



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

# Self Evaluation Report

2011-  
2012

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*This document covers the period  
September 1 2011 to August 31 2012*

Tetovo, Macedonia  
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## 1.0 Introduction

This self-evaluation report covers the year beginning September 1, 2011 and ending August 31, 2012. During this time period, the University marked its tenth anniversary with celebrations, publications, ceremonies, and reflection. Then, in November 2011, the University was honoured to receive the Order of Merit for Macedonia, which was presented in a formal ceremony to Rector Zamir Dika by the President of the Republic of Macedonia, Gjorge Ivanov.

In the rankings of universities in the Republic of Macedonia—carried out by the external assessment of Shanghai Jiao Tong—South East European University was ranked second in the nation, behind only the longer-established State University of Sts. Cyril and Methodius, in Skopje.

During the period covered by this self-evaluation, the University undertook an extensive curricula revision, which was processed through the appropriate state accreditation procedures. This has meant that South East European University now offers more finely-tuned programmes, with particular focus on producing employable graduates with skills specific to their chosen professions.

The University continues to offer both undergraduate and graduate instruction in two primary centres of instruction: the main campus, located in Tetovo, and the Skopje annexe. This dual-location structure helps to serve the various students who wish to pursue the academic offering of South East European University, and makes SEEU competitive amidst a general increase in Higher Education providers in the Republic of Macedonia.

The University is continuing with its commitment to internationalization. Growing numbers of courses are taught through the medium of the English language, although the University intends to increase further this Anglophone teaching. International staff make a valuable contribution to the diversity of SEEU's academic programs, and bring outside academic expertise to Tetovo from the United Kingdom, the United States, Ireland, Albania, and other nations. Students from around the region also contribute to the quality of life and scholarship at SEEU, as they bring with them the different approaches and backgrounds from regional neighbours, and from the wider diaspora communities farther abroad. SEEU has also seen an increase in the number of local staff members who have obtained MA or PhD degrees abroad, and have returned to bring their new expertise back.

The ongoing economic crisis in the world, combined with the opening of numerous competitive institutions, has meant a decline in the number of SEEU undergraduate and postgraduate students.

## 2.0 Achievements

The Shanghai Jiao Tong rankings of Higher Education institutions ranked SEEU second in the entire nation, which represents a significant accomplishment for us, and reflects highly on our general consistency of academic quality, research excellence, integrated management, and well-observed quality assurance mechanisms.

South East European University was also recognised for its regional leadership in academia when the President of the Republic of Macedonia presented the University with the Order of Merit for Macedonia. This award is commonly reserved only for much older institutions, and this honour was the first time a Higher Education institution has received the award after only ten years.

The University was honoured when the Prime Minister of Albania, Mr. Sali Berisha, personally accepted the Award for Leadership—presented to him by the Institute for Democracy and Development—in a formal ceremony on the Tetovo campus.

South East European University undertook an extensive revision and reaccreditation process of the curricula. This was done to provide stronger, more professionally-focused instruction, and thus provide significant job skills and practical knowledge to successful graduates. Several entirely new programs were also created and accredited, such as International Communications, a program with no competitors in the regional market.

The University has also built the first eco-friendly building on a Macedonian campus, with sustainable energy requirements and minimal environmental impact. SEEU has continued to pursue environmentally-beneficial or –neutral policies, such as paper recycling bins in all academic and administrative buildings, and the posting of the SEEU ‘Environmental Code’ in all classrooms and offices of the University. The Code encourages environmentally conscious behaviour, such as reducing printing, turning off lights and computers when not in use, and encouraging reuse/recycling/resource reduction.

SEEU has also continued its highly successful collaboration with the Kelley School of Business, Indiana University, which in 2012 brought approximately 70 students from Lucknow, India, to study in Tetovo. These students—from the highly competitive Indian Institute of Management—spent nine days in our campus, attending lectures offered by visiting professors from Indiana University.

SEEU had the honour of presenting the President of Indiana University, Prof. Michael McRobbie, our 2011 Doctorate *honoris causa*. Prof. McRobbie—and the University he leads—have long been supporters and friends of our University, and his degree *honoris causa* was a well-deserved testament to his personal interest in SEEU, and in his support for collegial Higher Education relations. This conferral and his acceptance are intended to deepen the relations between our two universities.

As part of an ongoing commitment to quality in higher education, in June 2012 the University hosted a national conference on Quality of Teaching and Learning, which

attracted papers and presentations from SEEU staff and members of numerous other Higher Education institutions in the Republic of Macedonia. Students from SEEU and other Higher Education institutions in the nation presented posters during an open session, bringing student involvement into the conference. SEEU also continues with its Teaching Observation process, Student Survey, and year-end Staff Evaluation system. These processes help to bring SEEU in line with contemporary quality assurance procedures applied in the European Union and the United States of America. Furthermore, the University continued its tradition of regular training by organizing a three-day training session in Krusevo in late August, which focused (among other subjects) on aligning assessment methodologies with expected learning outcomes. This also served to strengthen the University community by providing opportunities for social activity and friendly interaction.

The University continues to accentuate health, fitness, and responsible living choices. Accordingly, to promote sport and physical well-being—and to commemorate the Olympic Games beginning in London—the University hosted its own ‘Olympic Day’ in April 2012. Students and staff were able to participate in a wide variety of athletic activities, including rope-pulls, sack races, sprinting, bicycling, and cricket. Winners of competitive events were given their awards by the Deputy British Ambassador. Several fund-raising events were held, and an anonymous donor matched the funds generated, and the proceeds from these drives were donated to a collective of three charities.

SEEU is proud to note that the former Pro-Rector for Entrepreneurship and Development—and current member of the Board, Abdylmenaf Bexheti—was elected a full member of the Macedonian Academy of Arts and Sciences. He there joins fellow Academician Alajdin Abazi, the *Rector Emeritus* of SEEU.

In the Upper Management of the University, there have been several changes. The new Provost is Prof. Andrew Goodspeed, the new Pro-Rector for Entrepreneurship and Development is Prof. Miroљjub Shukarov, and Pro-Rector Blerim Reka has incorporated international relations into his portfolio of responsibilities, and currently serves as Pro-Rector for Research and International Relations.

### **3.0 Structure: Faculties and Centres**

South East European University retains the same academic structure it has had in recent years. There are still five academic faculties that form the basic core of the university: 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. These faculties are supported by two independent Centres within the University structure: the Language Centre, which provides language instruction to students and staff; and the eLearning Centre, which provides computer training and support. Additionally, there is an Institute for Environment and Health that provides leadership for the University in the fields of environmental stewardship and responsible ecological solutions; it is they who spearhead the University's Climate Action Plan.

#### **3.1 Faculty of Business and Economics**

The Faculty of Business and Economics focused on improved quality, including the reaccreditation of all 1<sup>st</sup> and 2<sup>nd</sup> cycle programmes with 120 ECTS and 60 ECTS and also the accreditation of the 3<sup>rd</sup> cycle studies in Economics and Business Administration. Descriptors and Learning Outcomes for all study programs were prepared in three languages and all of the newly accredited and reaccredited programmes are published on the University web page.

As part of the University strategy for internationalization, a new study programme of Master of Business Administration—MBA—is being offered for the first time in the University. This programme is one of a kind in the region, and is intended mainly for middle managers with professional experience. This programme is offered in cooperation with the Kelley School of Business, Indiana University, which is one of the premiere business schools in the world. The programme is offered in English. In the first year of study, lectures will be held in English by local professors. The second year of study will be offered by Kelley School of Business lecturers. All students participating in this study programme will get an MBA diploma from the B&E Faculty and a certificate for each module that is offered by the Kelley School Business, Indiana University.

A certificate programme on Entrepreneurship and Local Economic Development was held on the University campus. For this programme, the participants were twenty-five employees in the Tetovo and Gostivar municipalities. This programme is ongoing.

In terms of research and development, the publications of the B&E staff have increased, and most of the staff have published in peer reviewed and refereed international journals.

During this period, three members of the B&E academic staff received their PhD degrees, and one of them is in the final phase of such research. Additionally, four staff members started providing training to employees of local and national companies.

### **3.2 Faculty of Contemporary Sciences and Technologies**

The Faculty of Contemporary Sciences and Technologies continued to be regionally one of the best faculties for Computer Sciences. The high employability rate is one of the indicators supporting this.

The Faculty hosted an intensive summer school organized by CST together with the Faculty of Computer Science and Engineering- UKIM Skopje.

The Faculty also progressed in offering modern, useful and applied programmes. CST opened new 2<sup>nd</sup> cycle study programmes and these programmes are now active.

The Faculty of Contemporary Sciences and Technologies also offered staff development opportunities. Significantly, the Faculty worked to improve the visibility of CST and to promote Faculty modules and programmes. This is consistent with the University's policy of continuous recruitment and building relationships with schools and external stakeholders. Finally, the Faculty began the process of creating research groups based on subjects, and undertaking a complete curriculum review.

In order to improve quality and to develop standardization, CST has adopted a standard course syllabus and standard exam template. Additionally, the staff have increased their participation in international academic conferences, and have improved their publication rate in scholarly journals.

### **3.3 Faculty of Languages, Cultures, and Communications**

In the academic year 2011-2012, Faculty staff from Languages, Cultures, and Communications worked hard to secure the successful accreditation of 1<sup>st</sup> and 2<sup>nd</sup> cycle programmes and, beginning this current (2012-13) academic year, new curricula will be in operation across the Faculty. The year 2011-12 also saw the successful launch of 2<sup>nd</sup> cycle studies in a fully online mode. Seven students were enrolled for the online MA in English Language Teaching in a project which will continue this academic year, with increased enrolment. 2<sup>nd</sup> cycle enrolment in regular studies remained strong, especially in English. However, in terms of student numbers, 1<sup>st</sup> cycle enrolment was suppressed, especially in Communication Sciences. Happily, the new International Communications programme has attracted a healthy number of new students this academic year (2012-13). Nonetheless, downward trends in other subjects, especially English, remain a cause for concern.

The quality of teaching and learning remains high within the Faculty. Members of the LCC Faculty won both the Teaching and Learning award and the Researcher of the Year award announced in January 2012. Observation results were consistently high and student satisfaction also remained high.

Members of the LCC Faculty were involved in several projects which served to raise the visibility of the Faculty and University in the community as a whole. The Practicum or teaching practice for English was reinstated in local High Schools with some success. The

English Department organised a training workshop in April 2012 attended by over 60 High School teachers. The new Centre for Cultural Interaction and Dialogue was created—and three events were held—in co-operation with UNESCO on the SEEU campus. International co-operation continued as a strength in the German Department with exchange visits organised with PHZ University in central Switzerland. Many LCC members also contributed papers to the June Quality Conference at SEEU.

### **3.4 Faculty of Law**

The Faculty of Law demonstrated strong commitment to evaluating and improving its study program, and was successfully able to obtain official accreditation for its academic offering in three cycles. This was done entirely according to the Law on Higher Education for RM, in successful compliance with the proportionality of 60-30-10 (core courses-elective courses-free elective courses). This process culminated successfully with the relevant decisions of the State Accreditation Board.

In order to offer the highest quality of instruction, the Faculty has continued to employ its own prominent staff, but has also engaged eminent professors from the region in both the 1<sup>st</sup> and 2<sup>nd</sup> cycles. The staff have been encouraged to produce research of high quality, and this year has seen improvements in producing and publishing scientific papers for both local and foreign journals.

As part of the Faculty's ongoing commitment to practical and applied learning, the Faculty of Law has engaged judges, lawyers, forensic experts, prosecutors, notaries, representatives of the Ombudsman's office, representatives of the State Election Commission, and representatives of the Municipalities to address our students. Many of these experts have helped us also to comply fully with the legal requirements for 'clinical' teaching (teaching by outside experts of verified accomplishment).

The Faculty also engaged in a study visit with students and professors in Germany. There they visited the Bundestag and Bundesrat, as well as the Law Faculties in Berlin and Hamburg, and the Institute of Comparative and International Law 'Max Planck,' also in Hamburg.

The Law Faculty remains committed to successful relations with students and strong student recruitment. All staff are required to hold weekly consultations with students, which are monitored by the Deanery. The Deanery has also formed a special team for student recruitment and Faculty marketing in schools in the Tetovo-Gostivar region.

Finally, the Faculty of Law is pleased to note the generally successful maintenance of student numbers in the Legal and Criminalistics study programmes, despite the large number of competitive programmes in the country.

### 3.5 Faculty of Public Administration and Political Sciences

The Faculty of Public Administration and Political Sciences continues to revise curricula in accordance with changes in the labour market. The Faculty is particularly interested in promoting new programmes which will be offered in collaboration with other Universities. Accordingly, the Faculty currently offers an undergraduate programme in Leadership and Community Youth Work, in collaboration with the University of Jonkoping, Sweden (dual degree), and in parallel the Faculty has founded joint working-groups to offer a joint-degree programme with the University of Ljubljana (Faculty of Social Science). This joint-degree programme will be in the area of European Studies and will be designed to offer content that will address the capacities of state administration to attract EU funds and also a cadre to work in the EU institutions with the accession process of the Republic of Macedonia. It is planned to submit this programme to the Board of Education in December 2012, and to run in the academic year 2012/2013.

The Faculty is determined to pursue international opportunities, and for this reason the Faculty of PAPS has signed an Erasmus Mundus agreement with the Faculty of Social Science for the mobility of 5 teaching staff during the years 2012-2014. It is intended to promote the international character of the Faculty as well as to improve the teaching capacities of our own staff.

The Faculty has accredited, and will now run, a new 2<sup>nd</sup> cycle programme in Civil Society Development. This has been created in cooperation with the Center for Institutional Development. The programme aims to cover the gap in the formal education of CSO workers, activists, and volunteers, and to build their capacities to build effective democracy in the region. This will help them to promote the role and values of civil society organizations in the development of modern democracies. The working language of this programme is English.

The Faculty has sought to align course descriptions to lecturer expertise in a more refined and accurate manner. They have undertaken a series of initiatives with the support and input of discipline groups to establish these linkages. This has been done to improve the quality of the Faculty's academic offering.

Lastly, the Faculty has placed significant emphasis on monitoring the processes of quality assurance. PAPS representatives met together with representatives of the local community—and members of the student body—to establish Faculty strengths and weaknesses. This proved to be an important corrective mechanism and to improve the quality of teaching and learning in the Faculty.

### **3.6 The Language Centre**

The Language Centre (LC) continues to be one of the liveliest academic units within the University, reflecting its multilingual and multicultural orientation with students from all Faculties and different backgrounds attending language classes together. The Centre has a committed staff and interactive teaching mode, and is determined to provide efficient administrative service to students. The LC also hosted different clubs that contributed to enriching students' social life on campus: the drama club, the sports clubs, the photography club and the US alumni info-and-help desk. Utilizing close contacts with students, the LC organized a significant regional Essay Contest, ending with a big awarding ceremony; and a Language Fair, with more than 300 regional high school pupils as guests, hosted and entertained by SEEU students.

In the academic field, the LC successfully revised its curriculum and testing development in the three core programs of English, Albanian and Macedonian; and expanded the offer with English, Albanian, Macedonian, German and French 'free electives.' In order to increase the practical component of the language courses and put greater focus on the communicative competence of students, final oral exams were organized for all courses. Besides that, the exit proficiency computer exams in Albanian and Macedonian continued, and an English proficiency exit exam was piloted with the Basic English Program. The results of this test showed that 92% of students improved their English skills after completing a one-semester course at the Language Centre. These data were intended to be used as indicators for progress and improvement of the teaching and learning process, as well as for syllabi revision. As a licensed IELTS pre-testing center the LC offered its students the opportunity to check their English knowledge through this standardized test and the results were more than satisfactory.

The Centre made significant progress with programmes aimed at the external community. Although the CELTA course was not run because of an insufficient number of candidates, there were two sessions of a TOEFL preparatory course. Additionally, the LC won the open bid for providing Albanian language courses for the staff of the Embassy of the United States in Skopje.

### **3.7 The eLearning Centre**

The eLearning Centre at the University offers IT training courses that give students the computer skills which are obligatory to meet present and future technological challenges in the workplace.

The free elective courses that the eLearning Centre offers cover a wide range of topics in order to meet a variety of skill levels and interests. Introductory courses are offered to those students requiring basic knowledge while advanced courses in the most current IT applications are offered to students with more specialized needs.

All of these courses are offered to the academic and administrative staff as well. The intent is to provide the technical knowledge, skills and experience that will increase the value of each member of the SEEU community to the institution and at the same time enhance their professional development.

The ONLINE studies that started in 2011 continue to be one of the main foci of the eLearning Centre. In the second year of offering this mode of studies, the trainings on online teaching tools and methodology go on.

### **3.8 Institute for Environment and Health**

The major event for the Institute for Environment and Health in this period was the official opening of the Energy Efficiency building on the Tetovo campus. This innovative building is a model of current understanding of sustainable environmental architecture, and is unique in the Macedonian Higher Education area. The building—which currently houses the Institute—is environmentally neutral, and has a minimal environmental impact. The erection of this building was supported by the Embassy of Italy and the Ministry of the Environment of Macedonia.

The Institute also provided training for the staff of SEEU in reducing their environmental impact. As a result of the ensuing discussions, the University adopted an ‘Environmental Code,’ which encourages good environmental management and husbandry. Essential instructions from this code have been posted—in all three University languages—in all offices and classrooms of the University.

The University continues to maintain paper recycling bins in all major administrative and instructional buildings.

## 4.0 Quality Enhancement

The University being ranked second among nineteen institutions represents a very good endorsement of its work in developing a total quality culture.

The University Board provided regular monitoring of university plans and insisted upon the application of verifiable quality-control data in the areas of performance management, University financial audits and planning, staffing assessment and hiring processes, performance management, and academic development. The Staffing and Audit and Risk Management Committees frequently oversaw the gathering and analyses of these data. The Board looked forward to preparing its next strategic plan, building on the achievements and areas for development of the current one.

The Staffing Committee notes that core University Rules have been reviewed, published and implemented and that the University once again retained its ISO 9001:2008 external standard for performance management. The first promotion in title processes using the revised Rule and templates were conducted and these were completed satisfactorily. Also, the Annual Recruitment Report indicated that administrative vacancies had been filled according to a strict, open and transparent process. The more active appraisal system (Staff Evaluation) has been operated for the second year for all staff, with appropriate training of appraisers. The quality of the reports is currently being moderated for analysis and improvement.

In the period covered by this report, the Rector's management team, and every Faculty, Centre, and Administrative Department produced Action Plans to define and align their professional activities for the coming year. Each of these Plans was moderated and progress-checked by either the Rector or the Provost. The Rector presented the Executive Team plans to the staff, in a collective meeting, and each unit consulted its own staff in their preparation and implementation.

Regarding the curriculum, each Faculty reviewed its curriculum in line with legal requirements and these were successfully accredited by the national Accreditation and Evaluation Board. In addition, at the all-staff training in January and August, further work was done on the active use of Learning Outcomes linked to assessment.

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

With regard to the quality assurance structure, the quality policy linked directly to the University Strategic Plan and the Quality Assurance and Management Commission (QAMC) continued its monitoring and accountability role concerning the effective function of and efficient liaison between academic and administrative quality teams. The Quality Assurance Office operated key quality processes such as teaching observation, student evaluation survey and performance management procedures, and served as operational activity coordinator. It provided key data twice yearly for Faculty/Departmental analysis. A useful Client Survey was also completed and sent to the relevant units for their use. The Office also

provided support to the Student Union in the production of its new Rule on Student Parliament and Association. Our external “Quality Champion” visited twice and provided evaluative reports with targeted recommendations on both occasions. The Quality Teams were more functional in the admin departments but not so much in Faculties.

In June 2012, the Quality office, with a steering committee, coordinated a successful national conference on the Quality of Learning and Teaching which attracted nearly 200 participants, with two respected international keynote speakers and about 40 presentations on a range of related topics.

It is recommended that the university continues to maximize its active use of quality processes to maximize their value, to focus on including students even more and to develop autonomous quality initiatives with stronger Quality teams, especially in the Faculties.

## 5.0 Teaching and Learning

### 5.1 Programmes and Status

All Faculties of SEEU continued to offer both 1<sup>st</sup> and 2<sup>nd</sup> cycle academic programmes in the period covered by this report. Yet at the same time, all Faculties also completed a total curricula review, and submitted new 1<sup>st</sup> and 2<sup>nd</sup> cycle programmes for accreditation by the Accreditation Board; all new programmes were successfully accredited, and began with the incoming cohort of first-year students in the Academic Year 2012-2013.

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

2<sup>nd</sup> cycle studies continue to be an important part of the University’s academic offering. These are generally popular programmes, yet the University has noted that unacceptably high numbers of students pass their coursework yet fail to submit and defend a thesis in a public *viva voce* defence. The Provost will lead a major effort in 2012-2013 to contact these students, offer to reintegrate them into the process again, or else determine that they are definitely inactive students.

Part-time study programmes also continue to attract growing numbers of students, and these are run by the respective Faculties. These programmes attract students of widely differing life circumstances, from those who primarily live abroad, to professionals whose work commitments restrict their ability to attend classes on a full-time basis. The University is hopeful of increasing these programmes, as they make the SEEU academic offering available to a large segment of the population who cannot make the time engagement required by full-time studies.

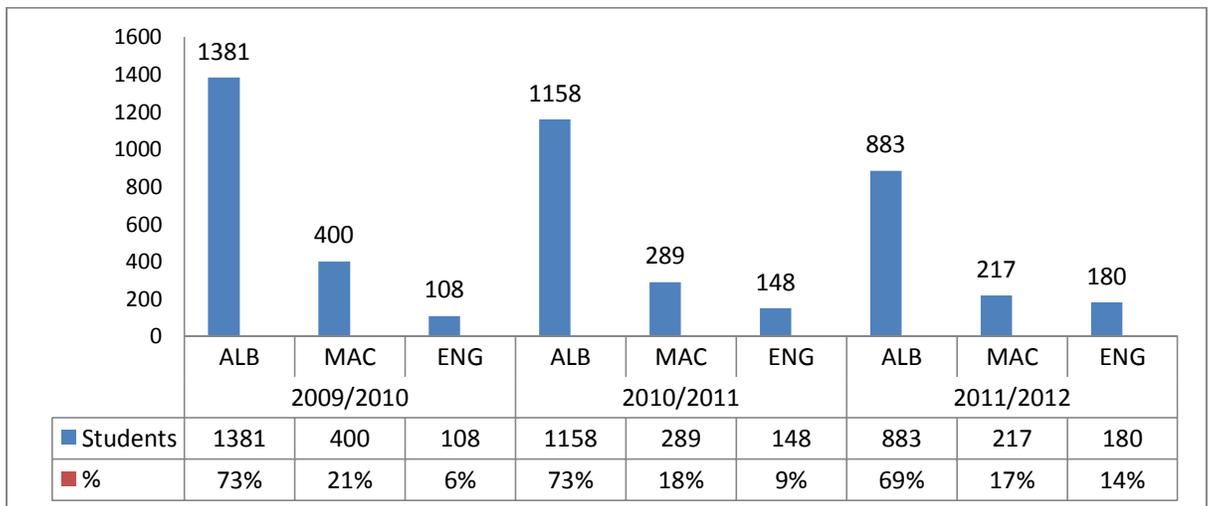
## 5.2 Student Enrolment

As in the past few years, student enrolment continued to decline (Table 5.20). The University has identified several reasons for this decline: the dispersion of Universities, Faculties, and programs—together with the lowering of tuition fees by the government for public universities—has increased competition; enrolment in private universities throughout the Republic of Macedonia is generally down; and the economic stagnation of the country and the region reflects the ongoing financial crisis throughout the world. Although no specific cause of decreased enrolment has been identified as paramount, all of the above reasons appear to be contributory to the decrease in student enrolments.

Academic Year	Enrolments
2009/2010	1889
2010/2011	1595
2011/2012	1280
<b>Grand Total</b>	<b>4764</b>

Table 5.20 Total Enrolments by academic year

Graph 5.21 illustrates the downward trend in enrollments based on the language of the study programmes. Programmes offered in the Albanian and Macedonian languages both decreased from 2009/2010 to 2010/2011, yet English language programmes saw an increase. This is likely attributable to the high quality of the programmes offered in English, as well as to a growing recognition in the Republic of Macedonia that English is the *lingua franca* of business, commerce, tourism, information management, and international diplomacy.



Graph 5.21 Total Enrolments (1<sup>st</sup> Cycle and 2<sup>nd</sup> Cycle)

The aggregate enrollment figures in Table 5.22 illustrate the decline in enrollments for the past three years of admission. As may be seen, the largest drop in enrollments has been in the Faculty of Public Administration and Political Sciences, whereas the smallest decline has been seen in the Faculty of Law. All Faculties have been asked to analyse their enrolment, and to begin a process of ‘continuous recruitment’ with both direct and indirect promotional activities (such as essay contests, high school visits, hosting discipline-specific round tables or fairs, etc.). This is to be undertaken in cooperation with the Public Relations office.

Faculty	2009/2010	2010/2011	2011/2012
BE	393	364	273
CST	294	235	208
LAW	356	320	274
LCC	314	301	207
PAPS	532	375	318
<b>Grand Total</b>	<b>1889</b>	<b>1595</b>	<b>1280</b>

Table 5.22 Total Enrolments by Faculty

### 5.3 Student Retention Rate

Student retention is a major responsibility of any University. It refers to the success rate of students; those who continue in their study programmes, accumulate all (or most) of the expected ECTS credits required to proceed to the next year, and continue with their programmes, are considered to have been retained. Students who withdraw from the University, for whatever reason, are considered not to have been retained.

A difficulty in assessing these data lies in the perseverance of the concept of ‘make-up examinations.’ These are examinations, administered several times per Academic Year, in which students who have failed a course are given the opportunity to pass it by succeeding in a special examination. In practice, this proves to be more illusory than factual; students who have already failed often do not prepare adequately for these tests, which are—for ethical reasons—necessarily difficult. Academic staff have been urged to invite such students to attend their ‘consultation hours,’ and the University began a ‘Summer School’ to assist students in their preparations for these tests. Yet it is lamentably true that few students avail themselves of these opportunities, and thus they enter ‘make-up examinations’ hopeful but unprepared.

In the table below is shown retention of the 2009/10 cohort which is 73% at the University level.

Cohort 2009/10	Full-Time Enrollments 2009/10	Retention 2010/11		Retention 2011/12		
		Faculties	Students	Retained in 2 <sup>nd</sup> year	%	Retained in 3 <sup>rd</sup> year
BAE	199		160	80%	143	72%
CST	207		174	84%	140	70%
LAW	186		164	88%	129	72%
PAPS	312		268	86%	237	77%
LCC	164		133	81%	111	69%
<b>Total</b>	<b>1068</b>		<b>899</b>	<b>84%</b>	<b>732</b>	<b>73%</b>

Table 5.30 Retention for 2009/10 cohort

In the 2010/11 cohort there are 893 full-time students enrolled for the first time. Of these, 83% were retained in the 2<sup>nd</sup> year of study; the retention in the 3<sup>rd</sup> year is 68% (at the University level). This is obviously an issue for improvement, as it means that more than three of every ten students fall into inactivity during their academic career at SEEU. In the Academic Year 2012-2013, the Provost will lead a major effort—in cooperation with the Faculties, Student Advisors, Career Centre, and Alumni Association—to trace the basic causes for such attrition.

Cohort 2010/11	Full-Time Enrolments 2010/11	Retained in 2011/12		Retained in 2012/13	
BE	173	147	86%	107	62%
CST	165	132	80%	114	69%
LAW	185	154	83%	119	64%
PAPS	199	157	79%	138	69%
LCC	171	149	87%	128	75%
<b>Total</b>	<b>893</b>	<b>739</b>	<b>83%</b>	<b>606</b>	<b>68%</b>

Table 5.31 Retention for 2010/11 cohort

#### 5.4 Graduation Rate

The fundamental mark of success at any University is the graduation rate. This records the number of students who successfully complete, in the expected time period, the academic offering as accredited by the government. SEEU tracks the achievement of full-time students and in this section the graduation rate for students of the 2009/10 cohort is presented. For the cohort 2009/2010 only 21% of students graduated on-time, 63% have not yet graduated and 16% are inactive or withdrawn. Compared to the previous cohort of 2008/09, this

cohort has a slightly lower percentage of students who graduated on-time, which is 2% less than the previous cohort (23% graduated on time).

When one assesses the on time graduation rate by Faculty, the data indicate that on-time graduation is the lowest in CST and LAW (with only 13%), followed by PAPS (with 23%). B&E and LCC have a better rate of on-time graduation, with 36%.

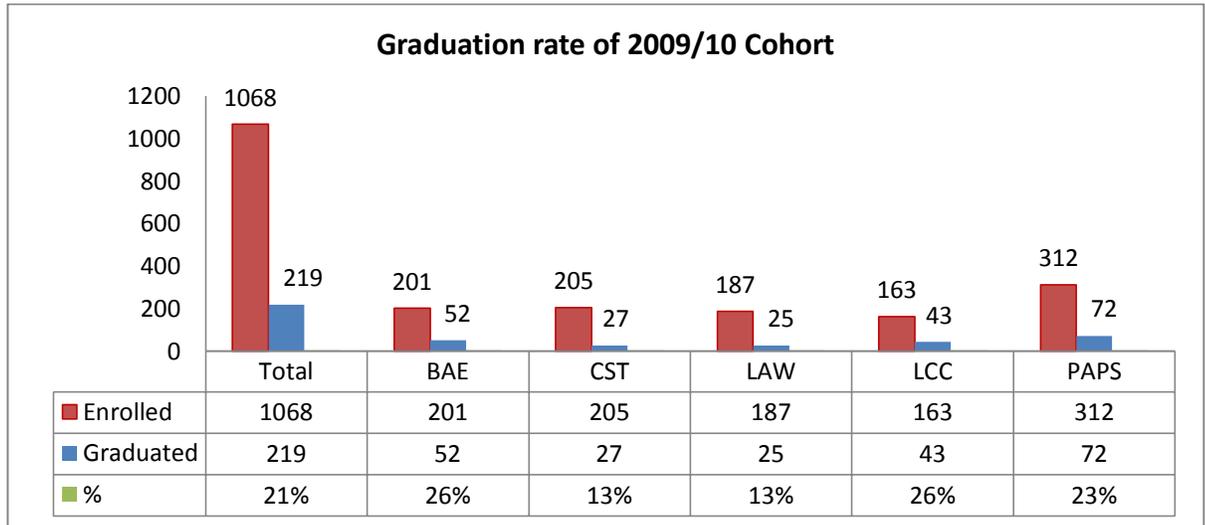


Figure 5.40 Graduation rate distributed by faculty for 2008/2009 cohort

2<sup>nd</sup> Cycle on-time graduation rates offer lead to slightly different conclusions. According to the data on the number of SEEU students who have graduated from 2<sup>nd</sup> cycle programmes at SEEU, 19% (403 students) of the total number of 2<sup>nd</sup> cycle students have graduated. PAPS accounts for the highest number of these students, where 196 (36%) of their total students have graduated. LCC has graduated 87 students (24% of their total). CST has graduated 59 students (21% of their total). B&E have graduated only 42 students (8% of their total). As of August 30, 2012, only 19 students have graduated from Law, which represents 8% of their total.

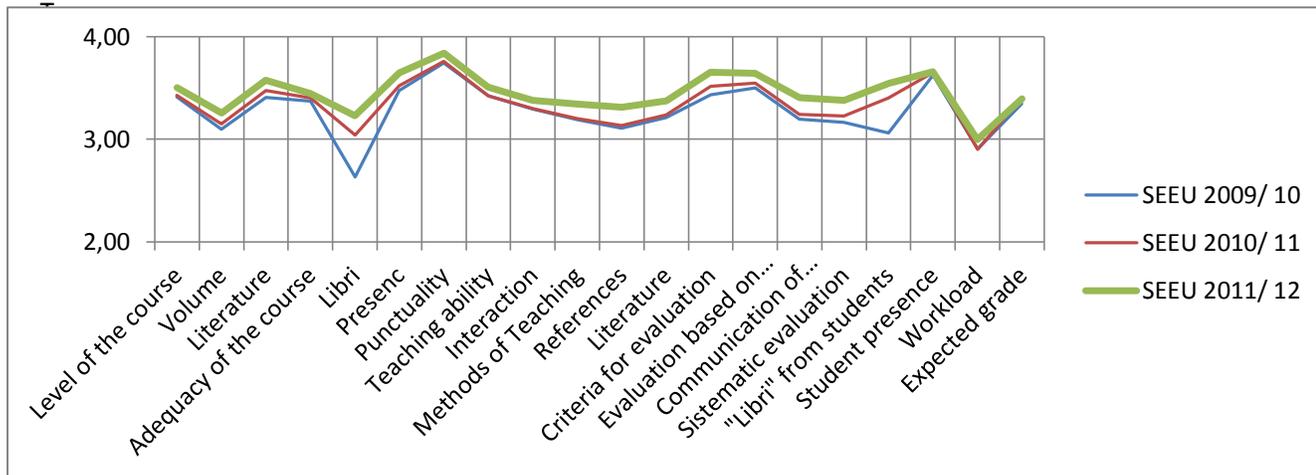
In order to address this startling gap between the inauguration and conclusion of 2<sup>nd</sup> cycle studies, the Deans and the Provost will lead a significant initiative to contact students who have not defended a thesis and attempt to reintegrate them into the 2<sup>nd</sup> cycle academic offering. This will be accompanied by the establishment of a specific deadline by which a thesis must be submitted or else the student will be considered 'inactive.'

### 5.5 Student Evaluation of Academic Staff

Every year the preparation for the Students' Evaluation Process starts in March. The process is conducted in April for the Undergraduates and in May for Master students.

This process is coordinated by a team created from members of the Quality Assurance Office (QAO), Student Services, and the Student Advisors. The team has accomplished this process efficiently by supporting each other and by providing their relevant expertise. This process contains numerous distinct activities and it is very important for the University, as it

is one of the best (and most direct) ways to assess student satisfaction with the instructors, their courses, and the University generally.



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

Graph 5.50 Results of the Student Evaluation reports

As can be seen in the graph (5.60), the University shows improvement in student assessment in the Academic Year 2011-2012. This is laudable, although there are several areas where the University continues to receive dips in student satisfaction. Yet the general trend, as evidenced here, is towards increasing satisfaction for the students. The survey results for 2011-2012 are all higher than in the previous year, and these data are encouraging.

## 5.6 The Career Centre

SEEU Tetovo is home to the Career Centre which offers career guidance, job search advice and training to University students. The Centre provided individual and group counseling in such areas as resumé writing, cover-letter writing, interview techniques, etc. In addition, the Centre managed the student internship and practical training requirements. The Centre also organizes and hosts a yearly job fair. Importantly, the Career Centre also reports on SEEU graduates' ability to find employment, both in Macedonia and abroad. The results of this survey are provided in the SEEU Alumni Destination Survey. The key findings from this report show that SEEU students continued to be employed at a rate higher than the national average.

Related to the GPA (grade point average), graduates with a cumulative GPA between 7 and 8, and the ones with a cumulative GPA between 8 and 9, experience an employment rate of 45%, while graduates with a GPA between 9 and 10 experience an employment rate of 41%.

According to employed graduates, 32.22% of them have learned about their current job position from a family member, while 16.27% of them from Career Centre job announcements. 15.94% of them have learned for their job position from the Internet, and 13.28% of them from a newspaper.

## **5.7 Alumni Association**

SEEU is now over a decade old, and has a steadily growing body of alumni. The Alumni Association is a body intended to maintain connections between the University and its graduated students. It is governed by statute, and has the status of an independent organization within the University.

The primary roles of the Alumni Association are to maintain University contacts with former students; to assist in the promotion of the University; to provide comment and suggestion on current (or contemplated) academic offerings; and to maintain the collective spirit of the institution. It also serves as a way in which an individual alumnus or alumna may continue to support the University after his or her graduation.

New elections for the Alumni Association board are expected late in 2012, and the newly-elected board members will then engage in a wide variety of activities, including organizing Alumni events, contributing to University assessment mechanisms, and assisting in University promotional events in collaboration with the Public Relations office.

The University organized a special Alumni meeting in Prishtina during the period of this report. This event allowed graduates to meet, enjoy socializing with other alumni, and maintain their connection to SEEU.

## **6.0 Research**

The Research Office during this academic year continued its activity in establishing SEEU's profile as a Higher Education research institution. Through providing support to the academic staff for the successful realization of their research activity, the Research Office continues to provide administrative support.

A new Research Strategy for 2013-2016 period is being developed, where SEEU's dedication to research as a core part of its mission is clearly stated. Research activity at SEEU will continue to be an essential element of all academic staff duties in the belief that an active and vital research culture is of benefit to all study areas in the University.

In the period covered by this report, SEEU established two research Institutes as academic units of the University. The mission of the Institute "Max van der Stoel" is the development and organization of educational and research activities in the field of humanitarian sciences: political sciences, international relations, law and public administration (with a special focus in preventive diplomacy, inter cultural reconciliation and conflict prevention). This Institute

is named in honour of one of the founders of this University, Max van der Stoel. The second Institute—the Institute for Applied Research in Business and Informatics—is established to encourage the applied research component of the University’s academic and institutional capacity in the interrelated areas of business and informatics as well as in Business Informatics. The Institute’s mission is to strengthen the University’s capacities in order to develop an economic climate based on knowledge and information, and to encourage business, people and systems to become highly functional, interoperative and adaptable to contemporary and constantly changing contexts.

Since the Academic Year 2010/2011, SEEU financially supports all the individual researchers from the academic staff for their participation in international scientific conferences. Similarly, starting from the Academic Year 2011/2012, a new instrument was introduced in order to promote submission of journal articles by encouraging younger staff in particular through adjustments in teaching responsibilities and incentives to those whose articles are accepted for publication in international journals listed in the Thomson Reuters Web of Science (being one of the most important indicators for the ranking of quality research).

For the first time, in the Academic Year 2012/2013, SEEU is prepared to start with the PhD School, aiming to link research with 3 year study programme of the PhD school.

A new development for SEEU—starting from the Academic Year 2012/2013—is the online publication of the scientific journal “SEEU Review “in VERSITA, the second largest open access publisher in the world.

The University has also continued its tradition of supporting the publication of quality research. During the Academic Year 2011-2012 the University supported the publication of 20 books. These works came from the following Faculties in this proportion: 10 from Business and Economics; 2 from Contemporary Sciences and Technologies; 5 from Languages, Cultures, and Communications; and 3 from Public Administration and Political Sciences.

## **6.1 International relations**

The International Relations Office has continuously worked to increase the awareness of students and staff members about the different ways of getting scholarships for studying abroad; these activities were spread throughout the year.

The activities were focused on the creation of opportunities for scholarship for our students to study abroad (thus contributing to mobility) in Germany, France or the United Kingdom. Various presentations were organised throughout the year for 1<sup>st</sup> and 2<sup>nd</sup> cycle students within the University. Students were taken to the Scholarships Expo in Skopje and were helped with mobility schemes in which SEEU is a partner, including Basileus, JoinEuSee and the scholarship database S4WB.

All these activities have been unselfishly helped by the King Baudouin Foundation.

In March 2012, the University applied to the National Agency for European Study Programs and Student Mobility for Erasmus funds for student exchange; we received 171 months for students and one mobility for staff members of SEEU. To facilitate these mobilities the University concluded bilateral agreements with European partner universities who agreed to sign a bilateral Erasmus agreement to receive SEEU students for one or two semesters. So far the University has signed a total of 5 Erasmus bilateral agreements with the following universities: SMK University of Applied Social Sciences in Lithuania, University of Foggia in Italy, University of Gothenburg in Sweden, and University of Primorska and University of Ljubljana in Slovenia.

## **7.0 Entrepreneurship and Development**

A successful University should increase the knowledge level of the students, but needs also to serve as an important development driver for the community. The real private and public sector in the local and wider environment should gain from the University's activity too. Sharing knowledge and risk with the private sector is the normal logic of the most recognized universities in the world. Shared knowledge is needed to bring down costs, provide more savings and investments, in both the public and private sectors. The University has to be part of those processes and to share part of the incomes too. Earnings from the University's entrepreneurial activities need to become a significant part of the University's income finance structure.

The University's entrepreneurial activity assumes numerous forms. Much of the work that we see comes through the Business Development Centre, which pioneers ways in which the University can make business connections with the local, national, and regional corporate communities. It was through this involvement that the logistics were provided for the Business Analytics programme which brought 70 Indian students to our campus.

Other significant activities of this organization are often training sessions. The BDC has provided training in professionalism, developing business plans, preparing global leaders, and other corporate and management-driven training sessions, and has presented them for local companies and NGOs.

The Centre has also created a business plan for a local company (Interlight), has provided web design for five companies, and has made marketing arrangements with six local companies for promotional marketing.

The BDC has recently won the tender for organizing training for the Ministry of Economy, and this project is expected to begin at the end of November 2012.

## **8.0 Financing**

The University continues to be fully self-financed, dependent on student tuition for a large portion of its income. Despite contributing mightily to the Republic of Macedonia (taxes paid on salaries, equipment, etc.) and the public nature of several of its faculties, SEEU still has not received funding from the national budget. Income proportion for the AY/FY

2011/12 was as follows: Income from tuition fees 85.47%, commercial income 5.35%, other income (interest, endowment, etc.) 2.61%, and projects and donations 6.57%.

Ensuring financial sustainability remained a priority of the University's development Strategy and through diversifying income streams it sought to decrease the proportion of dependence among different sources of income. The diversification of income portfolio continued with investment in capital markets through an investment fund.

The main improvement in financial management during the academic/fiscal year 2011/12 was the continuous development of Enterprise Resource Planning (ERP) as an extension to the existing one. The aim is to convert the existing financial system to the ERP platform which will enhance the overall management information system of SEEU, establish live reporting, improve feedback and develop communication among different departments and offices within the University.

This year a review and improvement of the procedures has been done in order to properly implement financial policies and contribute to strengthening "ex-ante" and "ex-post" control. This improvement has contributed to remain precisely within the planned framework budget.

Faculties/Centers and Departments have actively participated in Mid-Term Budget Framework process. To facilitate this process the University has organized trainings for relevant staff for implementation of financial procedures for budget realisation.

All financial rules and procedures have been implemented accurately during realization of the projects and therefore significantly improved project management.

## **9.0 Campus Environment and Services**

### **9.1 Student Support**

Student support is mainly realized through Student Services, and the Financial Aid Office. Students for the academic year 2011/2012 were supported by the University scholarship programme, donors' scholarship programme, Work and Study programme as well as financial relief for the second and third student of the same family.

The scholarship programme consisted of two groups: the merit based scholarship programme of the University based on results shown in the preliminary assessment of knowledge, and financial need scholarships, in cooperation with the Institute Open Society (Soros) and the Royal Netherlands Embassy. At the University level 322 scholarships were awarded, i.e. 150 merit based and 172 financial need, which means that approximately 11% of the total number of full-time students were supported by scholarships that cover over 80% of tuition fee of the relevant study programme.

From financial point of view, about 4% of full-time students are supported through "Work and Study" programme. Through this programme, students were engaged in various services of the university taking advantage of relevant experience and they realize financial means to cover a part of their tuition fee. In this academic year 110 students were engaged in this programme.

Also, in support to families that have more than one student studying at SEEU, a discount is granted for the payment of tuition for the second or third student from the same family. This programme supported 133 students, which is 5% of all full-time students.

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

## **9.2 Facilities**

The University campus continues to be an attractive and unique environment in Macedonia and the wider region.

Again this year, cleanliness, order and the environment on the University campus have received good marks from users of these services - students and staff. This is achieved with the involvement of all students and employees of the University as well as the commitment of the maintenance staff.

Apart from this, the University has intensified its efforts to improve the performance and effectiveness in the maintenance and logistics department on campus. To enable this improvement a vertical restructuring of the maintenance department management was done. Also, in order to economize management with resources, the department has set up organizational structure and that, moving from a mechanical into an organic structure, which serves as proactive base for maintenance units.

Facility department staff is actively involved in the implementation of procedures based on ISO standards and in the development of process in order to improve the quality. So far three Service Standards for maintenance services are compiled in the field of security, internal and external maintenance and technical maintenances.

The University continues to be an example in the region and beyond in the field of environmental protection and energy saving, which contributes to the health of students and the wider community. In this context and in the context of reducing costs, good results have been achieved in terms of energy saving, especially with the heating system (economized maximum heating in working days) and reducing electricity consumption (spending for reactive power is cancelled so now the cost is zero).

Regarding environmental protection, the University has continued this year with the implementation of the Climate Action Plan (CAP), in the domain of introduction of gas and photovoltaic system. This improvement is aimed for reducing the carbon footprint at University, and the implementation of strategies to reduce greenhouse gas emissions in a rational timeline.

In the context of planned maintenance exterior facades of all buildings were painted in the first phase. It is important to note that due to the age of buildings costs for maintaining these facilities continue to grow.

### **9.3 The Skopje Annexe**

2011/12 was the fourth year of operation of the SEEU's Centre in Skopje (SEEU Skopje). The enrollment numbers showed a stable interest for the study programs offered in Skopje. Although the alternative institutions in the capital continued to exist in a large number, the interest for studying in the SEEU programs offered at Skopje was high. The SEEU Centre continued to operate on two locations: the main building and the Annex building with four equipped classrooms. The small size of the facility with limited space for course delivery and almost no space for other activities outside the classroom remained major drawbacks of the operation. The location and the well equipment of the classrooms and offices seem to be the strong attraction elements for the institution. The full time administrative staff remains four: SEEU Centre Director, Centre Administration, Student Advisor and Facility Manager.

Beginning from March 1<sup>st</sup> a new director was appointed: Dr Vladimir Radevski, Associate Professor from CST Faculty.

A major improvement in terms of services to students was the establishing of branch of the SEEU Library Max Van Der Stoel in Skopje. The library offers the same services of retrieval and borrowing of books as the central library office in Tetovo including the transfer of the books from and back to SEEU Campus in Tetovo. There are no service computers for the students which was noted as possibility for improvement, but the limited IT and linkage capacity are not permitting at the moment opening of separate individual student access computers.

The Center was equipped with a modern Videoconferencing equipment from the last generation in HD resolution (Polycom 6000) located in the Library. On several occasions this equipment was used to allow both SEEU Centre Director and staff to participate on-line to meetings in Tetovo Campus. At one occasion an event organized at SEEU Tetovo was on-line followed by students at SEEU Skopje Campus. The video signal is transmitted through HD wide TV screen and excellent audio equipment.

A system of video-surveillance was installed in the premises (entrance, halls on each floor, computer labs) and integrated to the overall SEEU video surveillance system. The materials, both on and off line, are still not accessible by the SEEU Skopje staff but there is ongoing communication on defining the protocols and standards for usage of the material at SEEU Skopje.

The Student Advisor obtained a separate office. This improved very much the quality of the service offered since the two services (student advising and facility management) were previously with one entry and without physical separation. The projection equipment in the classrooms was regularly maintained and serviced.

All computers in the two computer laboratories were replaced with newer generation.

The data is available from 231 students which is only around 30% of the overall student population at the Centre. From the students' evaluation data we can conclude that the SEEU Skopje administration keeps high average points for the services provided. Some lower points were delivered to some of the library services which we think will be significantly improved in the next evaluation report due to the recent changes and improvements of library services at SEEU Skopje.

The problems with restricted space for work out of the classes (consultations, group and team work, individual work and similar) remain to be an issue for the Centre as well as the lack of space and facilities where the students can remain in the Centre before or after their lectures.

#### **9.4 Human Resources**

The University, in accordance with the Action Plan and the recommendations of the Board for the Academic Year 2011/2012, after the completion, approval and put on use some basic documents from the previous year academic like Ranking and Remuneration Policy, Manual of Rules and Procedures, during this academic year is focused in their implementation and initiation of additional procedures in accordance with legal requirements like the Law on Higher Education and the Law on Work Relation of the Republic of Macedonia.

During the Academic Year 2011/2012 in all cases of international academic staff engagements were concluded, including valid documentation regarding their status (regular working relationship).

The issue of limited opportunities for new engagements, on one hand, and the requirements of departments for human resources, has imposed the development of a draft Rule on Systematization of Work, where importance is given to the needs of the University for academic staff, current conditions and advancement in conformity with the legal provisions and rules.

The staff evaluation process has progressed according to the evaluation procedure and set deadlines. Results from this process, like staff training and development, are undergoing, led by administrative offices and dean’s offices.

In the Academic Year 2011/12 the University has made significant progress in advancing staff regarding teaching-scientific titles. This advancement has contributed to reducing of the dependence of the University on part-time academic staff, which can be seen in the table below.

Data on academic staff (qualification) for last three years

**Academic Staff – Full/Part Time (2010, 2011, 2012)**

	2010	2011	2012
Academic staff	Number of Staff	Number of Staff	Number of Staff
PhD	100	145	122
MA	98	98	73
BA	39	18	12
<b>Total</b>	<b>237</b>	<b>261</b>	<b>207</b>

Administrative staff has continued this year with the consolidation of administrative services, significantly involving information technologies (IT) in many processes that occur in all academic and administrative departments. This has significantly increased the efficiency and support that the administration provides to academic staff and departments. To improve the functioning of the administration, the organization and implementation of training opportunities within the university plays an important role.

The recruitment process has proceeded in accordance with the procedure for recruitment and resulted in a positive evaluation by the supervisor for all new hires. Here we should note that the engagement of international staff in the interview commissions has been significantly helpful.

Details (qualification) for administrative staff during the last three years

**Administrative Staff – Full/Part Time (2010, 2011, 2012)**

	2010	2011	2012
Administrative Staff	Number of Staff	Number of Staff	Number of Staff
PhD	5	7	5
MA	17	19	15
BA	74	70	75
Other	37	33	34
<b>Total</b>	<b>133</b>	<b>129</b>	<b>129</b>

**9.5 Information Systems**

During the last academic year the University continued efforts towards our goal for the implementation of the electronic environment which will enable us to share information of University processes across all relevant actors and University units and especially to yield efficient information to University management for an evidence-based decision-making.

The key gear for the realization of this goal is the Enterprise Resource Planning—ERP—system, whose implementation started in the previous academic year. In this direction several important steps have been accomplished. A module for budgeting was defined and has been deployed as part of main solution for the Finance office. An initial HR module has been redefined and redeployed to fulfill the very specific requests by the HR department which enables them to track the complete history for academic titles for each academic staff and to be in line with the Law on Higher Education. The interconnection of a bursary module with the main module for budgeting as part of the ERP system was also realized. All these steps required that the reporting module, which plays important role for bringing various live reports to University management, be implemented.

Important achievements are also the improvements realized to UMS as requested by Student Services Department. A new accounting system for the bursary office was developed so it can be easily integrated with the accounting system as part of an ERP solution. Also timeline improvements and modifications have been made. The e-Grading system has been improved with new tools that simplified and accelerated the grading process. It has also been integrated into the MySEEU platform.

More functionalities were developed in the MySEEU portal to accommodate various requests by end users. A new Academic Class Attendance Module was developed so that teaching staff can register their presence in the class on the RFID devices which are now installed in all classrooms. Another functionality added to MySEEU, as requested by students, is *"My Curriculum"* which enables students to have insight into their active Curriculum. To be able to track every issued certificate to students a Graduation Main Book and Certificate List was developed.

Having in mind that IT technology plays key role for realization of many processes that we mentioned above, we as a University continued to maintain our leading position in following the latest standards in the field. We did successful migration from the physical environment to the virtual environment, which enabled us to implement the latest solutions for high availability. This minimized the downtime of our services and in the same time it raised the flexibility and redundancy of the system. This is achieved by analyzing the best practices for Private Cloud Implementation and installing the latest solutions for virtualization. All the time we had in mind the latest standards for Business Continuity and recommendations from two external Security Audit Reports.

Regarding the telephone system, we finally replaced the old system with the new VoIP solution and this new system opened a lot of new possibilities for modern communication while in the same time it resulted with significantly lower monthly expenses for telecommunication services.

These improvements realized by the IT Department have proven the dedication of our University to continue to be among the leaders in implementing the latest technology from IT field with continuous aim to provide the necessary support to students and staff toward realization of the University mission.

## **9.6 Library Services**

The Max van der Stoel Library is the central repository for the books, journals, and 2<sup>nd</sup> and 3<sup>rd</sup> cycle theses gathered by the University. The library services provide support to the Faculties by obtaining books that are relevant to the study programmes being pursued in the University. Library staff continuously monitor the premises, both to assist students and to safeguard the collections. Importantly, the library has reestablished the EBSKOHost online research tool, an important development in support of SEEU research, whether by staff or students. The library also opened a branch library in the Skopje annexe, which permits greater student support in both academic locations. Library staff hope to promote increased student service by aligning acquisitions to known curriculum needs, and to expand digital accessibility to materials otherwise unavailable for scholarship in the Republic of Macedonia.

## 9.7 The Student Union

The Student Union maintained its traditional activities in this period, Representatives attended several meetings of the University Senate, arranged occasional social events for students, and planned the popular 'Eurotrip.' The Student Union also came under a new Statute, making notable changes in their structure; they will no longer be a Student Union, but a Student Parliament. Elections for this body are being widely promoted, and the elections themselves will take place in early November 2012.

## 9.8 Sports and Recreation

South East European University, in the area of sport for the Academic Year 2011/12, has continued to carry out all planned activities of sports, including: inter-university competitions in indoor football, basketball and ping-pong. During this period, we also organized tournaments in indoor football, basketball, chess, beach-volleyball, tennis, ping-pong and athletics on the campus. In regard to skiing, it is worth mentioning that this year we organized an inter-university international championship with the slogan '100th Anniversary of the National Flag'. In April 2012 we organized a sporting day with the motto **Olympic Day at SEEU** where, beside collective games, bicycling and athletics, we also organized various other games and competitions; one week later, on **Europe's Day**, a tournament of football was held, where students and staff teams participated.

In the end it is worth noting that this academic year the number of females who are engaged in sports activities has significantly increased. In addition to students, the sport hall is, in a special term in the week after the working hours, reserved for the University staff.

Bearing in mind the nature of the activities and conditions associated with the sports department, we need to upgrade our performance by: increasing the intensity of sports activities; scheduling an on-campus facility where even in wintertime sports activities could be pursued; provide a more flexible schedule for sports activities based on student interest and schedule; and as well to purchase necessary equipment for the development of sports activities.

## 10 Conclusion

As South East European University begins its second decade of existence, there are many positive developments to celebrate. We have won the Order of Merit after only ten years, been ranked the second university in the nation, and built the first Energy Efficient building on a Macedonian campus. Quality assurance mechanisms exist and are observed with careful monitoring processes. Our curricula continue to develop and evolve, and we maintain strong programmes in both undergraduate and graduate levels. Student surveys indicate that student satisfaction with the University is increasing. We have created two new Research Institutes to lead and organize our research efforts. Our Skopje annex continues to attract students and, with new computers and a library, it offers improving services to the students.

Yet these positive developments do not leave us without challenges. Several recommendations for future action are these: on-time graduation and student retention rates should be improved; student enrolment should be increased; students should be more closely integrated into the Quality Assurance programmes; and study programmes must be monitored to ensure that they continue to be relevant to expected market needs for graduates.

Having noted this, it is important to observe, in conclusion, the continuing dynamism of the University. We are consistently improving our academic offerings, deepening our connections with other universities and businesses, hosting conferences, and—most importantly—producing students who have learned and profited by their time in our institution.

#### Members of the Self Evaluation Committee

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