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

Self-Evaluation Report

2016-2017

The Self Evaluation Commission
SOUTH EAST EUROPEAN UNIVERSITY | TETOVO, NOVEMBER 2017

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1. Introduction

This report covers the period from 1 September 2016 through 31 August 2017. During this period, South East European University celebrated its 15th anniversary.

South East European University offers three cycles of study in five primary areas of study, as represented by SEEU's constituent faculties: Business and Economics; Contemporary Sciences and Technologies; Languages, Cultures, and Communications; Law; and Public Administration and Political Sciences. The University has two campuses: the first, and largest, is located in Tetovo, and the second is located in the capital city of Skopje. Whilst most of the undergraduate student enrolment originates from the Republic of Macedonia, South East European University continues to attract large numbers of MA and PhD students from both Macedonia and the countries of the immediate region.

The University has multiple initiatives to expand its local impact and to influence the immediate community in which it operates. The SEEU TechPark is intended to give start-up businesses an early opportunity to develop their research and ideas while having access to the University resources and community. The SEEU E-Learning Centre coordinates all electronic and distance learning for the University, and in the period covered by this report moved the electronic learning management system to the Google Classroom. The Language Centre provides language instruction and testing for all students in undergraduate study, irrespective of programme, which assists the University to operate its 'flexible use of languages' policy.

Despite successes, the University continues to face a challenging higher education environment. The recruitment generation for the period of this report were born in 1999 or 2000, which were years of tension in the Republic of Macedonia, and consequently saw decreased birthrates. Similarly, emigration has further reduced the available students seeking entry into tertiary education institutions. Multiple state universities continue to operate in the Republic of Macedonia (as well as dispersed programmes deriving from them operating in smaller towns), as do a significant number of private educational colleges, resulting in formidable competition for students.

Although the challenges SEEU faces need to be met with creativity and resolution, the evidence is solid that SEEU remains consistent with its mission and its commitment to quality education. SEEU remains the highest ranked non-state university in the Republic of Macedonia, and the highest ranked university offering substantial educational offerings in the Albanian language. In the period covered by this report the government of the Republic of Macedonia again recognized and supported SEEU's activities with a generous donation of 500,000 Euros. SEEU continues to offer international standards of education irrespective of native language, religious confession, political beliefs, gender, or ethnicity. It remains a place where people of different backgrounds, homelands, and nationalities meet to work collaboratively to prepare students for the challenges of the future. In this, SEEU remains consistent both with current pedagogical needs, as well as with the original founding vision of Max van der Stoel.

2. Achievements

During the period covered by this report, the significant contribution made by South East European University to tertiary education was recognized and supported by the government of the Republic of

Macedonia, which generously provided a financial subvention of 500,000 Euros. This money enabled the University to continue its student scholarship programme, by which financial support is linked to previous academic success in secondary school. This aims to bring the best students to SEEU, irrespective of the economic circumstances of their families.

SEEU also continues to be a place where international partners and guests meet to discuss matters of educational and political importance. In the period of this review the University was honoured to host the Ambassadors of the European Union, France, Germany, Italy, the Netherlands, Poland, the United Kingdom, and the United States of America. Additionally, guests and representatives of founding partners, such as the OSCE, continued to visit and demonstrate their interest in and commitment to SEEU.

The University maintained its dedication to the free exchange of ideas and research, and hosted numerous conferences, symposia, seminars, and workshops during the period between September 2016 and August 2017. The scope of these gatherings indicates the breadth of the intellectual activity at SEEU: the University during this period hosted conferences on the themes of 'Building Bridges between Business Research and Industry Needs,' 'Combating Violent Extremism in the Balkans,' 'Young Albanologists: Challenges of Albanology at the Beginning of the 21st Century,' and the 'International Conference on Judicial Reforms and Anti-Corruption Practices.' Additionally, the students of the Law Faculty hosted their own first student law conference, a gathering that they intend to repeat annually.

In April of 2017, SEEU signed a memorandum of understanding with the Ministry of Education in Kosovo and the Ministry of Education in Macedonia. The document was personally signed in a formal ceremony by the SEEU Rector, Zamir Dika, and the respective Ministers of Education of their countries. The intention of this cooperation is to provide scholarships for students enrolling in the joint programme—offered by SEEU and the University of Ljubljana—in the field of European Studies.

SEEU's cooperation with international organizations also continued, notably with the continuation of the SEEU-administered project 'Children With Visual Impairments,' which is sponsored by the Lions Club International Foundation, and USAID. This project is designed to detect visual impairments in school-age children in the Republic of Macedonia, and to ease educational access for visually impaired children. The project is implemented in centres throughout the territory of Macedonia, and the renewal of the second phase of the project substantially increases the generous financial support provided by the donors.

The University was also honoured to confer its doctorate *honoris causa* upon one of the founding members of South East European University, Prof. Jan de Groof.

3. Structure: Faculties and Centres

South East European University operates two campuses, in Tetovo and in Skopje. The University's internal structure is primarily 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 non-degree 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 continues to be the largest Faculty in the University, both in terms of student enrolment and in numbers of academic staff. The Faculty offers instruction in all three cycles, with three programmes in the first cycle, nine programmes in the second cycle, and two programmes in the third cycle. B&E accredited two specialized programmes in this period: Professional Sales Management, and Professional Logistics and Supply Chain Management. The Faculty also initiated a peer-observation process in this academic year, in addition to the central Teaching Observation process.

The B&E Faculty has been active in numerous areas during the period covered by this report. The Faculty founded the Business Academy, with representatives from local entrepreneurs and industry, along with SEEU representatives, to deepen cooperation between academia and business. The Faculty hosted a conference in February 2017 entitled 'Building Bridges Between Business Research and Industry Needs,' which attracted guests from Macedonia, Albania, Kosovo, Georgia, Ukraine, and other European countries. The Faculty also participated in the regional project 'Mentoring-Based Inclusion in Business and Economics Study Programmes with a Regional Focus on the Western Balkans,' a project led by the University of Paderborn, and partnered by the Universities of Nis and of Sarajevo. B&E organized two roundtables, 'Employment Education' and 'The Dynamics of Women's Engagement in Socio-Economic Life: The Case of Macedonia.' Finally, the Faculty was grateful to host Prof. Paul Koku, of Florida Atlantic University, who taught in B&E and helped with the founding of the 'Future Business Leaders Club.'

3.2.   Faculty of Contemporary Sciences and Technologies

The Faculty of Contemporary Sciences and Technologies continued to offer instruction in all three cycles with the primary focus being on computers and technological fields and skills. Continuing recent trends, the CST Faculty maintained comparatively high student retention rates (undergraduate average of 82%), and University-leading employment rates (65.6%). CST enrolment in the academic year 2016-2017 was higher than in the previous academic year.

Outside the classroom and the laboratory, the main foci of the CST Faculty in the period of this report have been 1) building stronger relations with local and international business and entrepreneurial communities, and 2) increasing the international profile of CST programmes, instructors, students, and alumni. In support of these aims, CST has worked collaboratively with

the SEEU TechPark, and has had 15 staff members participate in international conferences in their fields of research specialization. Two CST staff members participated in the Kiel University Staff Development Programme. Finally, CST continues to serve as a partner in the Swiss-funded project 'Strengthening the Role of Eastern European Manufacturing Sites in Manufacturing Networks: The Influence of Absorptive Capacities.'

3.3   Faculty of Languages, Cultures, and Communications

The Faculty of Languages, Cultures, and Communications continued to provide degree instruction in the associated areas of language, translation, teaching, and communications studies. The Faculty is unique in the University in being composed of four formal departments: the Department of Albanian Language and Literature (postgraduate study); the Department of English Language and Literature; the Department of German Language and Literature; and the Department of International Communications.

In the period of this report, the LCC registered the highest number of Erasmus mobility student exchanges in the University. 13 LCC students spent a term abroad, variously attending the Universities of Calabria, Dalarna, Graz, Heidelberg, Klagenfurt, Ljubljana and Maribor. Additionally, the Faculty maintained its cooperation with ZUG University in Switzerland, both in terms of student mobility exchanges and in the continuation of a project on Learner Autonomy in Higher Education, which aims to develop a self-assessment tool to measure language learning autonomy. LCC staff also participated in academic mobility exchanges, and maintained a high rate of publication in their relevant academic journals.

3.3.   Faculty of Law

The Faculty of Law offers instruction in the fields of legal studies and criminalistics in the first cycle of study, with an offering that broadens in the second and third cycles to include criminal law, civil law, and security studies. The focus of the Law Faculty is on a productive fusion of theoretical understanding, historical context, and applicable praxis.

During the period of this review, the Faculty of Law organized (with the MVDSRI) an international conference entitled 'Judicial Reforms and Anti-Corruption Practices: Challenges, Prospects and Exchange of Experiences'; additionally, the students of the Law Faculty organized their own first annual student conference. The Faculty created (in collaboration with the CST Faculty) an MA programme in cybercrime prevention and legislation. Students of the Faculty successfully participated in the Moot Court in criminal law held in the University 'Goce Delchev' in Stip. The students of the Law Faculty also participated in the Open Day recruitment by holding a Moot Court for demonstration purposes. The Faculty signed a Memorandum of Understanding with the Ministry of Justice on implementing a progamme of BAR examination preparation. Finally, the Faculty of Law also continued the pioneering effort to provide Turkish language instruction for students with Turkish citizenship, and have built an effective infrastructure of internal support for the Turkish students.

3.4.   Faculty of Public Administration and Political Sciences

The Faculty of Public Administration and Political Sciences provides instruction in these related fields in all three cycles of study. During the period of this report, the Faculty maintained the highest level of student retention throughout the University, as well as the highest percentage of on-time graduation. The Faculty regards these markers as particularly important indications of educational success.

In the academic year 2016-2017, the PAPS Faculty conducted a significant review of the curricula, including the reaccreditation of the programmes based on external review and internal observation of deficiencies and opportunities. The Faculty also revised the core M.A. courses for the purposes of curriculum mapping, as well as substantially revising the study programme on Political Studies (to achieve more external and practical elements). Academic staff from PAPS engaged in international exchanges, with one staff member going to Ljubljana, and one Ljubljana professor visiting PAPS. Finally, a major initiative of the PAPS Faculty was to attempt to build stronger student support mechanisms, involving consultation and cooperation with the Career Centre, and by establishing bandwidths of achievements to establish Faculty standards of passing rates.

3.5.   The Language Centre

The SEEU Language Centre provides all non-degree language instruction at the University. As such, the LC teaches students from all Faculties, in support of the University's language equality mandate, and the operating 'flexible use of languages' policy. It is one of the largest components of the University in terms of staff size, and shares with the eLearning Centre the distinction of serving almost all of the students of SEEU during their academic careers.

In the period of this review, the primary focus of the Language Centre remains curricular instruction. Staff therefore maintained a heavy teaching schedule, on top of which they organized proficiency tests for semesters 2, 3, and 5. As researchers LC staff remained one of the more research-productive areas of the University, with 13 papers published in international journals, 8 in national journals, 16 presentations at international conferences, 8 presentations in national conferences, and 1 participant in an international research project. The LC also served as a significant source of community outreach and income generation, by providing language instruction to the US Embassy, to our SEEU-Romaversitas students, and English-language instruction to Studejsa Petrol. Additionally, as in past years, the LC has been a leading element in the institutional student recruitment and orientation planning, including participation in high school recruitment visits; organizing a Language Fair for the Open Day; assisting the Peace Corps and Red Cross Ohrid with the National Spelling Bee finals in Skopje Campus; and continuing LC engagement with the 'Week of the Italian Language' celebrations and the 'Let's Talk' project for the enhancement of students' speaking skills.

3.6.   The E-Learning Centre

The E-Learning Centre has two main responsibilities: it facilitates and monitors all online delivery of instruction and assignments in all three cycles, and it provides training to students and staff about technology, computing, and computer skills. It was through the direct action of the

eLearning staff that, in the period covered by this report, the entire University course array was opened on Google Classroom, and training provided to the academic staff about how to maximize the utilities of this platform.

The E-Learning Centre provides support and assistance for most of the University activities involving computers in the classroom or in work at home. In the period covered by this review, other activities of the E-Learning Centre included the provision of instruction to staff, on a voluntary basis, for training in ECDL, Google Docs, and Google Drive. The E-Learning Centre also provided instruction to SEEU students in the context of 'free elective' offerings in the subjects of Advanced IT Skills, Advanced Excel, Selected Chapters in IT Applications, and Applications for Statistical Data Processing. The Centre also took a leading role in community outreach and non-degree instruction by providing training to local high school teachers and pupils, providing valuable positive marketing for the University.

4. Quality Enhancement

The University Office for Quality Assurance (QA Office) takes care that quality assurance is present in all University activities, concentrating on raising standards, recognizing achievement and promoting a positive and collaborative culture.

In order to support effective learning and teaching, the QA Office has completed successfully the two-year teaching observation scheme in all Faculties, with individual feedback provided to all observed staff members and used for managerial evaluation. One more instrument for QA has been used at the Faculty of Public Administration and Political Sciences. The Teaching Assessment Process (TAP) has gathered relevant information from students about two critical characteristics of every course: what goes well with the particular course—regarding learning and teaching—and what can be improved. Besides this information, during the classroom visits, students were encouraged, in a positive and constructive manner, to offer their point of view on different matters related to their studies. The results have been discussed with every professor separately and with the Faculty and University management in order to be incorporated in the action planning.

The efforts of the QA Office for continuous improvement of teaching and learning as key elements of University activity also include the provision of training tailored to key developments like assessment, digitalization, and methodology induction for the newly admitted teaching staff members. The activities within the orientation week for the newly enrolled students are planned and organized by the QA Office.

The QA Office is involved in the University strategic management by supporting action planning at Faculty levels with monitoring progress and achievement. It also makes sure that the recommendations from external consultants have been incorporated and actively used for development, together with the incorporation of international trends. Data analysis and reporting from various procedures—such as the student evaluation of academic courses and services, teaching observations, as well as training records—contribute to the successful implementation of key performance management processes. Discussions and recommendations from high quality training opportunities organized by the QA Office in January and August have been used as the grounds for establishing standards for academic and administrative performance, as well as for the modification and improvement of existing procedures for measuring quality.

The QA office strives to promote the high value of quality culture established at the University that differentiates it from the other higher education institutions in the country and in the wider region.

5. Teaching and Learning

5.1. Programmes and Status

During the period of this review, SEEU has offered first, second, and third cycle instruction in all five Faculties. The M.A. and PhD programmes require both in-class instruction and, later, a researched thesis that is defended in a formal public oral examination. All SEEU M.A. and PhD theses are mentored by mentors accredited by the Ministry of Education of the Republic of Macedonia, and are almost always SEEU staff.

The data given below describe the student lifecycle, from enrolment to graduation.
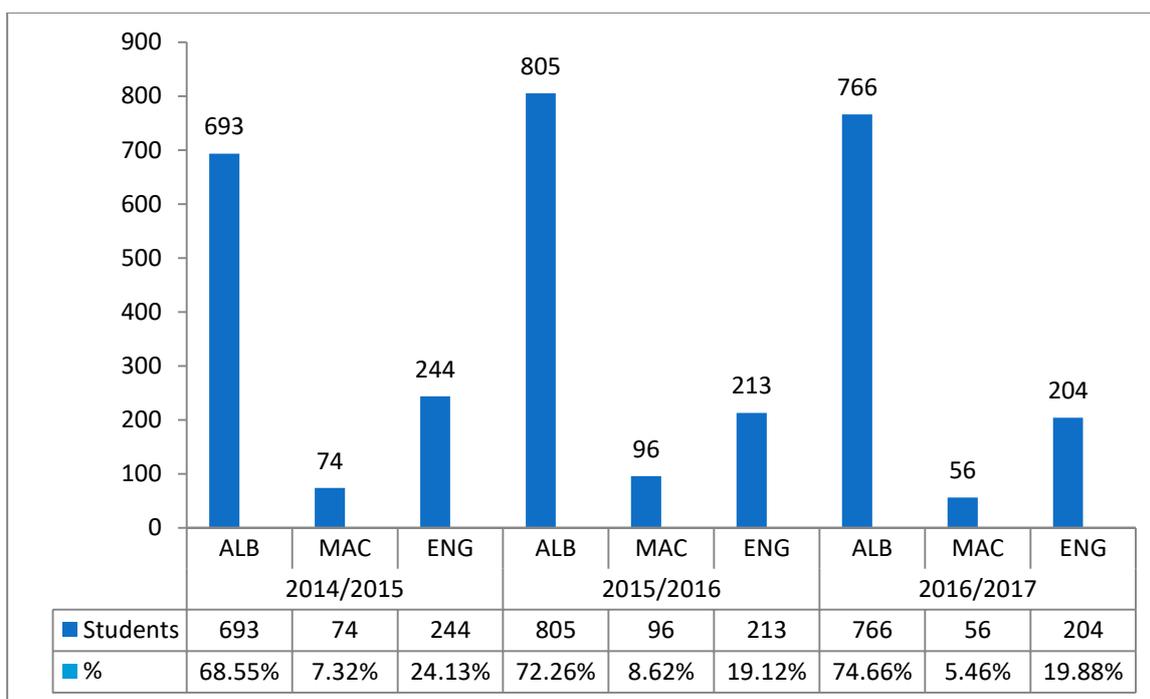
5.2. Student Enrolment

Table 1 presents the total enrolment data for the academic years 2014-2015—2016-2017. As may be seen, enrolments were down between the academic years 2015-2016 and 2016-2017, although the 2016-2017 year had slightly higher enrolment than in the academic year 2014-2015. The general fluctuations are consistent with enrolment of approximately 1000 students each academic year, with positive deviations of approximately 20-100.

Academic Year	Enrolments
2014/2015	1011
2015/2016	1114
2016/2017	1026
Grand Total	**3151**

TABLE 1. TOTAL ENROLMENTS BY ACADEMIC YEAR

Graph 1 illustrates the enrolment figures by language of study. The data present several clear trends. Albanian language instruction continues to be significantly the most popular academic offering of the University. English language offerings remain in a strong second place, with approximately one of every five SEEU students choosing to pursue a course delivered in English. Worrisomely, the Macedonian language offerings continue to occupy a distant third place, which has consequential implications for hiring, resource allocation, scheduling and, in a larger sense, for the accomplishment of the University mission of language equity and parity.

GRAPH 1. TOTAL ENROLMENTS

	ALB	MAC	ENG	ALB	MAC	ENG	ALB	MAC	ENG
	2014/2015			2015/2016			2016/2017		
Students	693	74	244	805	96	213	766	56	204
%	68.55%	7.32%	24.13%	72.26%	8.62%	19.12%	74.66%	5.46%	19.88%

Table 2 reports the total enrolments by Faculty for the past three years. As may be seen, all Faculties had a decrease in enrolments between 2015-2016 and 2016-2017, with the exception of the Faculty of Languages, Cultures, and Communications. For most Faculties, the enrolment of 2016-2017 was similar to that of 2014-2015, with the exceptions of PAPS (an increase of 34 enrolments), LCC (an increase of 41 students), and Law (a decrease of 50 students).

Faculty	2014/2015	2015/2016	2016/2017
BAE	252	281	253
CST	169	166	158
LAW	249	234	199
LCC	177	209	218
PAPS	164	224	198
Grand Total	1011	1114	1026

TABLE 2. TOTAL ENROLMENTS BY FACULTY

5.3. Student Retention

Student retention is one of the key indicators of institutional success for any University. Tables 3 and 4 present the retention data for the student cohorts of the academic years 2014-2015 and 2015-2016. As may be seen in the data, the University maintains an approximately 80% retention rate after the first year of study, dropping to approximately 70% retention after the second year. By Faculty, the Faculty of Public Administration and Political Sciences consistently has the highest student retention rates, whilst the lowest retention rate across the years surveyed is the Faculty of Contemporary Sciences and Technologies.

Cohort 2014/15	Full-Time Enrolments 2014/15	Retention 2015/16		Retention 2016/17	
Faculties	Students	Retained in 2nd year	%	Retained in 3rd year	%
BAE	149	120	80.54%	101	67.79%
CST	110	83	75.45%	74	67.27%
LAW	177	142	80.23%	125	70.62%
LCC	123	99	80.49%	88	71.54%
PAPS	93	83	89.25%	74	79.57%
Total	**652**	**527**	**80.83%**	**462**	**70.86%**

TABLE 3. RETENTION FOR 2014/15 COHORT

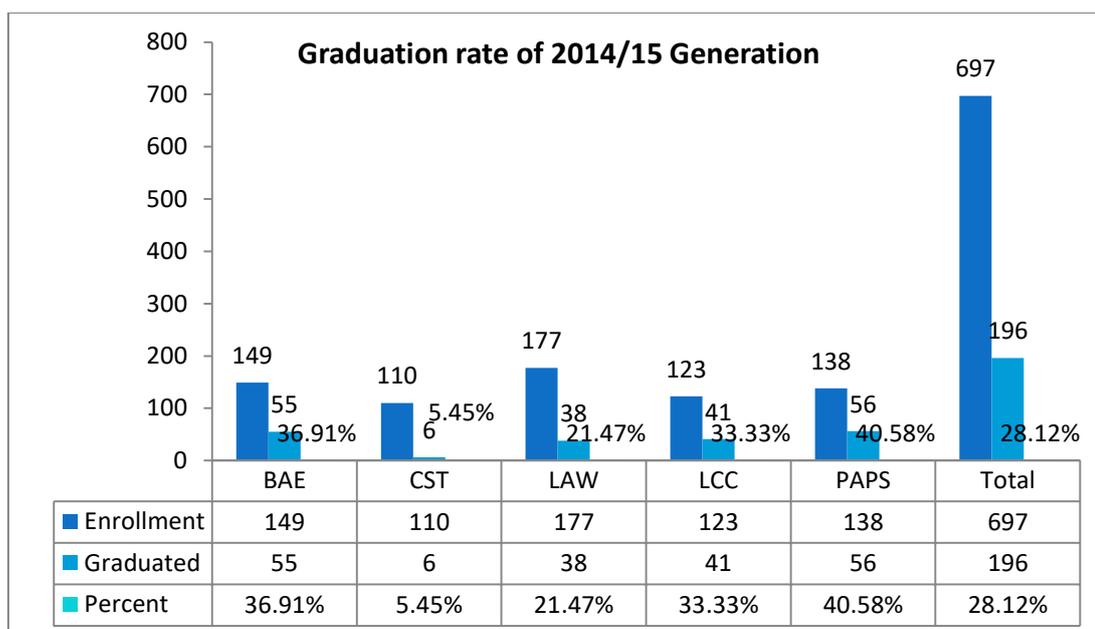| Cohort 2015/16	Full-Time Enrolments 2015/16	Retention 2016/17		Retention 2017/18	
Faculties	Students	Retained in 2nd year	%	Retained in 3rd year	%
BAE	167	130	77.84%	120	71.86%
CST	108	91	84.26%	68	62.96%
LAW	146	123	84.25%	109	74.66%
LCC	115	89	77.39%	81	70.43%
PAPS	124	110	88.71%	95	76.61%
Total	**660**	**543**	**82.27%**	**473**	**71.67%**

TABLE 4. RETENTION FOR 2015/16 COHORT

5.4.   Student Graduation

Table 5 and Graph 2 display data relating to on-time graduation. These graphics show the on-time graduation rate by Faculty of the student cohort 2014-2015. On-Time graduation is defined as the percentage of students who complete their studies in the three-year period intended by the academic curriculum. The data reveal that the highest on-time graduation rate for this cohort was achieved by the Faculty of Public Administration and Political Sciences, with 40.58%; the lowest on-time graduation rate for that cohort was achieved by the Faculty of Contemporary Sciences and Technologies, with 5.45%. The University average is a disappointingly low 28.12%, meaning that of every 10 students enrolled, statistically fewer than three are likely to graduate on time.

Faculties	Enrollment	Graduated	Percent
BAE	149	55	36.91%
CST	110	6	5.45%
LAW	177	38	21.47%
LCC	123	41	33.33%
PAPS	138	56	40.58%
Total	**697**	**196**	**28.12%**

TABLE 5. ON-TIME GRADUATION RATE FOR STUDENT COHORT 2014-2015

Graduation rate of 2014/15 Generation

	BAE	CST	LAW	LCC	PAPS	Total
Enrollment	149	110	177	123	138	697
Graduated	55	6	38	41	56	196
Percent	36.91%	5.45%	21.47%	33.33%	40.58%	28.12%

GRAPH 2. ON-TIME GRADUATION BY FACULTY FOR STUDENT COHORT 2014-2015

5.5. The Career Centre and Employability

The SEEU Career Centre is the main University body for assisting student entry into the labour market. As such, the CC oversees the fulfillment of required student internships, and tries to build community relations to facilitate additional internship opportunities. The Centre also organizes an annual Career Fair, in which local and national companies and NGOs recruit current and past SEEU students. Additionally, the Career Centre provides assistance with job skills (c.v. writing instruction, job interview practice, etc.), and distributes work vacancy notifications. Finally, the Career Centre also conducts employability surveys with recently graduated alumni, to assess the employment opportunities and difficulties of SEEU graduates (and from which surveys most of the data in this section derive).

The data show that the overall employment rate of graduates for 2015 (the most recent cohort of graduates surveyed) is 41%, yet this under-reports the current situation, as an additional 7% report themselves unemployed by choice (usually for family reasons) and an additional 16% report themselves to be continuing their studies either at SEEU or elsewhere. Thus it is estimated that the effective unemployment rate of graduates is likely 36%, of whom 25% report themselves as unemployed, and 11% report themselves to be continuing their studies because of unemployment.

When considered by individual Faculty, the highest rate of graduate unemployment is felt by the Faculty of Law, with 58% unemployment. The Faculty of Languages, Cultures, and Communications has the second highest unemployment rate amongst graduates, with 52%. The Faculty of Public Administration and Political Sciences reports an unemployment rate of 48%, while the Faculty of Contemporary Sciences and Technologies reports an unemployment rate of 34%. The lowest unemployment rate is evidenced by the Faculty of Business and Economics, which records an unemployment rate of 31%.

When assessed at the individual level, male graduates report a lower (44%) unemployment rate than do female graduates (51%). There is a notable variation amongst ethnicities: graduates of Albanian ethnicity report an unemployment rate of 51%; graduates of Macedonian ethnicity report an unemployment rate of 31%; and graduates of other ethnicities report an unemployment rate of 65%.

Disappointingly, academic success does not correlate with employability. Among those surveyed, those graduates with a cumulative G.P.A. of between 6-7 had an employment rate of 53%, whilst those graduates with a cumulative G.P.A. of between 9-10 had an employment rate of 44%.

It should be noted that all of these data derive from self-reporting by those graduates who chose to respond to Career Centre surveys, and cannot be independently verified for accuracy without violating graduate privacy and confidentiality.

5.6. Alumni Association

The Alumni Association does not exist, except as a body envisioned in the University Statutes. This represents a significant lost opportunity for the University and for the alumni themselves, as noted by recent visits by an expert team from the European Universities Association.

The benefits of an active Alumni Association are substantial. As successful graduates, alumni represent the institution's most effective ambassadors. They can provide real-life insight into skills gaps in our current curricula, and recommendations for future curricular development. The alumni also serve potentially as useful collaborators in the internship and hiring activities of the University, as SEEU tries to assist students in fulfilling their internships and finding employment. Alumni employers, in turn, would have a ready source of skilled students graduating, and would know the skills expected of the potential recruits.

The current inexistence of any active Alumni Association is perhaps the most notable institutional failure of South East European University.

6. Research

In the most recent Shanghai Jiao Tong rankings, South East European University was ranked number two in the Republic of Macedonia for research (behind the much larger state university Ss. Cyril and Methodius). This result testifies to the high priority placed upon research excellence by SEEU, as does the ongoing strength of the University's M.A. and PhD programmes, which are recognized as regionally exceptional in quality.

The Research Office is the primary office for the coordination and support of University research. As such, it provides administration of research funding (as detailed below); facilitates the work of the Central Research Committee; ensures the proper reviewing and publication of the *SEEU Review*; provides guidance to staff and students about the most appropriate scholarly place to present and publish their work; ensures compliance with the University's HRS4R commitments; provides analysis and data assessment from the Research Database; assists in grant proposals and project applications; and generally provides research support, advice, and assistance.

SEEU has pioneered a research funding method unique in the Balkans. All full-time members of the academic staff of SEEU are entitled to up to 700 Euros for research support, conference attendance, translation or editorial assistance, or other research-related costs. During the period covered by this review, the Research Office (under the Provost) approved 56,505 Euros of research support, distributed as follows: the Faculty of Business and Economics—16,177 Euros; the Faculty of Contemporary Sciences and Technologies—10,197 Euros; the Faculty of Law—6,857 Euros; the Language Centre—10,309 Euros; the Faculty of Languages, Cultures, and Communications—6,560 Euros; and the Faculty of Public Administration and Political Sciences—6,405 Euros. This support resulted in staff attendance at conferences on three continents (Europe, Asia, and North America), and meant that all academic staff were able to meet their minimum contractual research productivity.

The Research Office also printed the *SEEU Review* under the imprint of DeGruyter, a leading open access publishing house of scholarly materials. This double-blind peer-reviewed journal is one of the main research venues for academic papers in English in the Republic of Macedonia.

During the period covered by this report, the Central Research Committee met on four separate occasions, and provided research analyses for the promotional considerations of 19 staff members.

In the Academic Year 2017-2018, South East European University hosted multiple conferences, among which were 'Building Bridges between Business Research and Industry Needs,' 'Combating Violent Extremism in the Balkans,' 'Young Albanologists: Challenges of Albanology at the Beginning of the 21st Century,' 'International Conference on Judicial Reforms and Anti-Corruption Practices', and 'Multiculturalism and Language Contact,' which was co-organized by the Max van der Stoel Research Institute and the Centre for Areal Linguistics of the Macedonian Academy of Sciences and Arts.

6.1.   Max Van der Stoel Research Institute

The Max van der Stoel Research Institute is the primary organizing body of South East European University for conference organization. Additionally, it is the leading agent for collaborative and cooperative research within the University, particularly through the mechanism of its research groups. The general areas of interdisciplinary research for the MVDSRI are diplomacy, conflict prevention and management, cultural studies and political sciences.

During the period covered by this review, the MVDSRI hosted three main conferences. In February 2017, the Institute convened a conference on 'Violent Extremism in the Western Balkans: External Influence and Local Drivers,' which was co-hosted by the Program on Peace-Building and Human Rights of Columbia University in the USA. This brought together approximately 100 scholars, diplomats, and experts from Macedonia, other Balkan countries, and the USA. Secondly, in August 2017, the MVDSRI partnered with the Centre for Areal Linguistics of the Macedonian Academy of Sciences and Arts to host a conference on 'Multiculturalism and Language Contact.' This two-day conference, hosted one day in Tetovo by SEEU and one day in Skopje by MASA, brought together approximately 30 experts from as far afield as the USA and the Russian Federation, and featured several of the most distinguished linguists in the fields of Balkan languages. Third, the MVDSRI partnered with the Faculty of Law to host a conference on 'Judicial Reforms and Anti-Corruption Practices.'

In addition to conference organization, the MVDSRI organized a series of research forums featuring distinguished guest lecturers. Among those who have addressed these forums in the academic year 2016-2017 were Dr. Christina Kramer, from the University of Toronto, who spoke on 'The Moveable Linguistic Landscape'; Prof. James Pettifer, of St. Cross College, Oxford University, who spoke on 'Great Britain and South East Europe after Brexit'; and a collaborative forum featuring speakers from SEEU, Ss. Cyril and Methodius, and the Freidrich Ebert Stiftung on the topic of foreign relations of the Republic of Macedonia.

The MVDSRI also aided in the preparation of numerous applications for projects in response to specific calls (by USAID, the European Commission, UNESCO, etc.). Among those project applications, the Institute applied for a Jean Monnet Chair in the field of the international relations of the Western Balkans; and it joined the European Network Remembrance and Solidarity in an application for 'In Between,' an international academic project led by the ENRS. It also prepared the application, and applied for, the Cross-border Programme for the former Yugoslav Republic of Macedonia - Albania under the Instrument of Pre-accession Assistance (IPA II) (Reference: EuropeAid/152956/ DD/ACT/MK), with the MVDSRI proposal: "Cultural Heritage Interaction in Southeast Albania and South-Western Macedonia, Through Implementation of 3D Innovative Techniques in Archaeological Sites, Assisting Persons with Visual Impairment."

6.2. Institute for Environment and Health

The Institute for Environment and Health is the Research Institute of South East European University with responsibility for environmental stewardship, reducing atmospheric impact, and promoting ecological responsibility. It is housed in the Sustainable Energy Building on the Tetovo campus, and provides general support environmentally sustainable development, whether through assisting the Municipality of Tetovo on the creation of its Climate Action Plan, through advocating and overseeing the conversion of SEEU facilities to more energy-efficient technologies, and through the provision of doctoral instruction and mentorship in associated fields.

During the period covered by this report, the IEH pursued multiple initiatives. The Institute continued with the implementation of the NORMAK project for energy efficiency. The project continued for a limited period, with an additional six months to apply for additional funding. Secondly, the Institute implemented the research project supported by the Ministry of Environment and Spatial Planning regarding the 'Research, Design, and Realization of the Pilot Project for Measuring the Climatic Parameters through a Network of Mobile Self-Sustainable Measuring Stations with Visualization of the Measured Values.' Finally, the Institute began field work preparations for the Ministry of Environment and Spatial Planning, one regarding air pollution in Kicevo and Kavadarci, and one regarding the declaration of Sharr Mountain as a National Park.

6.3. International Relations

From the outset, South East European University has been international in orientation, mission, and focus. The founding funds were largely provided by international organizations or individual states, and the initiative for the University derived from the work of an international team led by

the Dutch diplomat Max van der Stoel. Since that founding, the University has continued to challenge itself to match international standards and trends. Internationalization remains a key pillar of the University Strategic Plan. Accordingly, the University participates actively in staff and student mobility, both incoming and outgoing. The University also supports staff to present their scholarship in international conferences and journals. South East European University continues to be a popular host location for guest speakers and lecturers; during the period of this review, the University was honoured to host two Fulbright guests from the United States—Prof. Judithanne McLauchlan, from the University of South Florida, who taught in the SEEU Faculty of Law, and Prof. Paul Koku, from Florida Atlantic University, who taught in the SEEU Faulty of Business and Economics.

The main oversight of the University's internationalization efforts is provided by the International Relations Office (IRO). The primary tasks of the IRO are to facilitate Erasmus + mobility opportunities for students and staff; to assist and orientate incoming visiting lecturers; establishes and maintains relations with other institutions, particularly where formalized in Memoranda of Understanding or Memoranda of Cooperation; and assists and oversees the recruitment of Turkish student candidates for the Turkish Language programme in the Faculty of Law.

To quantify these efforts, this report notes that for the period of this review, SEEU had 52 grants for Erasmus + mobility opportunities, of which 42 were utilized. Of these, 31 were for students, and 11 were for staff members. The mobility visits were distributed as follows: Slovenia—9; Germany—5; France—5; Sweden—4; Croatia—3; Czech Republic—3; Austria—2; Liechtenstein—2; Lithuania—2; Portugal—2; Spain—2; Turkey—2; and the Netherlands—1.

Additionally, during the period covered by this report, the University signed four Erasmus + agreements, with: the University of Split, the University of Osijek, the University of Vistula, and the University of Lille. SEEU also signed two Memoranda of Understanding, with the University of Gjirokastra in Albania, and the LUM Jean Monnet in Italy.

7. Entrepreneurship and Development

South East European University regards cooperation with the business and entrepreneurial communities as a central pillar of its activity. The University seeks to be a positive mediator between the worlds of entrepreneurship and of academia, particularly by 1) facilitating greater formal cooperation between the academic and business worlds, and 2) by minimizing skills gaps between academic training and the practical labour market. To further those aims and ambitions, the University created the Business Relations Committee, which has representatives of University executive management, the Career Centre, and two major SEEU initiatives to build connections between business, industry, and academia—University.com, and the SEEU TechPark.

The Business Development Centre provides business training and business consulting to individuals, companies and other private and public institutions. Through the BDC, SEEU is a partner of companies and other institutions in professional and organizational aspects. Specifically, the BDC helps companies in the professional organization of conferences, seminars and business meetings, utilizing the SEEU premises on the campuses in Tetovo and Skopje. An additional service that BDC offers to companies is the promotion of their services and products to students and employees of

SEEU in various forms (emails, posters, flyers). The BDC also assists companies in identifying training or other skill-building opportunities, and providing instruction to meet those needs. Among the most prominent of our valued local partners are: Dauti Komerc, Alkaloid, Sparkasse Bank, Kipper, Lycamobile, Ecolog, Harbini Cosmetics, and Ohridska Banka. The BDC has also achieved excellent cooperation with the US Embassy in Skopje, the European Bank for Reconstruction and Development (EBRD), the Business Confederation of Macedonia, the Economic Chamber of North-West Macedonia, DMWV, etc.

The SEEU TechPark is located on the Tetovo campus. Founded by the decision of the University Board in 2013, the TechPark is the University's major initiative to support business incubation and early model support for SMEs (small and medium enterprises). The TechPark's main functions are separated into three different activities, specifically: the Tenant Department; the Pre-Incubator/Incubator Department; and the Trainings and Events Department. The Tenant Department is primarily responsible for providing appropriate entrepreneurial facilities for the initiatives, such as physical locations; planning, counseling and marketing assistance; and facilitating the interaction of the tenants with undergraduate and graduate assistants. The Pre-Incubator/Incubator Department specifically provides assistance to foster a concept from inception to realization, particularly in the ICT fields. The Trainings and Events Department provides instruction and forums for events—among which have been twenty different trainings provided, particularly instruction related to the Microsoft IT Academy, the CISCO Academy, and more general business-plan, marketing, and management training.

The University intends to maintain this focus on multi-initiative entrepreneurship, believing that this represents 1) a valuable opportunity to diversify income streams, 2) a collectively beneficial interaction between academia and business, 3) logical support for internal and local inventers and entrepreneurs, and 4) a form of community outreach in which SEEU is a local and national leader.

8. Financing

Being a private-public not-for-profit higher education institution, financing of the University's teaching and research activities has relied primarily on the institution, with little income from outside of the institution. In this context most of the income derives from student tuition. This income participation of tuition fees with this level is likely to remain in the immediate future, making it the primary source of income for the University. Additional sources of income originate in the activities of other University services (such as providing training for external companies or the design of development programmes for businesses). Another additional source of financing University operations is the state budget that, for the third consecutive year, has continued to subsidize the University, which funding has been extremely helpful in maintaining the SEEU provision of high quality education. Yields of short and long term bank deposits as well as investments in low risk investment funds are yet another supplement to the budget of the University.

It should be remembered that the land on which the Tetovo campus sits does not belong to the University or the Foundation, but to the government and is used on a long-term agreement.

If we have a close look on the income portfolio for the academic year 2016/2017 it is as follows: The tuition accounts for 87.28% of the income, commercial income is 1.77%, financial activities are 1.17%, projects are 0.49%, and state subventions are the remaining 9.29%.

As may be seen, there is a heavy reliance upon student tuition, giving the University financial exposure to demographic changes or shortfalls in recruiting. It is desirable to identify and pursue additional sources of revenue and to diversify the income streams.

Share of the Assets from the Budget in Total Assets

According to the most recent data, the total assets of the University are 1,211,532,000 MKD. For the financial year 2016, the income from tuition and scholarship donations was 237,203,000 MKD. The total revenue for that year was 490,949,000 MKD.

SHARE OF STUDENT TUITION IN TOTAL ASSETS

According to the numbers the share of student tuition in total assets is 19.58%.

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 2016/2017 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, 25% of the full-time undergraduate students are financially supported to some degree.

SEEU's 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 317 scholarships were awarded, with 255 merit-based and 53 need-based scholarships and 9 scholarships from the business community, which means that about 17.7% of the total number of full-time students were supported by scholarships that cover either partial or full tuition fees of the respective study programme.

From the financial point of view, about 2.6 % of full-time students are supported through the "Work-study" programme. Through this programme, students were engaged in various services for 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 46 students were engaged in this programme.

Also, in support of families that have more than one student studying at SEEU, 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 86 students, which is 4.8% 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 9 scholarships covering 100% of tuition fees in different study programmes. 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 environment in which South East European University operates exemplary for the country and the region, as to what an educational environment should look like, reflecting a high organizational culture based on European standards but also targeting environmental stewardship. In the period covered by this report, the neon lights were replaced with LED lights in order to save energy and not to pollute the environment. The heating continues to be generated with biomass and electricity is produced with photovoltaic panels. This year the University continued with the automation of the irrigation system for green areas covering an additional area of 3600 m2, which has helped to save water and electricity.

The maintenance service works in the automation of processes in order to make them more controlled and easier to manage. Most of these processes are integrated into the ISO standards with which the University is now familiar now. The exterior appearance of the grounds and the buildings requires a high level of control and special care in planning and accomplishing tasks.

It is always intended that planned maintenance should be effective and efficient so as to minimize occurrences, i.e., to plan maintenance that continuously improves service performance and reduces the unexpected events. The maintenance department has achieved the planned goals with an optimized workforce. The new structure more accurately assigns responsibilities and authorizations to all employees in the department, especially to unit leaders, a process that helps to achieve better management. This is also related to the implementation of their service standards and dynamic control by improving the maintenance of technical capacities in all segments. Evidence for this improvement is to be found in the high scores from regular surveys with staff and students even after applying the optimized staffing structure. All of these activities mentioned in view of improving technical capacities and education in campus areas, which will continue to give the University a competitive edge compared to other higher education institutions in this region.

9.3.   The Skopje Centre

The Skopje campus of South East European University is the locus of SEEU activity in the Macedonian capital city. During term time it offers courses from 08:00-16:00 every Monday through Friday, and offers M.A. instruction on alternating Saturdays. The administrative staff of the Skopje campus are permanently based in Skopje, and provide the same standard of service to Skopje students as is provided by the staff on the Tetovo campus.

In addition to the main effort of Skopje SEEU—the provision of curricular instruction—SEEU Skopje also hosts many University gatherings such as meetings of the Rectorate, the Board, the Student Parliament Association, and other related bodies. SEEU Skopje is also a primary institutional location for the hosting of distinguished guest speakers, small conferences and workshops, book launches, and University promotional events. The Skopje campus sponsors numerous community outreach events, such as recent Spelling Bee Finals for elementary and secondary school students, or such as the provision of the location for multiple British Council Macedonia examination sessions. Finally the SEEU Skopje campus, during the period of this report, provided basic logistical assistance to the newly founded University 'Mother Teresa,' by

permitting enrolment representatives of UMT to be located temporarily in SEEU Skopje premises. That collaboration has now concluded, as anticipated.

The SEEU Skopje campus teachers and administrators took an active role in the University promotion, recruitment, and enrolment activities of the University during the period of this report; this process that was greatly assisted by the weekly meetings of Skopje campus staff for briefing, information exchange, and discussion.

The Skopje staff strive to provide an invigorating student cultural life, whether through the posting of notices regarding upcoming musical entertainments, or simply by making available the popular ping pong equipment. The primary intention of the SEEU Skopje teachers and administrators is to maintain the high quality of the student experience from Tetovo, but with the distinct advantages of a location in the capital city, and the familiarity enabled by a smaller campus.

9.4.   Human Resources

The Human Resources Office, during the academic year 2016-2017, in accordance with the competences and authorizations of the Office, was committed to implement the University's strategic plan for the development of Human Resources, specifically the recruitment of quality administrative and academic staff on the basis of the principle of equal opportunities. Special attention was paid to the training and development of University staff in close cooperation with the Quality Office.

The University has continued this year by leading, processing and promotion of academic staff in teaching- scientific titles. All these activities have been completed successfully and on time, which was verified by the inspection of the Ministry of Education for all advancements in teaching- scientific titles from the academic years 2013-2014 to 2016-2017.

The Human Resources Office during the academic year 2016-2017 began the implementation of the process of optimization of administrative staff, a process which is still ongoing. In the first phase of the process all data related to qualification, experience and skills for administrative staff are collected in electronic form.

To ensure the high quality of human resources of the University, special importance has been paid to the recruitment process of administrative staff with relevant courses both internally and externally. Particular importance has also been paid to controlling or respecting working hours by the administrative and academic staff.

In close cooperation with the Information Technology Service, the commitment to implement the joint software of the Human Resources Office with the Academic Planning Office and the Finance Office has continued, from which the electronic payment of salaries is expected to result.

During the academic year 2016-2017 there were 261 employees of South East European University. They were distributed as follows: there are 148 members of the academic staff, out of which 100 are full-time employees, while 48 others are employed part-time. There are 113 administrative staff, out of which 105 are full-time employees, and 8 are part-time employees.

Of the full time academic staff, we find this distribution of academic titles or degree attainment: **18** Full Professors; **31** Associate Professors; **22** Assistant Professors; **8** PhD without teaching – scientific titles; and **21** MA. From the part-time academic staff in aspect of teaching –scientific titles we have this distribution: **8** Full Professors; **10** Associate Professors; **9** Assistant Professors; **4** PhD without teaching –scientific titles; **9** MA and **8** with university degree.

At the University there are **113** administrative staff, out of which **105** are full-time employees, and **8** are part-time employees. From the total number of full-time administrative staff **5** have a PHD qualification; **15** MA, **59** with a university degree and **26** do not have university degree. From the total number of part-time administrative staff **1** has a PHD qualification; **2** MA and **5** a university degree.

The highest number of employees in the last five years was recorded in 2012, when there were a total of 347 employees (254 full-time and 93 part-time employees). These numbers have been steadily reduced through intentional reduction of part-time support, optimization and retirement or resignation. These trends are as follows: in 2013 there were 320 employees, out of which 249 full-time and 71 part-time employees. In 2014, there were 300 employees, out of which 229 were full time and 71 were part-time. In 2015, there were 285 employees, out of which 223 full-time and 62 part-time employees. In 2016 there were 278, out of which 221 full-time and 57 full-time employees. As mentioned above, in 2017 there are 261 employees in total, out of which 205 full-time and 56 part-time**.**

9.5.   Information Systems

Being one of the most important links at the University in terms of supporting administrative processes, the IT department has continued with the development and upgrading of electronic systems. Regarding the system of academic planning and management of academic engagements, Information Systems support has worked towards improving the existing system. Based on the real needs and problems encountered during the use of the system in real terms, options have been developed that increase the system flexibility in order to increase efficiency during planning of academic engagements. The level of integration of this system with the salary calculation module that is part of the ERP system has also been increased and made more sophisticated. Now, based on the academic engagements that are also approved by the management, at the end of each month, the system calculates salaries for the current month. This will now be the complete basis for generating detailed reports on the salary of the academic work of the University.

Regarding other developments and improvements in the ERP, it is worth mentioning that the system of early warning for certain budget items was developed. For this it was necessary first to review the electronic reports on liquidity and budget and to define business logic for activation of early warning limits.

During this academic year in parallel we have worked on the UMS migration into the WEB application. This is done for two reasons. The first reason is to respect the mid-term definition of the University for the transition of electronic systems to the 'cloud', and the second reason is the continuous improvement and upgrading of the system based on real needs that develop and change under new circumstances. For this purpose we have developed a new WEB platform (https://ums.seeu.edu.mk) and are developing new modules such as the internship module for the Career Centre, the module for the maintenance department, etc. The University has also migrated some UMS desktop applications to WebUMS as it is the 'Research Database'.

In order to improve the administrative processes, during this academic year we have also taken up the revision and improvement of the procurement procedure as well as the electronic procurement system. This system is in use for a considerable period of time and as a result of real needs, there is a need for revision and improvement of the same. Based on the rewritten procedure for procurements we have developed a new procurement system and the same one is now being intensively tested before being released into use. The new procurement system is expected to increase the efficiency of procurement and will affect the improvement and optimization of expenditures.

In order to keep in step with recent developments and to enable continuous improvements of electronic systems, considerable investments are needed to be made for the IT infrastructure of the University. In this regard, the University has invested significant resources for the replacement of IT equipment at the data centre, successfully replacing all obsolete equipment with modern equipment. All electronic systems are migrated successfully and almost without interruption to the performance of the University's work. New devices have enabled the virtualization of advanced-scale services which has contributed to reducing the number of physical servers. With the decrease in the number of physical devices, consequently, there is a significant reduction in expenditures both from the aspect of electricity consumption as well as from the maintenance aspect of those devices.

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

9.6.   Library Services

The Library Max van der Stoel is an institutional library serving the research and education goals of South East European University. The library possesses a dedicated space in the building 702. The library has two locations - the central library on the Tetovo campus "Max van der Stoel", as well as the library branch located on the Skopje campus. At the time of this report, the libraries in total have 32,479 separate books, covering 15859 different titles. The main library holdings cover the subjects taught at the University, with the addition of general reference materials and popular interest books. Most of the books are available for check-out and home study, although reference works must stay in the library's premises. The library also serves as a central location for displaying those documents that are made available to the community before appearing at the Teaching-Scientific Council, such as pending master or doctoral dissertations, or commission reports for promotion in academic title. The library also serves as a storage site for master theses and doctorates after their defense, so that they are available for scientific consultation. The library also has access to the locations set up by the European Union and the World Bank for which a space is provided with documents and database of the World Bank.

In the Academic Year 2016-2017, the Library successfully performed its regular work for the needs of students and academic staff with the necessary services, including books and electronic materials, through the existing library fund and available databases EBSCO and EKON-BIZ. Newly purchased books are classified and catalogued efficiently, especially the fund of Government books, donated by MASA. An ongoing process is the digitalization and cataloguing of master and PhD thesis so that these can be seen in the library catalogue where external scholars will also have access. Also, the transfer of necessary or requested materials from Tetovo to the Library in

Skopje, and vice versa, is easily accomplished. A permanent campaign for the use of databases has been organized at all times, both with new students and others. All these actions are made possible thanks to the professional, efficient and devoted staff of the Library.

This year, the cooperation with the National and University Library Skopje continued, enabling the borrowing of materials we do not own, as was a similar agreement with the University Library of Kosovo. During this time, the Library also paid special attention to the promotion of books by local authors of scientific and cultural significance.

Library assistance is available to all students, full-time or part-time, and all staff. Library staff also helps in controlling, returning and restoring books that have been borrowed by students or staff members. Book reservation requirements can be made personally or online. Non-referred materials can usually be borrowed and renewed, although for particularly well-known or rare works a request to renew a book may be refused. Work and Study students are trained by library staff and contribute to the provision of library services.

9.7.   The Student Parliament

The Student Parliament Association is the primary body for student voice and representation in the University. It is an elected assembly, which after election additionally elects its own officers. Parliament representatives serve in as non-voting members of the University Senate, and other members serve on the Faculty Quality Teams.

The Student Parliament acts both to represent and to serve students. Accordingly, much of their work is consultative and advisory, usually in the capacities above. Additionally, the SPA serves to provide students with entertainment and social opportunities, such as social gatherings, dances, and assisting with the arrangements for the 'Eurotrip' vacation and advising about work and travel opportunities.

9.8.   Sports and Recreation

In the field of sports and recreation the University has been active in the academic year 2016/17. A primary task was to continue to provide sports activities in both university campuses, Tetovo and Skopje. For these purposes various surveys with students were done in order to be informed about which sports students most wanted made available to them. Based on the information received, organizational activities were added to certain sports, taking into account the capacities and conditions that the University has for the development of those activities.

Intensive sports activities have been organized on campuses of the University and outside the campuses. Organized activities have varied: there are common ones like football, basketball, volleyball, tennis, ping-pong, chess and fitness, as well as events that are organized periodically in the form of tournaments in various sports disciplines - football, basketball, ping-pong, chess, tennis, mountaineering and cycling.

In this context, it is worth mentioning the participation of students in ski competitions in Albania, the organization of a mountain expedition on the Korab peak and other alpine routes, as well as riding on some bicycle routes. To ensure good sports conditions for Skopje campus students, the

University has provided sports time in the hall and in the pool at the Boris Trajkovski Centre, which has helped popularize and increase sports among students.

In addition to these activities it is worth mentioning the continuation of the participation of the University team in the state football championship where it has achieved impressive results. Unfortunately, because of the interruption of the organization of inter-university competition by the authorities, this year's university students have not been able to prove their qualities in this form of competition.

In the end we can say that the academic year 2016/17 was quite successful in the domain of student engagement in sport activities but also with outstanding sports results. Otherwise, in the field of sports, the University aspires at some point in the future to build a dedicated sports facility, in order to increase the availability of sporting and fitness equipment to students and staff.

10. Conclusion

South East European University maintains an important position in the Republic of Macedonia and beyond, both through the excellence of its academic offerings and through its provision of the example of effective multiethnic and multilingual cooperation.

This report seeks to present both the strengths and challenges facing the University at the time of its composition. SEEU seeks to identify honestly its weaknesses and to work diligently to address them. In order to use this report productively, the following suggestions are digested from the various sections of this report. The University should seek to:

- ❖ stabilize undergraduate student enrolment;

- ❖ maintain regional leadership in second and third cycle studies;

- ❖ diversify income streams through innovative cooperation with business and social partners;

- ❖ formalize the government's generous subventions into a structured and regular agreement;

- ❖ improve on-time graduation rates;

- ❖ strengthen research resources (database access) for postgraduates and staff;

- ❖ develop an active Alumni Association.

South East European University faces predictable adversity in the short-term and medium-term future, but it is institutionally well prepared to meet those challenges. The University has a formidable reputation for high standards of academic instruction; it has extensive and proven quality assurance instruments and policies; it offers a model of multiethnic, multilingual, and multicultural education that is nationally and regionally unique; and it has a collaborative and collegial staff of academics and administrators. Although the challenges ahead must not be underestimated, South East European University remains one of the best educational institutions in the Republic of Macedonia and in the Balkan region, and has justifiable expectations of continuing to maintain this excellence.

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 Research Institutes

- ❖ 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, and Burim Ismaili for technical formatting of the document.)