Faculty.
- b) Propose the appointment of the professors presented by the Department Directors for their elevation before the Academic Council of the University.
- c) Propose the appointment of auxiliary teachers to the Academic Secretariat.

The Faculty Council meets periodically (once a week or every two weeks, according to the Faculty) and reports all its minutes to the Rectorate.

In the academic units are thought and built academic proposals related to the offer of degree programs, proposals for research, extension, incorporation of teachers for the integration of the necessary faculty to develop them, technology incorporation (understanding software and / or necessary hardware), the proposed acquisition of property, plant and equipment and the expenses associated with the implementation of said proposals.

All economic and financial issues of UADE are defined in the annual budget. This budget shows information about the estimates of registrations, tariffs, costs of departments and investments in property, plant and equipment. All

sectors of UADE participate in this general budget. The budget is reviewed and approved in October / December of each year. The Department and Career Directors, together with the Dean, make the annual budget proposal of the Faculty to be submitted to the Executive Committee. Once the budget of the Faculty has been approved, the objectives can be defined in terms of "inputs" and "outputs". The "inputs" are taken from the number of entries in the different programs in March and August. The outputs must be approved by the Executive Committee.

b. How the performance or performance is monitored.

The instruments for measuring strategic objectives are mainly focused on Share Point. This platform is restricted access to Directors. Few people have access to the information load in it while the directors have access only for consultation. However, the Management Control area sends a monthly report containing the fulfillment of certain actions

In addition, there is an Intranet (www.intranet.uade.edu.ar), portal and internal network for all employees and teachers of the University. In this portal you can find different information about the activities of the University, the news issued by the different sectors, current regulations, agenda, etc. In this portal, the usual communications of the Management Control sector are carried out.

c. How business processes are evaluated and improved to achieve better performance including costs and productivity.

To check the performance, Control Management carries out the usual task of sending the Dean and the Academic - Operative Coordinator a monthly report indicating the deviations from the budget. The Faculty has the responsibility to justify these deviations and, if possible, correct them.

b. How the following types of information are used to evaluate the business operating processes:

1. Feedback / Feedback from students, stakeholders, faculty and staff.

The claims and suggestions of the different stakeholders are received and analyzed

2. Benchmarking.

Benchmarking is used to stay informed about the fees of other Universities and to learn about the ways in which these Universities provide a good service to students. Likewise, the academic offer of the other institutions, both nationally and internationally, is analyzed. The Directors are professionals enrolled in the Professional Council of Economic Sciences and actively participate with colleagues from the other universities. In this area it is enriched through the exchange of experiences of the other houses of studies

3. Colleagues' evaluations.

Peer evaluations are not used in UADE. To supplement this point, the Universidad Argentina de la Empresa subcontracts external consultants.

4. Information on observations and evaluations.

The Dean and the Academic - Operative Coordinator send the Directors the key measurements they need to monitor

In Figure 6.10. 3 examples of business operations processes are presented.

Criterion 6.3.1 Admission policies and procedures

a- Admission policies and procedure for first-year entrants

The University has a procedure for admission to degree courses, which is communicated to potential students by telephone, through personal attention in the Admissions Office and through the institutional website (<http://www.uade.edu.ar/registration/admission/registration-requirements>).

The admission of students to degree programs is currently governed by RN No. 15/09 and No. 03/16, and RD No. 40/16. As of 2016, in addition to completing the delivery of the intermediate level diploma and passing the entrance examination (to whom it corresponds), an interview with the Race Director has been included as part of the admission process. This interview allows the student to be guided both in matters related to his admission to the University, as well as to his future academic and professional activity, becoming a vocational assessment tool for the applicant.

In addition to the aforementioned regulations, an exclusionary condition was included in 2016 for students from non-Spanish-speaking countries who aspire to pursue a full career at the University. These applicants must take and pass a Spanish proficiency test to accredit the appropriate level required for the one taken in that language.

Also, in accordance with the provisions of Article 7 of Law No. 24,521, the University can accept as students those applicants who, having reached 25 years of age, do not meet the conditions mentioned for admission, provided that they demonstrate that They have preparation and / or work experience according to the studies they intend to start, as well as sufficient skills and knowledge to successfully complete them. In this case, the entrance of these students must be approved by the Academic Council of the University. The detail to carry out such evaluation is established in

RN No. 01/14 for applicants to degree programs.

Regarding the mechanism of admission to the University, since 2004, it incorporated an Entry System (SIA), which consists of the approval of an exam as part of the requirements for the entry of students to their degree programs. The objective of this selection system is to evaluate certain basic competences that are assumed to have been acquired by the student in the middle school and that will facilitate future learning in the university stage.

Applicants who wish to enter the careers belonging to the Faculties of Economic Sciences must pass an exam corresponding to the subjects "Mathematics" and "Understanding of Texts".

In order to guide and accompany the aspirants in the beginning of their university stage, and to provide them with the first tools for their educational process to be satisfactory, in-person and virtual support courses of an optional nature are offered. The instance of the support courses can stimulate self-development skills as students of this new level of training. The exchange that this course proposes with the institution, its members and habits facilitates entering into university life.

In order to provide equal opportunities to students who do not have the possibility of attending face-to-face courses, in 2012 didactic material was generated for the launching of online courses, starting with the August admission session. this year.

The support course has a minimum workload of 40 (forty) hours clock in the area of Mathematics and a minimum workload of 20 (twenty) hours clock in the area of Text Comprehension.

The contents that are developed in the courses of support for entrants are reviewed periodically and have been adjusted according to the needs that were detected. Priority is given, based on some contents of secondary education, to recover, reinforce and deepen competences associated with university academic performance.

It is associated to these courses a double functionality put at the service of a single objective that is to collaborate in the articulation with the middle school. On the one hand, it aims to strengthen the contents that are appropriate for the basic initial training of a university student and also stimulates the development of attitudes, dispositions and values necessary to face the career favorably.

In order to achieve this latter purpose, in the context of the Text Understanding courses, an Introduction to University Life workshop has been organized since 2011, organized by the Student Aid sector. In addition, the first day of classes the Dean offers a welcome speech.

a- Admission policies and procedures for students who do not enter the first year

UADE foresees policies and procedures for those students who come from another university or career and are interested in having the approved subjects accepted at UADE.

For those students who wish to pursue a second career, take two parallel courses or make a career change within the University, UADE plans an "Internal Equivalences Regime", under Normative Resolution No. 06/14. This regulation establishes the internal procedure and the steps to be taken by the student to request recognition of subjects already taken as part of another career.

The procedure is centralized by the Division of Services for Teaching (DISPE) and managed within the deadlines established by the academic calendar. Likewise, they intervene in the process of approval of matters to be granted by internal equivalences to the Department Directors, who evaluate the equivalence of the contents of the subjects requested by equivalence.

In the case of interested to enter UADE that have approved subjects in Argentine or foreign universities and non-university higher education institutions, taken as part of races with official recognition of the degree, may request that these subjects be recognized to continue his studies at UADE. The "External equivalence regime" can be found in Normative Resolution No. 12/15.

The process is centralized by the sector of "External Equivalences", which depends on the Admissions sector, and managed within the deadlines established by the academic calendar. After the analysis of the equivalence of the contents of the materias requested as equivalent by the corresponding Department Directors, the process ends with the presentation of the original documentation by the interested party.

Criterion 6.3.2. - External Articulation Process

A document must be included that refers to a page in a catalog that details the policies and procedures for the articulation of two years of program and admission of students from other institutions (external equivalences).

a. what ongoing communication exists between the administration and faculty of the business unit and representatives of two-year institutions from which the business unit regularly receives transfer students;

UADE systematically manages all transfer matters. All the departments comply adequately with the steps of the different processes under the regulation of External Equivalences.

b. the principal institutions from/to which the institution receives/sends transfer students;

There is no articulation.

c. the policies and procedures pertaining to the admission of transfer students from outside institutions into your business programs;

N/A.

d. any mechanisms in place to avoid requiring students to unnecessarily duplicate course work, and the student advisement process which counsels students as to the transferability of course work;

According to the survey report of March 2018, FACE condenses 45% of the External Equivalences (EE) procedures, 45.7% of those registered for External Equivalences and 41% of UADE enrollees. 12% of FACE enrollees enter with External Equivalences.

UBA (National University of Buenos Aires), continues being the main source of EE, with 31% of the Inscribed EE. It is followed by UNLAM (National University of La Matanza) with 6.6%, UTN (National Technological University) 5.5%, and UCA (Universidad Católica Argentina), with 4.3%. Between the four they accumulate 47.4% of the inscribed EE.

e. the policies for acceptance of transfer of credit from other institutions and the method of validating the credits for both undergraduate and graduate programs.

Students must apply for approval of external equivalencies, once they have passed the subjects at any other university. For this, they must follow the following procedure:

1. Students should bring to the Office of Admissions of the Universidad Argentina de la Empresa the photocopied programs of the subjects approved in other universities, which creates a file for each student.
2. The Admissions Office raises the query to the different Directors of the Department
3. The Office of Admissions receives the resolution of the Department Director and rearms the student's file as indicated.
4. The Admissions Office prepares a preliminary report once the student's file has been completed
5. The student is formally notified of the result of his / her consultation, which acknowledges receipt by signing the preliminary report
6. The Admissions Office sends the student's file to the Division of Teaching Services. This sector loads the accepted subjects as equivalence in the system of the University, once the student fulfills his obligation to approach the legalized programs.

f. persistency rates and other key student performance-related indicators of transfer students from ACBSP accredited institutions;

The Directors of the Department determine the approval of the external equivalences in accordance with current regulations.

g. total amount of transfer credits earned at previous ACBSP accredited member institution versus total amount of credits applied toward business degree requirements at receiving institution.

The Universidad Argentina de la Empresa has Resolutions where the conditions to accept "external equivalences" are established. These conditions are:

1. The subjects must have been approved in national or international universities, or officially recognized institutions.

The approval of external equivalences can be a maximum of 50% of the curriculum of any career of the Universidad Argentina de la Empresa.

2. Only those subjects that have been approved less than 10 years after the date of application for admission will be considered.

3. The student will not be allowed to claim the approval of external equivalences of subjects that are studying or that have been partially approved (First partial exam).

4. External equivalences will be granted only on fully approved subjects.

Criterio 6.3.3 Graduate Program Articulation and Admissions Policy

School of Economics

With respect to admission policies for undergraduate careers, applicants must meet the following requirements:

- Present a photocopy of the Identity Document (accompanied by the original).
- Present a photocopy of the Certificate of Complementary Secondary Studies (accompanying the original), certificate of title in process or proof of regular student -as appropriate- issued by the establishment from which he graduated or in which he is currently enrolled.
- Pay the fees set by the University.
- Carry out a guiding interview with the Career Director to whom you want to enter
- Pass the Spanish Level Exam (ENE), only for non-Spanish speakers
- Approve the Admission System (SIA).
- Take the English Leveling Examination (ENI), which is mandatory but not eliminatory

With respect to the Admission System, the applicant will be evaluated in two subjects:

- Math; Y
- Reading Comprehension.

They will have three opportunities to perform these evaluations.

It should be noted that all applicants must complete the registration process to UADE to be able to file the SIA and pay the Registration Fee.

On the other hand, there is an admission policy referred to the registration of over 25 years framed in the LAW 24,521, whose article 7 establishes as an exception the registration to the university for over 25 years, Argentineans

without secondary titles, always that, through evaluations, they demonstrate that they have preparation and / or work experience in line with the studies they intend to undertake, as well as sufficient skills and knowledge to successfully complete them.

In this case, they must meet the following requirements:

- Be 25 years old at the time of registration.
- Own complete primary studies.
- Demonstrate preparation and / or work experience according to the chosen career.
- Possess sufficient skills and knowledge to enter the chosen career.

Finally, to obtain the status of entrant, they must comply with the following:

- 1 photo color 4x4.
- Original and photocopy of the National Identity Document.
- Proof of completed primary studies, proof of work experience and all other documentation that proves the applicant's preparation in relation to the chosen career.

The requirements are published in the printed brochures that are given to applicants as well as on the university's website: <https://www.uade.edu.ar/inscripcion>

Regarding the general organization and management of the admission system, in 2005 there was a coordinator in charge of the programming of the support courses and the administration of the exams in conjunction with the academic areas. This basic structure has been strengthened over these years until today in the University with the Income and Retention of students sector, which adds to the organizational work the task of initial monitoring of applicants and entrants. This includes a variety of aspects, ranging from personalized contact with those who register and do not show up to take the entrance exam, to the planning of general actions for monitoring students and their adaptation to university academic life during the first year. .

In this same line, and in accordance with the proposed goal of achieving operational efficiency, the actions carried out by the Systems Division of the University have allowed a good organization and systematization in the registration of all the information related to income, which is concentrated in the PIA computer system. The improvements facilitate access to registration data for support courses, consultation of the entrance exam notes and the general status of admission procedures.

Regarding the modality of registration, a classification was established to understand the general behavior of students in relation to the course of their career. According to the enrollment modality, the students are:

- Full course: are those students who enroll annually in all courses scheduled in the curriculum that corresponds to them, according to the stipulated school cycles. These scheduled courses are called pack.

- By individual subject: they must take and take one or more subjects out of the schedule established by the curriculum of their career (for example, in the case of recusing subjects, when they have been recognized by external or internal equivalence, when prefer it, etc.).
- Exchange: they belong to other universities that study subjects at UADE through an agreement with their university of origin or other modalities. The exchange activities are regulated by RD No. 40/14 Student Exchange Program (see Annex "Regulations").
- Intensive Regular Subjects (MRI): students who attend subjects with an innovative format, which allows them to complete them in full with a week-long immersive system at the Costa Argentina Headquarters, including the regular final exam.
- Non-regular subjects: this modality is exceptional and is granted to students in cases of force majeure, such as being located at a certain number of kilometers away from headquarters or due to health issues.
- Virtual subjects: virtual subjects are equivalent to face-to-face subjects, have the same code, contents, bibliography and final evaluation. The only thing that varies is the mode of dictation.
- Free Examination Regime: are those students who come to perform, without needing to have studied the subject, the complete program. It should be noted that certain subjects are excluded from this regime.

According to the modality of course, there are the following categories of students:

- Presential: It is the student who attends the subjects attending the classes provided in the assigned schedules.
- Regular student: students who attend the subject attending class and meeting a minimum of 75% attendance and punctuality to pass the course (except cases of subjects subject to special regimes).
- Hearing student: These are students who attend the dictation of a course for the sole purpose of acquiring knowledge, without claiming the accreditation of the subject. Said students will not have the obligation to comply with the 75% attendance required, nor will they be able to take any exam. The entry of these students must be approved by the academic council of the University, applying the requirements and conditions stipulated in the regulations of the University.
- Semi-classroom: The course of subjects under this modality may not exceed 25% of the workload of the study plan corresponding to the career that is dictated in face-to-face mode:

- Non-regular student: Those students who, for duly founded and accredited circumstantial reasons, are granted, with the authorization of the Dean corresponding to the subject they are studying, a special regime that exempts them from the attendance requirement of 75% of the classes .

- Distance: It is the student who takes courses in online mode.

There are no differences regarding the admission and classification regime between the different shifts and days in which the races are offered.

Criterion 6.3.4. Academic policies for the sanctions, reincorporation and expulsion of students

For cases of non-compliance with the current regulatory regime by students, Normative Resolution N ° 15/09 Student Regime, provides for the application of the following sanctions, depending on the seriousness of the sanctioned act, and stipulates the level of authority required in each case to arrange them:

a) Warning: it is applied by the Dean of the Faculty to which the Career of the student belongs, in the event that he / she had committed a minor offense.

b) Suspension: if the offense is of sufficient gravity, the sanction of suspension of up to five (5) years may be applied as a result of a summary proceeding, which will imply the impossibility of taking and submitting evaluations. It is imposed by the Rector, at the request of the respective Dean.

c) Expulsion: as a result of summary proceedings, the sanction of expulsion will be decided exclusively by the Academic Council of the University, at the request of the Rector, following a report from the Dean of the corresponding Faculty. The measure implies the absolute and definitive separation of the student from the University.

Regarding the procedure for applying said sanctions, the following should be taken into account:

- The Director / Career Coordinator will be responsible for receiving and centralizing those cases susceptible to disciplinary sanctions. They may be raised by the teachers of the races or other authority of the University. In addition, you will be responsible for collecting as much backup information as possible. You must check in the PIA System and in the physical file of the student if it has a prior sanction. Finally, with the totality of the information gathered, the case will be presented for consideration by the respective Dean.

- Depending on the background received, and depending on the severity of the case, the Dean will decide whether to apply the sanction of Warning, or raise the case to the Rector for the application of suspension or expulsion sanctions. In case of resolving the application of the warning, the corresponding Dean will proceed to issue a Provision with the determination of the case and will send three copies of it to the Academic and Legal Secretariat,

together with the information gathered for that purpose. If the case is considered to be of such severity that it would merit the application of the Suspension or Expulsion sanctions, it will refer the case to the Rector for the imposition of said sanctions.

- After receiving and evaluating the case, and taking into account the seriousness of it, by issuing a dispositive resolution the Rector will order the opening of a Summary Investigation and will designate a Sumarian Instructor for that purpose. After the work of the Summarizing Instructor, and after the corresponding report has been issued, the Rector will decide the sanction to apply in each case. If you decide to apply the Suspension sanction, you will issue a Dispositive Resolution in which you will determine the scope of the same. If the application of the expulsion sanction is considered necessary, it will also issue a dispositive resolution raising the proceedings to the Academic Council requesting the application of said sanction.

- After the evaluation of the actions carried out by the Rector, in a meeting of the Academic Council, the application of the Expulsion sanction may be provided, stating this in the respective Minutes.

Criterio 6.3.5 Academic Policies for Recruiting, Admitting, and Retaining Students will be clearly stated.

Describe the academic policies used by the business unit for:

recruiting students;
admitting students; and
retaining students.

School of Economics

The University holds Information Days dictated by the Directors of each Career, for all those interested who want to know in depth the careers that are dictated in UADE, the profile and the scope of each of them, the work output, the professional updates in the world, ask questions and convey concerns to the authorities. At the same time, the services and benefits offered by the University are presented.

At the end of each day, attendees can participate in Open Classes, consisting of workshops or specific activities of each area or career offered, with the aim of showing stakeholders how to practice in practice different professions and what are their areas of scope and the work output. The activities are in charge of the Directors of each career, specialized teachers and laboratory technicians, who, being in direct contact with the profession, can transmit their experience in the best way.

On the other hand, the Admissions Office receives from Monday to Friday from 9 a.m. to 9 p.m. all those young people interested in pursuing their careers at UADE. For this, the University offers all the necessary information and restraint to the applicants. Likewise, this sector offers the possibility of participating free of charge in the Vocational Guidance Workshops, personally interviewing the Career Director and attending activities or workshops.

In turn, since August 2005, UADE began a program of approaching schools of great prestige and high academic level. The objective of the University is to bring its academic proposal to these recognized institutions and, in turn, offer benefits for managers, teachers and students of schools with agreements.

The "Road to the University" Program has also been developed, through which students who are in the last year of high school are invited to a visit to UADE. The transport is made available free of charge for the transfer to and from school (it includes all the corresponding insurances). During the visit, they visit the University and participate in a lecture with teachers based on the interests of the students (the labor market of each career, vocation, work experience, and they are introduced about university life).

The University has a CRM system through which they meet and analyze the preferences of the applicants in order to provide them with personalized attention, invite them to workshops or specific activities related to their areas of interest and achieve to put at their disposal all the necessary information to help them in the choice of their career.

On the other hand, with respect to the retention actions carried out by the Faculty of Economic Sciences, the following are found:

- It has proceeded to change the programming of the subjects of 1st. Year, so that they have a specific subject of the race.
- Classes of face-to-face consultations and via UADE Connect of Accounting I, Business Administration I and Microeconomics.
- Monitoring of the attendance load by teachers, in order to detect early potential dropouts (red and yellow boards).
- An exam map has been implemented, so that there is no overlap with the dates of the exams (the five partials have been distributed in four weeks), of mandatory compliance.
- Visits to first year classes, by the RETS, to detect the inherent problems of each particular course.
- Introductory classes, scheduled before the start of classes, for leveling in specific subjects and acclimatization to university life.
- Courses have been implemented for the first year teachers provided by CALAC (Ex: The problem of the 1st year students).
- Follow-up of the load of the notes of the first partials, to be able to detect those students who do not appear or are disapproved in them.
- Implementation of the MIRA plan: it consists of the monitoring and tutoring of the students of 1st. Year, on behalf of the outstanding students, of the last year of the same career.
- Called deserters, to perform an analysis and classification of the reasons for desertion.
- Participation in the retention tasks of other support sectors has been encouraged, by communicating to students the different possibilities offered by the University (AYUES, Jobs, Scholarships).

- The insertion of students into university life has been fostered through the diffusion of different activities that take place in the University (Sports, UADE Art, Performing Arts, etc.).
- Visit to the courses by graduates of the different careers, so that they explain to the students, directly, their university experience and the labor insertion of each career.

Criterion 6.3.7

In the Faculty of Economics, enrollment management has been improved. The implementation and improvement of said management are carried out under the following procedures:

- The procedures for registration and monitoring of interested parties have been standardized.
- The CRM system was incorporated to integrate the internal management of the faculties with the one of inscriptions.
- Likewise, the CRM system was improved by assigning different "temperatures" to each prospect according to the level of interest of the person. This level of interest depends on the type of contact and number of interactions that the interested party has with the university. At the same time, according to this temperature, each interested party will receive invitations and contents that adapt to these requirements.
- Digital management was incorporated so that the interested party can register from home, without the need to approach the University in person.
- Improvements were implemented in the registration form, which can be completed online.

It should be noted that the "Student Management" sector was created in 2017, which mainly concentrates the Career Managers of all the Faculties. It is the main function of this office to provide the student, from the entrance to the University and until the end of their studies, a channel of information and assistance for the different academic procedures. It attends consultations and claims of students in relation to the one studied, teachers, or even in relation to their curriculum. For this reason, it is a benchmark for contact with various internal UADE sectors.

Sources

- Fig 6.1 a 6.12