



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

SELF EVALUATION REPORT 2015/16

SOUTH EAST EUROPEAN UNIVERSITY

The Self Evaluation Commission

SOUTH EAST EUROPEAN UNIVERSITY

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NAME OF INSTITUTION AND PERIOD OF REVIEW

This report is the Self-Evaluation Report for South East European University. It covers the period from September 1 2015 through August 31 2016. It is also intended to reflect upon the previous three academic years, in order to provide useful information for the formulation of a new University Strategic plan, to replace the Strategic Plan 2013-2016.

REPORT AUTHORS AND THOSE CONSULTED

This report was authored by the team constituted in the South East European University Senate as the Self-Evaluation Commission. It includes representatives of the University management, Faculties, and Administration: 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, and the Quality Assurance Assistant, for technical assistance. The Commission would also like to recognize the work of Alajdin Demiri, Fikret Shabani, Bujar Sinani, Nebi Xhemali, Zeqirja Tairi, Albulena Halili, Kreshnik Mustafai, Fëllënza Abdiu, Burim Ismaili, and Emsale Murtezani for information regarding student data, financing, and academic programmes.

It is intended that this report will provide an overarching view of the present situation of the University through specific data, analyses of opportunities and difficulties, and a frank discussion of the current developments influencing the University.

It should be noted that this report follows a different format than previous University Self-Evaluation Reports. In previous years, this report has followed a standard and consistent format, in order to assist comparative reading. This report, however, follows the general template suggested for external university review by the Ministry of Education of the Republic of Macedonia. It does so because in this year this report coincides with the SEEU Board composing a new Strategic Plan for the University, and it was felt by the Self-Evaluation Commission and the Rector's Executive Team that the Ministry template would provide a usefully varied format for the presentation of the relevant data.

Because of this, some elements of the previous reports are not reproduced here, and other elements receive more in-depth attention than in previous reports. It is envisioned that the 'traditional' Self-Evaluation Report format will be utilized again in the next two years, and that this new format will be used on the third year, to assist the Board in creating future Strategic Plans.

It is the opinion of the Self-Evaluation Commission, having employed this template, that this report format focuses more upon fixed data than upon general trends in data analysis.

DESCRIPTION OF THE INSTITUTION

HISTORY AND CURRENT SITUATION OF THE INSTITUTION

South East European University was opened in 2001, with the strong support of the international community. It was and remains committed to offering a unique multiethnic, multilingual, and multicultural education in the Republic of Macedonia and the wider region, based upon the leading tendencies of international Higher Education. It is a co-educational institution and accepts students of

all ethnicities, genders, languages, religious affiliation, and political beliefs, on the basis of merit and ability.

It is a University that offers degrees in five Faculties, in all three cycles of tertiary education—Bachelor, Master, and Doctoral study. The five Faculties of SEEU are: the Faculty of Business and Economics; the Faculty of Contemporary Sciences and Technologies; the Faculty of Languages, Cultures, and Communications; the Faculty of Law; and the Faculty of Public Administration and Political Sciences.

The University holds a unique legal categorization: it is a public, private, not-for-profit institution, making it distinct from both the private institutions in the country, and from the fully public state universities.

Since opening in 2001, South East European University has seen a significant transformation in the circumstances in which it operates. The legalization of instruction in the Albanian language for Higher Education was a significant development that was likely encouraged by the existence of SEEU. SEEU has also expanded from its original Tetovo campus to open a campus in the capital city of Skopje: the first Skopje campus was small and adapted, whilst the present building is a purpose-modified location in the heart of the city, with a symbolic location on a bridge linking older and newer parts of the city.

Not all of the developments, however, have been salutary. Since the official opening of the University, the world economy has suffered a prolonged recession, causing significant funding difficulties, both in individual terms (families have less money) and institutional terms (there are more institutions competing for projects and grants). Similarly, demographic realities have meant that there are reduced numbers of potential students from which the University may recruit. Finally, it should be noted that there are presently operating in the Republic of Macedonia a number of educational institutions that did not exist when SEEU was founded. Some of these are, or are intended to be, fully public and to derive their primary income from governmental subventions.

Thus South East European University faces a challenging future, yet it is also well prepared to meet those challenges. It has human resources of regional reputation and who have a high commitment to the institution and the mission; it has two enviable campus locations; it has strong quality assurance mechanisms and teacher support; and it has national prestige and stature for the quality of its teaching and student achievement. Yet it also faces increased competition; more difficult recruitment of fewer students; and the need to compete financially with institutions that may derive most of their income from state assistance, and which are therefore able to offer unusually low tuition fees to students.

NUMBER OF ACADEMIC AND ADMINISTRATIVE STAFF

As of the concluding date of this report, there are 278 employees of South East European University. They are distributed as follows. There are 158 Academic staff members. 108 of these are full-time employees, whilst the other 50 are part-time employees. There are 120 administrative staff, of whom 113 are full-time employees, and 7 are part-time employees.

NUMBER OF STUDENTS

The total number of active students is 2540. This covers all three cycles and all Faculties. These break down into the following distributions: 1867 undergraduate students; 630 MA students; and 43 doctoral students.

NUMBER OF STUDY PROGRAMMES IN THE FIRST CYCLE OF STUDIES

The number of study programmes in the first cycle of studies is currently 11 programmes.

Number of Study Programmes in the Second Cycle of Studies

The number of study programmes in the second cycle of studies is currently 30 programmes.

Number of Study Programmes in the Third Cycle of Studies

The number of study programmes in the third cycle of studies is currently 12 programmes.

OTHER KINDS OF CONTINUING EDUCATION

South East European University does not make distinction amongst students by age group; it is therefore possible that there are people of significantly different ages and life experiences in a single classroom. This is a phenomenon particularly true in the second and third cycles of study.

In several programmes, the University has provided a '+1' option for those graduates of our 3-year programmes who find it desirable to take an additional undergraduate year, and thus emerge with a B.A. of 240 ECTS credits. This has largely proved popular with students who were either unable to find employment after their three-year degree was completed, or those interested in pursuing graduate work in markets where a four-year degree is expected (as in North America).

In specific regard to continuing education, SEEU offers part-time study, primarily through distance scholarship enabled by the current Learning Management System employed by the University, Google Classroom. It also offers specific training and guidance through the Business Development Centre, as requested by outside entities, and agreed with the University.

PLACEMENT OF THE INSTITUTION IN THE FRAMES OF NATIONAL AND INTERNATIONAL HIGHER EDUCATION

South East European University has twice been ranked by the nationally-mandated Shanghai Jiao-Tong University ranking exercise. In the first ranking, SEEU was estimated at the second position nationally, and in the second ranking, the University was ranked at the third position nationally. These are strong results for a process that is sometimes marked by the opacity of the procedures employed and the methodology of the data generation. In both rankings, SEEU was the highest non-State University ranked, and the highest ranked University with specific academic offerings in the Albanian language. The results of the third ranking exercise are expected soon, but were not available during the time covered by this report, nor during the time of this report's composition.

SEEU has, since its founding, modeled itself on international institutions, and in particular has been helped in the earlier initial years by Indiana University. In terms of contemporary international higher education, SEEU has partnerships.

SEEU academic programs are modeled on international curricula, and are tested by Quality Teams who meet with internal and external stakeholders to assure that the instruction and the demonstrated learning are appropriate to international criteria.

MISSION AND AIMS OF THE INSTITUTION

DESCRIPTION OF THE AIMS OF THE INSTITUTION IN RELATION TO SCIENCE, COMMUNITY AND EMPLOYMENT

SEEU has always been intended to participate directly in the community that it serves. It has done so successfully for the decade and a half of its existence, particularly by anchoring the Albanian language tertiary educational offering in the Tetovo/Gostivar region that was its initial location of service. Since expanding to Skopje as well, the location in the capital city has served a symbolic function of expressing the mission of uniting the various ethnicities in Macedonia through education, whilst also providing the simple practicality of a good building in the centre of the city. It remains the preeminent model for multicultural, multilingual, and multiethnic higher education in the Republic of Macedonia.

Yet the University seeks now to serve a larger constituency, both in national terms and international terms. Recruitment of students—particularly in the second and third cycles of study—has been notably strong from neighboring countries, particularly Kosovo. Thus, for example, in the Academic Year covered by this report (2015-2016), the highest number of applicants to SEEU came from the Republic of Macedonia, with 1065 applications (76.90%); the second largest number of applicants came from the Republic of Kosovo, with 259 applications (18.70%); and the third largest number of applicants came a distant third, with the Republic of Serbia, and 21 applications (1.52%). In that year, there were applicants from a total of sixteen different countries, spread as far apart as Norway, Jordan and the United States. The primary recruitment effort therefore remains in the Republic of Macedonia and in the neighbouring countries, yet there is also room for growth amongst the recruitment of diaspora students. (The increasing popularity of course offerings in the English language may here be a useful recruitment tool for diaspora populations, and the comparatively miniscule cost of a SEEU education to an American or British university education may prove attractive.)

In addition to its primary mission of the provision of education, SEEU also contributes directly to the community in a variety of ways. All of our students participate in the mandatory 'internship' programmes, which bring the students into the businesses and institutions of the country. The Institute for Environment and Health assisted the Municipality of Tetovo in creating a Climate Action Plan to improve the environment of Tetovo; SEEU has also taken the lead in sustainable energy by converting to renewable energy 'pellets' and building a large solar array on the Tetovo campus. Teaching staff have also visited regional schools, and held contests, competitions, and training seminars for local high school teachers.

Employment is a crucial factor for any University, and SEEU makes serious efforts to align its curricula with market needs. For that reason, as mentioned previously in this section, Faculty Quality Teams meet to discuss curricular reform with external stakeholders.

In addition, the University runs the first Career Centre established in a higher education institution in Macedonia. Each year the Career Centre provides internship assistance; job skills training (c.v. writing, professional communication courses, proper job application behaviour, etc.); a Career Fair; and it conducts an employability survey of recent graduates. In the most recent employability survey, the employment rate of SEEU undergraduate graduates was 44%, with 30% unemployed; a further 11% indicated that they were continuing their studies because of unemployment, whilst 10% indicated that they were continuing their studies by choice; the remainder (5%) indicated that they were unemployed by choice. Breaking down the information from the employed graduates, 83% of respondents indicated that they were employed full-time; 7% were employed part-time; 8% are self-employed; and 2% are participating in an internship.

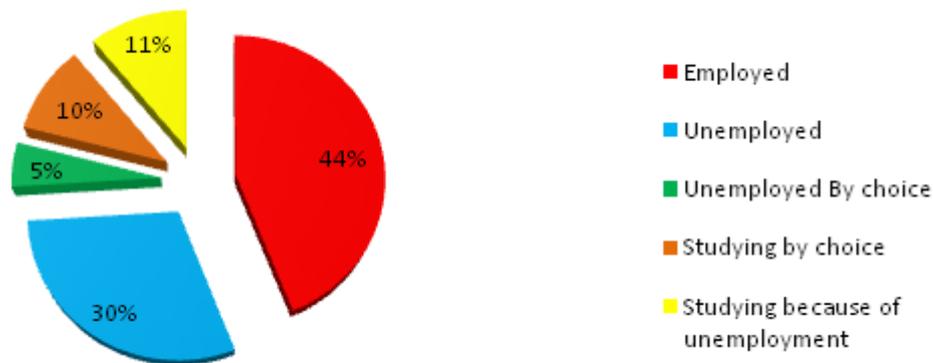


Figure 7: Unemployment Reason * Pursuing Mastre Studies

Unemployment is highest amongst graduates of the Faculty of Public Administration and Political Sciences, with 63%. This is followed by graduates of the Faculty of Law with 50% unemployment; and following them are graduates of the Faculty of Business and Economics with 42%. Graduates of the Faculty of Contemporary Sciences and Technologies have an unemployment rate of 38%, whilst the lowest rate of unemployment amongst undergraduate graduates is to be found among the graduates of the Faculty of Languages, Cultures, and Communications, which has a 34% unemployment rate. When surveyed by gender, female respondents reported higher unemployment (50%) than men (46%), although female respondents were more likely to report being unemployed by choice. Graduates of an Albanian ethnic background reported an unemployment rate of 53%, whereas graduates of a Macedonian ethnic background reported unemployment of 31%; other ethnicities reported 50% unemployment. Encouragingly, those who achieved a higher cumulative G.P.A. reported higher employment rates: those with a G.P.A. between 6-7 had an employment rate of 50%, whilst those with a G.P.A. between 9-10 reported an employment rate of 73%.

In regard to the contribution of the institution to the fields in which it operates, SEEU has embedded research and scholarship into the promotional and employment processes for its staff. All academic staff are now on contracts that require them to attain a minimum amount of 'points' (generally equivalent to one conference or journal paper per year, or one internationally-ranked and 'impact'-listed journal publication in two years). Similarly, published research is a formal requirement for promotion in academic title, and increasing productivity or impact is required for higher academic titles. Staff are also encouraged to participate in international conferences and congresses and, for the past two years (including the academic year covered by this report), each member of the academic staff has been able to access 700 euros for research support, publication fees, or conference attendance. Additional information on the research activities of academic staff will be found in the section entitled 'Scientific-Research Activity.'

In regard to the promotion of science in the classroom, SEEU aims to provide up-to-date instruction that takes account of the most recent and applicable developments in the fields covered by its curricula. Accordingly, as mentioned previously, curricular offerings are reviewed periodically, both by Deans and their offices, by Quality Teams in each Faculty (inclusive of external stakeholders), and graduate surveys administered by the Career Centre request information about which skills particularly were useful in the workplace, what is needed in the curriculum, and what curricular emphases were no longer necessary. Additionally, MA and PhD mentors are encouraged to include their students in their research where reasonable and appropriate, such as the publication of joint papers and the mutual presentation of papers in academic congresses. Such collaborative work is, of course, purely voluntary on the part of the student, to prevent the mentor from 'joining' a paper primarily written by the student himself or herself; only genuine and provable collaboration is encouraged.

Because the University tends towards social sciences, there is little need for constant upgrading of physical labs and resources, such as is often encountered in institutions that have medical, chemistry, physics, engineering, or astronomy laboratories. The phenomenon of constant upgrading in order to maintain pace with the field is encountered almost exclusively in Contemporary Sciences and Technologies.

DESCRIPTION OF THE MISSION IN RELATION TO OTHER HIGHER EDUCATIONAL INSTITUTIONS IN THE COUNTRY, REGION, AND INTERNATIONALLY

South East European University is the only public, private, not-for-profit university in the Republic of Macedonia. This means that it is eligible for state support and subsidy, yet it is primarily resourced by its own tuition and other financial endeavours, and is a not-for-profit institution. This makes it unique amongst the state university system and the private colleges in Macedonia.

SEEU has always regarded its mission as being its primary commitment—to provide international quality education to students of Macedonia and the region in Albanian, Macedonian, and English, and to choose those students irrespective of their race, ethnicity, religion, gender, native language, political beliefs or party membership. It aims to produce quality education whilst simultaneously promoting intercultural communication and understanding. It has a regional reputation for success in this effort, as evidenced by the broad variety of applications received from around the region to study in SEEU.

The University, however, regards itself as a partner institution of the other higher education institutions in the Republic of Macedonia, and has built collegial relations with the state institutions and other private educational institutions. Thus, for example, in June of 2016, SEEU hosted a National Quality Seminar, involving invited members of numerous other universities and colleges, and other external stakeholders; this seminar produced a Communique, based upon the collective suggestions of the assembled body, and has been distributed to participants and interested professionals throughout the Republic of Macedonia. This provides just one example of the way in which SEEU aims to promote collegiality by exercising our institutional educational leadership for collective development and influence.

SEEU desires an international presence buttressed by practicable cooperation agreements. The University was initially supported by Indiana University, which provided valuable early advice and collaboration. IU is still a valuable partner of SEEU, and in the past two years three different IU staff members have served SEEU as external Faculty reviewers, in order to assist the University to renew and improve our curricula with international expertise.

It should be noted that SEEU already possesses a strong regional reputation, although admittedly without having yet established a significant prominence outside of the general Macedonia-Albania-Kosovo-Bosnia-Serbia corridor. SEEU should challenge itself to build up partnerships and collaborations outside of the general Balkan region, in order better to develop our institutional capacity, and to provide our students and teachers with greater external experience and exposure. Unfortunately, it must be acknowledged that the primary source of international contacts remain individual acquaintances, which reduces our institutional ability to form useful and productive cooperative agreements. It must be a task of the University to build, in the near future, a more effective and comprehensive plan for the development and maintenance of practical, useful, and performable international cooperative agreements and exchanges of students and staff.

SEEU has had an undeniable impact on the region; it has contributed and changed lives. To date, there have been 19,839 unique individual students enrolled in the University, and 10,290 unique degrees

printed. For a young institution, this is a significant accomplishment, and one to be preserved, maintained, and advanced.

DESCRIPTION OF THE METHODS OF IMPROVEMENT OF THE INSTITUTION (INTERNAL AND EXTERNAL)

South East European University is a regional leader in internal quality assurance and institutional improvement. The internal methods of improvement are largely tied with the programmes and systems administered by the Quality Office, which are detailed in a separate section, below.

Outside of the specific internal measures overseen by the Quality Office, there are other mechanisms for University self-improvement. Each Faculty runs Faculty Council meetings, at which significant decisions and developments are discussed in an open forum, and in which general decorum and professionalism is enforced. This enables all academically-titled teaching staff to participate in, and comment upon, the developments in the University. The University also takes major decisions in meetings of the Rector's Council and the University Senate, which means that all significant changes or proposals must meet general approval, and cannot be undertaken individually by anyone without more general institutional oversight.

There is also a system of 'comment boxes' that are left around campus each year, but they produce almost nothing of any substance (a previous year generated only two submissions, both cynical).

External systems of improvement are also available to the University. One of the most important is, as mentioned, the visits and reports of the Quality Champions. In addition, however, the University brings in (on a three-year basis) individual Faculty external reviewers, in order to comment in depth upon the curriculum, staff, and student achievement of the Faculty. This provides external and international commentary upon our work, and enables us to keep pace with the changing educational environment in each field of expertise. In the most recent series of visits, three Faculties (Business and Economics; Contemporary Sciences and Technologies; and Languages, Cultures and Communications) hosted experts from Indiana University; the Faculty of Public Administration and Political Sciences hosted an expert from the University of Ljubljana; and the Faculty of Law hosted two experts from the University of Zagreb.

The University also adheres to external quality control measures and associations. The University continues to apply for and receive the ISO certification, and the University research initiative has been approved for Euraxess HRS4R certification. Both of these initiatives require compliance with external standards and policies, and are discussed in later sections of this report.

DESCRIPTION OF THE DEVELOPMENT AND PROCESS OF ESTABLISHING A STRATEGIC PLAN

The University Strategic Plan is composed by the University Board, in consultation with the day-to-day staff of the University, Faculty and Centre managers, and University executive management. The strategic plan is written on a three year basis. This SER is part of that effort; because the University Board will write a new Strategic Plan in late 2016 (to replace the operational Strategic Plan 2013-2016), this report was commissioned to provide the Board with a more extensive SER than is commonly submitted.

The Strategic Plan is a collective composition of the University Board, although in general terms the Executive Committee members take the lead. They analyze the evidence provided in University

documentation, external and internal opportunities and threats, and formulate a policy for the institution. That is then presented to the staff of the University and, through the University website, to the general public.

It should be noted that the period of three years is a practical outside limit, as the unpredictable and sometimes abrupt changes in the RM Law on Higher Education mean that longer-term planning is exceptionally imprecise.

The implementation of the Strategic Plan is largely left to University and Faculty management, although in practice it is a process also overseen by periodical reports on specific items to the University Board.

DESCRIPTION OF MECHANISMS USED TO ASSURE QUALITY IN THE INSTITUTION

The University runs a Quality Office, and the Executive Quality Advisor is a member of the Rector's Executive Team. Her office runs a number of significant institutional quality assurance and improvement mechanisms, which will be detailed below.

All teaching staff are regularly observed by peers. This was once an annual observation for all academic staff but, for logistical reasons, in the period covered by this report, this has been reduced to once every two years. In this process, the academic staff member is informed that his or her class will be observed, and a team of two observers watch that class. They then provide supportive feedback and produce a report, which is then shared with the staff member who has been observed, and who (as part of this report) may record any objections or suggestions to the report. These reports are collectively made available to review commissions during periods of promotional consideration for academic staff.

The Quality Office also runs the student surveys. This again is a process that questions the students, and every teacher will have at least one of his or her classes surveyed each year (twice, if the instructor teaches on more than one academic cycle). The surveys are identical from class to class, although they are available in all three University languages (Albanian, Macedonian, and English). The student surveys are generally administered by the respective Faculty Student Advisors. When the results are tabulated, each instructor receives a completely anonymous summary report of his or her students' responses. This is based upon a four-point scale, and each category also includes a 'faculty average' and a 'university average,' so that the instructor is able to see where his or her performance compares with the Faculty and University averages. These student survey reports are also available to review commissions during periods of promotional consideration for academic staff.

THE QUALITY OFFICE ARRANGES TWICE-YEARLY TRAINING SESSIONS FOR ALL STAFF, BASED UPON IDENTIFIED OR REQUESTED NEED OR INTEREST.

The Quality Office has, in the period covered by this report, overseen the implementation of two TAP (Teaching Assessment Poll) surveys. This initiative chose two specific Faculties and conducted more general student surveys of every single class offered by the Faculty. The results were then processed by the team leaders (usually, members of the University Board or the Executive Team, working outside their own Faculties or Centres), and reported to the individual teachers and the appropriate Dean's Office. The TAP procedure is ongoing.

The Quality Office oversees the effective functioning of the Faculty Quality Teams. These are small teams of internal Faculty volunteers and external stakeholders who meet to discuss areas of

improvement, particularly for Faculty policy, Action Plans, or curriculum design. Although this has traditionally been a weak area of quality improvement in SEEU, in the Spring term of 2016 the institution noted a significant increase in the meetings and function of several Quality Teams, and that work is continuing.

The Quality Office finally arranges and supports the visits of the Quality Champions. At present, the two University Quality Champions are Francis Owens and Malcolm Cook, both highly experienced British educational professionals. Usually once or twice a year, they come and conduct an institutional review based upon a specific, pre-arranged topic (commonly, a Faculty or two, or a specific theme, such as 'research' or 'assessment'). Their visits help to suggest improvements from the perspective of objective but supportive outsiders, and further enable SEEU to maintain basic minimum trends in European higher education.

As may be noted in this list, there are numerous quality assurance mechanisms, and all are designed for internal improvement. Yet the danger in this lies in the lack of efficient enforcement mechanisms. Usually, these reports, training suggestions, and Quality Champion recommendations only become personal for individual academic staff when they have their annual meeting with their line-manager. In this meeting, the relevant Dean or Director reads a summary of the individual's accomplishments, and sets challenges for improvement. Whilst this process can be remarkably collegial and helpful, recent years have also seen meaningless targets ('attend a conference in Greece') or inexplicable application of data (one Faculty substituted year-old observation data in cases where the individual teacher had not been observed in the present year). It should be a challenge of the next few years for SEEU to develop more effective, and more enforceable, targets for improvement, particularly in ways that may be objectively measured.

ACADEMIC UNITS AND OFFERINGS

DESCRIPTION OF STUDY PROGRAMMES

SEEU offers instruction in all three tertiary education cycles across five faculties. At the time of this report, these offerings constitute 11 first cycle study programmes, 30 second cycle study programmes, and 12 third cycle study programmes. Most of the current formulations of the programmes were undertaken in a large accreditation review undertaken in 2011-2013. Of course, individual programmes have been modified and reaccredited since then, but 2011-2012 was the last whole-university revision of all programmes. (A similar effort is being undertaken in Winter term 2016-2017).

The programmes are all in compliance with the legally required division of 60% mandatory courses, 30% elective courses within the field, and 10% 'free electives,' which are courses offered across the University for general instruction and the development of curiosity. The mandatory and elective courses are accredited within the programmes themselves, whilst the 'free electives' are credited more generally across the University, and are administered separately and independently of individual Faculty teaching.

The curricula are discussed in greater detail in the individual sections, but what is true of all curricula throughout the University is that they are intended to be of international quality and relevance, with a high level of independent critical thought encouraged, and to prepare students to do one of two things upon completion of their degree program—either enter the labour market, or to continue to the next cycle of studies.

This applicability of skills is crucial; the University has identified as a major need (for future observation and development) a continuous focus upon the market readiness of graduates, and their applicability in the workplace. The University believes that this is primarily a combination of technical skills, practical application of intelligence and problem-solving capability, and the skills of autonomy and self-motivation. Accordingly, these are the primary three elements intended to be developed by the SEEU academic curricula.

The main principles of SEEU curricular design are the following: the courses should be relevant to student need and interest; they should be applicable in the field; courses should have clear relations to other courses in the programme; assessment mechanisms of student performance must be appropriate and varied; year to year progression should build complexity and difficulty into the assignments; and a successful graduate should be enabled to continue in the direct practice of the field, or else continue with advanced academic study of that field. It should be noted that there is a widespread belief throughout the five Faculties that—while these general principles are commonly adhered to—there are also too many individual course offerings that are proposed less for student use or interest than because the instructors wish to offer these specific topics or lessons. It is to be hoped that, in the future, student interest and need shall always supercede instructor interest, if there are any conflicts between the two.

The content is generally appropriate to the programmes as offered. As mentioned before, there are internal and external mechanisms to check this appropriateness, with the external visitors (Faculty reviewers, Quality Champions) providing additional expertise to verify the work of the internal quality officers (Pro-Rector for Academic Issues, Deans, Pro-Deans, and Faculty Quality Teams). In addition, the University has recently built in a system of Peer Assessment, by which examinations or assignments are reviewed (and modified by suggestion) by peers within the field or discipline. In addition, the University has discouraged the policy of relying upon one single textbook, particularly if it was written by the teaching instructor himself or herself. (In this context, it should be noted that it remains a source of difficulty to provide adequate teaching materials in the Albanian and Macedonian languages, as these languages are often not well represented in academic publishing, and translations into these languages are often of a dubious or inconsistent quality).

Part of the legal requirement for students is to undertake a process of 'internship' in local businesses, companies, schools or institutions. The University is compliant with this requirement, yet its implementation remains a source of reduced effectiveness. Specifically, the process is overseen and arranged by the Career Centre, where two administrative staff members make most of the arrangements for the whole student body. They perform this requirement with diligence, but it does mean that most internship arrangements are imperfectly aligned with the research interests or workplace requirements of the students. It is to be proposed that, in the future, the University makes a serious effort to bring internships into complementarity with the study programmes, perhaps by involving the Deans and their Quality Teams in the attempt to arrange internships. In the present circumstances, it must unfortunately be acknowledged that there is a substantial missed opportunity in our compliance with the legal requirement for internship.

DESCRIPTION OF THE FULL AND PART TIME STAFF

There are 278 employees of South East European University.

Of academic staff, there are 158 employees; 108 of these are full-time, and 50 are part-time. Of the full-time academic staff, there are 16 Full Professors; 29 Associate Professors; 30 Docents; 4 PhD holders without academic title; and 29 holders of an M.A.. Of the part-time academic staff, there are

12 Full Professors; 10 Associate Professors; 10 Docents; 7 PhD holders without academic title; 7 holders of an M.A., and 4 holders of a B.A.

Of administrative staff, there are 120 employees, of whom 113 are full-time, and 7 part-time. Of the full-time academic staff, there are 4 holders of a PhD; 18 holders of an M.A., and 63 holders of a B.A.; there are 28 additional employees without a tertiary degree. Of the part time administrative staff, there is 1 holder of a PhD; and 6 holders of a B.A.

TOTAL NUMBER OF EMPLOYEES FOR THE LAST FIVE YEARS

The highest total 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). Those numbers have steadily decreased through intentional reduction of reliance upon part-time staff, other optimizations, and retirements or resignations. Those trends are as follows: in 2013 there were 320 total staff members, of whom 249 were full-time and 71 were part-time. In 2014 there were 300 total staff members, of whom 229 were full-time and 71 were part-time. In 2015 there were 285 total staff members, of whom 223 were full-time and 62 were part-time. As reported above, in 2016 there are 278 total staff members, of whom 221 are full-time and 57 are part-time.

Staff	2012	2013	2014	2015	2016
Full-Time	254	249	229	223	221
Part-Time	93	71	71	62	57
Total	347	320	300	285	278

RATIO OF STUDENTS TO TEACHERS IN PROGRAMMES

The general and ideal ratio of students to teachers is approximately 20:1. In general, this ratio is maintained, particularly for most 1st cycle core or elective courses (not inclusive of 'free electives,' which are addressed below). Groups are usually considered viable if they reach a minimum enrollment of 12 students, and a new group would usually be created if enrollment rose to or above 26 or 27 students. The effective mean ratio of students is therefore, for practical purposes, 20:1, with expected variables between 15 and 15.

The ratio of students to teachers varies significantly from course to course, and from programme to programme, in respect of the specific teaching needs of the class itself. It is impossible to give a ratio that would have institutional consistency across all programmes and study cycles. Yet it is possible to give outlying numbers, to indicate the general spread of possible ratios encountered. The upper limit would be encountered in the 'Free Elective' classes, which in one course has an enrollment of 120 students and one professor. This would yield a student to teacher ratio of 120:1. The lower limit would almost certainly be found in small class groups that, whilst numerically unviable as individual groups, are allowed to form as part of the University's linguistic and cultural mission (i.e., a group of six or seven students might meet with one professor if the language of instruction would not otherwise be authorized at these small numbers). These circumstances would yield a student to teacher ratio of 6 or 7: 1. Smaller groups would be covered by a mentorial system of arranged meetings.

APPLIED METHODS OF TEACHING

The methods of teaching applied are primarily divided between theory and practice. In some cases, this is a very specific distinction (as, for example, in a computer class where the 'theory' session might teach students some element of writing code, and the 'practice' session might involve the students actually practicing that skill just learned). In others, the distinction between theory and practice may just indicate a division between more or less collaborative learning formats (as, for example, between a content lecture, and the discussion seminar that follows).

Because most of the courses offered at SEEU are in the fields of social sciences, political sciences, or languages and the arts, they are not highly reliant upon technological laboratories. (The obvious exception here is the Faculty of Contemporary Sciences and Technologies).

Teachers are expected to present their material in interactive methods, encouraging comment and permitting students to question and dispute. The University has undertaken a strong effort to promote the concept of 'flipping the classroom,' whereby much of the material necessary for a lesson is studied at home, prior to the class, and the class time is used for activities and projects that employ or deepen this knowledge. The University training sessions have emphasized this element in several different sessions in the past three years.

Another element that has been strongly emphasized by the University is the employment of digital technologies. Laptops, electronic presentations, and projectors are used in almost all of the classes of the University, and indeed are commonly used by students when they give presentations or defend theses. In addition to these elements, there is also a recording laboratory where it is possible for instructors to make more elaborately detailed lessons that could be uploaded onto the internet, as some instructors have uploaded sample lectures to YouTube. It should be an aim of the University to develop the use of technology in the classroom, particularly in more advanced forms that can also be deployed for distance learning.

In the year covered by this report the University also began to switch away from its indigenous Learning Management System (LIBRI) and to transition to the Google Classroom. Mr. Burim Ismaili provided numerous training sessions in Google Classroom to the academic staff, and most of those individuals then transitioned to Google Classroom, or else imported their material directly from LIBRI to Google Classroom. Starting in the academic year 2016-2017 LIBRI will no longer be supported, and the only Learning Management System used by SEEU will be Google Classroom.

Second and Third cycle classes and teaching methods are somewhat different. As is to be expected, there is a greater emphasis in these courses on individual research autonomy, and they meet much less commonly than do the undergraduate courses. The M.A. courses meet every other weekend during term, on Friday nights and all day Saturday. This makes the courses available for students who might otherwise have a time requirement to care for elderly relatives or children, or who must spend their weekdays at their places of employment. The doctoral schedule is one that meets usually four times per term, in conditions that are commonly conducted as seminars and symposia, instead of traditional classes. This is again an attempt to encourage and reward the intellectual autonomy expected of students pursuing the highest degree awarded by the University.

EXTENT OF TEACHING ACHIEVED WITH EXTERNAL COLLABORATION

The University follows the legal requirement for at least 10% of each course to be taught by an external expert (the so-called 'clinical teaching' requirement). Usually these individuals are either

external stakeholders who have built a relationship with the Faculty, or else are personal acquaintances of the individual professor who is hosting the speaker. It should be noted that professors often remark that they have found the identification and invitation of appropriate clinical teachers is difficult. It would be desirable to establish a regular resource for the staff—either central or devolved to each Faculty—that would enable them to locate and invite appropriate clinical teachers.

Guest speakers are regularly invited, and contribute in a valuable manner to the community and intellectual spirit of the University. These are usually specific to the individual classes, and are arranged and organized by the instructor of those classes. More prominent speakers, or those requiring formal welcoming protocols, are centrally-hosted, and guest lecturers often speak in one of the University's main auditoria (most often in LH4, the 'Arben Xhaferi Theatre.'). In the period covered by this report, one of the most significant of these public addresses was given by the Ambassador of the United States of America, H.E. Jess Baily, who on 16 December 2015 chose SEEU to give his lecture 'The Involvement of Young People in Elections and Politics.'

The University has also received generous assistance from the GIZ, the German *Gesellschaft für Internationale Zusammenarbeit*, for the 'integrated studies' programmes. These programmes, pioneered in Germany, mix in-class instruction with in-business praxis. The programmes have been greatly helped by the expertise of the German advisor to SEEU, Prof. Norbert Marx.

ANNUAL TOTAL OF CLASSES FOR TEACHERS (OR POLICIES RELATING THERETO)

The volume of teaching undertaken by SEEU academic staff is largely determined by two factors: whether the employee is full-time or part-time, and whether or not they possess an academic title. A full time academic employee is expected to teach eight to twelve hours per week, and to be present on campus for 40 hours per week. However, in order to accommodate research, in practice this requirement is reduced to 32 hours per week on campus, which must be spread over at least four days. Of these 32 hours there must be at least four hours per week devoted to 'consultation' hours, when the instructor is available to the students. The number of courses is not to exceed four per term. Thus, the expected annual teaching load for a full-time titled member of the academic staff is sixteen to twenty four credit hours across two terms, with the expectation that this will not include more than eight unique courses.

Academic staff without titles teach from between 12 to 16 credit hours per term, stretching to 18 with variables.

Part-time academic staff teach on an as-needed basis. Those staff who are full-time in other institutions require a formal agreement between the Rector of SEEU and the Rector of the full-time employing entity.

These policies are governed by the Law on Higher Education of the RM, the Rule on Working Time and Allocation of Working Time, and the Ranking and Remuneration Policy.

PROFESSIONAL DEVELOPMENT AND TRAINING OF STAFF

South East European University is committed to providing relevant and supportive training for staff, and to assure their ongoing professional development. This is provided in several forms.

The Quality Office provides formal training in sessions held in August and January, at the beginning of each term. Usually one day is built around team-building activities, to develop *esprit de corps*. This day is also usually where the Rector also provides an executive overview in a speech to all University staff.

After that day, the division of training is commonly two days for academic staff, and one day for administrative staff.

Recent training foci have been assessment methodologies, peer reviewing of examinations, the creation of an assessment archive, the digitalization of the classroom, and technology in teaching. These were undertaken both in formal lecture-style training and specialist task-based exercises, usually enacted by Faculty.

The themes for training are determined either by nomination from a staff member, or as established by observed need, such as the recommendation of a Dean, or the compared results of the teaching observation reports.

There are also training opportunities provided on an irregular basis, particularly as guest speakers become available. It is also the practice of SEEU to encourage and enable staff to provide training to themselves, as expertise allows. Thus, for example, the academic staff were all recently provided internal training on the use and capabilities of Google Classroom by the eLearning staff, notably Mr. Burim Ismaili.

Professional development is largely ensured by conference attendance and research publication support. Each academic staff member is able to access up to 700 Euros per academic year in order to enable attendance at relevant conferences. It should be noted, however, that there is no comparable support fund for administrative staff; it might be worthy of consideration to enable administrative staff to identify and pursue additional professional development.

In the Academic Year 2015/2016, the Research Office approved conference and publication support to a total of 59,953 Euros, distributed among the Faculties thus: B&E—14,190; LCC—9,056; PAPS—8,680; Law—5,609; CST—11,446; LC—10,972. Currency conversions make for slight imprecisions in these numbers, as some research support requests were for locations that do not use either MKD or Euros.

RECOGNITION OF OTHER CONTRIBUTIONS BY STAFF TO UNIVERSITY, DISCIPLINE, AND COMMUNITY

The University encourages staff to exceed their contractual obligations in cases where they can provide benefit to the community or the discipline. Some recognition of this excellence is formal, be it the award for research in Teaching and Learning, or the recognition of commitment given in the form of watches provided to those staff members who have completed ten years of service to the institution.

For all staff, their annual performance reviews include the possibility of recognizing additional contributions above and beyond the contractual requirements. For academic staff, these contributions are recognized in the process for promotion in title, the formal report of which includes sections detailing the applicant's contributions to the Faculty, to the Field, and to the University. Indeed, for promotion in title, these contributions are required; each promotional decision must note at least five 'points' in what the Rule on Promotion in Academic=Scientific Title calls 'service' factors.

STUDENT DATA

NUMBER OF STUDENTS ENROLLED IN THE LAST THREE YEARS

The number of students enrolled in the last three years is 3211. In the academic year 2015/2016 there were 1153 enrollments; in academic year 2014/2015 there were 1047 enrollments; and in 2013/2014 there were 1011 enrollments. This is an encouraging trend of maintaining basic enrollments, yet these enrollments are declining from recent enrollment years (i.e., academic year 2012/2013 had 1165 enrollments).

NUMBER OF STUDENTS GRADUATED IN THE LAST THREE YEARS

The total number of students graduated in the last three years is 2408. Of these, 1823 are undergraduates (B&E: 390; CST: 282; LCC: 301; Law: 411; PAPS: 439). In the last three years there were 563 Masters graduates, distributed throughout the Faculties thus: 123 from Business and Economics; 82 from Contemporary Sciences and Technologies; 103 from Law; 120 from Languages, Cultures, and Communications; 103 from Law; and 135 from Public Administration and Political Sciences. There were 22 doctoral defences, of whom 5 were in the B&E Faculty; 1 was from CST; 7 were from PAPS; and 9 were from LCC.

Graduated from 2013 September, 01 to 2016 November 07 (Last three academic years)

Faculty	MASTER	PHD	UNDERGRADUATE	Grand Total
N-B&E	123	5	390	518
N-CST	82	1	282	365
N-LAW	103		411	514
N-PAPS	135	7	439	581
N-LCC	120	9	301	430
Grand Total	563	22	1823	2408

NUMBER OF STUDENTS FROM ONE GENERATION WHO HAVE GRADUATED ON TIME

As this rubric requests one generation, for the purposes of this study we have examined the Academic Year 2013-2014 cohort. The total on-time graduation rate was 33.15%. The highest rate of on-time graduation was recorded by PAPS (of 141 enrolled, 63 graduated on-time, for a success rate of 48.94%), and the lowest was recorded by CST (of 126 enrolled, 18 graduated on-time, for a success rate of 14.29%). The other faculties recorded the following on-time graduation rates: B&E had 56 of 161, for a rate of 34.78%; Law had 36 of 145, for a success rate of 24.83%; and LCC had 63 of 167, for a success rate of 40.13%.

Graduated rate for AY 13/14

Faculties	Enrollment	Graduated	Percent
N-B&E	161	56	34.78%
N-CST	126	18	14.29%
N-LAW	145	36	24.83%
N-PAPS	141	69	48.94%
N-LCC	157	63	40.13%
Grand Total	730	242	33.15%

NUMBER OF STUDENTS WHO HAVE ENROLLED IN 2ND CYCLE STUDIES IN THE LAST FIVE YEARS

The number of student who enrolled in 2nd cycle studies in the last five years is 1522. In the academic year 2012-2013 there were 399 enrollments; in 2013-2014 there were 466 enrollments; in 2014-2015 there were 275 enrollments; and in 2015-2016 there were 382.

NUMBER OF STUDENTS WHO ENROLLED IN 3RD CYCLE STUDIES

In the most recent five years 179 students have enrolled in the SEEU doctoral programme. Of these, 36 are in Business & Economics; 34 are in Contemporary Sciences and Technologies; 44 are in Languages, Cultures, and Communications; 20 are in Law; and 45 are in Public Administration and Political Sciences.

NUMBER OF DOCTORAL THESIS PROPOSALS ACCEPTED IN THE LAST FIVE YEARS

The number of Doctoral Thesis proposals accepted is not a number that is kept centrally, as the proposals are accepted by the individual Faculty Councils. Accordingly, the most reliable number that we are able to provide is a three year total, based upon completions of the first phase (proposals accepted by the Faculty Councils) as reported to the Human Resources office for the records of the mentors. By these numbers, we see that 42 students of the 2013-2014 cohort have successfully had their proposals accepted by their Faculty Councils, and from the year 2014-2015 14 students. The 2015-2016 generation is currently preparing their proposals, and would not therefore be expected to have submitted them to Faculty Councils in large numbers (thus far, one has been approved).

Because these proposal acceptances have not been kept centrally recorded, it is the recommendation of the Self Evaluation Commission that such records begin to be kept by the Postgraduate Studies Office.

NUMBER OF DOCTORAL THESES DEFENDED IN THE LAST FIVE YEARS

In the most recent five years there have been 38 defences of doctoral dissertations. In the Academic Year 2011-2012 there were 9 defences; in the Academic Year 2012-2013 there were again 9 defences; in the Academic Year 2013-2014 there were 8 defences; in 2014-2015 there were 2 defences; and in 2015-2016 there were 10 defences.

STUDENT ATTRITION/RETENTION FROM YEAR TO YEAR

The data below indicates recent student retention and attrition, as represented by the table.

Faculty	Total 1 st Year (15/16)	S2-15/16 → S3-16/17	Re-registration in 1 st year	Retention 1 st to 2 nd	Total 2 nd Year (15/16)	S4-15/16 → S5-16/17	Re-registration in 2 nd year	Retention 2 nd to 3 rd
		How many pass to 2 nd year	How many failed			How many pass to 3 rd year	How many failed	
N-B&E	284	242	42	85.21%	140	113	27	80.71%
MASTER	114	92	22	80.70%	0			
UNDERGRADUATE	170	150	20	88.24%	140	113	27	80.71%
N-CST	168	125	43	74.40%	101	80	21	79.21%
MASTER	49	30	19	61.22%	0			
UNDERGRADUATE	119	95	24	79.83%	101	80	21	79.21%
N-LAW	238	200	38	84.03%	176	130	46	73.86%
MASTER	91	71	20	78.02%	0			
UNDERGRADUATE	147	129	18	87.76%	176	130	46	73.86%
N-PAPS	228	164	64	71.93%	96	85	11	88.54%
MASTER	67	18	49	26.87%	0			
UNDERGRADUATE	161	146	15	90.68%	96	85	11	88.54%
N-LCC	217	186	31	85.71%	115	91	24	79.13%
MASTER	83	76	7	91.57%	0			
UNDERGRADUATE	123	100	23	81.30%	115	91	24	79.13%

DESCRIPTION OF STUDENT PROFILES AND NUMBER OF STUDENTS INVOLVED IN THE ASSESSMENT OF QUALITY

Student participation in the assessment of quality is written into the Rules of the University. Actual participation lags behind what is envisioned, yet the past two academic years (2014-2015, 2015-2016) have seen a notable improvement in student participation in the assessment of quality.

It should be noted at the outset that, in a certain sense, all students are involved in at least two measurements of quality and quality assurance; they have all been surveyed through the Student Evaluation Survey process, and many of their opinions are also surveyed through the Teaching

Assessment Poll. During the Student Evaluation Survey, each year the Student Parliament is formally invited to send representatives to monitor this Survey, but thus far this has not been done.

Formal participation in quality assurance and assessment is largely through elected student representation. The Student Parliament President is a non-voting member of the University Board and of the University Senate. Each Faculty also sends student representatives to the University Senate. Within the Faculties, student representation is expected in both the Faculty Council (which rarely occurs) and in the Quality Teams (which is improving). Student Parliament representatives always meet with the Quality Champions during their visits, and the Quality Champions also meet with selected students as appropriate for the foci of their visits and reports.

There is also a Student Ombudsperson, elected by student vote from candidates outside of the Student Parliament. This individual maintains a separate office and email account, and can represent students in complaint procedures or other matters in which a student may require or desire representation.

TYPES OF STUDENT ACTIVITIES

The primary activities of students are, of necessity, academic. In this section, however, we understand the rubric to refer to non-academic activities, particularly athletic and social.

Of these, student activities are primarily sporting opportunities, organized by the Sports Department of the University. The University provides numerous athletic competition chances, notably Futsal and Skiing, and there are dancing lessons also available (primarily salsa and tango). There is a small room available to students with gymnastic equipment. The cafeteria provides a space for socializing, drinking coffee, and eating.

Most of the student activities are organized by the Student Parliament. These tend towards social activities, such as the 'Eurotrip' and DJ concerts/parties. There have been clubs (drama, photography, tennis, etc.) based upon shared interest, but these wax and wane as students involved graduate and depart. There have been complaints registered in the past that the Skopje students are underserved in the provision of social activities and clubs sponsored by the University or the Student Parliament.

PARTICIPATION OF STUDENTS IN UNIVERSITY GOVERNANCE

Much of the participation of students in University governance is by election to the Student Parliament. As noted in the section above on student participation in quality assurance at SEEU, the President of the Student Parliament is a non-voting member of the University Board and of the University Senate. He or she is, in effect, twice elected to this position—first, by being elected by the regular student body to serve in the Student Parliament, and then secondly, by being elected within the Student Parliament membership to serve as the Student Parliament President.

The Student Parliament sends members from each Faculty to serve on the University Senate.

Student representation is also expected in the Faculty Council and the Faculty Quality Teams. As previously noted, student participation in the Faculty Councils is uncommon, but student participation in the Quality Teams has seen recent improvements. This latter fact is important given the recent review of curricula and resultant curricular design and accreditation initiatives (to be pursued during the accreditation process of Winter term 2016-2017).

GENERAL EMPLOYMENT DATA FOR STUDENTS/GRADUATES

In the most recent employability survey, the employment rate of SEEU undergraduate graduates was 44%, with 30% unemployed; a further 11% indicated that they were continuing their studies because of unemployment, whilst 10% indicated that they were continuing their studies by choice; the remainder (5%) indicated that they were unemployed by choice. Breaking down the information from the employed graduates, 83% of respondents indicated that they were employed full-time; 7% were employed part-time; 8% are self-employed; and 2% are participating in an internship.

Unemployment is highest amongst graduates of the Faculty of Public Administration and Political Sciences, with 63%. This is followed by graduates of the Faculty of Law with 50% unemployment; and following them are graduates of the Faculty of Business and Economics with 42%. Graduates of the Faculty of Contemporary Sciences and Technologies have an unemployment rate of 38%, whilst the lowest rate of unemployment amongst undergraduate graduates is to be found among the graduates of the Faculty of Languages, Cultures, and Communications, which has a 34% unemployment rate. When surveyed by gender, female respondents reported higher unemployment (50%) than men (46%), although female respondents were more likely to report being unemployed by choice. Graduates of an Albanian ethnic background reported an unemployment rate of 53%, whereas graduates of a Macedonian ethnic background reported unemployment of 31%; other ethnicities reported 50% unemployment. Encouragingly, those who achieved a higher cumulative G.P.A. reported higher employment rates: those with a G.P.A. between 6-7 had an employment rate of 50%, whilst those with a G.P.A. between 9-10 reported an employment rate of 73%.

CAPACITIES AND MATERIAL RESOURCES

South East European University operates two campuses: the Tetovo campus, and the Skopje campus.

The Tetovo campus combines numerous functional buildings, including classrooms, student dormitories, teachers' offices, student services building, the library, the TechPark, the Institute for Environment and Health, the Career Centre, the eLearning Centre, the Student Parliament, the Renewable Energy Building, the cafeteria, the energy plant, and the solar array.

The Tetovo teaching buildings include 4 classrooms suitable for up to 20 students; 26 classrooms suitable for up to 30 students; and 17 classrooms suitable for up to 60 students. Additionally there are three amphitheatres suitable for up to 200 students, and one amphitheatre suitable for up to 400 students. All classrooms are equipped with whiteboards, and most have built-in projectors. Several rooms are purpose designed (i.e., four computer classrooms, a mock law court). On the Tetovo campus the University also maintains a few motor vehicles for official business, and an array of lawn and garden maintenance machines for the use of Facilities staff.

The Skopje campus is housed integrally in one building which includes 14 classrooms and one large amphitheatre. The classrooms all have whiteboards and projection equipment. Of the classrooms, there are two computer labs (with 24 and 20 computers). There are 6 classrooms suitable for up to 20 students; 3 classrooms suitable for up to 30 students; and 3 classrooms suitable for between 40 and 50 students. The amphitheatre has a seating capacity of approximately 100 individuals. There is a branch of the Max Van Der Stoel Library in the building, and a student relaxation area. There are also two consultation rooms, and a teachers' office with eight computers.

TYPE OF EQUIPMENT FOR THEORETICAL AND PRACTICAL TEACHING

Being a university primarily focused on social, political, economic, and language sciences generally obviates the need for extensive technical support. The exception here are the course offerings in the Faculty of Contemporary Sciences and Technologies, and they frequently hold classes in the computer laboratories in the University.

In Tetovo, both theoretical and practical teaching occurs in the same suites of rooms, usually Faculty specific—CST often uses the computer labs, LCC/LC use the classrooms in their building; B&E does the same in their building; and Law and PAPS share the independent classrooms located along the campus pathways. Almost all of these rooms have whiteboards and projection systems (although several of the independent classrooms still do not have integrated hard-wired projectors). With the exception of lectures in large amphitheatres, classes are expected to be interactive and participatory.

In Skopje campus there are no Faculty-specific room allocations, although by rational default the CST course offerings almost invariably occupy the two computer rooms. In the Skopje campus, all rooms have whiteboards and projection systems. The large amphitheatre also has, if necessary, two translation booths, and the capability for immediate translation of a lecture.

It is important to note that use of the Google Classroom system is now mandatory for all academic staff, and its use is monitored. This adds a valuable at-home accessibility to class resources, and enables instructors and students to engage in coursework outside the traditional locations and hours.

SPATIAL ORGANIZATION OF THE UNIVERSITY

The University has, as mentioned, two independent locations, and therefore spatial descriptions must separate them for clarity.

In the Tetovo campus, there are five main Faculty buildings; LCC and LC share a building, and the B&E and LC Faculties also use their buildings for classes. CST commonly uses the computer rooms (see below). Law and PAPS use the independent classrooms around the pathways of the campus.

Because this category refers specifically to purpose-built laboratories (such as forensics labs), we restrict our comment to purpose-built spatial resources. Most notable of these would be the computer laboratories and computer classrooms. There are eight computer classrooms and two computer laboratories, all equipped with appropriate technology for the courses offered by the University in computing.

The Law Faculty has a courtroom that can be used for formal enactments of trials.

The Language Center and LCC do not have a language laboratory as such; there are two rooms (BDC and Arben Xhaferi Theatre) that have translation booths, and these could be used for translation practice, if desired.

The Skopje campus does not have purpose built laboratories except for the existence of two computer rooms similarly equipped to those mentioned (above) in Tetovo.

INTERNET AVAILABILITY AND CONNECTIVITY OF STUDENTS IN THE UNIVERSITY

All campus locations are wired for wi-fi and the connection is generally good. Students in classrooms or laboratories should have constant and reliable access to wi-fi, excepting in transitory moments when there is an unavoidable interruption of service through technical failure. The Tetovo dormitories also have wi-fi.

COMPUTERS ARE EASILY AVAILABLE ON BOTH CAMPUSES, AND ARE USEABLE BY STUDENTS.

All students upon enrollment are issued a SEEU-specific email address, and are expected to check it regularly. It is often this address that is used by instructors to 'invite' students into the Google Classroom, and it is required in the University rules that all students and staff check their SEEU email accounts regularly, and respond within a reasonable time period (established for staff in the Communication Standard).

Course materials are expected to be placed on the Google Classroom for each course. This requires students to undertake regular visits to their Google Classroom sites. Some instructors—but still a minority—require interactive use of electronic resources, such as online submission of work, dropbox submissions, participation in online discussions at set times, or the posting of comments to a class blog.

It is a priority of this executive management team that the use and efficiency of our electronic learning resources be increased.

LIBRARIES AND LIBRARY HOLDINGS

The Library has two locations—the main "Max Van Der Stoel" central library on the Tetovo campus, and a branch library located in the Skopje campus. At the time of this report, the libraries hold a total of 31,525 individual books, covering 15,433 different titles.

The primary holdings of the libraries are in the fields of those subjects taught in 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 remain in the library premises. MA and PhD theses are also available for consultation, but must remain on the library premises and are excluded from check-out. Computers are available in the Tetovo library, and laptops may be connected in the Skopje branch. The library staff maintain an online catalogue of holdings, and students or staff may reserve or request books online before coming in to the physical premises of the libraries.

The Tetovo library also serves as the repository of the accepted MA and PhD theses from the University. They are available for consultation at any time by a student or staff member, or by prior agreement by an external researcher. This is also the location for the formal 'public display' of the thesis required by University Rules and the Law on Higher Education of RM, enabling the public to consider and comment upon a thesis submitted to the University before it reaches a formal public *viva voce*.

Through the library the University community has access to several online databases, most notably the World Bank library, Akademika, and EBSCOhost. These databases provide useful access for staff and students to materials that would otherwise be difficult to obtain in Macedonia. Yet it should also be

noted that they are insufficient for the adequate support of staff research requirements and PhD research needs. If the University can devise a strategy that would enable a cost-effective subscription to several of the major international academic databases—perhaps access restricted entirely to a few computers in the library of which the use could be controlled by library staff—it would provide a significant boost to University research support.

LOGISTICS AND LEARNER SERVICES

DESCRIPTIONS OF INFORMATION SYSTEMS FOR STUDENT INFORMATION—INTERNAL AND EXTERNAL

As noted above, all students are given, upon enrollment, a SEEU email address. This becomes the primary means of electronic notification for matters relating to students, but it is far from the only notification system. Most internal and external notification comes, however, in electronic form.

Students who wish to do so may register their smart phones to receive ‘push notifications,’ which enables the University to send information or notices directly to their phones or other nominated devices (tablets, etc.). This is not mandatory, but is done at the election of the student, and may be undone upon request.

Academic information and notification commonly comes in the form of direct contact (with a professor, student advisor, or student services staff member) by email or, in the case of the professor, often through a notification from Google Classroom that an item has been posted, or an assignment recorded. If a student is needed urgently, direct telephone contact may be established, yet this would usually be only in cases of immediate need, in order to protect the student’s privacy and independence.

The ‘MySEEU’ system enables students to log in with their institutional credentials and check such important information as their transcript, examination scheduling, overdue library books, and tuition status (bills needing to be paid). Additionally, students are enabled largely to make scheduling decisions themselves by registering electronically for the courses that they require or desire (subject to obvious oversight regarding class size and suitability of physical location). Finally, MySEEU is often used by the Student Services administration to post important notifications, such as the occurrence of a national holiday that may postpone courses, or the publication of an examination schedule.

Within the campus, as noted, most notification remains electronic. Yet important notices are commonly posted in areas of appropriate relevance (thus, for example, consultation hours for instructors are taped to their office doors). Similarly, for MA and PhD students (who attend on weekends), there are schedules posted to inform them which Faculty and Management officers are on-duty that day, and where these people may be found.

Finally, students have general access to all of the electronic resources of the University, including the email system, the website, the online library catalogue, and other similar resources, and they may choose additionally to participate in extra engagement electronically (as, for example, ‘friending’ the University Facebook page).

STRUCTURE OF STUDENT SERVICES

SEEU is a regional leader in the provision of effective and documented student services. It is a source of University pride that the student services work with consistent accomplishment to assist and inform

students, and to resolve their problems and complaints. Student Services, for the purposes of this report, are intended to include the following University functions: Admissions, Academic Planning, Bursary, Financial Aid, and the Registry.

Each Faculty has an individual Student Advisor—and Skopje campus has one for all Skopje students—whose job it is to assist students and to represent them if necessary. This job is separated from the Faculty administrative functions, and the Student Advisor serves the students more than he or she does the Faculty administration. In practice, this means assisting with scheduling and resolving scheduling conflicts; advising students on course selection; attempting to resolve disputes or confusion between students and instructors; warning students who may be in danger of failing through academic underperformance or inadequate attendance; and generally assisting students in the difficulties that they may have. There is also an MA student advisor, specifically tasked with these obligations, but serving exclusively MA students. This makes a total of seven full-time Student Advisors.

On a University level, the Student Services again provide assistance throughout the student lifecycle, from application through graduation. All application materials are processed through Student Services, and advice given on any additional materials needed. Notifications of acceptance are sent out through Student Services, and after enrollment, Student Services remain involved in the student's academic experience throughout. A student would therefore expect to engage with Student Services through checking the transcript; helping to reopen a blocked account; learning of exam schedules; processing the results of examinations (electronic notices of grades are sent to students; all grades are also recorded in Student Services on paper copy signed by the individual professor assigning the grade); applying for and participating in scholarship programmes or work-and-study programmes; receiving schedules for the classes; and finally, it is hoped, in processing the graduation request and receiving the diploma.

It should be noted that this section details only those functions that are explicitly denominated as Student Services. Students routinely receive assistance from Faculty Administrators, instructors, facilities workers, Career Centre employees, and library staff in the normal performance of their work. Thus, at the time of this report, Student Services comprise the seven mentioned Student Advisors, with nine additional administrative staff working under the direction of the Director of Student Services. There are therefore a total of seventeen direct Student Services providers.

SERVICES IN LIBRARIES

Library assistance is available for all students, full-time or part-time, and to all staff. The primary services provided are naturally the location and provision of books in the libraries of both campuses. Library staff also assist in the check-out, return, and restocking of books that have been borrowed by students or staff members. Requests for 'holding' books may be made in person or online. Non-reference materials may usually be borrowed and renewed, although particularly popular or uncommon works may require the denial of a request to renew a checked-out book.

Through the library the University is also connected to several research databases, most significantly EBSCOhost. The library has monitored and maintained this connection, and provided training on locating materials in this and the other available databases.

The materials available in the library are catalogued in the online catalogue. This is where new items are also listed, and anyone interested in new acquisitions will see regular updates to the homepage of the online catalogue.

The library also serves as the central display location for those documents that are made available to the community before being presented to an academic Faculty Council, such as MA or PhD dissertations awaiting a defence, or 'recenzia' involving promotional processes. The library additionally houses the accepted MA and PhD theses after their defence, so that they are available for scholarly consultation.

EXTERNAL COOPERATION

COOPERATION WITH INDUSTRY, GOVERNMENTAL INSTITUTIONS, NGOS, AND OTHER PROFESSIONAL ASSOCIATIONS

South East European University has, since its foundation, been committed to being a community partner in the locations where it operates. This involves the welcome challenge of building and maintaining cooperative arrangements with other non-academic institutions, in addition to the collaborative endeavours undertaken by the SEEU with other regional universities.

Cooperation with industry is largely based upon mutual interest. The Business Development Centre is designed to promote SEEU as a partner and service provider to local industry, particularly in the context of training or programme development. The Career Centre also maintains regular contact with local businesses, in order to learn of employment opportunities for graduates, and to assist in the placement of students fulfilling their internship requirements. The SEEUTechPark is also designed to serve as both a technological centre and a business incubation area, but is still a developing effort. The recent Integrated Studies programmes have been designed to provide students with a 50-50 balance between in-class study and in-business praxis. Finally, where appropriate, business and industry have collaborated with the Faculties as either partners or providers of external stakeholder advice (i.e. participating in Quality Team deliberations). Recent industry partners or collaborators have included Dauti Komerc, Ecolog, and other regional and national companies. SEEU also has an Education Alliance agreement with Microsoft.

Cooperation with governmental institutions is based largely upon the alignment of SEEU expertise with the needs of national or municipal governments. It should be noted that the government has recently (Academic Year 2015-2016) provided a notable subvention to SEEU, and this investment has enabled the institution and the government to deepen collaborative ties. SEEU professors have sat on the Board of Accreditation, been enrolled into the MANU, and provided advice and support for the Ministry of Education. On a municipal level, SEEU has also maintained good relations with governmental representatives, and worked in direct collaboration particularly with the Municipality of Tetovo. In this most notably SEEU created the Municipality CAP (Climate Action Plan) and established a series of monitoring systems for pollution. The University remains ready to provide collaborative assistance to the Ministries of the Government of RM, and to the Municipalities in which SEEU operates, as our expertise may be desired.

SEEU seeks, encourages, and values ties with NGOs. The University remains ready to collaborate with NGOs in fields where our abilities coincide with the needs of the NGO, and where our expertise may prove useful. Thus, for example, SEEU has collaborated fruitfully with Loja in Tetovo, particularly in the design and provision of courses for multiple universities on multiculturalism, on which SEEU instructors have taught and in which SEEU students have participated. SEEU has also built a good relationship with Romaversitas, an organization designed to promote and assist the inclusion of Roma students in higher education. Since signing a cooperative agreement, Romaversitas has established an office on the SEEU Tetovo campus, and the University has provided several courses by request specifically for the participating Roma students.

The University has also been the leader in a joint USAID-Lions Club International project to assist visually impaired children in the Republic of Macedonia. This project has as its aim the screening and detection of visual impairments in students who might otherwise not have access to proper medical eye care, to assist those who may need glasses or additional support, and to produce and provide books in the Macedonian and Albanian languages in Braille.

The University remains committed to serving the community not only as a provider of education, but also as a professional partner for businesses, NGOs, governmental offices, and other potential collaborators in the community.

PARTICIPATION IN EUROPEAN PROGRAMMES IN THE LAST FIVE YEARS

South East European University actively seeks out collaboration and participation with European colleagues and institutions. Yet it is somewhat difficult to quantify exactly the extent of 'participation in European programmes in the last five years,' in large part because participation is not always fully institutional or formalized, and programmes may be broadly understood. Thus, in the Academic Year 2015-2016, one of the SEEU staff members taught by invitation at Dalarna University in Sweden for two weeks, and did so in a formal arrangement; similarly, in the same period, one of the academic staff delivered a series of guest lectures at Tbilisi State University, but did so by individual and informal contact. These were both within the academic programmes of the hosting institutions, but the latter was not part of formal mobility programmes.

The University has therefore engaged in approximately twenty European programmes in the period covered, assuming that a conservative definition of these terms is understood. The University has participated in several TEMPUS programmes, as well as institution-to-institution agreements, such as collaboration with Gjovik University in Norway. There are multiple individual Faculty initiatives for mobility and collaboration but, in this section, a conservative measurement has been employed to define institutional cooperation, instead of primarily Faculty specific programmes.

MOBILITY OF STUDENTS AND STAFF

Mobility of students and staff is a major element in the development of the University. Accordingly, SEEU places a high value on using mobility opportunities, and the Faculties have demonstrated significant diligence in seeking out field-specific mobility opportunities. It must be acknowledged, however, that mobility is often hampered by several factors. Among these, the most notable would be: 1) the comparatively high cost of destination countries (particularly the EU countries) for SEEU students and staff, 2) the comparative lack of attractiveness of RM to incoming mobility students, and 3) the difficulty for staff to obtain the free time from their schedules to participate in mobility opportunities for staff. It is also a problem that several Faculty Councils have retroactively disputed learning agreements, causing students returning from mobility difficulty in receiving the full ECTS credits for their mobility experience. This problem should be addressed by the introduction of a University policy or rule on the preparation of learning agreements and their binding qualities.

For the Academic Year 2015-2016, 12 students went on mobility, and 4 staff members (3 academic and 1 administrative) participated in mobility programmes. In the Academic Year 2014-2015, 27 students participated in Erasmus + mobility, and 6 through Basileus. In the Academic Year 2013-2014, 10 students went on Erasmus mobility, as did one staff member (additionally, in this year there were several students and instructors from CST who went to Gjovik on independent arrangements). In the Academic Year 2012-2013 there were 3 students and 1 staff member who went on mobility (this sharp decline reflects the fact that, in this Academic Year, financial support was set at a flat rate of 350 Euros

per month, and was not varied by location, making mobility to anywhere in the EU essentially impossible for financial reasons). 2012-2013 was the first year marking the opening of the Erasmus programme in Macedonia; from 2012 until the present (inclusive of students presently on mobility), there have been a total of 63 students and 6 staff members on formal mobility programmes.

Good mobility agreements and arrangements will be crucial for the future development of the institution. Mobility is now a built-in requirement for qualifying for a public defence of a doctoral thesis, and it is the belief of SEEU that staff mobility will be a major opportunity for incoming and outgoing teaching exchanges in the coming years.

INTERNATIONAL DIMENSION OF STUDY PROGRAMMES

SEEU has been internationally orientated since its foundation, particularly that it was initially supported with such generosity by the donating governments and their embassies. Indiana University was also a major influence in building the initial structures of the University and the programmes offered. Since those initial contacts, the University has remained focused on maintaining international relations with collegial institutions; on devising and delivering international quality education; and in responsibly recognizing our institutional inadequacies in comparison with international partners and leaders.

In terms of the specific study programmes offered by the five Faculties, there are numerous elements by which the internationalization of the curricula is guaranteed. Each Faculty has recently been reviewed by an international expert or team of experts; their remit was to ensure that SEEU's academic offerings were compatible with international standards. The Faculties of Business and Economics, Contemporary Sciences and Technologies, and Languages, Cultures and Communications all had reviewers from Indiana University; Law hosted a team of experts from the University of Zagreb; and Public Administration and Political Sciences hosted an expert from the University of Ljubljana.

In devising curricula, SEEU Deans and their Faculty Councils are encouraged to base their curricular decisions and curriculum design on comparison with similar programmes at prestigious Universities around the world. This process is undertaken with due care for respecting the intellectual property rights of other institutions, of course, yet in general terms these comparisons provide valuable evidence for the compatibility of SEEU programmes with those of similar universities.

Staff and students are encouraged to go on mobility programmes where available. Doctoral students are now required to perform international mobility before they are permitted to apply for a public defence of their thesis.

Many of the resources used in courses—assigned texts, learning materials provided for exercises, online resources—derive originally or through translation from international sources.

Guest lecturers often come from abroad, and visiting professors are encouraged to offer instruction within the 'clinical teaching' provisions of the law. Similarly, those participants in governmental exchange programmes (such as the US Fulbright programme) provide lectures and have, on occasion, provided staff training and 2nd and 3rd cycle mentorship (before the governmental accreditation requirement).

International staff members have essentially disappeared from the full-time staff of the University. There are several citizens of Albania teaching in SEEU, and a United States citizen teaches in LCC. There is also an Englishwoman in the Quality Office who does not teach. Several Turkish nationals teach on an irregular basis in order to accommodate the Turkish language programme in the Faculty

of Law. There are two German nationals engaged in SEEU, one a part-time language instructor in the German Department, and one acting as advisor to the Integrated Studies programmes.

CONTACTS WITH ALUMNI

Alumni contacts are primarily maintained by the Career Centre. The Career Centre conducts Alumni surveys, particularly in relation to employment and job-market appropriateness of the curricula. The Centre also sends notifications to graduates of employment opportunities.

Some alumni choose to remain involved in the University, particularly in the context of voluntary assistance (such as a willingness to provide internship opportunities for current SEEU students) or serving as external advisors on curricular revisions and design.

It must be acknowledged, however, that alumni relations are a profound failing of the institution. The University structure envisages an active Alumni Association; this has not met for years. There is essentially no ongoing effort made to keep alumni involved in the life of the University, with the occasional exception of individual efforts or contacts from the Career Centre.

Interested graduates have advanced the following proposals to promote the formation and working of an active Alumni Association: permit graduates to maintain their SEEU email accounts after graduation; issue SEEU Alumni Association identification cards that permit Alumni to continue to use University services (i.e., database access or the ability to borrow books); organize more regular social events on campus targeted at alumni, particularly on a Faculty basis; and create a newsletter or online social media presence exclusively designed for Alumni interest. It may well be worth considering the viability of these suggestions, as current alumni contacts are provably inadequate.

SCIENTIFIC RESEARCH ACTIVITY

South East European University recognizes that research is crucial to the individual and institutional reputations of our staff and University. Accordingly, the Research Office is designed to provide assistance in all areas of research, such as: identifying good opportunities for project applications; disseminating Calls for Papers from reputable conferences and congresses; notifying staff about predatory publishers and how to detect and avoid them; producing the SEEU Review academic journal; assisting in the organizing and hosting of conferences by SEEU Faculties or Centres; and assisting staff to access their delegated budgets for research support.

In the Academic Year 2015/2016, the Research Office approved conference and publication support to a total of 59,953 Euros, distributed among the Faculties thus: B&E—14,190; LCC—9,056; PAPS—8,680; Law—5,609; CST—11,446; LC—10,972. Currency conversions make for slight imprecisions in these numbers, as some research support requests were for locations that do not use either MKD or Euros.

It should be noted that research priorities and structure have changed notably in the past five years. It was previously the case that the Research Office controlled a centralized budget, and that publication support was primarily targeted to conference attendance help and the publication of University textbooks. Two years ago (dated from the time of this report), that structure was substantially revised, and each academic staff member was allocated access of up to 700 Euros a year in order to support their conference attendance or publication support. There is, since that time, no longer a textbook budget for the support of book publication by the SEEU University press.

This change in policy has, of course, had substantial impacts, in that the publication of books by staff have declined (in the absence of University publishing of staff books), but an increase in journal and

conference proceedings publications. As both of these are examined in the Shanghai Jiao Tong University Rankings—but book publications seem to have greater weight in that process—it may be prudent for the University to reconsider the funding of the Research Office, and to change the policy offering 700 Euros to each academic member of staff. One possible modification has been to designate a central research budget for publication support to the Research Office, to which staff would apply for assistance with book, textbook, or journal publication; and to delegate part of the research budget to the Deans (with yes/no oversight by the Pro Rector for Research), who would be able to allocate greater conference support to productive scholars, and less support to unproductive or slothful academics.

NUMBER OF PUBLICATIONS IN THE MOST RECENT FIVE YEARS

The following publications were recorded by SEEU staff in the past five years: 2012-2015 saw SEEU staff publish a total of 77 books, 1086 articles in peer-reviewed journals, of which 21 were articles in journals recognized in the Web of Science.

Total Number of Applications for Projects in the Most Recent Five Years, and Realized Projects

It has proved impossible to assign a trustworthy number to the number of applications for projects in the most recent five years, as no central registry has been maintained, and no process requires individual Faculties or Centres to notify the Rectorate or the Research Office of such applications. This means that failed or aborted applications are not recorded, and are essentially impossible to quantify after five years, given staff retirement, resignation, or other variables.

It would therefore be the recommendation of the Self Evaluation Commission that the rule on Research be modified to require any individual, programme, Faculty, or organization within SEEU to notify the Research Office and the Max Van der Stoel Research Institute of the existence of the application, the individuals involved, any cooperating institutions, and the result of that project application.

PARTICIPATION IN SEMINARS, CONFERENCES, & SCIENTIFIC ASSEMBLIES IN THE PAST FIVE YEARS

This too has proved impossible to quantify, as the University has incomplete records of conference attendance before the Academic Year 2014-2015. For the Academic Years 2014-2015 and 2015-2016 the Research Office records note only those conference attendances that were financially supported by South East European University. It is therefore highly likely that many 'scientific assemblies' were undertaken without requiring conference funding, and any individuals who did not request research support would not be recorded in the records.

We may, nonetheless, make reasonable estimations within the limits of explained variables. In the Academic Year 2015-2016 there were research funds approved for participation in 146 conferences (or, more precisely, 146 separate requests for conference attendance were approved; some of these were individuals going to more than one conference, and some individuals attended the same conference with other colleagues). In the Academic Year 2014-2015, the individual conference requests amounted to 82 individual requests approved, although again several of these were individuals making multiple requests, or groups of individuals attending the same conference.

Because the policy of allocating the academic staff 700 Euros each for research support was less well understood or established in the first year than in the second, it is more likely that the first year (14-

15) better represents the likely conference participation of the previous three years, for which no records exist. It would therefore seem reasonable to make a conservative but reasonable estimate for 2011-2012, 2012-2013, and 2013-2014 of approximately 70 conference participations, as being slightly less than those recorded in the year 2014-2015, and notably lower than the observed uptick in conference attendance witnessed in 2015-2016. This would therefore yield an admittedly imprecise but generally plausible estimate of 438 for the five year period in question.

TOTAL NUMBER OF ORGANIZED SCIENTIFIC ASSEMBLIES IN THE LAST FIVE YEARS

This category again is exceptionally difficult to quantify, as an organized scientific assembly might cover anything from a full-scale conference of one hundred visiting academics, to a graduate seminar to present updates on research to several invited outside professors. It is therefore the basic understanding of this Self Evaluation Report that 'Organized Scientific Assemblies' will include only those academic conferences that brought together established academics, representing multiple institutions, and involving some manner of application and acceptance procedure.

Assuming that definition, and therefore excluding seminars, presentations, formal lectures by only one speaker, and other similar assemblies, it would seem that SEEU can justifiably claim 17 conferences or gatherings that would meet the established criteria. All Faculties have hosted at least one, and in most cases multiple conferences or assemblies. Several departments or cathedra account for three or four gatherings themselves in this period. Additionally, units within the University have also held their own congresses or conferences, including the Max Van der Stoel Research Institute, the Quality Office, and the Bioethics Unit.

NUMBER AND DESCRIPTION OF VISITING SCIENTIFIC PROFESSORS

According to the template, this is not general to the most recent five years, but is apparently intended to relate to those presently on staff at the time of the report. Accordingly, the primary visiting professor currently at SEEU at the time of the submission of this report is Prof. Paul Koku, a Fulbright visitor sponsored by the kindness of the United States government. Prof. Koku comes to SEEU from Florida Atlantic University. He holds a J.D. from Florida State University Law School, and a PhD in Finance and Marketing from Rutgers University. As mentioned above, the GIZ has also sponsored the presence and work of the Integrated Studies advisor, Prof. Norbert Marx.

AWARDS WON FOR SCIENTIFIC ACTIVITY

The University has not won any notable awards for scientific activity, except for the academic and community contribution award of the Macedonian Award of the Order of Merit to the University. Individual academic successes have been rewarded, and three members of the SEEU community are Academicians.

FINANCING

MANNER OF REALIZATION OF FINANCING

Most of the income of SEEU derives from student tuition. Tuition fees have been, and are likely to remain in the immediate future, the primary source of income for the University. Additional sources of income originate in the activities of other University services (training of external companies or the design of development programmes for businesses). Finally, the government has recently made

contributions to the University, which funding has been extremely helpful in maintaining the SEEU provision of high quality education. 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.

The manner of realization of financing is as follows: tuition accounts for 87.40%, commercial income is 1.44%, financial activities are 1.43%, projects are 0.25%, and state subventions are the remaining 9.48%.

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 1,304,951,000 MKD. For the financial year 2015, the income from tuition and scholarship donations was 261,677,000 MKD. The total revenue for that year was 550,856,000 MKD.

SHARE OF STUDENT TUITION IN TOTAL ASSETS

According to the numbers the share of student tuition in total assets is 20.052%.

TUITION FEES

As mentioned above, tuition accounts for 87.40% of the financing, and in 2015 totaled 261,677,000 MKD.

CONCLUSION AND RECOMMENDATIONS OF THE INSTITUTIONAL SECTION

CONCLUSION

As may be seen in the report, South East European University occupies a valuable position in the Higher Educational milieu of the Republic of Macedonia, and in the Balkan area generally. It is indisputably the most successful University that aims to provide education irrespective of the students' ethnicity, native language, religion, gender, or political convictions. It has also produced over 10,000 individual graduates, who are positive proof of the continuing validity of the University's mission and founding vision.

The University must also, however, recognize that it faces a changed and changing HE landscape. The ongoing malaise of the world economy impacts everyone in education, including SEEU; demographic declines have reduced the number of students from which we may recruit; ongoing and expanding competition from other institutions makes the recruitment of students more difficult; and an overcrowded tertiary education arena disadvantages those institutions who are self-financing entities.

Yet SEEU has advantages that should enable it to continue fulfilling its vision and mission throughout the period of the next Strategic Plan: it has a budding regional reputation for excellence; it provides a unique focus on multilingualism and multiculturalism in both campus experience and curricular design; it offers innovative instruction in several programmes in the English language, which is crucial for the current employment market; it has highly professional and capable staff, both academic and

administrative; and perhaps most importantly, it has built a loyalty amongst staff, students, and alumni towards the vision of Higher Education it enacts daily—an inclusive, international, and high-quality tertiary education available to all on the basis of merit and desire.

RECOMMENDATIONS FOR IMPROVEMENT

The following recommendations derive from this report, and are reproduced here for ease of reference. They are not seriated.

- Reconsider adopting the previously used Self Evaluation Report format and template;
- Build effective, practical, and deliverable international co-operative relationships and agreements;
- Increase student enrollment whilst maintaining the linguistic and ethnic diversity of the University student body;
- Diversify the revenue streams, to reduce dependence upon student tuition and state contributions;
- Build, maintain, and verify the market applicability of the skills built in the curricula;
- Develop, deepen, and improve the use of technology in the classroom (both physical and digital classrooms);
- Attempt to align mandatory internships with curriculum design, in order to improve the application and coherence of the internship with the intended degree programme outcomes;
- Increase student representation and participation in Faculty Council meetings and meetings of Faculty Quality Teams;
- Establish a small number of access-controlled computers in the library that are subscribed to several research databases;
- Create a binding University policy on the creation and recognition of learning agreements pertaining to mobility, both outgoing and incoming;
- Revive the Alumni Association and give alumni incentives to join, including a more active and formalized role in ongoing operational decisions (as, for example, a seat or two on the University Senate reserved for elected Alumni representatives);
- Rethink uniform and equal research support funding and make it more variable, rigorous, and result-driven (perhaps by designating a central research budget for publication support to the Research Office, to which staff would apply for assistance with book, textbook, or journal publication; and to delegate part of the research budget to the Deans—with yes/no oversight by the Pro-Rector for Research—who would be able to allocate greater conference support to productive scholars, and less support to unproductive academics or those who attend only unchallenging ‘vacation’ conferences);
- Develop a central or Faculty-specific resource for identifying and engaging ‘clinical teachers,’ in order to support the teaching staff to meet their obligations in this regard;
- Consider creating a small professional development fund available (by application and evidence) for administrative staff;
- Develop more precise and effective improvement targets for individual staff and managers, based upon data (student surveys, teaching observations, research output, prior performance reviews and targets, TAP results, etc.);
- Support increased provision of Student Parliament activities delivery to Skopje students;
- Require all staff, Faculties, Deans’ offices, and Centres to notify the Research Office and the Max Van der Stoel Research Institute of any projects applied for, won, or realized and ended.