



UNIVERSITETI I EVROPËS JUGLINDORE
УНИВЕРЗИТЕТ НА ЈУГОИСТОЧНА ЕВРОПА
SOUTH EAST EUROPEAN UNIVERSITY

Self Evaluation Report

2012-2013

*This document covers the period
September 1 2012 to August 31 2013*

Tetovo, Macedonia
November 2013

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1.0 Introduction

This self evaluation report covers the year beginning September 1, 2012 and ending August 31, 2013. During this time period, the University marked its eleventh anniversary. It remains a competitive, internationally orientated higher education institution with a solid reputation for quality and with increasing international contacts.

The five Faculties of the University have focused much of their attention on providing programmes that are consistent with international models, and which provide market-related skills for a successful graduate. All Faculties maintain basic quality assurance procedures, such as teaching observations for all academic staff, and student surveys, which are mechanisms similar to those found throughout the Bologna and North American higher education areas. The University is also a regional pioneer in e-Learning, with an advanced learning management system and the growing availability of online instruction.

The continuing economic crisis in the region and the world has, however, posed specific challenges to the University. As more people face difficult financial circumstances, and fewer diaspora family members are able to submit 'remittances' to their families in the Republic of Macedonia, some students who would wish to attend SEEU find it increasingly difficult to meet the cost of tuition. Similarly, the dispersion of higher educational institutions in the RM makes recruitment an ever-more competitive process.

We continue to offer instruction on two campuses, and to invest in appropriate infrastructure to provide students with suitable, learning-friendly classrooms and technologies. All staff are offered professional training, whether in one-hour sessions, or in the annual training 'retreat' that brings together academic and administrative staff for study, reflection, and planning. All staff also meet personally with their direct academic or administrative managers for personal consultations and specific target-setting for the next year. The University also maintains its commitment to the use of multiple languages, providing students and staff instruction in Albanian, Macedonian, or English, as the individual requires or desires.

SEEU also remains committed to consistent and high-quality student service. Aside from the academic programmes the students follow, the University maintains numerous methods of increasing student learning and satisfaction. All students are anonymously surveyed for their opinions about their teachers, and their general contentment with the University; these results are embedded directly into the departmental Action plans. The Student Parliament moved into new and more spacious accommodation on the Tetovo campus during this year, and conducted elections for new representatives. SEEU students have participated in mobility exchanges and site-visits that help them to apply their theoretical knowledge with the requirements of the professional world. The annual 'Career Fair' was held in May, allowing students and potential employers to meet and exchange ideas. Finally, many have excelled in sporting events, and have distinguished themselves, and us, by their efforts.

Despite the continuing financial crisis, the increased presence of dispersed competition, and the concomitant difficulties these factors pose to recruitment, SEEU maintains a reputation for quality, student service, and a genuinely international outlook.

This year (2013-2014) enrolment/application data show an overall increase of about 18% of applications compared with the previous year. This confirms the commitment of SEEU to quality and, thus, the University has continued to demonstrate a commitment to the vision of its founders for a sustainable, high-quality, internationally orientated university.

2.0 Achievements

During the academic year 2012-2013, the University achieved several notable accomplishments in the accreditation of new academic offerings. The University sought, and received, accreditation to open a Doctoral School (to open November 2013), which confers the right for SEEU to teach and award degrees in all three higher education cycles. The University also had accredited several programmes, pioneered by the German educational system, whereby practical work with companies is integrated into the academic curricula pursued by the students; the companies provide scholarships to assist these students.

Enrolment remained at anticipated levels, given the dispersion of competition, economic difficulties in the world economy, and demographic changes in the country. One should note particularly the continuing popularity of English language programmes. Now approximately 30% of SEEU students study in English, which is a significant indication of the successful focus by SEEU on internationalization.

One of the major infrastructure developments occurred in May 2013, when SEEU opened the Technology Park on the Tetovo campus. The Technology Park intends to combine the expertise and support of the University with the entrepreneurial skills and business vision of local companies. This development exemplifies our intention of bridging the worlds of business and academia, and to provide distinguished external stakeholders for the University whilst aligning our skills and knowledge with the most up-to-date market developments and demands.

In order to provide similar practical experiences to our students, we signed two relevant memoranda of understanding this year. The first was with the Economic Chamber of North-West Macedonia, to promote study programmes integrated with business opportunities. The second memorandum of understanding was with the Ministry of Defence of the Republic of Macedonia. This will permit our students to apply for desirable internships in the various fields administered by the Ministry, and to obtain real-world experience in a major governmental department.

SEEU also remains determined to provide regional leadership in the field of sustainable energy. On June 26 2013, we inaugurated our photovoltaic plant, which provides the Tetovo campus with non-polluting energy. This commitment was again recognized three months later with a signed memorandum of cooperation with the Mayor of the Municipality of Tetovo to promote the Climate Action Plan of the Municipality.

The University worked with the support of the German Federal Government to build a dual degree programme that integrates business and academia. This programme began, and has 14 students, all fully supported by scholarships from local businesses. Similarly, Ecolog has provided the Master Programme on Project Management 13 scholarships tailor-made for their business needs.

Skopje infrastructure has also been improved. The University agreed to move the Skopje Centre to a new, larger, more central campus building, which involved a complete

renovation of the premises to meet the highest standards for classroom space. This new location has a symbolic location at the heart of the city, and is named 'MOST' ('Bridge'), as it literally spans a bridge uniting two sections of the capital city ('Centar' and 'Cair'). This location will provide approximately three times the space of the previous Skopje classrooms.

Finally, we have been privileged to host guests from around the nation, the region, and the world in multiple academic conferences, round table discussions, and seminars. Their participation has brought their expertise to our campuses, and their collegiality and skills have enlivened and informed our discussions.

SEEU is justifiably proud to record these accomplishments, particularly as such a young and growing institution.

3.0 Structure: Faculties and Centres

South East European University continues to maintain a five Faculty structure, as: the Faculty of Business and Economics; the Faculty of Contemporary Sciences and Technologies; the Faculty of Languages, Cultures, and Communications; the Faculty of Law; and the Faculty of Public Administration and Political Sciences. Students study primarily within their own Faculties (they also take 'Free Elective' courses, which are available to students from any Faculty). Two autonomous Centres provide additional instruction to members of all Faculties: the Language Centre, which provides language instruction to students and staff; and the eLearning Centre, which provides computer training and support. Finally, there are two research Institutes that help to coordinate the University's research efforts.

3.1 Faculty of Business and Economics

The Faculty of Business and Economics devoted special attention this year to promoting an increased quality of teaching and student service. The teacher observation process had complete fulfilment, and 5 of the BE staff members were Central Observers for the University.

In order to maintain a high level of curriculum design and support, the Faculty accredited a new postgraduate programme in Project Management. This was designed in cooperation with the company 'Ecolog,' in order to ensure that our academic programmes satisfy the requirements of real business. The Faculty also pursued and had accredited its programme for doctoral studies. BE also successfully began the Master of Business Administration. MBA programmes are centrepieces of Business education in the West, but this offering is unique within the region. The added value of this programme is that it is undertaken in cooperation with the Kelley School of Business of Indiana University, which is one of the top 20 business schools in the world. Students in the second year of this programme are instructed by professors from Indiana, and will receive certificates issued by the KBS for each subject studied.

At the Undergraduate level, the programme in Business and Economics remains the most popular, as evidenced by enrolment data. At the Masters level, Management, Finance and Accounting, and Project Management all show strong enrolment.

It is the intention of the BE Faculty to work to increase enrolment in the coming year, as a recent decline in undergraduate enrolment from the Gostivar-Tetovo region has been noted. The primary aims of the Faculty to improve this recruitment are to establish closer links with regional high schools; to engage in Faculty-specific promotional and educational activities in the community; and to build closer links with external stakeholders in the local business sector.

As part of this effort, several members of BE staff provided training to support Youth Employment between the 27th and 30th of May 2013. This endeavour brought together BE staff, local business leaders, and students to provide job skills training specifically aimed at those intending to enter the business labour market. This training was undertaken in cooperation with the Ministry of Economy. Finally, the Faculty has worked in cooperation with the BDC to provide training sessions for businesses, and has devised a training plan for the coming year.

3.2 Faculty of Contemporary Sciences and Technologies

The Faculty of Contemporary Sciences and Technologies maintained its position as an innovative and student-centred Faculty at the forefront of regional computer and technological instruction. It has identified as one of its main goals the increasing unity of theoretical knowledge with practical experience, and organized a summer school on future trends in computer science.

The Faculty has strongly promoted the unity of practice and study by identifying, creating, and having accredited new academic programmes. These are designed to assist the creation of market-ready graduates whose skills match the practical challenges of the modern workplace. The emphasis of these programmes is the integration of workplace experience and classroom/laboratory study. The Faculty is pleased to note that it retains a regionally-high employment rate for its graduates.

To promote international cooperation in their field, three representatives of the Faculty visited Linnaeus University, Sweden, to build partnership and promote staff mobility. In addition CST encourages and supports its students to participate in mobility programmes; last year alone CST had six such exchange opportunities for our students.

The Faculty of Contemporary Sciences and Technologies made significant efforts to improve its prominence in the region, and engaged in numerous promotional and recruitment efforts in Macedonia, Kosovo, and Albania. CST also supported staff participation in conferences and round tables, to increase their knowledge, and to build professional contacts, and CST organized a summer school on future trends in computer science. It maintained the subject-specific Faculty 'Research Groups' instituted in the previous year. Within the 'Research Groups', six research projects were submitted for external funding and two of them won.

The Faculty continues to support the staff to write research proposals with the main purpose of getting external funds as well as increasing the visibility of the Faculty, both on national and international levels.

The Faculty continues to believe that harmonization of policies and procedures is a key element in the effective and efficient provision of instruction to students. As future goals, it seeks to continue to build strong connections with professional stakeholders; to maintain good graduate employability; and to promote competence-based learning in all cycles.

3.3 Faculty of Languages, Cultures, and Communications

The Faculty of Languages, Cultures, and Communications continues to offer instruction in four broadly-related fields: Albanian Language and Literature; English Language and Literature; German Language and Literature; and International Communications. The Faculty provides primarily language development courses, pedagogical instruction, and media and communication skills. This is intended to produce graduates who are linguistically competent to obtain employment in a wide variety of professions for which communicative ability is paramount.

The Department of Albanian Language and Literature was particularly active during the period considered in this report, as it was during this time that Albania celebrated the centenary of its independence. The Department hosted a major international conference that brought together Albanologists from around the region for plenary talks and parallel sessions of paper presentations.

International Communications was a new programme in 2012-2013, and represented a new offering in the region. The initial year saw a strong enrolment of 20 students in Tetovo and 11 students in Skopje. During the year, a new MA programme in International Communications was also accredited, and began in the academic year 2013-2014. The programme also hosted numerous distinguished guest speakers, who brought their international experience and perspectives to share with the students.

The Department of German Language and Literature continued with consistent enrolment. It maintains close connections with ZUG Switzerland, and both hosted ZUG students and sent several SEEU students to ZUG.

The Department of English Language and Literature experienced diminished enrolment in undergraduate studies, but saw strong enrolment in MA studies. The Department organized several training sessions and seminars on English-related topics, such as EFL teaching methodologies and the work of the American poet Sylvia Plath. The Department also resolved to offer English language instruction in Skopje, and this began in the academic year 2013-2014. Two members of the English Department were also awarded international research fellowships abroad.

The main Faculty initiatives in this year were the hosting of conferences and seminars; the improvement and monitoring of 'clinical teaching' (guest lecturer presentations); and increasing the presence of the Faculty in local schools to promote language study and the recruitment of new students for LCC Faculty programmes. As areas for improvement, the

Faculty has identified increasing student enrolment; increasing ERASMUS mobility participation by students; improving support for part-time students; and improving student progression from year to year, as measured by on-time achievement rates.

3.4 Faculty of Law

The Faculty of Law has continued to implement strong curricula in both the first and second cycles of study. The Faculty Council meets regularly to assess the academic offering, to suggest improvements, and to ensure full compliance with the Law on Higher Education of the Republic of Macedonia.

Staff research continues to improve. The instructors have been encouraged to increase their conference attendance and publication record, and many members have done so. The Faculty is also pleased to note that several of the younger members have obtained, or are about to defend, their Doctoral degrees. This progress is in compliance with the goal of the University to assist academic progression through the application of rigorous standards and academic attainment.

The Faculty contains a strong mix of distinguished older professors and promising young legal scholars. In addition, the Faculty firmly believes in bringing in supplementary instruction by eminent judges, scholars, and lawyers. By pursuing this policy, we believe that we offer a broad and inclusive legal education suitable for those intending to enter legal practice or to pursue advanced legal study.

The Faculty provided the largest contribution from a university in the Republic of Macedonia to the World Justice Project Rule of Law Index 2012-2013. This project, which is partly funded by the Bill and Melinda Gates Foundation, is a 97-country survey of the genuine application of the rule of law in those nations.

The Faculty undertook a study visit to Spain in the period covered by this report. Students from the Faculty, accompanied by four of the Faculty professors, visited the Court of the Spanish Cortes, in Madrid. They also visited the Autonomous University of Madrid, where they were met by the Dean of that Law Faculty, Prof. Dr. Fernando Molina Fernandez. In Barcelona, the group visited the Law Faculty of the Autonomous University of Barcelona, as well as the Parliament of the Autonomous Community of Catalonia.

The Law Faculty has made student recruitment an important part of its work this year. Special teams presented in local high schools, in order to attract the best students from the region. Similarly, student service and student consultations were maintained and were verified by the Deanery.

In the enrolments for the new academic year, a decrease in enrolment in Macedonian language instruction in Skopje has been noted. In response, the Faculty has included in our Action Plan the specific intention of making targeted marketing efforts to promote Macedonian language legal instruction in Skopje. Similarly, one of the next steps in

increasing the international prospects of the Law Faculty will be to work closely with the Max Van der Stoel Institute in promoting the international master programmes in this field.

3.5 Faculty of Public Administration and Political Sciences

The Faculty of Public Administration and Political Sciences sought to maintain high-quality academic programmes while creating new programmes with local and regional applicability. PAPS staff believe that the success of their academic offerings will be to provide local instruction with international relevance. To this end, the Faculty signed an Erasmus Bilateral Cooperation Agreement with the Department of Social Sciences of the University of Ljubljana; accredited a joint degree programme with the University of Ljubljana; and accredited a joint programme with Jönköping University in Sweden. PAPS also devised, proposed, and had accredited doctoral studies, to begin in the academic year 2013-2014.

In order to provide better student service, the Faculty established subject-specific groups to develop the learning outcomes for each programme. The Faculty management also engaged in an extensive review of student survey results, and met with all staff members to discuss new improvements in the usage of materials, LIBRI usage, and methods of assessment. PAPS full-time staff also participated in the University teaching observation process. All of these data were employed in the end-of-year staff evaluations, in order to establish realistic but important targets for the improvement of student service.

The Faculty has taken consistent steps to promote the regularity of its procedures, the openness of data analysis, and the free exchange of ideas within the Faculty Council meetings. It intends to undertake Faculty-specific recruitment activities, and to build further connections with local and regional partners. PAPS staff have noted a decline in enrolments in several groups or programmes, and seek to make special efforts to promote these programmes, so as to attain an increase in enrolment, particularly of undergraduates.

The PAPS Faculty is also committed to research. One specific goal of the Faculty in the coming year will be to establish discipline-specific research groups and, in cooperation with the Max Van der Stoel Research Institute, promote the targeting of specific research grants and proposals appropriate to the Faculty, its research, and its expertise.

3.6 The Language Centre

The Language Centre (LC) has developed its activities in two main domains: the academic programme and the community-service programme. The academic programme was enriched by the offer of 'free-elective' courses in Albanian, English, Macedonian, French and German. These courses enjoy significant interest among the students, as evidenced by the numbers enrolled. The LC organizes oral examinations for all students and all courses. The proficiency test in English, conducted at the beginning and at the end of the spring semester 2013, shows a high rate of improvement of English proficiency (85% of students have increased their score after the 4-month instruction in English). The attendance rate at the Summer School was also high (153 students). As a part of the University promotion campaign, the LC organized a National Essay Contest that had approximately 300 participants from all over the country, with the final assembly at the Centre on the 8th of

March. This ceremony—at which SEEU students performed for their colleagues—gathered together many students from different parts of Macedonia, their parents and their English teachers.

As a part of the community service programme, the LC organized several sessions of TOEFL preparatory courses and testing, after being licensed for the TOEFL ITP (paper based) exam. The CELTA course was completed with 11 candidates and an excellent report about its organization from the Cambridge Centre. Furthermore, the LC continues to provide Albanian language courses to the staff of the US Embassy, and English courses for the staff at Pro-Credit bank.

The biggest challenge for the LC, in the academic domain, remains the creation of a formal exit examination obligatory for all students before graduation. The LC hopes to expand its efforts in community outreach, especially by increasing contacts with Ministries and different institutions from the public sector, in order to organize language courses for them.

3.7 The eLearning Centre

The eLearning Centre activity at the University has three main branches:

The first is offering a variety of IT training courses that give students the necessary computer skills for their future careers. The free-elective courses offered by the eLearning Centre, cover a diversity of topics in order to meet different skill levels and interests. Introductory training courses are offered to those students requiring basic knowledge, whilst advanced courses in the most recent IT applications are offered to students with more sophisticated and specialized needs. All of these courses are offered to the academic and administrative staff as well. The intent is to provide the technical knowledge, skills and experience that will increase the value of each member of the SEEU community to the institution and, at the same time, enhance their professional development.

The second area of eLearning activity is to maintain and monitor the Learning Management System – Libri. For this the eLearning staff provide continuous efficient support for all the academic staff in managing their courses in Libri. In terms of enhancing quality of the course content, various reports can be generated for any kind of activity in Libri.

Finally, the eLearning Centre supports SEEU's online studies. In order to enhance our service to students, and to remain competitive internationally, the online studies that were established in 2011 continue to be one of the main spheres of attention for the eLearning Centre. The eLearning Centre continues to offer training sessions for online teaching tools and methodology. The number of the online students is increasing at SEEU. This area has been identified as a key sector for staff motivation; we hope to encourage all staff to increase their online teaching, assessment, and utilization of resources.

Among these three areas of responsibility, the eLearning Centre cooperates with almost every activity at University level which requires IT expertise.

3.8 Institute for Environment and Health

The Institute for Environment and Health celebrated two notable successes this year, in pursuit of the SEEU Climate Action Plan. The first was the construction and inauguration of the photovoltaic plant on the Tetovo campus. This is the first such large-scale investment in renewable energy by a higher educational institution in the region. The second was the signing of a memorandum of cooperation with the Municipality of Tetovo to assist them in the development and implementation of a Municipal Climate Action Plan.

The Institute is a regionally-unique institution devoted to responsible environmental conservation and coexistence. The University envisions it playing an ever-increasing role in the creation, formalization, and performance of environmental initiatives.

The University continued this year to provide paper recycling bins in all major campus buildings.

4.0 Quality Enhancement

The University is part of the second national ranking exercise and is collecting data in accordance with requirements. The University came second in the first ranking exercise (out of nineteen evaluated institutions) and since then, it has actively used the criteria and results to develop the quality of areas such as research output, quality of learning and teaching, and academic staff promotion.

In terms of regular quality structures, the University Board provided regular monitoring of university plans and monitored the application of verifiable quality-control data in the areas of performance management, University financial audits and planning, staffing assessment and hiring processes, performance management, and academic development. The Staffing and Audit and Risk Management Committees frequently oversaw the gathering and analyses of these data.

The Staffing Committee noted that some changes had been made to the Ranking and Remuneration Policy. The Rule on Promotion in Academic/Scientific Title was revised to strengthen the points system and to create a central monitoring system to strengthen the quality of the process. The Rule on Research was amended to make it more effective, and a Rule and guidelines for Third Cycle study are being finalized for our new PhD intake. The University once again retained its ISO 9001:2008 external standard for performance management. Also, the Annual Recruitment Report indicated that administrative vacancies had been filled according to a strict, open and transparent process.

The more active appraisal system (Staff Evaluation) operated for the second year for all staff, with appropriate training of appraisers. The quality of the reports was monitored by the Quality Office and the Human Resource Office and a report provided which highlighted strengths and weakness, and led to training. In the period covered by this report, the Rector's management team, and every Faculty, Centre, and Administrative Department produced Action Plans to define their professional activities for the coming year. Each of these Plans was moderated and progress-checked by either the Rector or the Provost. Each

unit was asked to consult its own staff in their preparation and implementation and most did so.

Each Faculty reviewed its curriculum in line with legal requirements and these were successfully accredited by the national Accreditation and Evaluation Board. The process of accrediting PhD mentors in line with national requirements has resulted in the approval of most applicants.

The University offered training and professional development through delegated departmental budgets and a central Professional Development Centre (PDC). The PDC organized regular training such as language skills, or training for new observers. In addition, it organized two all-staff training programmes in January and August, where further work was done on learning and teaching, assessment and effective management. The August training included the completion of all staff of the second Client Audit Survey to provide perceptions of all academic and administrative units; the results have been shared and discussed by academic and administrative managers.

The Rector's Council maintained its role as a body for discussion, circulation of information and advice concerning academic issues whilst the Collegium functioned efficiently as the management forum for administrative leaders, led by the Secretary General.

The quality policy linked directly to the University Strategic Plan and the Quality Assurance and Management Commission (QAMC) provided an overview on a twice yearly basis, to coincide with visits from the External Quality Champion. The Quality Office operated and/or supported key quality processes such as teaching observation, student evaluation survey and performance management procedures, and served as operational activity coordinator. It provided key data twice yearly for Faculty/Departmental analysis. The Office also provided support to the Student Parliament in elections, developing rules, budget, and operational structure. Our external "Quality Champion" visited twice and provided evaluative reports, this year meeting a wider range of Faculty staff to hear their opinions. The Quality Teams were more functional in the administrative departments due to the work of the Collegium, but not so much in Faculties.

To increase and maintain quality, it is recommended that the University: continues to maximize its active use of quality processes, and to monitor and report on the effectiveness of identified procedures and rules; develop autonomous quality initiatives in each unit, with stronger Quality teams and public trust bodies, especially in the Faculties; continues to strengthen its performance management processes and effective staffing (for this, the University should review all JDs and consider academic workload balance between teaching and research to incorporate remuneration mechanisms for high performance); revises the external Quality Champion visits to put these on a rota basis with different 'Champions' providing a variety of perspectives; initiates another cycle of external curriculum reviews; strengthens use of evidenced based decision making in all areas and the effective dissemination of these; continues to strengthen student involvement in providing active input into university bodies and improve 'student campus life' through the Parliament and other means; and maintains and improves the efficiency of our responsiveness to learners and stakeholders and compliance with Service Standards, including the general Communication Standard.

5.0 Teaching and Learning

5.1 Programmes and Status

All five SEEU Faculties offered courses in the first and second cycles in the academic year 2012-2013; this will change in 2013-2014, when the Doctoral School will begin, and all five Faculties will begin to offer third cycle degrees as well.

The University pioneered three exclusively online 2nd cycle programmes, and these have been running successfully, under the supervision of the relevant Faculties and the eLearning Centre.

Second cycle programmes have become increasingly important aspects of our instruction; several SEEU MA programmes have second cycle numbers near or above the numbers for the corollary programmes in the first cycle. This is also important for the University's promotion and student recruitment, as we have developed a strong second cycle reputation in the region, with Kosovo in particular showing increases in applications and enrolments in the second cycle.

The University also offers several programmes on a part-time study basis, by which most learning is done through online resources, and individual students and teachers meet (usually) only three or four times per semester. This proves attractive to students with external obligations, such as caring for a family member or holding a full-time job, and these offerings are improving. It should be noted, however, that there are currently no guidelines or rules specific to part-time teaching and assessment, and such guidelines may prove useful.

5.2 Student Enrolment

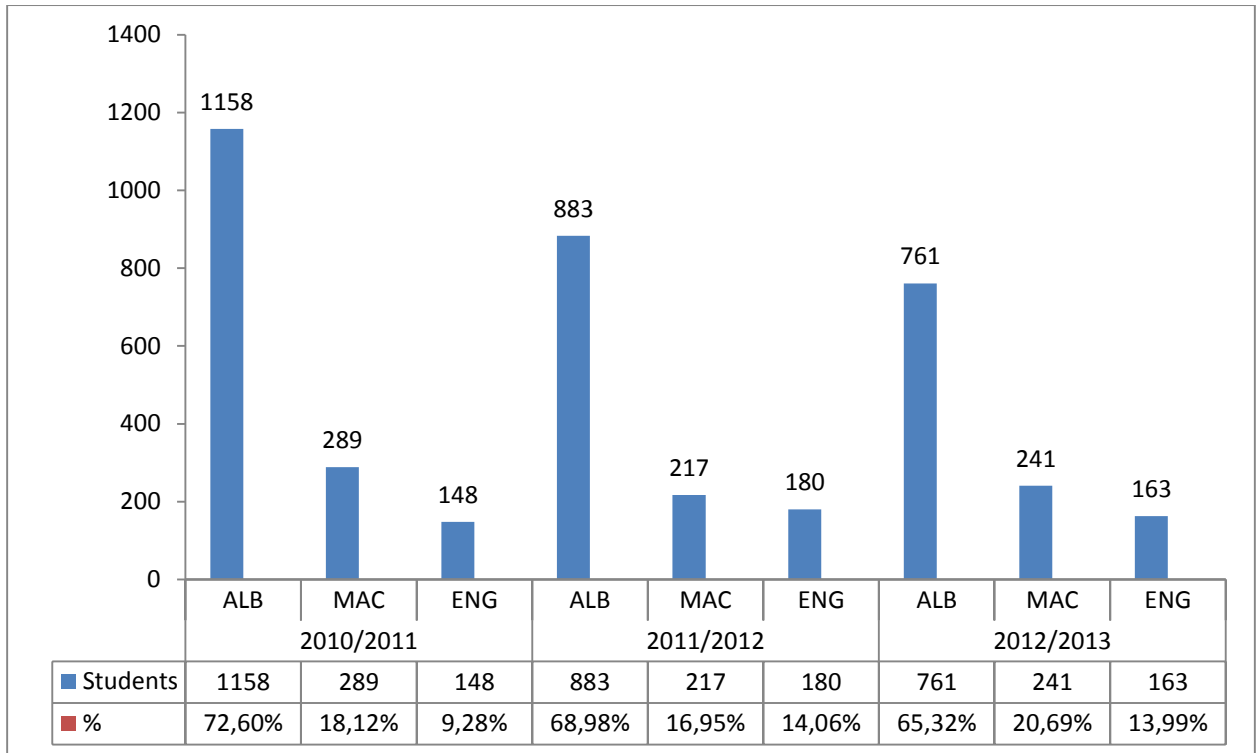
As anticipated, student enrolment declined slightly in the academic year 2012/2013, reflecting the financial difficulties of the country, increasing academic dispersion, and demographic changes in the population (emigration and reduced birthrates).

Academic Year	Enrolments
2010/2011	1595
2011/2012	1280
2012/2013	1165
Grand Total	4040

5.20 Total Enrolments by academic year

The division of students by the language of their chosen programme is shown in the table below. As may be noted, there has been a decrease in enrolments in Albanian language programmes, and a slight increase in enrolments in Macedonian language programmes. It should also be noted that the English language programmes, although slightly down from

last year, are still higher than they were in 2010/2011. This is a success, as English language offerings are a notable asset of the SEEU academic programme, and are being approved by the local community.



5.21 Total Enrolments (1st Cycle and 2nd Cycle)

The aggregate enrollment figures in Table 5.22 illustrate the general decline in enrolments for the previous three years. As may be seen, the largest drop in enrolments has been in the Faculty of Public Administration and Political Sciences, followed closely by Law. Business and Economics and Languages, Cultures, and Communications saw increases in their enrolments.

Faculty	2010/2011	2011/2012	2012/2013
BE	364	273	290
CST	235	208	175
LAW	320	274	206
LCC	301	207	247
PAPS	375	318	247
Grand Total	1595	1280	1165

5.22 Total Enrolments by Faculty

5.3 Student Retention Rate

Student retention refers to the progress of the student body from year to year in the expected timeframe—in simple terms, whether or not the students stay in the University and remain on their programmes. Of course, individual circumstances or tragedies may require a student to suspend his or her studies. In general, however, a student on a 3-year, 180 ECTS study programme should expect to remain in the University for three years, and to graduate at that time.

In the table below is shown retention of the 2010/11 cohort which is 67% at the University level. This was identified in the previous Self Evaluation Report as being an unacceptably high rate of attrition.

Cohort 2010/2011		Full-Time Enrolment 2010/11	Retention 2011/12		Retention 2012/13	
Faculty	Students		Retained in 2nd year	%	Retained in 3rd year	%
BAE	173		147	82,18 %	107	64,37 %
CST	165		132	74,23 %	114	68,71 %
LAW	185		154	73,94 %	119	68,09 %
LCC	199		157	78,14 %	138	74,32 %
PAPS	171		149	77,08 %	128	70,31 %
Total	893		739	82,75 %	606	67,86 %

Table 5.30 Retention for 2010/11 cohort

It is pleasant to note that the serious efforts of the Student Services staff, the Student Advisors, and the academic staff generally have reaped good results in the effort to improve student retention. In the cohort of 2011/2012, the three year retention rate has been improved by almost ten percentage points, to a (university wide) total of 77% retention. This is a significant result, but still means that two fifths of our first year students are not retained through to their final year. This remains an ongoing challenge, yet the success of recent efforts indicate that progress is possible.

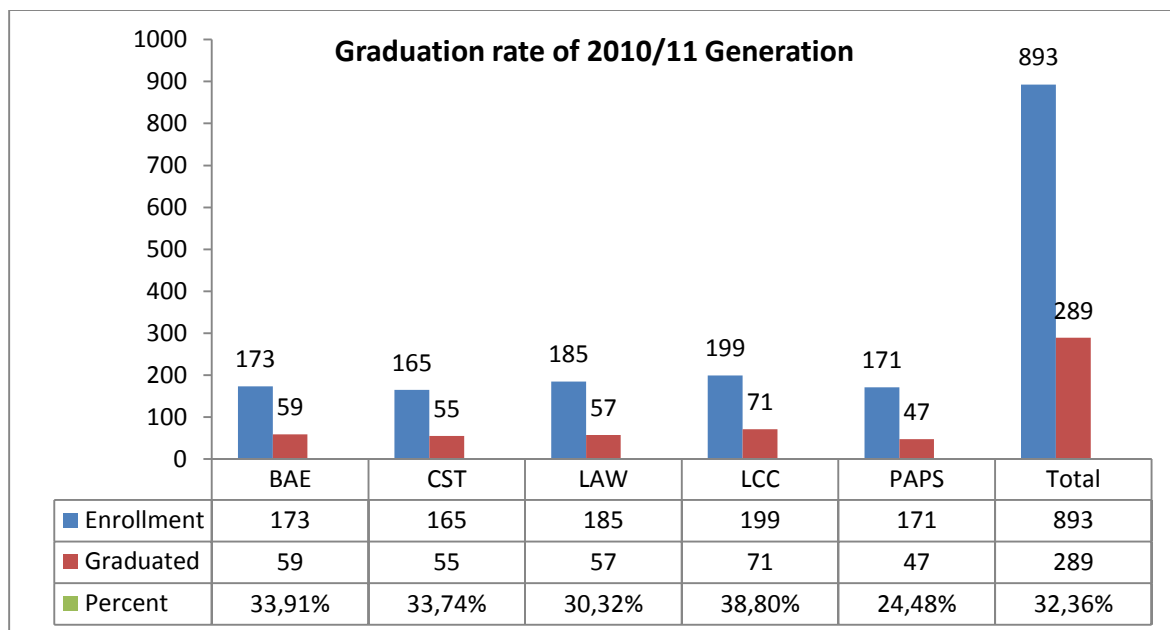
Cohort 2011/12		Full-Time Enrolment 2011/12	Retention 2012/13		Retention 2013/14	
Faculty	Students		Retained in 2nd year	%	Retained in 3rd year	%
BAE	141		120	85,11 %	111	78,72 %

CST	142	114	80,28 %	102	71,83 %
LAW	156	126	80,77 %	124	79,49 %
LCC	101	84	83,17 %	81	80,20 %
PAPS	158	134	84,81 %	123	77,85 %
Total	698	578	82,81 %	541	77,51 %

Table 5.31 Retention for 2011/12 cohort

5.4 Graduation Rate

The graduation rate refers to the successful completion of a student's degree programme within the anticipated time. For a 180 ECTS undergraduate degree, this should be three academic years divided into six semesters of 30 ECTS credits. When one assesses the on-time graduation rate by Faculty, the data indicate that on-time graduation is highest in LCC, followed by BE, and CST. PAPS and Law have the lowest rates of on-time graduation.



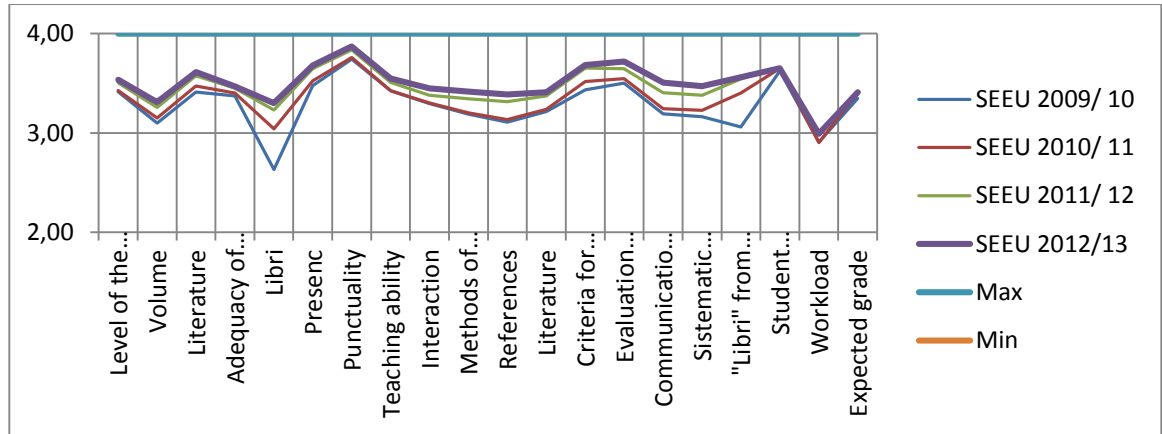
5.40 Graduation rate distributed by Faculty for 2010/2011 cohort

5.5 Student Evaluation of Academic Staff

Following regular practice, student opinion was again surveyed (anonymously), in order to obtain information about their impressions, concerns, and general satisfaction with the totality of the University experience.

This process is undertaken by a mixed team drawn from members of the Quality Assurance Office (QAO), Student Services, and the Student Advisors. Undergraduates are surveyed in March; graduate students are surveyed in May. The survey itself is usually administered in the classroom by the Student Advisor, without the presence of the instructor of the class. This process is believed to encourage honest answers, without the potential interference or influence of the instructor himself or herself.

The table below shows the survey results from 2012/2013 in comparison with recent years:



5.50 Student survey results

As may be seen, the general results of the survey are positive. This year represented again a slight increase in student satisfaction throughout the areas assessed. That the results resembled those obtained last year indicates a good continuity of quality assurance and instructor responsiveness. It is particularly gratifying that the students record high satisfaction in the categories 'teaching ability' and 'evaluation,' as these are important cornerstones of an open and productive classroom. Two areas that require improvement, based upon these results, are the utilization of the learning management system, and classroom interactivity.

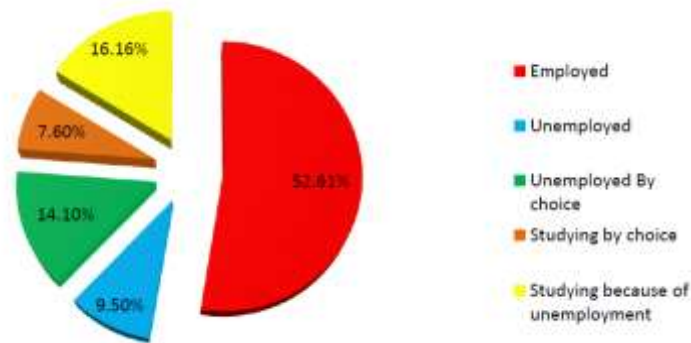
The results from the Student Evaluation for the Academic staff were processed by Student Services and confidential, individual reports were sent by the QAO to each member of staff, as well as to the Executive Team, HR, and the appropriate Deans or Directors. The Deans or Directors then used these reports in their appraisal meetings (Staff Evaluations) with the teaching staff.

5.6 The Career Centre

The SEEU Career Centre is the direct liaison between students and the employers in the community. As part of its service to the students, the Centre provides instruction and assistance in fields such as C.V. composition, appropriate interview performance, writing letters of inquiry, and other similar practical job-seeking instruction. The Centre also assists and monitors the student internship and practical training obligations.

In the year covered by this report, the Career Centre undertook five primary responsibilities for the University. As mentioned previously, it supervised and documented the internship procedure mandated by law; it provided job information and application support for students; it hosted the annual Career Fair (at which 40 companies or NGOs met students and began early recruitment of graduates); it provided 'outreach' instruction in local high schools; and it hosted a group of delegates from Albania who wished to establish their own Career Centres, and sought the experiences and advice of the SEEU Centre.

The Career Centre also gathers and analyses the data about the employability of SEEU graduate. Each year, the Centre produces the SEEU Alumni Destination Survey, which offers the most up-to-date assessment of graduate employment trends and challenges. Based on the results provided in the yearly report for students employability, SEEU Alumni Destination Survey, our student continue to be employed at a rate higher that the national average.



The overall employment rate of SEEU graduates

The overall employment rate of SEEU graduates of 2012 is 52.61% and the unemployment rate of them is 47.39%. According to the employed graduates, 90.06% of them are full-time employed, 4.51 % are part time employed, 2.71% of them are self employed (they own their own business), and 2.71% are doing an internship. From the total number of unemployed students, 29.76% have indicated that they are unemployed by choice, so the actual unemployment rate of SEEU graduates is therefore estimated to lie in the vicinity of 17.63%.

Regarding the correspondence between employment and GPA (grade point average), graduates with a GPA between 6 and 7 experience an employment rate of 52.51%, while the graduates with a GPA between 9 and 10 experience an employment rate of 45%. It is a cause for concern that academic success does not bear a clear relation to post-graduation employability.

Related to the timeframe in which our graduates get employed, 46.08% of the employed graduates have found their job in the period before graduation, while 13.55% of them were employed within a period of 1-3 months after graduation. 9.93% of them found a job in a period of 4-6 months after graduation and 13.55 % in a period 10-12 months after graduation. The remainder were employed more than one year after their graduation.

5.7 Alumni Association

The SEEU Alumni Association is a body designed to promote the continuity of contact between graduates and the University; to provide opportunities for alumni to meet and remain in social and professional contact with each other; to offer alumni opportunities to continue to contribute to SEEU; to facilitate the comments and suggestions of alumni for the improvement of the University; and to promote the University by demonstrating our ongoing commitment to our students, even when they have graduated and no longer have daily contact with us.

The primary success of the Alumni Association this year was a well-attended meeting in between the senior management and the alumni who live in Kosovo. This occurred on 13 June 2013, in Prishtina. It was the second annual such meeting, and provided a social opportunity to renew friendships and to exchange perspectives.

The University must clearly define the roles and responsibilities of the Alumni Association, as there is significant interest in supporting its efforts, but confusion remains about what autonomy and direct responsibility to the University the Association has. This clarification will allow greater promotion of the Association and will assist in the recruitment of volunteers and contributors to Alumni events and gatherings.

6.0 Research

The Research Office, staffed by the Pro-Rector for Research and International Relations and his two research coordinators, is the primary organizing body for University research. They seek programmes and partners at the international level, whilst also providing individual assistance to the academic staff of the University.

The main actions of the Research Office in the year 2012/2013 were associated with the creation and functioning of the Max Van der Stoel Research Institute. This Institute is intended to guide the University's research, and research strategies, across the broad fields of law, political science, human rights, and diplomacy. This remit allows the Institute to apply for a wide variety of international research projects, and to propose partnerships with distinguished partner universities, research institutes, or NGOs.

The Max Van der Stoel Institute was engaged for much of the year on the creation of a project relating to the interrelated topics of Macedonia, the EU, and NATO. This project, entitled 'Euro-Atlantic Integration,' seeks to examine the roles, responsibilities, and prospects facing the Republic of Macedonia as it attempts to join NATO, and ultimately to accede to the European Union. These are matters of pressing concern to the country itself, but also have ramifications for other countries striving similarly to modernize and to integrate themselves into major international bodies.

The Institute was also pleased to be able to work with Columbia University (Institute for the Study of Human Rights) in the provision of local training. This session on conflict resolution, held in March of 2013, was intended to train trainers—it therefore provided direct benefits

to the participants, but may also be believed to have provided indirect benefits to those people the participants subsequently trained.

Columbia University also partnered with SEEU in an ongoing study of the Implementation of the OFA. This three-year project, which is financially supported by the government of Macedonia, performs an annual review of the OFA, its success, and its failings. SEEU is to be the country coordinator for Macedonia on this project.

The Research Office does not, however, restrict itself to major international research projects. It also provides services to the academics of the University by offering guidance on research opportunities, conference notifications, assistance in writing grant proposals, and the identification of authentic (or, indeed, the exposure of fraudulent) academic journals. They also provide material assistance to help the staff defray some of the costs of travel to international academic conferences; during the year 2012/2013, 63 individual researchers were supported to participate in conferences, and 10 papers published journals listed in the Thomson Reuters Web of Science.

One other major initiative of the Research Office was the modernization and updating of the Research Database. This is the electronic record of staff conference attendance, publication history, and other information relevant to research activities. This overhaul of the system streamlined and clarified the process of recording one's research, and assists managers in assessing the work of their staff members. From the academic year 2013-2014 this database will be aligned directly with any promotional processes in relation to academic-scientific title.

Although these efforts represent a significant effort to improve the research portfolio of the University, much remains to be done. The income from research projects is still low compared with the reasonable ambitions of SEEU. In the period to come, we seek to increase research activities, and to participate in successful international applications for major research projects. The new structure of the Max Van der Stoel Institute is planned with a dedicated budget for this, and the alignment of the research groups with, particularly, the Faculty of Business and Economics, is expected.

6.1 International relations

The International Relations Office works to promote the international affiliations and cooperative opportunities of SEEU. Because the University is intentionally and structurally international, the International Relations Office seeks to provide numerous opportunities for our students and staff to travel abroad and foreign staff and students to visit us.

The year 2012-2013 was a dispiriting one in the area of student mobility. Despite being awarded 34 Erasmus opportunities, only three students and 1 staff member accepted the mobility placement. This is likely because the amount of support was fixed at a monthly payment of 350€, irrespective of destination. It is hoped that in the coming year—when stipends vary according to the cost of living in the place of destination—the number of SEEU staff and students able to work and study abroad will increase.

The University benefitted, however, from two generous Basileus grants; one undergraduate student was supported to attend a year of study in the University of Ljubljana, and one administrative staff member was granted full support for his PhD studies in Sophia.

Over the year, the University has signed an additional 7 bilateral agreements with partner institutions in other countries, bringing the total to twelve. The International Relations Office continues to seek opportunities for cooperation with these partners, and to seek new partnerships and travel opportunities for our staff and students.

7.0 Entrepreneurship and Development

South East European University pursues two main streams of entrepreneurship and development: research-based teaching is one side of this activity, and the other is penetration into the economic and social life of the community. When entering into the practical business world, the University must follow the highest standards of expertise and knowledge. This approach will enable the University independently to develop its own academic plans and programmes. The ultimate target will be an increase in the flexibility and applicability of the University offering, to help the private sector in its efforts to catch up with the rest of the developed world of business. Such an orientation could, eventually, become a significant income source in due time.

The University's Entrepreneurial activities are recognized in the Strategic plans. In the beginning, the income from entrepreneurial activities is intended primarily to provide financial support to teaching priorities, yet these activities should be developed to offer a significant source of income. The University needs, as a long-term entrepreneurial goal, to develop the skills, abilities and capabilities to meet the needs of the private sector. This will help the University to be less dependent on enrolment fluctuations, or on government higher education policy changes.

The Business Development Centre is the primary entrepreneurial link with the community. The BDC attracts clients and potential partners from the local and wider social environment by creating a significant stakeholders network with the University. Several seminars were accomplished for the employees of different companies (Adria Sport, Molika, Veze Shari, Frigotehnika 2000, Moding, Festa Commerce, Hildin Commerce, Shar Planina, the US Embassy, University Ilyria from Kosovo, ProCredit Bank, etc.). The BDC participated in the definition of the new integrated study programmes and took a major role in the organization of the cooperation memorandum signed by the University and the North West Macedonia Chamber of Commerce. The BDC contributed significantly to the logistics of the project "PhD Summer School" organized by the Faculty for Contemporary Sciences and Technologies and the German National Library of Economics.

The Spring of 2013 also saw the establishment of the Technology Park on the Tetovo campus. There are four active companies working in the Technology Park so far and their scope of activities and scale is growing continually creating more and more jobs, as well as building greater connections between SEEU and the business community.

8.0 Financing

The University continues to be fully self-financed, receiving no funding from the state budget, despite the fact that the institution contributes to the public interest. The proportion of income for the academic year 2012/13 was as follows: approximately 90% of revenues come from tuition fees, up to 5% other income (income from commercial activities, interest on deposits and investments in the capital market, etc) and approximately up to 5% from projects and donations.

Regarding financial management, we have continued efforts to achieve the University's strategic aims for safeguarding financial stability through the consolidation of sustainable resources of financing, by exploring other forms of financing, and by the diversification of financial resources.

The University projections of revenues and expenditures are planned according to the Midterm Budget Framework. This 3-year Midterm Budget Framework of expenditures ensures consistency of University expenditure levels within overall resource constraints, in order to ensure financial stability and to maximize the efficiency of total expenditure.

The University continues with a more consistent implementation of the efficiency criteria in the allocation of financial resources, based on economic and financial accountability and appropriateness. In this regard, efforts have been made to increase capacity at the institutional, academic and administrative units, in order to create optimization and rationalization of costs that will result in efficient resource allocation. Now all units already operate on the basis of economic and financial reasoning according to the structure of Key Performance Indicators.

Enterprise Resource Planning (ERP) has continued to be a key priority of financial management, with the aim of providing quality financial services and complying with legal provisions. In order to be more efficient in operation, financial service standards are created, and procedures frequently updated.

As the financial sustainability of the University is one of the primary concerns of the University Senate and staff, a re-structuring of the financial department has been suggested (a recommendation also of the external auditor); the process of recruitment of the Director of Finance, and the revising of the department, are ongoing.

9.0 Campus Environment and Services

9.1 Student Support

Student support is mainly realized through Student Services and the Financial Aid Office. Students for the academic year 2012/2013 were financially supported by the University Scholarship programme, donors' scholarship grants, the "Work and Study" programme, as well as a financial discount programme for the second and third student of a family. In total,

about 21.5% of the full-time undergraduate students are financially supported to some degree.

The scholarship programme consists of two groups: merit-based scholarships reward success in the preliminary assessment of knowledge, and financial-need scholarships, which are awarded in cooperation with the Open Society Foundation. At the University level 267 scholarships were awarded, with 147 merit-based and 120 financial-need, which means that approximately 11.5% of the total number of full-time students were supported by scholarships that cover over 75% of tuition fee of the relevant study programme.

From the financial point of view, about 5% of full-time students are supported through the "Work and Study" programme. Through this programme, students were engaged in various services to the university, taking advantage of their relevant experience, and by this service they earned financial means to cover part of their tuition fee. In this academic year 115 students were engaged in this programme.

Also, in support to families that have more than one student studying at SEEU, a discount is granted for the tuition fees of a second or third student from the same family. By this programme the University has supported 136 students, which is 5.5% of all full-time students.

Special attention is given to the development of effective access for students with special needs and opportunities for scholarships exist for this group of students.

In the new academic year, University liaison with the banking sector is foreseen in order to provide a student loan scheme. This will serve as an addition to existing instruments for student support, and it will help to maintain the strong links with companies willing to support SEEU students with scholarships.

9.2 Facilities

The University premises and accompanying equipment present a clean, pleasant, attractive and safe environment for students, staff and visitors. This fact is supported by the online assessments made by students and staff, which recorded high scores (for satisfaction with the premises) that have remained stable. This is the result of the commitment of all employees of the University, but shows particularly a special dedication from the Maintenance Department.

In line with continuous efforts to improve performance—measured by the efficiency and effectiveness of the Department in maintenance and logistics on campus—we have begun increasingly to implement the three recently designed standards. The vertical restructuring of the management system in the Maintenance Department has been very functional in economizing with resources. This year, all costs incurred in this Department were recorded and analyzed, and efforts were made to save as many resources as we can. It is important to note the savings with oil has reached 30 tonnes.

The staff of the Maintenance Department are actively involved in the implementation of procedures based on ISO standards. The principles of this standard help to increase quality by setting precise responsibilities and by promoting the empowerment of staff.

In the context of planned maintenance during the summer period, many repairs were made in order to maintain the good condition of the premises. The external appearance gives the impression that maintenance is in high level and precise planning. It is also worth noting the implementation of the new navigation system (new signage) that helps visitors to move around the campus. The appearance of the campus has also been preserved by improved efficiency in waste collection, with a reduction of container points improving the visual experience of SEEU for students and visitors.

The new Skopje annexe is a bespoke remodelling of a previous shopping centre into a purely academic setting. It has a central location and an attractive appearance. The University has high expectations that this new location for SEEU Skopje will provide our students with excellent circumstances for learning, and will assist in the recruitment of new generations of SEEU students.

In the next academic year, a process of assessing the full inventory of total assets will be undertaken, to assure the optimisation of costs in different areas. The further mapping of infrastructure needs to be improved, as does the system for improving and .

9.3 The Skopje Centre

The academic year 2012-2013 saw SEEU Skopje enter its fifth year of operation. Despite heavy competition from public and private universities in the capital city, enrolment numbers continued to be strong. The main goal of the Skopje Centre is to offer educational programmes of equal quality to those offered on the main Tetovo campus.

The SEEU Centre operated during the period covered in this report from the traditional location beside the Italian Embassy. The internal facilities and infrastructure (projectors, computers, whiteboards, teleconferencing technologies, video protection systems, etc.) were of high quality and were well maintained. Yet, as noted in the previous Self-Evaluation Report, the size and structure of this building continued to hamper development of new programmes. For this reason, it was decided to seek a new location for the SEEU Skopje campus, and the MOST building was chosen and renovated for academic use.

The Skopje Centre was also the host location for this year's CELTA training course, held during June 2013.

The increase in space, layout, and location for the new SEEU Skopje is a development of immense institutional significance for the University, as it now has the opportunity to expand its offerings, compete directly with the best universities in the capital, and recruit new students with its location and structure.

9.4 Human Resources

In accord with the Board policies for human resource development, and in the interest of improving performance management and providing equal opportunities, the University has continued to set and improve the system of human resources to support the further development of staff. The policies and procedures for recruitment, staff evaluation, promotion in academic title, and recruitment are repeatedly assessed and revised to rely entirely on merit criteria.

This year the University has made progress in human resources. In full accordance with the law and the rules of the University, numerous members of academic staff advanced in Teaching-Scientific titles, as follows: two Full Professors, three Associate Professors, twelve Docents, one Adjunct (Titular) Associate Professor and four Adjunct (Titular) Docents. Six PhD assistants were promoted to the associate/collaborator title. In the following table may be found data on the full-time academic staff, according to scientific titles, for the last three years. The data show that the number of academic staff with the scientific degree of Doctor have been growing, a trend that corresponds with the aims and efforts of the University to increase the number of staff with doctorates (in accordance with the Law on Higher Education).

Full-time staff scientific titles (2011, 2012 and 2013)

Scientific title	Academic year		
	2010/2011	2011/2012	2012/2013
PhD	66	72	86
MA	72	64	52
BA	11	4	1

This year the University has addressed the issue of productivity of administration staff. To improve the effectiveness and efficiency for each work position, self-reporting of activities was conducted and monitored over several weeks. This has resulted in optimization of resources across departments, by improving efficiency and reducing costs. The following table shows that the number of administrative staff is reduced. These are positions that the University has been optimized; the duties of staff members who (for various reasons) were dismissed or left have been allocated to existing staff with a lower volume of duties. Another point that has improved efficiency is the implementation of electronic evidence of entries and exits of administrative staff, a process which has resulted in significantly reduced absence during the working schedule.

The table for full-time administrative staff (qualifications) during last three years
Full-time administrative staff (2011, 2012, 2013)

Academic year

Scientific title	2010/2011	2011/2012	2012/2013
PhD	7	5	5
MA	19	15	15
BA	70	75	73
Other	33	34	32
Total	129	129	125

9.5 Information Systems

Being dedicated to achieving our defined goals for the continuous improvement of our Information Systems, we successfully continued to develop and advance the existing Information Infrastructure.

In the ERP system we tailored the module for the Human Resources Office according to specific requests of the Office. We realized the intercommunication of the ERP HR module and the Identity Access and Management framework to create employee credentials automatically, in order to facilitate the management of electronic identities.

To improve the reporting system as part of University ERP system, we successfully uploaded legacy databases into the University's Enterprise Data Warehouse and from it we organized the multidimensional cubes to generate realistic reports for data analysis. These assist decision making for University Management.

We also recorded important achievements with the UMS. To achieve faster and more accurate reports related to GPA and transcripts, we implemented a caching mechanism and redesigned the transcript schema for the 3+1 year model of study. The UMS system was also enriched with more tools and functions in order to fulfil specific requests (from different stakeholders). This, for example, allowed new criteria for filtering of student data in order to extract the data required variously by the Ministry of Education, State Statistical Office, and the University itself.

In order to make the MySEEU portal more intuitive we developed the new GUI, which is designed to be used with different displays (desktops, tablets and smart phones). We also added Contextual Help, which leads to a totally new experience when using the MySEEU portal. We also extended the Class Attendance Module so now students can register their presence in the class on the RFID devices (electronic card readers located in the classroom). Another module integrated into MySEEU, as requested by the Central Research Commission, is the Research Database (formerly known as ASPES).

These improvements realized by the IT Department have proven the dedication of our University to continue to be among the leaders in implementing the latest technology from the IT field.

9.6 Library Services

SEEU library services provide full library support to both the Tetovo and Skopje campuses. The main library on the Tetovo campus houses the primary collection of University book resources, and maintains direct oversight over the branch libraries in several of the Faculties, as well as of the Skopje library. Full-time members of library staff are always present, during operating hours, to assist circulation, provide reference assistance, offer resource protection, catalogue new acquisitions, restock returned holdings, and to guide the student work/study assistants. There is also close coordination between the libraries in Tetovo and Skopje to offer the efficient delivery of books needed in Skopje that may be located in the Tetovo library.

The library staff have also provided training as part of the University induction of first-year students, as well as training in the use of the EBSCOhost database. The cost of database membership remains a concern to the library staff; although instructors and students alike would benefit from increased access to the online resources available today, the cost of such membership is often formidable.

It is the intention of the library to undertake a serious assessment of current holdings this year, to identify outdated or unused material, and to acquire new resources that are most closely aligned with the current academic offerings of the University.

9.7 The Student Parliament

In accordance with changes in the law, the Student Union formally reconstituted itself with new statutes as a Student Parliament. The Student Parliament was convened after inaugural elections in November, and the new representatives sworn in.

These representatives participated in their own Parliament, the University Senate, Faculty Council meetings, and provided general support for the students. The Parliament also relocated to a new location on the Tetovo campus this year. They remain the primary body for the organization of student events, the arrangement of the 'Eurotrip' vacation, student assistance and guidance, and student representation to the governing bodies of the University.

9.8 Sports and Recreation

In order to promote sports at the University, the Sport Department (an independent unit within SEEU) this year conducted a survey in order to determine which sport most attracts the students.

Infrastructure improvements in the sports facility on campus were extensive. Of particular note were: the adapting of building 818 for the inclusion of gymnastic facilities, the purchase of fitness tools, the renovation of playing areas (tennis, basketball, volleyball), and the reinforcement of lighting for those playing areas. These combined resulted in a significant increase of student participation in sport activities.

Also this academic year, at the end of the both semesters, tournaments were organized in Football, Basketball, Tennis, Chess and Ping-Pong. During the Open Day at SEEU a Futsal tournament was arranged for high school students of the Tetovo region, which enjoyed the participation of all high schools from the region.

SEEU has also been active during the university championship organized by the Universities' Sports Federation in the Republic of Macedonia, with teams in basketball, ping-pong and chess. At the state level, the team continued to participate in the State Championship of Futsall, with distinguished success. We have also developed our interests in recreational cycling, bringing together students and staff to ride different routes in the Tetovo region. Given the mountainous setting of the campus, hiking also proves popular, as does skiing; SEEU won the 6th interuniversity ski competition this year, on Kodra e Diellet (Popova Shapka).

10 Conclusion

In difficult times for higher education institutions everywhere, South East European University remains an attractive, internationally recognized university in which to study. It remains true to the vision of the founders, and continues to provide high-quality education, in three University languages, to all students irrespective of ethnicity, religion, background, or gender.

Yet a serious institution must honestly acknowledge the challenges that it faces and work to overcome them. The University still remains an expensive academic offering, at least in local terms, which makes tuition difficult for some families to afford in the midst of a worldwide economic depression. The University also faces increased competition from branch state universities, which are increasingly located in improbable locations from which, however, SEEU has drawn students in the past. The University has seen a decline in undergraduate enrollment—largely, it appears, because of the two factors above—and each Faculty has increased its promotional and community outreach efforts, in order to assist the recruitment of new students.

This report records numerous successes and accomplishments, but several recommendations for improvement are also in order. Several suggestions appear in the individual sections of this report; this list is more general, and is supplementary. This list does not catalogue nor seriate the importance of these recommendations, and it will be the work of the University to prioritize them:

- to increase enrollment of undergraduate students, and maintain graduate enrolment;
- to improve electronic resources and technologies, notably in regard to research and research databases;
- to improve alumni contact, activities, and promotion;
- to improve and broaden contacts with external stakeholders, particularly in relation to improving graduate employability;
- to increase student and staff mobility and international partnerships;
- to increase on-time student graduation rates.

Although these challenges may prove difficult, the University welcomes them, because to meet them will represent an improvement in the service we provide to our students, our staff, and the community. SEEU has a good reputation and a strong commitment to the concepts for which it was founded: multilingualism, multiculturalism, and education. Although increased competition and the economic hardship of the world make solutions more difficult, SEEU remains a dynamic, forward-looking institution producing skilled graduates and employing distinguished teachers and resourceful administrators.

Members of the Self Evaluation Committee

- The Provost
- The Secretary General
- The Executive Quality Advisor
- The Head of Skopje Annex
- The Head of Student Services
- Representatives of all five Faculties
- The Director of the Language Centre
- The Director of the eLearning Centre
- The Quality Assurance Assistant, technical support