



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

Self-Evaluation Report

2014-2015

This document covers the period **September 1, 2014** to **August 31, 2015**

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1. Introduction

This self-evaluation report covers the year beginning September 1, 2014 and ending August 31, 2015. During this time period, the University marked its thirteenth anniversary.

The University continues to operate five Faculties in two campuses. The original University campus in Tetovo offers a western-style academic setting, and the more recent campus in the capital Skopje spans a bridge unifying old and new parts of the city. The five Faculties of the University are: Business & Economics; Contemporary Sciences and Technologies; Languages, Cultures & Communications; Law; and Public Administration and Political Sciences. All five Faculties run programmes in all three HE cycles (i.e., Bachelor, Master, and Doctoral study). The Doctoral School continues to attract promising graduate students from Macedonia and the region.

In common with other higher educational institutions around the world, however, SEEU continues to face difficulties posed by ongoing global economic malaise. For our institution, these troubles were somewhat reduced by the decision—implemented in the period of this report—of the Government of Macedonia to provide financial support to SEEU in the amount of 500,000 Euro. This sum enabled the University to make more generous scholarship offers than it has ever provided, and to align them with proven academic merit as evidenced by success in primary education. Yet it must be acknowledged that the continuing financial difficulties faced by many families in the country tend to suppress enrolment at fee-paying institutions such as SEEU. It also remains true that declining birth-rates and increasing emigration reduce—and thus make more competitive—student enrolments. Finally, the general investment levels in research and education remain low throughout the Balkan region, at least in comparison with European Union and North American standards.

South East European University nonetheless remains a viable and attractive institution of higher learning, as evidenced by sustained good enrolment in all three academic cycles. The administrative and facilities staff offer excellent support for the institution and its students. The academic staff provide strong instruction, supported by good and modern infrastructure, and guided by quality assurance assistance mechanisms (such as training sessions, student surveys, teaching observations by colleagues). Academic staff are expected to be both active educators and researchers, and this is reflected in their teaching portfolios, individual research plans, access to research support funding, and promotional processes recognizing (and requiring) excellence in both teaching and research. It is a mark of the success of the institution that many SEEU graduates apply to return to us for their next cycle of study.

The University has continued to be regionally distinctive in its commitments and its mission. SEEU remains the only higher education institution in the Republic of Macedonia to employ a "flexible use of languages" policy, by which any student or staff member may communicate in any of the three official University languages—Albanian, Macedonian, and English. Instruction is provided in all three of these languages across broad areas of specialization, and certain additional languages (German, French, Italian) are available for student interest as "Free Elective" courses. The University also maintains a strict policy of non-discrimination, making no distinctions amongst staff or students on the basis of language, ethnicity, gender, religion, or social background. It remains a regionally-important institution not only because of what the students learn, but because of the

evidence it provides for cooperative and collaborative endeavour across social, linguistic, and ethnic groups.

The University continues to strive towards positive institutional citizenship and the provision of good example. Accordingly, it has maintained its notable commitment to environmental responsibility by opening a biomass (pellet) heating system, maintaining a solar array, and signing a Memorandum of Cooperation with the Municipality of Tetovo on Environmental Protection. The University also opened a charging system for electric cars in Skopje.

The University also prides itself on offering strong support for students and staff. The Career Centre provides internship assistance to all students, offers training and advice on job searching techniques, and organizes the University Career Fair in the spring. The Language Centre offers language skills training to all students, in support of the University's commitment to multilingualism, internationalisation, and the "flexible use of languages" The E-Learning Centre provides training in the use of computer technologies and for the improvement of established technical skills. All staff members have an annual staff evaluation process that involves direct conversation and report agreement with the employee's direct line-manager. In all of these areas, SEEU continues to follow policies and procedures that promote quality, responsibility, and opportunity for students and staff.

Recent years have been difficult for many academic institutions, and SEEU has not been immune to the challenges faced by tertiary education providers. A continuing financial torpor in the region reduces funds for all institutions, and declining birth-rates and emigration make student recruitment ever more competitive. Yet South East European University continues to provide high-quality education, in three languages, and without distinction or preference amongst language, ethnicity, gender, or religion.

2. Achievements

During the academic year 2014-2015, the contribution of the University to the education and research of the country were recognized by the Government of Macedonia, which provided half a million Euros in support of the University's finances. This magnanimous support permitted the University to structure and make available generous scholarships to the students enrolling in the academic year 2015-2106. These scholarships are adjusted towards proven academic success in primary education, with scaled amounts depending upon the cumulative grade point average achieved by the applicants in their primary education.

The University continues to have a strong role in the international community of Macedonia. Specifically, we were honoured to be visited by numerous guests from around the world, and notably members of the accredited international diplomatic community in Macedonia (such as the Ambassador of the United Kingdom, the Ambassador of Germany, the Ambassador of Poland, the Head of the OSCE Mission, and both the incoming and outgoing Ambassadors of the United States of America). Similarly, guests in foreign delegations made visits to South East European University, including a Benelux diplomatic delegation, a Parliamentary delegation from Albania, the Deputy Prime Minister (and Foreign Minister) of Kosovo, and the Minister of Education, Science and Technology of Kosovo. Equally welcome at the University were representatives of the Government and municipalities of Macedonia, including in the period covered by this report the Prime Minister

of Macedonia, the Minister of Education of Macedonia, the Minister of Justice of Macedonia, and the Mayor of the Municipality of Tetovo.

SEEU was also pleased to host distinguished academics in a variety of conferences and functions. The University had the benefit of three external Faculty reviews provided by professors from Croatia and the United States. Several international lecturers also provided either individual or modular instruction in our campuses. There were also numerous conferences and round-table discussions during the period covered by this report. It organized and hosted a conference to commemorate the 800th Anniversary of Magna Carta, attracting panellists from Macedonia, the United Kingdom, and the United States. Also notable was the conference organized by the Max van der Stoel Research Institute of SEEU and the National Democratic Institute, and supported by the Embassy of Poland, entitled "The Role of Civil Society in Political and Societal Transformation— Perspectives from Poland and Macedonia".

The University continued its participation in the NORMAK Project for Sustainable Energy. This project, which receives its funding from the Norwegian Ministry of Foreign Affairs, brings about cooperation in the fields of sustainable energy amongst South East European University, the University of Pristina, and the Polytechnic University of Tirana.

During the period of this report, SEEU also began an important collaborative project co-sponsored by USAID and the Lions Club International Foundation. This project, entitled Children with Visual Disabilities, aims to increase the participation of blind or visually-impaired students in Macedonia, and focuses specifically on applications of technology to assisting blind or partially-sighted students (as, for example, by providing new technologies and trainings to create materials in Braille). This effort will partner SEEU with the Ministry of Education and Science of Macedonia, and the Association of the Blind in Macedonia. The project, to be conducted over a period of thirty months, will be funded by a grant of five hundred thousand US dollars.

The University saw a slight reduction in the number of applicants and enrolled students in the academic year 2014-2015, in comparison with the academic year 2013-2014. As of the preparation of this report, the applications for the academic year 2015-2016 are already higher than those of the academic year 2014-2015.

The University commemorated its 13th anniversary, and in the celebratory ceremony conferred its degree *honoris causa* on local entrepreneur Nazif Dastani.

3. Structure: Faculties and Centres

South East European University operates two campuses, in Tetovo and in Skopje. The University's internal structure is largely separated into five Faculties:

- ❖ Faculty of Business and Economics;
- ❖ Faculty of Contemporary Sciences and Technologies;
- ❖ Faculty of Languages, Cultures & Communications;
- ❖ Faculty of Law; and
- ❖ Faculty of Public Administration & Political Sciences.

With the exceptions of language instruction (provided by the Language Centre), IT instruction (provided by the E-Learning Centre), and "free electives" (available across the disciplines), students generally study within their chosen Faculty. Research is undertaken by individual students and staff; collective research is often undertaken by arrangement within a Faculty, or under the auspices of the Research Institutes (the Max van der Stoel Research Institute and the Institute for Environment and Health) and the Research Office.

3.1. Faculty of Business and Economics

The Faculty of Business and Economics is the largest Faculty in South East European University. It continues to offer attractive and innovative instruction across all three cycles, including the Integrated Studies programmes that bring together students, businesses, and the University in one common endeavour. Much of the work of supporting these programmes is done by the B&E academic staff, working cooperatively with the Business Development Centre, and the programme advisor, Prof. Norbert Manfred Marx.

During the period covered by this report, the B&E Faculty undertook a pioneering Teaching Assessment Poll. This undertaking conducted student surveys of every class in the B&E undergraduate curriculum, usually moderated by a figure from executive management or a high-ranking figure from another Faculty. The student comments were insightful and substantive, and were conveyed anonymously to each instructor. There were frequent reports of teaching good practice, but also suggestions and criticisms for future development.

The Faculty was pleased to be able to open the Master programme in Management in the Skopje campus during this period. This makes available one of the more popular programmes in the Faculty for the market of the capital city.

The Faculty was also excited to be able to organize special seminars for students in the third year in the subject of accounting. These seminars deepened the students' knowledge and abilities in this important area for their professional development, and their achievements were recognized by the issuance of a certificate.

The Faculty continues to make significant efforts to recruit new students and to visit local and regional high schools as part of the University promotional efforts. Also, there is a general Faculty initiative in the Faculty of Business and Economics to improve the quality and placement of the staff academic publications, in order to contribute more consequentially to the University research profile, and to disseminate the research of the Faculty.

3.2. Faculty of Contemporary Sciences and Technologies

The main goal of the Faculty of Contemporary Sciences and Technologies remains the strengthening of theoretical knowledge with practical experience. 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 the field, the Faculty is currently working on preparation for accreditation of a Joint programme with the University of Applied Research in Saarbrücken, the company APAV SEE - Skopje and Fraunhofer Institute; a joint degree initiative with Coventry University is in process. At the same time the Faculty continues to strengthen mobility of staff and students through student exchange in the scope of Erasmus+. This year mobility was realized with GJOVIK University in Norway and the University of Twente in Holland. Furthermore, in the scope of the PhD studies, the Faculty of CST during the 2014/2015 year has hosted distinguished professors from abroad, who have had very professional seminars, with the latest trends in the field of Computer Science.

The Faculty of Contemporary Sciences and Technologies 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. It maintained the subject-specific Faculty "Research Groups" instituted in the previous year. Within the 'Research Groups', a lot of research projects were submitted for external funding and one of them won.

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 English Department had a strong year. The second intake of 3rd cycle (PhD studies) students was recorded with 8 students of English joining the SEEU Doctoral School. Enrolment for MA studies was down slightly with 36 new students registered for the MA in English Language Teaching. For BA studies, the new group in Skopje campus continued for 2014-15, but with low enrolment. However, the intake in Tetovo campus remained solid with 50 students. Efforts were made to improve the quality and quantity of research output from the Department and all teachers completed a two-year Research Plan which will be monitored closely. Five members of the English Department achieved the status of Associate Professor during 2014-15 and these professors were successfully accredited as PhD mentors.

The German Department also had a strong year with enrolment steady for BA studies with 22 students. MA studies remained weak in terms of enrolment with less than 10 students. The proceedings from the conference on Language Learner Autonomy which was held in Tetovo in November 2013 were published and the SEEU German department continues to enjoy a profitable co-operation with the University for Teacher Education at Zug/Lucerne, Switzerland.

The Department of Communications continued to attract new students for its BA programme in International Communication with 41 enrolled students for 2014-15 in both Tetovo and Skopje campuses. The viability of the revised academic offer has thus been confirmed. The Head of

Communications continued to be extremely active in supporting the research activities of the LCC Faculty through his directorship of the Max van der Stoel Institute and the proceedings from the conference on Contemporary Challenges of Multiculturalism and Language Policies held in May 2014 were published during the Spring semester 2015.

The Albanian Department also welcomed a new generation of PhD students with 3 accepted students for 2014-15. However, BA studies experienced low enrolment numbers in 2014-15 and a group was not opened. The Albanian Department is currently evaluating its academic offer and looking to strengthen enrolment in the second and third cycles.

2014-15 was a year of consolidation in the LCC Faculty. The new system for research evaluation was tested in the various promotions achieved within LCC Faculty in Winter semester 2014. The new Quality Champions visited the Faculty during 2014 and offered helpful advice for future development. Quality assurance instruments were strengthened with the successful activation of the LCC Quality Team. The Faculty also continued to offer a range of student mobility opportunities via the Erasmus+ scheme.

3.4. Faculty of Law

The Faculty of Law offers instruction in all three cycles with basic emphases on International Law, Civil Law, and Criminal Law.

During the year covered by this report, the Faculty of Law had a year of diverse achievements. The first major accomplishment was in the opening of the Turkish language programmes. This innovation allowed the University to diversify its offerings in the law curricula, whilst significantly expanding the SEEU family to include our new Turkish students. The Faculty is also pleased to note that an additional group of Turkish students has applied to join (as transfer students) those already enrolled at SEEU.

Additional achievements were the founding and operation of Faculty quality assurance teams, and meetings with external stakeholders.

The Faculty was fortunate in having the opportunity, early in this period, to welcome the expert advice of Prof. Sasha Niksic and Prof. Davor Babic—both of the University of Zagreb—who visited the Faculty and conducted an external programme review. Their full report was disseminated to all staff members of the Faculty, and will serve as a cornerstone for the development of Faculty priorities and programmes.

The most prominent event in the year covered by this report was the hosting of the conference entitled "*The Legacy of Magna Carta 1215 for the Western Balkans*" Held on 17 June 2015, to commemorate the eight hundredth anniversary of this foundational legal document, the conference featured numerous scholarly papers from national and international scholars. The ambassadors of the United Kingdom and the United States both attended and spoke, as did the Minister of Justice of the Republic of Macedonia.

3.5. Faculty of Public Administration and Political Sciences

The Faculty of Public Administration and Political Sciences continued to offer instruction in the fields of politics, international relations, and the administration of public services and governance. It offers studies in all three cycles.

One of the major emphases for the PAPS Faculty this year was internationalization. Towards this goal, the Faculty undertook numerous initiatives. The Faculty signed a memorandum of cooperation with the International School for Social and Business Studies in Celje, Slovenia. Similarly, a memorandum of understanding for cooperation was signed between the Faculty and the Dag Hammarskjold University College of International Relations and Diplomacy in Croatia. The Dean of PAPS also submitted SEEU for membership in the Croatian collaborative university initiative, World University Centre, in Dubrovnik.

The PAPS Faculty also worked collaboratively on several projects with the Max van der Stoep Research Institute. Among other efforts, this collaboration arranged a lecturer from the University of Ljubljana to speak to SEEU regarding the European Value Survey. The Faculty also organized a university-wide roundtable on Empirical vs. Normative Research.

The PAPS Faculty undertook significant internal initiatives to improve communication standards between staff and students. There was a renewed effort to make certain that all consultation hours were respected; that student complaints were met with an "open door" policy; and that the groups specialized by discipline ran smoothly and with proper documentation. Finally, all staff in PAPS were engaged in new recruitment and University promotion.

3.6. The Language Centre

The Language Centre (LC) has prepared a new academic offer for the programmes in English and Macedonian, in which the syllabi for the general and English for Specific Purposes (ESP) courses were revised to achieve a greater focus on the professional component. For this purpose, additional materials and course readers have been created to be used parallel with the textbooks. The other courses offered through the LC arouse high interest among students (French, German, Italian and Albanian for Specific Purposes).

There was a significant contribution to the University research profile by LC staff members through an increase in number of publications and efficient allocation of the research budget.

Besides the academic role, the LC continued with activities for promotion of the University through organization of events such as, for example, the National Essay Contest with more than 500 participants, the English camp and the Language Fair. The Community Outreach efforts for diversifying the LC's independent income included the organization of the CELTA course, TOEFL ITP testing sessions, IELTS pre-testing sessions, language courses for the staff at the US Embassy and the contract for another internationally recognized language certificate – BULLATS.

3.7. The E-Learning Centre

The E-Learning Centre continued its mission to provide significant technological support to the University from an academic perspective. Probably the most significant element of this work is the maintenance and operation of the University's learning management system LIBRI. This

system enables academic staff for each class in the University to post their syllabi, upload documents, share hyperlinks, manage dropboxes, and other similar teaching opportunities in a central electronic resource. In total, for the period covered by this report, 737 courses had a presence on LIBRI.

The E-Learning Centre also has a classroom presence as well, as several of the University's 'free elective' offerings are organized through the E-Learning Centre. To be specific, in the undergraduate curricula three courses (IT, Skills, Advanced Excel, and Advanced Access) were taken by approximately 600 students, and in the postgraduate studies two courses (Selected Chapters for IT and Selected Chapters for Statistical Data Processing) were taken by approximately 170 students.

Staff of the University were also provided training through the E-Learning Centre. Forty staff members took training courses on Google Forms; forty-one staff members took training in Prezi; and fifty-one administrative staff members received training for the ECDL Certificate. Finally, the E-Learning Centre collaborated with CST to host high school teachers for training related to "IT for Supporting Teaching and Learning".

The E-Learning Centre also provides substantial assistance across the University in the design, preparation, and printing of required materials, whether they be conference attendance certificates, promotional posters, identification nametags, or other computer related printing needs.

4. Quality Enhancement

In respect of quality assurance, activities may be divided into two sections: inclusion in and use of external processes and internal quality systems and culture.

Externally, all programme reviews, using international experts, were completed and the recommendations of these reports were included in the relevant Faculty Action Plans. In addition, a review of the Albanian Department within the Faculty of Languages, Cultures and Communications was started, to evaluate the future activities of this section. This is still ongoing.

In January, 2015, further changes in Higher Education Law required the urgent revision of all programmes, requiring significant alignment with programmes/universities in top international ranking positions, for re-accreditation by the beginning of the following academic year. It also gave new powers to the Accreditation and Evaluation Board to manage this process and other quality procedures. Staff in all faculties started this complex process immediately. However, large parts of the law including this requirement were then postponed and since then, there has been little activity or support from this National body. It should be noted that there has been significant delay in the accreditation of new Master mentors, which might seriously impact on the quality of this provision.

With regards to external input for learning and teaching, the 9th EUA Quality Forum on Learning and Teaching was an opportunity to hear about latest good practice, which the University has promoted to teaching staff. In addition, representatives of the European Student Union provided useful input into our January training programme in terms of outlining key trends from a student as partner perspective.

In terms of quality structures, the University Board provided regular monitoring of University plans and oversaw 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 discussed and evaluated these data.

The revised Ranking and Remuneration Policy, which was confirmed by the Board in November 2014 was implemented. The first year of the new academic performance management contract was completed with Deans and academic staff evaluating research performance separately in accordance with individual research plans and outcomes from research measured. There were also new contractual requirements in line with academic promotion periods and longer term planning for individual career and faculty development. A review of the Rules is ongoing, starting with Research, Promotion and a suite of performance management rules as well as the revision of some Governance Rules such as the Rule for the Operation of the Faculty Council.

Last year also saw the introduction of a significant new focus on the quality management of academic and administrative staff, based on monitoring attendance and use of working time, and the introduction of an e-scheduling system. There is ongoing refinement and development of these strategies and processes.

The University once again retained its ISO 9001:2008 external standard for performance management. Last year, each administrative department carried out an evaluation exercise such as a survey, comment box or end of activity review. The results were very positive, plus there were useful indicators of service pressure points or need for improvement. In addition, the Annual Recruitment Report indicated that administrative vacancies had been filled according to an open and transparent process, with issues outlined for consideration. A small number of academic appointments were also conducted in accordance with a transparent process.

Last March saw the second visit from the external Quality Champions who made a more in-depth analysis of the Law, PAPS and CST faculties as well as an evaluation of quality structures and student services. The final report gave very useful advice for consideration and a progress report would be made in January. In addition, in line with advice received from the Quality Champions, the University decided to revive the academic quality teams to strengthen their working role and to meet the legal requirement for a departmental body to assure public confidence and trust. There was some initial progress with these.

There were changes to internal quality processes last year. The number of teaching observations was reduced and only staff who were new or in the process of promotion received full, announced observations. This linked to the decision that Deans should concentrate on unannounced (ad hoc) observations which were felt to be more 'natural'. The Quality Office coordinated this process and made a full year, evaluative report on the relative value. After consideration, a new system for full, announced observations, also linked to peer assessment, is being piloted this year. For student evaluation, in addition to the second semester academic and admin student surveys, there was a pilot first semester student evaluation process (Teaching Assessment Poll) where facilitators took comments from students in every class and fed these back anonymously to the teacher, with a summary report to the Faculty. This proved to be very constructive and it is recommended that this

should be extended. In the meantime, the Faculty concerned is planning to review student comments this year with the teachers. The Quality Office also provided support to the Student Parliament in elections and in developing its activities.

In terms of quality management and assurance, some key areas for development in the coming year will be: better links with the National Accreditation and Evaluation Board with input into revised legislation as invited; utilization of the Quality Champions' recommendations; the further development of Faculty/Centre Quality Teams; improving the availability and quality of research mentors; strengthening the quality of research and promotion; re-evaluating roles and responsibilities with the Ranking and Remuneration Policy; continuing to strengthen the core business of teaching and learning through the revised observation scheme and extension of the T.A.P pilot; maintaining and improving use of data; refinement of the systems for controlling attendance and e-scheduling; and maintaining and strengthening in general the transparency and consistency of policies and procedures so that they have real and sustainable value which creates a positive, productive working environment.

5. Teaching and Learning

5.1. Programmes and Status

SEEU operates first, second, and third cycle studies in all five University Faculties. All curricula are approved by the Ministry of Education. The mentors of Doctoral students have also received governmental accreditation to offer doctoral mentorship. There appear to be proposals in the Government to extend this process of accreditation to second cycle mentorship as well.

The data presented below assess the student lifecycle, from enrolment to graduation.

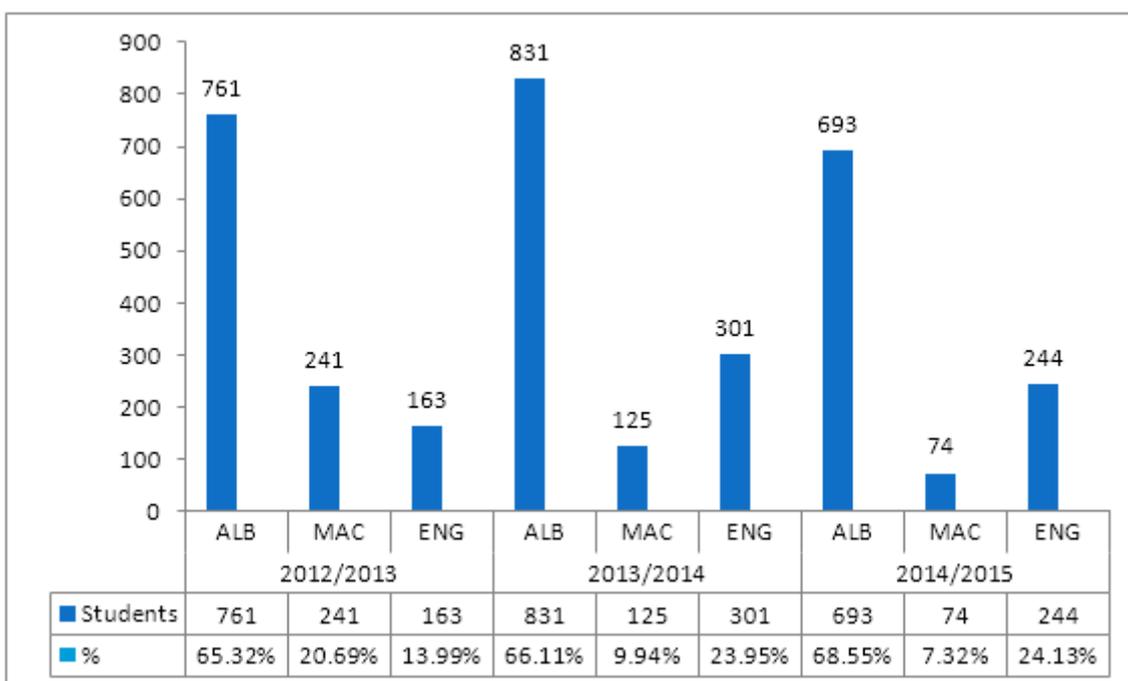
5.2. Student Enrolment

As may be seen in Table 1, total enrolments were down slightly between the academic years 2013-2014 and 2014-2015, for a total of 1011 enrolments in academic year 2014-2015.

Academic Year	Enrolments
2012/2013	1165
2013/2014	1257
2014/2015	1011
Grand Total	3433

TABLE 1. TOTAL ENROLMENTS BY ACADEMIC YEAR

The enrolment figures recorded in Graph 1 illustrate the enrolment language of study; the data indicate that the general distribution of language enrolment remains relatively consistent with previous years. Albanian language enrolments remain far ahead of both other languages, with English representing the second most enrolled language group, and Macedonian the third.



GRAPH 1. TOTAL ENROLMENTS

Table 2 reports the total enrolments by Faculty for the past three years. Only one Faculty—the Faculty of Law—saw an increase in enrolment between academic year 2013-2014 and 2014-2015. The Faculty with the largest discrepancy between those academic years was the Faculty of Business and Economics, with a decrease of 76 enrolments.

Faculty	2012/2013	2013/2014	2014/2015
BE	290	328	252
CST	175	235	169
LAW	206	242	249
LCC	247	247	177
PAPS	247	205	164
Grand Total	1165	1257	1011

TABLE 2. TOTAL ENROLMENTS BY FACULTY

5.3. Student Retention

Student retention is a key challenge for any University. Successful retention refers to the ability of students to remain active in the programmes for which they have enrolled, and to make consistent academic progress through their various curricula. The data contained in Tables 3 and 4 are consistent with similar data from previous years: SEEU does a good job of ensuring retention through the first and into the second years, but retention into the third year continues to be lower than should be acceptable.

Cohort 2012/13	Full-Time Enrollments 2012/13	Retention 2013/14		Retention 2014/15	
Faculties	Students	Retained in 2nd year	%	Retained in 3rd year	%
BE	160	139	86.88%	105	65.63%
CST	118	97	82.20%	78	66.10%
LAW	144	128	88.89%	102	70.83%
LCC	118	106	89.83%	92	77.97%
PAPS	122	107	87.70%	96	78.69%

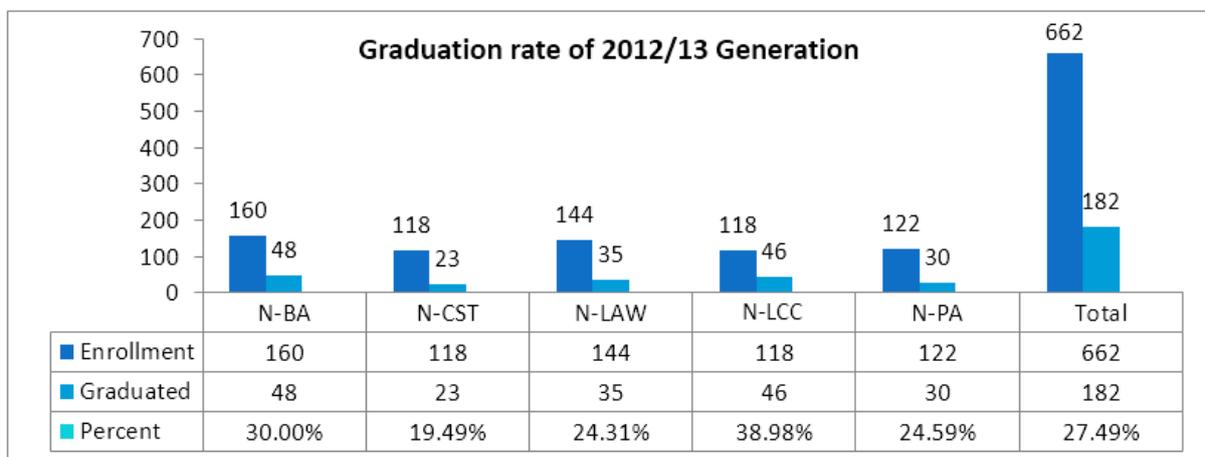
TABLE 3. RETENTION FOR 2012/13 COHORT

Cohort 2013/14	Full-Time Enrollments 2013/14	Retention 2014/15		Retention 2015/16	
Faculties	Students	Retained in 2nd year	%	Retained in 3rd year	%
N-BA	149	132	88.59%	98	65.77%
N-CST	116	96	82.76%	89	76.72%
N-LAW	133	96	72.18%	79	59.40%
N-PAPS	80	70	87.50%	61	76.25%
N-LCC	131	123	93.89%	108	82.44%
Total	609	517	84.98%	435	72.12%

TABLE 4. RETENTION FOR 2013/14 COHORT

5.4. Student Graduation

Graph 2 presents comparative graduation rates for the 2012/2013 generation, sorted by Faculty. The highest percentage of on-time graduation was in the Faculty of Languages, Cultures, and Communications, with 38.98%; the lowest percentage was in the Faculty of Contemporary Sciences and Technologies, with 19.49%. The on-time graduation rate for the University for the 2012/2013 cohort was 27.49%, which is disappointingly low. It should be noted that failure to graduate on-time in these data may reflect both academic or procedural (lack of payment of tuition) causes.



GRAPH 2. GRADUATION RATE OF 2012/13 GENERATION

5.5. The Career Centre and Employability

The SEEU Career Centre is the primary resource for students undertaking their internships or looking for employment. It organizes an annual Career Fair, in which organizations and companies recruit SEEU students and recent graduates. In pursuit of student advice and service, the Career Centre also advises students on the process of job seeking, distributes advertisements for positions where appropriate, and provides training in such matters as writing job applications and composing C.V.S. It also works in close cooperation with the Business Development Centre to approach businesses and other external partners for cooperative opportunities and internship placement.

Each year the Career Centre conducts an employability survey of the previous year's graduating cohort, and uses these data to form an employability profile of SEEU graduates. The following data were generated by that survey. It is important to note that all the data reported here are based upon the replies of willing respondents, and does not represent or incorporate those who chose not to participate.

The overall employment rate of SEEU graduates of 2014 is 40% and the unemployment rate is 60%. According to the employed graduates, 84% of them are employed full-time, 9% are part time, 6% of them are self-employed (they own their own business), and 1% are doing an internship. From the total number of unemployed students, 24% 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 19%.

When assessed by Faculty, the employment/unemployment rates are as follows: Faculty of Business and Economics: 49% employed/ 51% unemployed; Faculty of Contemporary Sciences and Technologies: 59% employed, 41% unemployed; Faculty of Law: 36% employed, 64% unemployed; Faculty of Languages, Cultures and Communications: 48% employed, 52% unemployed; and the Faculty of Public Administration and Political Sciences: 46% employed, and 54% unemployed. Thus the highest rate of unemployment in the University is amongst graduates of the Faculty of Law, and the highest rate of employment in the university is amongst graduates of the Faculty of Contemporary Sciences and Technologies.

It is heartening to note that recent trends have continued in the correlation between high cumulative Grade Point Averages and employability. The most recent employability survey found that those with a cumulative G.P.A of between 9-10 had a 61%/39% employability/unemployability ratio, and those with a cumulative G.P.A. of 6-7 had that same ratio as 44%/56%. This represents an encouraging difference from earlier years, in which there was no clear correlation between a high G.P.A. and the obtaining of employment.

According to the survey, graduates with an Albanian ethnic background have an unemployment rate of 57% and students with Macedonian ethnic background 36%. Other nationalities score an unemployment rate of 64%.

5.6. Alumni Association

The SEEU Alumni Association is envisioned by the Statues of the University, but does not exist in a functional sense. The organization of an Alumni Association is regarded as one of the

significant challenges of the University, for an effective Alumni Association would provide valuable opportunities to remain connected with our graduates.

Encouragingly, there has been significant interest and attendance when the University has hosted alumni meetings, in both Macedonia and Kosovo. Our graduates maintain goodwill towards their institution, and should be nurtured as a source of valuable advice, support, and promotion in the years to come.

6. Research

The Research Office advises and supports the research activities of the University. Working in close collaboration with the Research Institutes, the Research Office provides financial support for academic staff to attend professional conferences, advises researchers on how best to place their work before the public, supports the proposing of grant requests and project involvement, and provides assistance against the scourge of false or predatory publishing. The Research Office also supports the work of the Central Research Committee, which evaluates publications of academic staff members and allocates them 'points' towards promotion in academic title. Finally, the Research Office organizes the editing and publishing of the main research journal of the University, the *SEEU Review*.

The Research Office this year led a major effort to inspire and track staff research efforts. This year the RO pioneered a program entitled the "Individual Research Plan", in which each member of the academic staff met with his or her line-manager, and agreed a set series of research targets for the year 2014-2015. Once agreed with the appropriate Dean or Director, each member of the academic staff was eligible for up to 700 Euros of research support. The Research Office approved over 40,000 Euros for the support of the academic staff in their participation in conferences—the largest amount of which went to members of the Language Centre, and the smallest to the Faculty of Law.

The Central Research Committee met seven times during the academic year 2014-2015, reviewing the research activities of sixteen staff members who were scheduled to consideration for promotion in academic title.

The *SEEU Review* published a significant collection of articles from last year's London Ambassadors' Conference. This collection (Vol. 10, No. 1) is, in keeping with the entire library of previous editions of the *SEEU Review*, freely available to anyone worldwide on the SEEU website. The volume gathered together the major papers from that conference, and was published simultaneously in hardback copies, journal editions, and electronic versions. The next two volumes for 2016 are already announced: Vol. 11, No. 1 will present the papers of the Magna Carta conference, and Vol. 11, No.2 will present a general collection of articles.

The most significant effort of the Research Office during the year covered by this report was the attainment of HRS4R certification. This European Union/Euraxess effort seeks to identify and assist institutions that are providing quality in research and fairness in their formal support of research activities. SEEU is proud to have received this official certification as representing excellence in research.

6.1. Max Van der Stoel Research Institute

The Institute has accepted the central role in taking over as the organizer of conferences at SEEU as platforms for research and for initiating more qualitative research and developing the research capacities. The Institute remained determined to encourage the faculties as co-organizers of the scientific conferences for bringing in more active role make more active dimension the faculties in initiating research through the Institute. The annual conference of the Institute on *"The Role of Civil Society in Political and Societal Transformation - Perspectives from Poland and Macedonia"* was organized on 30 April of 2015, co-organized by the NDI, and with the support of the Polish Embassy and USAID.

In cooperation with the Wilfried Martens Centre for European Studies from Brussels and the Konrad Adenauer Foundation, the Max van der Stoel Institute joined the project *"Cathedra Adenauer 2015"* which represents an international scientific and educational platform through which young students and scientists will attain broader understanding of all the significant aspects of the EU integration process. During the period of this report, the MVDSRI was a co-organizer of a series of three conferences: *"The EU integration process of the Western Balkan countries in light of the recent economic and political challenges of the European Union"*; *"The Regional Knowledge Triangle: linking higher education, research and innovation in support of regional development and EU integration"* and *"Thinking without Borders: Migration and the EU- what is happening in Europe?"*

In cooperation with the Faculty of Public Administration and Political Sciences through Erasmus+ staff exchange program on September 09th hosted a research methodology seminar with Prof. Samo Uhan, from the University of Ljubljana on the topic *"Social Changes in European Societies-European Social Survey Findings"*. Prior to that on June 17th 2015 the Institute in cooperation with the Law Faculty co-organized the conference *"The Legacy of Magna Carta 1215 for the Western Balkans"*-

The annual international conference of 2014 that was organized by the Institute with the help of the Faculty of Languages and Communication generated at the end of the summer 2-15 with a successful publication on *"Contemporary challenges of multiculturalism and language policies"* that was published as a conference proceeding.

The research groups and individual staff members were involved in an active way in volunteer basis with no financial support. The issue of the support for the research groups in the University level needs to be discussed in 2015/16 in terms of acknowledging their activity within the faculty and forms of their motivations.

Two of the interdisciplinary research groups of the Institute initiated two research project applications. For the first time the University through the Institute applied to the call for with the Jean Monet Chair and the proposal was highly evaluated; unfortunately, it was short by only three points at the end. The funding threshold for this action has been set at 84/100 and the project of the Institute received 81/100 points and therefore has not been selected for EU co-funding. Parallel to that, one of the research groups of the Institute initiated and prepared a project application on UNESCO call for grants on cultural diversities. The project proposal of the Institute was selected by the Ministry of Culture and Government among the top four to

represent the country in further competition. The International Fund for Cultural Diversity of UNESCO in its pre-selection assessment ranked the project proposal of the Institute in the first position and the final decision on the selected projects will be made during the Ninth Ordinary Session of the Intergovernmental Committee, taking place from 14 to 16 December 2015 at UNESCO Headquarters in Paris.

6.2. Institute for Environment and Health

The Institute of Environment and health has been provided the University with expertise on energy efficiency matters. In addition to the biomass segment, there are regular comparative energy efficiency reports during the year and weekly energy reports on the efficiency from the photovoltaic system.

Within the efforts for consolidating the normal work of the Institute, for the first time there has been established the Council of the Institute. As well as there has been a successful return of the free elective course "*Environmental Management*" offered by the Institute on the undergraduate level that had been in curricular abeyance for the last two years.

After an intensive work, a functional link and cooperation with the Ministry of Environment and Spatial Planning has been developed. As a result, a project proposal of the Institute on researching and designing the pilot project for measuring the climatic parameters has been financially supported by the Ministry within efforts for encouraging the educational and research programmes for protecting the environment. In the meanwhile, the Ministry has started to contact the Institute for professional opinion on certain phenomena and initiatives in Macedonia related to environmental issues.

On January 27th 2015, The Institute in cooperation with the Municipality of Tetovo launched a new platform of cooperation in the field of environmental protection for the purposes of full implementation of the "*Action Plan for Sustainable Energy*" (SEAP). The SEAP envisages the realization of study by the Institute for Environment and Health on the emission of greenhouse gases. Empirical results will assist in policy and preventive measures against air pollution.

In autumn 2015 the Institute started to make the final preparations for launching a new training programme for the mechanics of energy and the energy efficiency of central heating.

6.3. International relations

The International Relations Office identifies and maintains opportunities for cooperation and activity between SEEU and institutions around the world. It seeks to build collaborative opportunities in three main areas: institutional relations and programmes; international projects and opportunities; and staff and student mobility. These responsibilities directly relate to both the international founding vision of the University as well as to the inevitable trends in higher education towards greater international cooperation.

The year covered by this report saw the University sign a memorandum of understanding with the University of Bologna, promoting student mobility opportunities. Two students from that institution have already requested incoming mobility opportunities at SEEU. In addition, 27

SEEU students participated in mobility programmes supported by ERASMUS +, and 6 did so through the Basileus project.

The Law Faculty also pioneered the Turkish language offering, which attracted the registration of 38 students in the academic year 2014-2015, and has additionally attracted 17 new transfer students in the academic year 2015-2016.

Internationalization remains a major target of the University, as it mirrors the global processes of cross-cultural and multinational cooperation. It is also an important component of the mission of the University to build strong ties with international partner institutions, and to develop good relations with the international diplomatic community accredited to Macedonia.

7. Entrepreneurship and Development

South East European University operates a continuous effort to build, maintain and deepen cooperative relations with the business and financial communities. The University places a high value upon these relationships, for it is with these partners that we can best establish collaborations that benefit our students, our staff, our partners, and the broader society.

In order to align and harmonize the various professional and academic services that the University can offer to businesses, this year the University formed the Business Relations Committee. This body brings together—for monthly meetings—leaders of the relevant areas in which the University can offer services, analyses and support for companies. The aim of the BRC is to streamline the decision-making processes involving University business relations, and to make our offerings coherent, clear, and directly relevant to the interests of our current or intended partners.

In the year covered by this report, the University has pursued offerings to businesses in four spheres. The first of these is the Integrated Studies programme. These studies—which combine academic instruction in the University with a half-curriculum also being provided by in-business praxis—have been pioneered by German universities. The Integrated Studies programme at SEEU is supported and advised by Dr. Norbert Marx, an expert from Germany whose presence at SEEU is generously sponsored by the *Deutsche Gesellschaft für Internationale Zusammenarbeit* (GIZ). The Integrated Studies programme benefits companies, as they have direct impact on student selection and curricula, and have the opportunity to train ambitious young students. Similarly, students benefit by full tuition being provided by the companies, as well as by having the most market-oriented curricula in the region; successful graduates also have the opportunities to work after graduation with the companies in which they studied.

The second sphere of entrepreneurial endeavor lies in the provision of training by SEEU of international and regional business staff. These training efforts continue trends already established of sharing our knowledge and expertise with specific businesses that need specialized training from informed professionals. In this capacity, the University has established a partnership to provide trainings to the European Bank for Reconstruction and Development, a major international organization. Yet the University also offers training as well to local Macedonian companies, in part to build good regional relations and to strengthen the skills of local workers and entrepreneurs.

The third sphere of effort lies in corporate analysis. The University is able to offer expertise to companies that they may not have, or may be too small to afford in other circumstances. Having

the academic resources (human and material) of SEEU behind the provision of this analysis makes it attractive to local companies. The types of analyses performed would include harmonizing budgets, risk assessment, corporation design, and other similar efforts.

The fourth aspect of this approach lies in the efforts of the Career Centre to position students into effective internships. At the encouragement of the BRC, the Career Centre has adopted a strategy of regional dispersion, building internship-placement relationships with numerous companies throughout every part of Macedonia. This allows our students to develop their skills throughout the country whilst also promoting the University in regions that have not traditionally been heavily represented in student recruitment. It is intended that, in the academic year to come, the Career Centre will deepen this regional approach with an aggressive campaign of visiting all the Career Centres or Guidance Centres in the high schools throughout Macedonia.

There remain to be noted three entrepreneurial efforts that began before this report, but that continue: Uni.com, the Business Development Centre, and the SEEU TechPark. Uni.com unites some of the more traditional revenue generating elements of the University (the copy shop, the carwash, etc.). The Business Development Centre has a leading role in assisting the development of local businesses, and the fostering of relations with the business community. Finally, the SEEU TechPark is a location on the Tetovo campus that brings businesses directly into the campus life, uniting the academic and corporate worlds in both real and figurative senses.

It must be acknowledged that shadows of economic recession continue to fall over all these efforts. Some companies have been eager to cooperate or to obtain offered training, but found themselves simply unable to afford even modest expenses. The lack of numerous successful companies in similar areas of effort also complicates SEEU's efforts to build collaborations; it is hard to unify areas of cooperation with significantly different industries. Finally, we have also identified the need to align our activities to build business relationships with the timetables for corporate budget planning. By contacting companies before their budgets are finalized, we hope to make offers that are immediately actionable, instead of needing to wait for the companies' next fiscal year.

Despite these difficulties, the University has this year made significant strides towards building strong and durable relations with multiple businesses, through numerous programmes and offerings. It has also been able to concentrate and merge the processes for building business relations, largely through the work of the BRC. The University intends to continue these approaches in the year to come.

8. Financing

In the academic year 2014/15, thanks to the initiative of the University and the positive determination of the Government of the Republic of Macedonia, the University managed to receive state subsidies worth close to €500,000.00. This subsidy has caused a change in the structure of the overall revenues of the institution in comparison with previous academic years. While in the previous academic year the University continued to be essentially self-financed (about 90% of total revenues), in the year covered by this report this has changed by a significant percentage of 10%. Based on these data, the new revenue structure of the University is as follows: self-financing 80%; subsidy from the state budget 10%; up to 5% other income (income from commercial activities,

interest deposits and investments in the capital market, etc); and approximately up to 5% from projects and donations.

Regarding financial management, SEEU makes continued efforts to achieve the University's strategic priorities for maintaining and increasing financial stability through the consolidation of stable resources of financing, as well as the exploration of other forms of financing and the diversification of financial resources. This is best illustrated by the decision from the previous year to invest free funds in short term deposits, which at the same time has covered the cost of the decreased interest of deposits at the state level. On the other hand, investments in foreign capital markets resulted in additional revenues, which indicates the effective functionality of the decisions to increase the University's financial sustainability.

Projections of incomes and expenditures of the University are planned according to the Midterm Budget Framework in accordance with the Statutes and governing policies of the University (Resource Allocation Model). This 3-year Midterm Budget Framework of costs ensures consistency of expenditures levels of the University within the overall resource constraints. It does this in order to ensure financial stability and to maximize the efficiency of overall expenditures. Alongside previous academic years, in the academic year 2014/15 the Performance Based Budgeting was more emphasised.

In order to increase the effectiveness, efficiency and transparency of financing, and to provide a real reflection of incomes and revenues, the University has continued this year to fully implement the electronic platform—Enterprise Resource Planning (ERP). The use of the electronic platform is also supported by the incorporation of provisions, preparation of the new Accounting Plan and continuous updating of procedures and standards for financial services.

9. 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 2014/2015 were financially supported by the University scholarship programmes, donors' scholarship grants, the "Work-Study" programme, as well as a financial discount programme for siblings. In total, 24% of full-time undergraduate students have been 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 287 scholarships were awarded, with 156 merit-based and 104 need-based scholarships and 27 scholarships from the business community. This means that about 14.5% of the total number of full-time students were supported by scholarships that cover partial or full tuition fee of the relevant study programme.

From the financial point of view, about 4.5% of full-time students have been supported through the "Work-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 88 students were engaged in this programme.

Also, in support of families that have more than one student studying at the University, a sibling discount is granted for the tuition fees of a second or third student from the same family. By this programme the University has supported 104 students, which is 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.

SEEU in liaison with the business community has granted 27 scholarships covering 100% of tuition fees in the Integrated Studies programmes. This has proven to be a valuable addition to existing instruments for student support, and will help to maintain the strong links with companies willing to support SEEU students with scholarships.

9.2. Facilities

In addition to the careful efforts for structural maintenance, this academic year has witnessed many changes and improvements in the area of maintenance and management of the technical capacities of the University.

At the beginning of the year an inventory of technical equipment was performed which has helped to manage them better, particularly by increasing efficiency. The implementation of service standards and a dynamic control of the process has improved some technical capacity maintenance segments. Planned maintenance, as well as *ad-hoc* maintenance, have improved.

Maintenance becomes more and more preventive, as facilities and devices are replaced and repaired. By emphasizing greater efficiency of work, the Facilities Department has succeeded with fewer workers to achieve the objectives of the planned activities. Evidence for this improvement may be seen in the results of regular surveys with students and other users of the University services from inside and outside of the University.

Another notable systemic improvement in the academic year 2014/15 is the application of biomass for heating, which has given great economic effect but also helped in the safekeeping of the environment. Heating costs are reduced by 50%, while reducing the emission of gases that pollute the environment. In terms of environmental protection another contribution is our cooperation with the company PAKO MAK, who have provided additional containers that help separate papers and plastics. This practice will continue further for an even greater selection among more objects and more types of waste. Another contribution towards environmental protection and further savings is the replacement of the existing lights with LED lights. This year we have also started with the automatization of lighting on campus. In the first phase, automated lighting control of the sport fields, with command and digital processor that enables the switching on and off via their intranet, were emplaced. This practice will continue to be applied to other places.

This year the Facilities Department was organizationally restructured to enhance departmental management capabilities and expertise for maintenance capabilities. The new structure has

enabled more accurate assignment of responsibility and authority for all employees, specifically for unit leaders.

9.3. The Skopje Centre

The academic 2014/15 was the eighth year of SEE University Campus in Skopje, and the third year at the present location. Since October 2013 SEEU Skopje Campus has been located in the recently renewed, modern and spacious facilities of 2.400 m², in the centre of the capital.

The location proved to be a good choice for the SEE University presence in Skopje. The Campus building was very busy during 2014/15, with lectures for the University programmes offered in Skopje in the three study cycles. It also served as a venue for many events, for promotions that were organized by institutions and other partners to our University or, in some cases, from the business community.

There were two new representatives from the SEEU Campus in Tetovo that added their presence to the Skopje campus: a Career Centre representative (one day per week present in Skopje using the administration space) and the Student Ombudsperson (occasionally, and by appointment – using the Student Parliament and Association office). Since 2014/15, the Skopje campus has also been the primary host for the USAID project to support visually impaired people.

There were no changes in the administration positions and the Skopje campus continued to function according to the established organizational scheme. During the summer period one working position of Info Desk administrator was vacant due to the departure of a previous employee to a new job, but the campus was fully functional during the whole summer period and immediately afterwards when the process of recruitment of a new employee began.

A new, revised plan for protection was finally approved by the authorities of the municipality of Centar and the correspondent action to its implementation and completion of the documentation and signs were undertaken.

All installed equipment and facilities functioned in a proper manner with regular maintenance and services. The videoconferencing equipment was used to support easier intercampus communication and meetings.

Many promotional events were organized to present and promote the academic offer of the University at the Skopje campus. During the application period a total number of 376 enrollments of new students in all three cycles of studies were processed, which compared with the previous academic year when we had 271. This is an increase of 105 students, or more than 30%.

The Skopje campus is becoming a well-known place for events, bringing together academia and businesses and other relevant actors in the society. The reorganized administration answers to the new needs and offers better services to the students and staff. Valuable feedback on student records archives, scheduling and similar organizational issues will be reported to the University management in the scope of the improvement of overall University operation. Thus, SEEU Skopje Centre continues to contribute to the University infrastructural capacities for our

academic offer, and represents an important unit of the overall operations of SEE University as a whole.

9.4. Human Resources

Frequent changes of laws, especially the Law on Higher Education and the Law on Work Relationship, have required adjustment of existing regulations and procedures, as well as the creation of new procedures. A constant priority for this year has been the implementation of the strategy on the development of human resources. This has focused upon the recruitment of the new staff—implementing the principle of equal opportunities—and the selection and employment of the worthiest candidates; the provision of staff training; and the necessary development and application of legislation, rules, and relevant procedures.

The University this year successfully continued with the process of academic staff promotion in teaching-scientific title. In conformity with legal requirements, these processes have given priority to the needs of the University, in line with faculty requirements for academic staff profiles defined by existing curriculum (especially with those that are accredited for the first time).

Promotions during the academic year 2014/2015 are as follows: four Full-Professors, twelve Associate Professors, three Assistant Professors, one titular/adjunct Assistant Professor, one High Lector and one PhD Assistant.

The following data illustrate the promotion process of academic staff in teaching-scientific titles for the last three years.

This table shows scientific titles of full-time academic staff for the last three years:

Scientific title	2012 / 2013	2013 / 2014	2014 / 2015
PhD	82	77	78
MA	50	40	32
BA	1	1	0

TABLE 5. SCIENTIFIC TITLES OF FULL-TIME ACADEMIC STAFF FOR THE LAST THREE YEARS

During the academic year 2014/2015 special attention was given to the cooperation of the University with the competent authorities of various ministries, such as inspections, in order to improve the documentation that has to do with human resources. As a result of this cooperation there were some important improvements in the flow of processes and documentation related to performance management.

The regularity and productivity of the University administration were analyzed and monitored with the aim of increasing the level of efficiency. To ensure high-level service, special attention has been paid to the recruitment process of administrative staff with relevant staff from within the University and outside

The table for full-time administrative staff (qualifications) during last three years reveals the following data:

Scientific title	2012 / 2013	2013 / 2014	2014 / 2015
PhD	2	2	3
MA	14	16	14
BA	67	62	66

TABLE 6. FULL-TIME ADMINISTRATIVE STAFF (QUALIFICATIONS) DURING LAST THREE YEARS

This year we have continued successfully with controlling and reporting on regularity at work, with official and private entries and exits during working hours for administrative and academic staff. Particular importance has also been dedicated to the processing of sick and maternity leaves.

In general, there has been a strong effort to improve the respect for, and effective use of, working time. In intensive cooperation with the IT service, and in accordance with legal norms for the protection of personal data, complete data required for all academic and administrative staff. In line with the Human Resources Office Action Plan for the academic year 2015/16, and in cooperation with IT services, new software for human resources management is expected to be put into use.

9.5. Information Systems

The academic year 2014/2015 was a very demanding and challenging task for the University in the field of information technology. The University aim was to build an electronic system for the planning and management of academic resources, which will enable the optimization of utilization of academic resources. The task in itself outlines the designing of the process and the requirements of the relevant actors, particularly the development of modules based on 'user view'. Modules were developed for the Academic Planning Office, a Dean's Office, for teachers, for senior management, the Human Resources Office, for students, and others. Most of the project has been developed and successfully implemented, and was put into use in August 2015. This allowed the new academic year to begin by making the necessary plans for academic engagements and the winter semester schedule in the new system. At the same time, this period was used to address the problems that appeared during the use of the system by all stakeholders in the process. A full realization of the assignment for the development of this electronic system for academic planning is a complex process and the same effort will continue during the academic year 2015/2016.

We are also continuing with the further development and enrichment of new options to existing systems. Here it is worth mentioning the full automation of the graduation process which means that the system now covers the process from the initiation of the request from the student to the production of the final diploma. This has been realized for all three cycles of studies. In the UMS part the process semester registration is electronic now and the module for transfers and re-registration has been redesigned by adding some functions for the registration of exams and financial charges.

In the part of the ERP system, the link with Human Resource module in the new electronic system for academic planning has been established. This enables the data in the system for academic employees to be updated in real time. A similar module relating to stock, and

connected with the procurement process and with the monitoring of material costs, is in the final phase of implementation.

All these developments, important changes and innovations in the field of information technology prove that the University continues to demonstrate a dedication to the pursuit and implementation of best practices in the field of information technology.

9.6. Library Services

In the year covered by this report the Library conducted its regular work in the service of students and academic staff. The primary work of the Library is the provision of books and electronic materials through both the existing fund of books in the Library and through the databases available to us, EBSCO and EKON-BIZ. Newly purchased books were processed, classified and catalogued, including the fund of books from the Government donated by MASA.

An ongoing campaign for the use of databases continues, promoting them for new students as well as for staff. Particular care is also given to transfers of needed materials between the SEEU branch Library in Skopje and the Max van der Stoel Library on the Tetovo campus. This year we have also continued cooperation with the National and University Libraries in Skopje and Prishtina, borrowing materials that we do not possess.

During this time the Library has paid special attention to the promotion of books from local authors with scientific and cultural significance. The Library also benefits from the assistance of a number of students on the "Work-Study" programme.

The only obstacle in increasing the quality of work in this period has been the matter of the procurement of books from Albania and Turkey. This material is not available on Amazon but must be procured directly. This is very important especially now that the students from Turkey are in their second year and we cannot provide adequate literature for them.

9.7. The Student Parliament

The Student Parliament consists of elected members from both the Tetovo and Skopje campuses, and of undergraduate and graduate students. The Parliament serves as the main representation of students in the University organization. Parliamentary representatives also serve in other areas of the University, such as in Faculty Teaching-Scientific Councils, and the University Senate.

During the period covered by this report, the Student Parliament remained active in the promotion of student-centred events, such as debates, parties, game and sport tournaments, and other similar initiatives. The Parliament also organized the popular "Eurotrip" around major European capitals.

In addition to their work as the formal representatives of the student body, the Student Parliament also participated in several humanitarian actions (such as attempting to help children with disabilities, people in need, and families from Kumanovo), and participated in peaceful protests against external examinations and air pollution.

9.8. Sports and Recreation

The Sports Department is a small unit in the University organization composed of one full-time and one part-time staff member.

During the year of this report, activities started by making surveys among students to collect information about their preferences related to sport. This information helped the University to focus on certain sport activities, of course taking into account the conditions available to the University. Through accession into the Universities' Sports Federation, the University has made efforts for a comprehensive promotion and popularization of sport among students and University staff.

The first improvement that was achieved was the revivification and comprehensive promotion of sport in the Skopje campus. This was achieved by providing regular appointments for sports activities in the sport centre "Boris Trajkovski" and swimming in the Olympic Pool in Skopje. In addition to this, in the SEEU Centre building different sports activities were organized such as ping pong and chess.

Also this year, in addition to the tournaments that are held regularly on the Tetovo campus, the University organized various sports activities (fitness, dance, football, tennis, basketball, ping-pong, chess, athletics-cross country). Hikers and cyclists organized some routes which were attended by more than 100 students from both campuses. Another organization that is worth mentioning is the traditional tournament in futsal for secondary schools in the region.

Students this year have benefited from participation in interuniversity and international contests. Interuniversity competitions are mainly organized in football where students have achieved enviable results. Regarding international competitions, the University has taken active part in the organization of skiing contests for students in Albania (Korça).

10. Conclusion

South East European University continues to pursue the challenge established for it by its founders—the provision of internationally competitive education in the three University languages, and without preference or prejudice towards any group or individual.

As with all higher education institutions, SEEU confronts a difficult economic situation worldwide and locally. Furthermore, numerous private—or decentralized State—universities compete for students. These realities make recruitment of students more difficult, and make arduous the provision and allocation of resources. That SEEU is able to maintain high academic quality on two separate campuses is a testament to the staff’s commitment to the University mission.

This report contains precise recommendations within individual sections. The following are more general recommendations that are commonly assented to by academic and administrative staff, and by students. The University should strive to:

- increase enrollment in the first cycle, particularly for the Tetovo campus;
- improve cooperation with local businesses and entrepreneurs;
- earn and maintain the governmental subsidy that enables our more generous scholarships;
- continue our regional environmental stewardship initiatives;
- improve student support and staff responsiveness to student concerns and complaints;
- strengthen research resources (database access) for postgraduates and staff;
- increase on-time student graduation rates.

Encouragingly, South East European University faces few difficulties that are of its own design; most of the challenges we face are similar to those being faced by tertiary education providers around the world. Yet as we face a challenging environment, we continue to believe that the founding vision of the University is the ongoing goal—to provide high quality academic instruction in the Western Balkan region, and to make this equally available to all students, irrespective of ethnicity, language, religion, gender, or political affiliation.

Members of the Self-Evaluation Committee

- ❖ The Provost
- ❖ The Secretary General
- ❖ The Pro-Rector for Entrepreneurship and Planning
- ❖ The Executive Quality Advisor
- ❖ The Head of Skopje Campus
- ❖ The Head of Student Services
- ❖ The Head of the Career Centre
- ❖ Representatives of all five Faculties
- ❖ The Director of the Language Centre
- ❖ The Director of the E-Learning Centre
- ❖ Student Parliament representation
- ❖ The Quality Assurance Assistant, technical support

(The Committee wishes additionally to recognize the contributions made by Fikret Shabani to the content of this report. It wishes also to acknowledge the work of Daniela Ilievska and Rexhep Xheladini for translation.)