



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

Self- Evaluation Report

2010-2011

This self-evaluation report covers the period September 1, 2010 until August 31, 2011

November 2011
Tetovo, Macedonia

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1.0 Introduction

This self-evaluation report covers the period September 1, 2010 until August 31, 2011. This period was initiated by the inauguration of South East European University's second Rector, Zamir Dika, elected by the University Board in June 2010 and inaugurated on September 1, 2010 in a special ceremony attended by internal and external stakeholders. Rector Dika introduced his new Executive Team: Paul Foster, Senior Pro-Rector for Academic Affairs and Provost; Xhevair Memedi, Secretary General; Abdulmenaf Bexheti, Pro-Rector for Entrepreneurship and Development; Blerim Reka, Pro-Rector for Research and Public Relations; and Heather Henshaw, Executive Advisor for Performance and Quality Management.

Rector Dika presented his goals for the University in a report SEEU 2.0 in which contemporary management principles were combined with continued emphasis on teaching and learning, quality assurance and accountability.

The higher education area continued to be complex during this period with the government supporting newer institutions in the East and the West of the country as well as new regional campuses opening in several smaller towns. Private, for-profit universities continued to exist with declining enrollments. Mass education or massification of education seemed to be the government priority during this period leading to the situation where there were more places for students in universities than were students graduating national high schools.

SEEU also lost a dear friend in this period. Max Van der Stoel passed away in April 2011 at his home in the Netherlands. His passing was marked by a memorial service held at SEEU later that month.

2.0 Achievements

SEEU Senate and University Board ratified the promotion of several new members of the academic staff following a "hybrid" promotion and hiring policy in which the old process was supplemented with academic dossiers containing evidence of scholarly activity and research outputs, teaching, and service.

For the first time since its founding, SEEU allowed students to register for classes far before the beginning of the semester. In December 2010, students registered for Spring Semester classes online. Such planning allowed students to fully engage in their 15 week semesters.

During the year, all Academic Policies and Procedures were completely rewritten, edited and brought up to date with current practice in higher education. The Rector charged a committee led by Provost, Deans and Directors but with significant input from many University academic and administrative staff. The new Rules, Policies and Procedures were approved by the Senate in June and went into effect September 1, 2011. The set of new Rules in its core are supporting the performance based approach in academic promotion and achievements, promoting the transparency and participation in the decision-making; and the new Ranking and Remuneration Scheme provides the basis for equal opportunity in measuring the workload vis-à-vis remuneration.

This year, SEEU conducted external reviews of the study programs in four faculties, done by professors from Indiana University, University of Graz and University of Pittsburgh. The goal was to use the evaluations in the redesign of the new academic offers, and to open a wider discussion on the profile of the graduates needed for Macedonia in the global context. The reviewers were guided in the process by the terms of reference and a reporting template to allow the focus of the international peers to be on the curriculum review in all cycles of studies adding the staff careers paths and the sustainability of the academic offers. All external reviews were circulated widely in the faculties who also prepared implementation reports on the same. University-wide seminars were held in introducing the learning outcomes in the framework of the new National Qualification Framework, as the key to success.

SEEU continued to maintain the high quality of the study programs offered in English, which opened the possibilities for designing the new University Internationalization Strategy, which is in the process of preparation. In this context, using the competitive advantage of the information system, through the continuous improvement of the Learning Management System and intensive training sessions of our academic staff for preparing the study programs in the on-line environment, the University succeeded in preparing the first “on-line” degree offer for the students in the wider region. SEEU was the leader in offering tailored and personalized study modes for the different lifestyles and needs of our prospective students.

In this period when universities worldwide were forced to operate in a framework of restrictive budgets and decreased direct support from governments, they were therefore compelled to develop new structures and resources to diversify income streams and cooperation with industry. SEEU designed a specific aim – to become the model of the Third Generation University (3GU). Through a dedicated structure, lead by the Pro-rector for Entrepreneurship and supported by the Business Development Centre, Career Centre, other entities and initiatives, SEEU continued to enrich structurally and qualitatively the entrepreneurial portfolio, with projects conducted in cooperation with local businesses, but also providing consultancies and support to educational institutions as well as providing community outreach. SEEU increased its visibility in this respect and gained the appreciation from our stakeholders. Importantly, successful local businesses contributed funds to be earmarked for scholarships for incoming students at SEEU. This is evidence both of the local community’s strong support for SEEU, its quality and its mission, but also of the first modest success of diversifying income.

The first decade was dedicated to developing a unique model of teaching in Macedonia and the region. The second decade will be marked with activities to embed this achievement together with the aim of increasing research capacities in specific fields. Having in mind the almost non-existent experiences in the country and weak instruments by the governments in the region, in financial terms or logistics, combined with the difficulties of the business community, this task is difficult. But, SEEU tends to see the opportunity in these difficult times, so it created a new Research Strategy and now is preparing the new structures to identify and support actively researchers at the University. The research database was operational by the end of the period as was the scheme of the individual support of the researchers for publication in international conferences and journals. The first multidisciplinary research project, supported by the international community and the government was conducted successfully.

Quality continued to be the main pillar in SEEU’s efforts become a regional leader in higher education. Improvement of effective planning and management was evidenced, with the

consistent process of validation and monitoring of action plans – academic and administrative. The quality instruments such as the Teaching Observation Process, Student Evaluation and the Staff Evaluation processes were revised and improved. The aim of transforming the Quality Assurance and Management towards the Quality as a Culture was maintained with persistency and commitment. The initiatives of the social activities of all staff at the university were very important for ownership and building a proud SEEU community.

The successful work of the Institute for the Environment and Health should be highlighted, especially in the project supported by the Italian Ministry of Environment, which resulted with the first university Climate Action Plan in the Balkans and the wider region, and also with the first intelligent building with sustainable energy. The Board of our University, in the Strategic Plan projected the ambitious aim – that SEEU would become the first Eco-Campus in the region. In this field SEEU is determined to lead and to share the experiences with other partner universities in the country and other stakeholders.

3.0 Structure - Faculties and Centres

The University maintained its formal structure from the previous period, with five faculties delivering degrees in the first and second cycles and two centers providing instruction in languages, academic writing, and information technology: The Law Faculty; the Public Administration and Political Science Faculty; the Business and Economics Faculty; the Faculty of Languages, Cultures, and Communications; the Faculty of Contemporary Sciences and Technology; the Language Centre; and the E-Learning Center. In addition the Institute of Environment and Health continued to offer 2nd Cycle degrees as well as free electives to all SEEU students.

3.1 Faculty of Business and Economics

The BAE Faculty dean Dr. Izet Zeqiri, was reappointed for a new term in December 2010 and continued to offer energy and management expertise to the Faculty. The BAE faculty focused on improved quality on instruction included the accreditation of the new study program for postgraduate studies in health management, designed according to the market needs. A new study program for postgraduate studies and a certificate program in Entrepreneurship and Local Economic Development was launched successfully and the first generation of students enrolled, even though the enrolment data for the new academic year 2011/12 shows the need for finding new ways of promoting these programs. The study program was prepared and is implementing in cooperation with 17 other European universities under the Tempus project. Descriptors and Learning Outcomes for all study programs were prepared in three languages.

In July 2010, the Faculty underwent an external evaluation led by a senior member of Indiana University's Kelley School of Business and supported by peers from 4 European universities of a similar size and nature as SEEU. In terms of program quality, the external evaluator commented that the undergraduate program provided a good set of courses for students -- the combination of language courses, quantitative fundamentals, technology basics, and breadth of courses are the strength of the program but the overall quality standards were identified as being under severe pressure as SEEU is a high-cost provider in the region. The report also noted that the financial burden and pressure to offer a wide variety of electives has led faculty, especially at the junior

level, to teach multiple courses during each semester. The situation has led to faculty teaching outside their area of expertise. A related problem is a lack of proper sequencing of the curriculum. In terms of staff development and research the report commented: "A lack of research culture in terms of finishing doctorate degrees and drive to publish papers in research journals represents a real challenge for the SEEU business school to achieve its lofty goals." The external evaluator actively assisted in the design of new curricula and programs, as noted that the current program "covers fundamental degree requirements in business. The program needs to evolve current practices across the globe in terms of allowing for specialisation, global opportunities, more experiential learning, and teaching style that allows students to practice problem-based learning." In the reviewer's view, the students should also be held to higher standards in terms of performance.

Undergraduate, postgraduate and doctoral study programs were reviewed by the faculty staff and the process of their restructuring according to the new Law of Higher education and submitting the new study programs for accreditation was begun and guided by the external evaluation report. Cooperation with several European universities in the doctoral program Entrepreneurship and Management of small and medium enterprises and participation in the organisation and accreditation of the studies was established.

In terms of research and development, the following was noted: the successful realisation of the scientific research project "Brain drain and the role of the Diaspora in promoting changes in the Balkans" (under the program RRPP); preparation of the next cycle of the scientific research project "People Centered Analysis" (in cooperation with UNDP); participation in the scientific research project "Twenty years after the Ohrid framework agreement".

During this period, four members of the academic staff received their PhD degree, five members applied for a PhD degree. The majority of the staff participated in international scientific conferences. Five staff members started providing training for business plan development under the project managed by the Business Development Centre. Four staff members started providing training to employees of local and national companies. The faculty also organized and managed a doctoral seminar for PhD students. Staff mobility was organized – nine staff members had 2 weeks study visits in different European countries, one staff member had one month study visit in England.

3.2 Faculty of Contemporary Sciences and Technologies

Dr. Bekim Fetaji was reappointed dean in December 2010. In January 2010, an external evaluator, Dr. Mathew Palakal, from Indiana University - Purdue University in the USA evaluated the faculty. The external evaluator spent a week on campus interviewing staff and students and meeting stakeholders. Based on his recommendations, undergraduate and graduate study programs were analyzed and the process of updating and improving the curricula for these was begun. Follow up sessions on his recommendations were held in Mavrovo in July in order to improve the quality of the programs.

The focus during this period was on improving the visibility of CST and promotion of faculty programs to maximize enrollment. Outreach visits were made to different communities and high schools in Macedonia, Serbia and Kosovo. CST staff held presentations about CST faculty in

general about SEE University, and addressed more than 1500 high school pupils in total. For some schools from Macedonia particularly from Tetovo, special events were organized, including demonstrations in 816 Building about programming, game programming, and mobile programming sessions.

The faculty focused on improving quality and developed a standardized exam template and course syllabus format and content to include both in and out of class student workload, and learning outcomes. The faculty organized several workshops and staff trainings in methodology of teaching and the improvement of teaching with the ISC (instructional Support Center). Workshops for curriculum harmonization and curriculum development were organized. The development on-line information applications to support program administration were also accomplished to strengthen the strategic planning process.

The faculty continued to strengthen industry contacts with and worked to analyze the IT skills required from industry in Macedonia in a project with the help of USAID and CORONA. The faculty focused on strengthening collaboration with ASSECO SEE and conducted a popular regional certificate in eBanking free of charge for students. Together with SEAVUS the faculty organized student trainings and further discussed opportunities for future collaboration especially for internship of our students in this company. The faculty increased collaboration with other IT Faculties from other Universities in Macedonia and the Region.

3.3 Faculty of Languages Literatures and Communications

The Faculty of Languages, Cultures, and Communications continued to be a regional locus of scholarship and teaching in the fields of languages, linguistics, communications, and cultural study. After an exhaustive search, Dr. Andrew Goodspeed was named dean in December 2010. Among the achievements of the previous academic year the following four developments are prominent. Firstly, there was a significant increase in second-cycle studies, making the Faculty larger this year than in previous years. Indeed, it is a point of particular pride that many of our undergraduate students decided, upon completion of their B.A. degree, to stay with the Faculty and pursue their M.A. work at SEEU. LCC hosted important regional conferences organized by departments (as, for example, the conference 'Elena Gjika dhe Kultura Shqiptare,' 27 May 2011), and strong conference participation by staff members in international conferences. The faculty opened a counter-plagiarism pilot program, to ensure the academic integrity of students and staff. This program continues. Students participated in ongoing mobility opportunities (as, for example, with the University of Education Central Switzerland - Zug, Schwyz, and Lucerne) from whom we receive students, and where our students study.

The Faculty also sought to challenge itself and worked to progress in offering up-to-date and useful programs, quality instruction, and staff development opportunities. Each department (Albanian, Communications, English, and German) began the process of undertaking a complete curriculum review, to maximize the utility of the knowledge presented, and to ensure the employability of the graduates. The academic staff continued to be prominent throughout the community in the academic year.

3.4 The Faculty of Law

The Law Faculty hosted a team of external evaluators from the University of Graz in February 2011. The three peers had particular competences in the fields of private law, public law and international and European law as well as running a master program on European integration. They were concerned that students were not completing their Masters degrees and suggested that administration provide better support to the students. It was also recommended that a 3+1 first cycle model be offered to allow graduates to compete for local and European jobs in addition to the need of completing a 2nd cycle degree (3+2). The external evaluation also noted that “the BA and the MA programs should take the relevance of European law and European integration more into account by enlarging the European dimension of courses offered.” The team also suggested that all courses offered should be more research based and led by academic staff who actively publish in their fields. Staff development and participation in symposia and conferences was also commented on. Importantly with regards to the curricula, the team commented: “The curricula offered should show more focus in order to distinguish themselves from other faculties. Besides a larger focus on European law there should also be more distinction between curricula at the BA and Master levels. In particular, repetitions should be kept to a necessary minimum and the teaching methodology should consist of a combination of lectures and participatory work of students with a focus on scientific methodology and practice/skills, for which purpose practitioners should be involved.”

An internal search for the dean was held in November 2010 and the current dean, Dr. Ismail Zejneli was reappointed in December 2010. He refocused faculty resources to bring better services to the students, in particular to increase the graduation rate of 2nd Cycle students. The dean committed himself to ensuring that all academic staff regularly held classes and met with students. The Law Faculty were active in local and regional conferences and continued to publish their work in various local and regional journals. The Ph.D. curriculum was developed in collaboration with the Law Faculty at the University of Graz which offered to provide academic staff to SEEU. SEEU Law students visited various institutions in Europe. The number of students graduating in both first and second cycles increased. New demonstrators were hired as a means of involving younger staff in the educational process as well as assisting senior academic staff with new IT resources (egrading, online teaching etc.). The dean’s office took an active role in the recruitment of new students and marketing of the faculty as a means of counteracting the growth of law faculties in the country and the region. Of particular importance, was the commencement of a joint MA program in International Relations supported by the TEMPUS Office.

3.5 Faculty of Public Administration and Political Science

The Faculty of Public Administration and Political Science underwent a change in leadership during this period. A new dean, Dr. Elena Andreevska, was appointed in December 2010 after an internal and external search. At the same time an external evaluation of the faculty was undertaken by a well-known international educator in public administration. A Report was submitted by the external review expert Prof. Dr. William Dunn. The report provided analysis of issues raised by faculty and administrators; and provided recommendations for immediate and longer term actions. The findings helped the PAPS department to mobilize in trying to address weaknesses and strengths highlighted in the report while seriously analyzing internal and external challenges facing

the department in the near and distance future. The report provided a basis for a good start on participative action on creating common/share vision for the department and/or three year strategic plan. The external evaluation commented: "Future successes will depend on coping with problems of faculty governance in what is likely to be a difficult transition to commonly accepted academic goals, standards, and procedures, continuing to select an appropriate mix of students in an internationally respected trilingual university, intensifying efforts to develop a new and more focused curriculum, enforcing the acquisition of English language competencies by faculty as well as students, recruiting well-qualified adjunct faculty to help develop and teach new core courses, ensuring faculty performance by incorporating teaching, research, and university service obligations in contracts, and pursuing opportunities for international collaboration in research, exchange, and doctoral studies."

The Faculty made good progress in developing new programs based on market needs and submission to the accreditation board. The faculty founded working groups to reflect the interdisciplinary nature of academic disciplines to improve existing curricula while aligning learning outcomes of study programs with courses offered within it. Working groups namely, Public Policy and Management, National and International Law, Economy, Sociology and Political Sciences were in the latest stage of preparation of the curriculum changes. Activities taken in this regard have been based substantially on the findings of external review report delivered on December 2010. Curriculum revision activities were process oriented involving all faculty staff in revising curricula so as to address the needs of mainly government, public and private organizations.

The faculty management focused on improving its services and commitment to the students, staff and the field. A different management approach toward communication with the teaching staff was introduced in order to introduce avenues for more constructive feedback and active involvement of the staff in processes related to academic decision making process. Teaching staff was regularly and effectively informed about new university policies, effective organization of faculty council meetings-setting the agenda; creating environment for constructive discussions; and evaluation of draft minutes. The new management focused on transparency with an emphasis on greater transparency and improved communication with the student body involving them actively in council meetings and in the quality assurance team and hearing their concerns and needs with overall aim to improve the teaching process. Like other faculties, PAPS worked on the alignment of the course description to the lecturer expertise. The dean's office undertook a series of initiatives with the support and input of discipline groups to link the course descriptions with the lecturer expertise in order to improve the quality of the academic process.

The Faculty also focused on improving the quality of teaching and learning. There was greater emphasis on the monitoring process through quality assurance meeting were together with the representative of the local community and student bodies as an important corrective mechanism to overcome the weakness in the academic and administrative process. Similarly, professional communication and inclusive participation among faculty in building a share vision was improved. There was a new management approach toward communication with the teaching staff in order to introduce avenues for more constructive feedback and active involvement of the staff in processes related to the academic decision making process. Teaching staff was regularly and effectively informed about new university policies, and there was more effective organization of faculty council meetings-setting the agenda; creating an environment for constructive discussions; and evaluation of draft minutes. The Faculty added CVs and the profile of the faculty staff on the University web site.

3.6 The eLearning Center

With the advent of emerging information and instructional technologies and their influence on teaching and learning, it became an absolute institutional priority to equip teaching staff with the necessary skills to cope with these developments and utilize their benefits in teaching and learning. Hence, the main focus of the eLearning Center throughout the period was to assist the University community in exploiting the potential of technology to enhance the learning process. One of the primary goals of the eLearning Center remained the promotion of quality learner-centered education through the development and delivery of quality IT training courses for the students.

At the same time, hands-on training programs were frequently conducted for SEEU faculties to enable them to develop effective online instruction. These training programs cover a wide range of topics starting from instructional design of online courses where participants are introduced to various concepts and tools that help in designing pedagogically sound online courses to the development of online content using various online content development tools like Camtasia studio, Adobe Connect etc. In addition, the Center provides support and training on LMS Libri and its tools to enable faculty members to publish their course contents online. The eLearning Center hosted a visiting international expert on content development in June and offered an intensive two-week training session to 20 members of the academic staff. The results of these trainings will be used in 2011-2012 as the University launches its first truly online programs in the following areas: Bachelor in Computer Science (CST); Master in Business Informatics (CST and BAE); Masters in English Language Teaching (LCC).

In order to start with the online study preparation, the eLearning Center established the Distance Education Lab which is equipped with the advanced technology needed for recording and editing multimedia content. Moreover, the eLearning Center' staff provided technical assistance in recording and editing the teaching materials.

3.7 The Institute of Environment and Health

The University commitment towards climate change and environment preservation is spearheaded by the Institute for Environment and Health (IEH) which was granted the status of separate academic institute. During this period, the Institute for Environment and Health aimed to provide organizational and development activities, scientific research and to promote and strengthen awareness and partnerships for protecting and improving the environment and health in regional and global level. The institute is interdisciplinary, comprising 10 academic staff, 5 external research associates, 30 research students and 3 administrative staff. The Institute is well equipped for field-based studies and has adequate computing facilities. Its contribution consists in progressing environmental and health issues, providing and developing program studies with adequate literature, good conditions for science-research activities, promoting environment and health through public awareness, maintaining the library with literature permanently and increasing the level of impact and professionalism through partnerships and corporations with regional and international institutions and organization. For the first time this year, IEH offered a

free elective in Environmental Studies to all interested SEEU students. The course was zero-credit this year but the IEH planned to develop additional for-credit courses.

3.8 The Language Centre

The Language Center (LC) continued with the successful implementation of curriculum and testing development in all three languages: English, Albanian and Macedonian with an increased focus on student communication skills and proficiency testing, including piloting an oral exam in English and organizing computer-based proficiency exams in Macedonian and Albanian. Progress in implementing the recommendations of the external evaluation report from 2010 continued -- class size decreased, classes were split to avoid teaching beginning levels in blocks and some attempt was made to improve the curricula and competency of local language teachers.

The Center provided strong support for individual professional development as well as staff training leading to improved quality of teaching. Attendance of all teachers at methodology workshops and certification program with a visiting Senior Fulbright scholar was excellent. Teaching observations and student evaluations also showed positive quality improvement in instruction and student satisfaction. The highest student attendance rate at language classes is an important indicator of student contentment with the LC courses.

The establishment of the US Alumni help desk, the sports and photo clubs, initiated at the LC, have a potential to make it become a center of student life at SEEU. There were some efforts made to diversify revenue streams: a TOEFL preparatory course was completed by 18 candidates; a CELTA course was run in June, as well as an intensive Albanian language course for foreign students.

4.0 Quality Enhancement

The University Board maintained its strategic and governance focus through regular monitoring of university plans and effective use of quality data concerning areas such as financial sustainability, staffing and performance management and academic development. Detailed work was carried out via the Staffing and Audit and Risk Management Committees. The Staffing Committee was particularly pleased to note that core university Rules had been revised (with wide consultation and final approval by either the Senate or Board), an HR Manual prepared for general staff use, and that the Annual Recruitment Report indicated that administrative vacancies had been filled according to a strict, open and transparent process. The Ranking and Remuneration Policy was implemented, and the review and appeal stage completed. This represented a shift towards a more regulated remuneration system based on workload and linked explicitly to job descriptions. One important improvement was the implementation of a more active appraisal system based on evidence and resulting in agreed targets for the following year. There was follow up action from senior management as required. The Audit and Risk Management Committee developed the concept and use of risk assessment and received a higher quality of financial reports on which to base its recommendations. The Board surveyed its members on the effectiveness of its own work and their contribution and plans to use the opportunity of membership renewal to strengthen the appointment criteria.

Last year, the Rector's management team presented action plans for their areas of responsibility at a general staff meeting. These provided an overview of the direction and developments planned and supported Faculties/Centres and Departments in the preparation of their own Action Plans which were moderated and monitored. For the first time, Faculties and Centres also prepared medium term strategic plans, especially important for curriculum development and staffing resource planning. The Faculties/Centres, in liaison with the Provost and Pro-Rector for Entrepreneurship and Development were able to implement a planning cycle in a more careful and forward-thinking way. The Rector's Council maintained its role as a body for discussion, circulation of information and advice.

The Faculty management structure was reconfirmed to consist of Dean and two Pro-Deans (1st Cycle and 2nd Cycle). In November 2010, new Deans were appointed. Deans were selected from Faculty Council evaluation, interview and recommendation by the Rector and approval by the Board. Pro-Deans were then chosen by the Deans. This created some delay in Faculty processes such as the production of Action and Training plans but provided the potential for new developments and direction. During the year, four faculties also underwent an External Evaluations, led by international experts in the relevant field. This cycle was completed successfully for every Faculty and provided in-depth, forward-looking guidance for Faculties. It is planned that this cycle be repeated every four to six years.

The Secretary General remained responsible for administrative quality management. There were no changes to the departmental or quality structure except that the new Information and Promotion Department joined the central administrative quality team, supervised by the Rectors Advisor for PR and Communication. Departmental Action Plans were moderated, implemented and monitored regularly. The University was again successful in achieving the ISO Standard.

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 served as operational activity coordinator. Our external "Quality Champion" focused on research issues as well as providing general commentary for consideration.

More work still needs to be done at Faculty level in developing autonomous quality initiatives and embedding the work of the Quality teams more actively and effectively. A continued focus on efficient liaison and working between academic and administrative units was also required as was stronger internal communication.

5.0 Teaching and Learning

5.1 Programs and Status

SEEU offered thirteen unique 1st cycle and twenty-three separate 2nd cycle programs during 2010-2011 in any one of three official university languages - Albanian, Macedonian or English. "Popular" programs were offered in two local languages and several innovative programs, new to the region, were offered only in English. In addition, students were offered the opportunity to study as full-time or part-time status.

Second-cycle programs continued to present challenges to the university. The Academic Planning Office for 2nd Cycle Studies worked with the Provost to facilitate the mentoring of students and the thesis proposal writing process, approval process and thesis defense. Students were offered additional thesis writing support in small classes led by senior academic staff members. The number of students graduating 2nd cycle programs rose significantly due to such efforts.

Part-time students again formed an important 1st cycle cohort. Many of the part-time students were working professionals and life-long learners. The University leveraged its Course Management System (LIBRI) as an additional resource to meet the needs of these students. In addition, many academic staff chose to meet often with the part-time students.

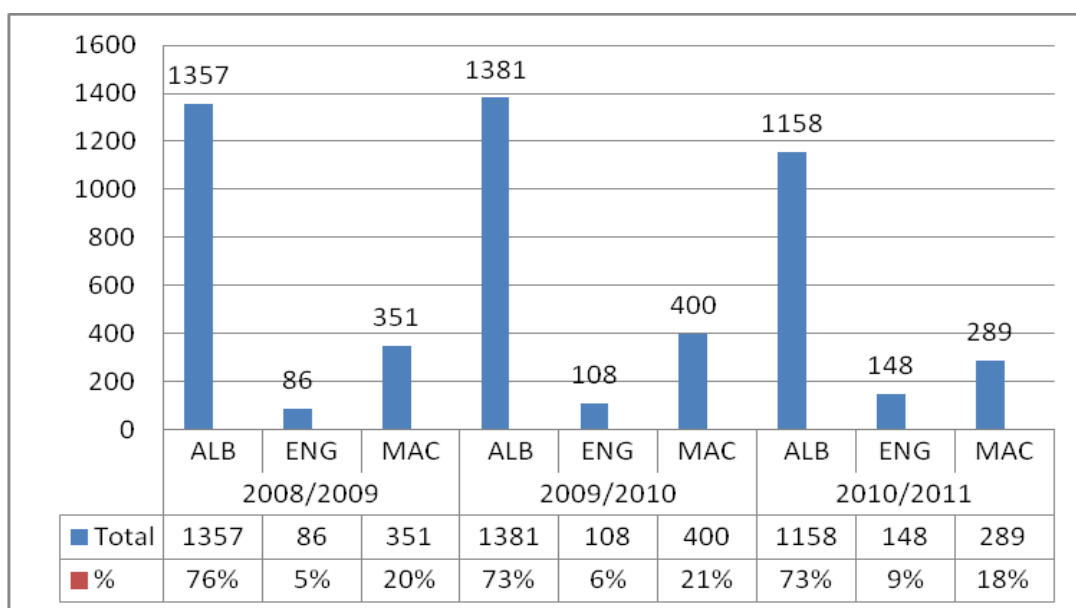
5.2 Student Enrollment

This period witnessed a certain decrease in the total number of students enrolling at SEEU in both cycles and in both full-time and part-time status. These decreases mirror both the continued worldwide economic malaise and the decrease in enrollments at other non-public institutions, and have an inverse relationship to the enrollments at state institutions. As SEEU is critically dependent on student enrollment as the major means for financing operations, the decline sparked wide discussion at the university and faculty level. On the positive side, fewer students allowed greater service to students in all faculties and smaller overall class size. The following charts and graphs present aggregate enrollments (1st cycle both full-time and part-time and 2nd cycle) for three previous enrollment periods. Note also that the aggregate number of students studying in English language programs has increased each year. SEEU administration and academic staff have analyzed the decreasing student enrollments in multiple settings and are developing forward-looking, innovative strategies to manage this development.

Year	Enrollments
2008/2009	1794
2009/2010	1889
2010/2011	1595
Grand Total	5278

Table 5.20 Total Enrollments by year

Graph 5.21 shows the decline in enrollments based on language of study program. Albanian and Macedonian language programs both decreased from 2009/2010 to 2010/2011 but, significantly, English language programs actually increase during this same period. This can be explained by the fact that the English language programs (1st and 2nd Cycle) Business Informatics, Information Systems and Management, English Language (1st and 2nd Cycles) are well-run, attractive to the local market and staffed by energetic, young professionals with first-rate qualifications. The goals of integrative education are also met in such programs whereby Albanian-language students sit side by side with Macedonian-language students, and increasingly students from outside the region with no knowledge of either Albanian or Macedonian.



Graph 5.21 Total Enrollment (1st Cycle+2nd Cycle)

The aggregate enrollment figures analyzed by faculty reveals the relative decreases in enrollment across the five faculties. The faculties themselves and the university as a whole have analyzed the various rates of decrease.

FACULTY	2008/2009	2009/2010	2010/2011	Total
BAE	392	393	364	1149
CST	294	294	235	823
LAW	360	356	320	1036
LCC	240	314	301	855
PAPS	508	532	375	1415
Grand Total	1794	1889	1595	5278

Table 5.21 Total Enrollments by Faculty

If the enrollment data is analyzed even further, according to programs within the faculty and by cycle, then it is clear that some programs have actually become more popular during this last year. This is indeed remarkable given the enrollment decrease and these particular programs deserve credit. The same holds true by language of study where the English language programs at SEEU are bucking the trends and are actually becoming more popular. One should not discount the fact that these programs are of higher quality as well. These programs are: Master in Finance and Accounting-120 Credit (BAE); Master in Management-120 Credit (BAE); Business Informatics 1st Cycle (CST); Master in Software Engineering-120 Credit (CST); Master in Security Studies-120 Credit (Law); Communication Science 1st Cycle (LCC); Albanian Language and Literature 1st Cycle and 2nd Cycle (LCC); Master in Diplomacy Studies-120 Credit (PAPS); Master in Political Sciences-120 Credit (PAPS); and Master in Public Administration Studies-120 Credit (PAPS).

5.3 Student Retention Rate

Retention for the purpose of this report is understood as a measure of the rate at which students progress through their study program on a year to year basis. Following “Yugoslav” practice, SEEU uses accumulated credit to determine the year in which the student belongs, leading to a situation where students must accumulate ECTS in order to achieve the status and privileges of belonging to the next year. This has a direct bearing on the assessment of students and leads to the continued practice of holding multiple “exam sessions” to allow students more possibilities to “pass exams” and thereby gather credit. Students who “fail” to progress must pay a fee in order “sit” for further exams during the “exam sessions”. Accounting for such progress both academically and financially places great strain in the university administration. Such a definition of retention is outdated and should be replaced by a more useful one by measuring the percentage of students who graduate on-time, i.e. in three years for a 180 ECTS program.

In this section, retention for the last three cohorts of full-time students passing from one study year to another according to the academic preconditions for passing to a higher level of study is analyzed. Passing preconditions are not applicable for part time or distance learning students so therefore they are not included here. In tables below the retention of students for certain cohorts passing from 1st to 2nd and from 2nd to 3rd year of study respectively distributed by faculties is presented. For 2008/09 cohort there is a slightly better retention of 68% in 3rd year of study. In 2nd year this cohort has had better retention with 81% where LAW Faculty has the lowest retention, while other Faculties are around the University average retention for this cohort.

Cohort 2008/09	Enrollments 2008/09	Retention 2009/10		Retention 2010/11	
Faculties	Students	Retained in 2 nd year	%	Retained in 3 rd year	%
BAE	251	207	82%	168	67%
CST	217	169	78%	140	65%
LAW	227	185	81%	142	63%
PAPS	309	251	81%	220	71%
LCC	162	136	84%	118	73%
Total	1166	948	81%	788	68%

Table 5.30 Retention for 2008/09 cohort

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 nd year	%	Retained in 3 rd 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%
Total	1068	899	84%	732	73%

Table 5.31 Retention for 2009/10 cohort

In the 2010/11 cohort there are 893 full-time students enrolled for the first time of which 83% retained in the 2nd year of study. In the table below we can see that LCC has better retention rate than other faculties whereas PAPS has the lowest retention of 79%. Currently this cohort is retained in 2nd year.

Cohort 2010/11	Full-Time Enrollments 2010/11	Retention 2011/12	
Faculties	Students	Retained in 2nd year	%
BAE	173	149	86%
CST	165	133	81%
LAW	185	154	83%
LCC	171	150	88%
PAPS	199	158	79%
Total	893	744	83%

Table 5.32 Retention for 2010/11 cohort

5.4 Graduation Rate

An important measure of the success of a particular student and the University education is whether or not the student completes his degree program on time, or graduates in the time allotted for the accumulation of both credits and knowledge. SEEU tracks the achievement of full-time students and in this section the graduation rate for students of the 2008/09 cohort is presented. For cohort 2008/2009 only 23% of students graduated on time, 64% are not graduated yet (re-registered un-passed courses) and 15% are inactive or withdrawn. Compared to previous 2007/08 this cohort has lower percentage of graduated students on time which is 9% less than previous cohort (32% graduated on time). Note that in previous year graduation on time was counted including the November “exam session”, whereas this year graduation is considered on time only until the August “exam session”.

Concerning the on time graduation distributed by faculty, the following graphs illustrates that the graduation on time is the lowest in CST Faculty with only 16%, LAW and BAE are low with 18% respectively 19%. LCC Faculty has the better rate of graduation on time with 35%. In PAPS faculty the graduation rate is 27%.

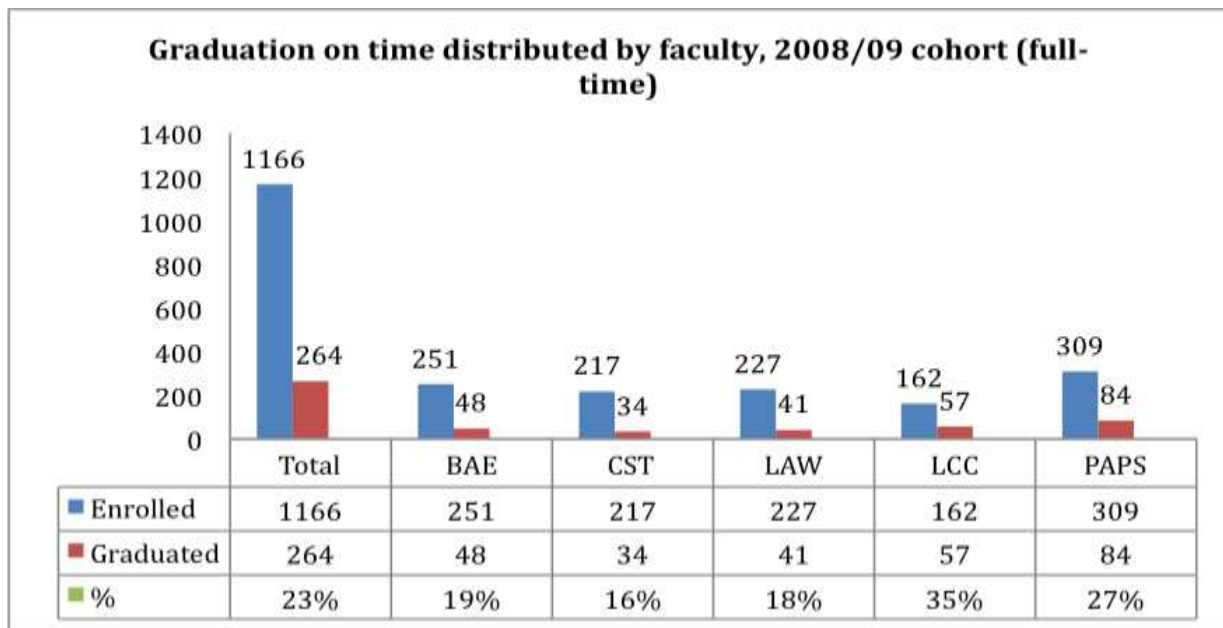


Figure 5.40 Graduation rate distributed by faculty for 2008/2009 cohort

If the graduation rate for 2nd Cycle studies is analyzed, the situation is a bit different. Fewer students graduate “on time” but the very definition of “on time” for professional masters programs should be reconsidered. SEEU may wish to explore offering part-time Masters programs where students are able to progress academically at a slower pace, thereby assisting those students with professional engagements.

According to the data on the number of SEEU students who have graduated 2nd Cycle Programs, it is clear that only 9.7% (205 students) of the total number of 2nd Cycle students have graduated. The highest number of graduated students is in PAPS where 113 or 55% of their total students have graduated. LCC has graduated 50 students or 24% of their total. In CST only 15 students have graduated or 7% of the total. BAE have graduated only 13 students or 6% of their total while as of August 30, 2011 only 4 students have graduated from the Law Faculty, this represents only 2% of their total. University and faculty management initiated student support programs in January 2011 in order to increase the graduation rate for 2nd Cycle students. Already, by years end, these programs are having an affect and the graduation rate for this group continues to increase.

5.6 Student Evaluation

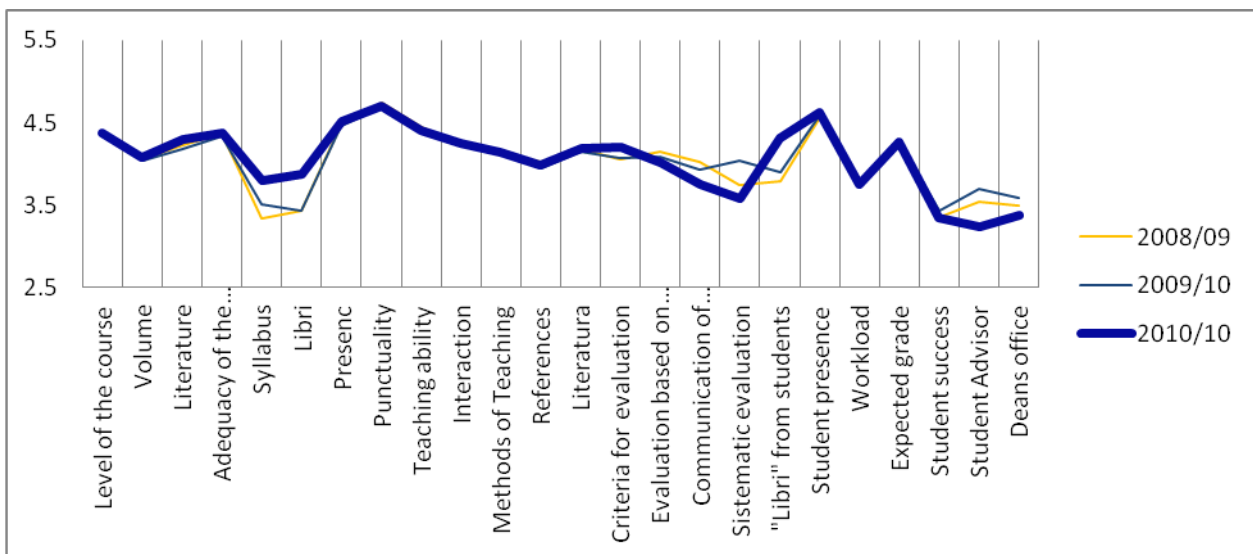
From January 2011, last year’s process was reviewed and this resulted in some changes to the ISO procedure. Whilst it was decided to leave the questions and process for academic staff the same, it was agreed to review the administrative questions and to make the whole operation electronic. Also, in December, 2010, the Provost, in liaison with staff in the CST Faculty, carried out a pilot project for course evaluation using a customized, on-line survey. In June, 2011, the Provost coordinated a further on-line course evaluation pilot using University Learning Management System “Libri”. These surveys were intended to be for the individual professors to use for their own development rather than for more formal evaluation and performance management.

The academic evaluation process was planned and implemented during one month during April, the first two weeks for undergraduate and the last two weeks for the Master Students. As usual, this was coordinated by the Quality Office, Student Services and the Student Advisors.

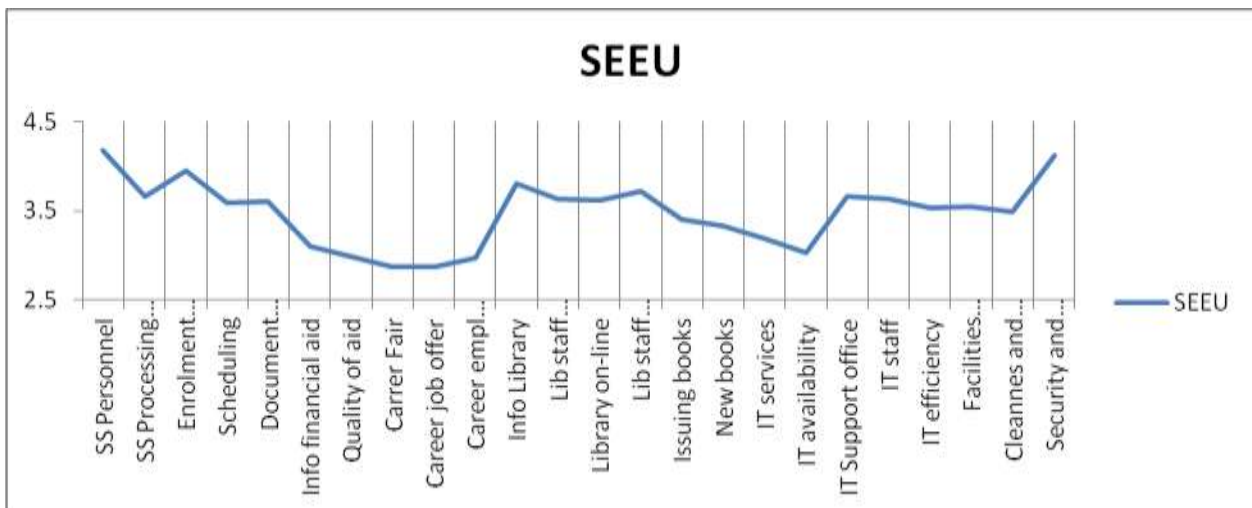
The results from the Student Evaluation for the Academic staff were processed by Student Services and confidential, individual reports were sent to each member of staff, plus the Executive Team, HR and Deans/Directors. The Deans/Directors uses these reports in appraisal meeting with the staff.

The Administrative process started in early April and the system was kept open for several weeks to encourage participation. All staff and students were informed of the process by email and the Rectors' Council was briefed. It should be noted that comparing data from previous years was not possible because of changes to the questions. The results were analysed thoroughly by Administrative leaders during a Quality Collegium meeting. Follow up action was requested with key points included in next year's Action Plans.

Summary evaluation reports are included here. These reports were circulated to staff and students and discussed widely.



Graph 5.60 Evaluation of Instruction by Students



Graph 5.61 Evaluation of Administrative Support by Students

5.7 Career Centre

SEEU Tetovo is home to the Career Centre which offers complete career and job search advice and training to University students. The Center provided individual and group counseling in such areas as resume writing, cover letter writing, interview techniques, etc. In addition, the Center managed the student internship and practical training requirements. The Center also organizes and hosts a yearly job fair. Importantly, the Career Center also reports on SEEU graduates ability to find employment, both here in Macedonia and abroad. The results of this survey was 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.

Findings from the 2009 alumni destination survey showed that the employment rate at university level is 45.39% and the overall unemployment rate is 54.61%, however when considering the percentage of unemployed or studying by choice (7.61%) and the students who are continuing their education (13.90%), the overall unemployment rate is estimated to lie at 33.1%.

At the faculty level, survey findings show that the Public Administration scores the highest unemployment rate with 63.53% (4.30% indicate that it is by choice), followed by Law faculty graduates with 63.48% (6.02% indicate that it is by choice) and Business Administration graduates with 52.26% (8.77% indicate that it is by choice). While, the lowest unemployment rates are witnessed within the Computer Sciences and Technologies with 41.53% (of which 4.13% indicate that it's by choice) followed by the Teacher Training Department (TT) with 51.25% (of which 4.13% indicate that it is by choice).

When considering the classification variables gender and ethnicity, findings show that there are no major difference in the unemployment rate of graduates with Albanian and Macedonian ethnic background; and that male graduates male graduates (50%) score a much lower unemployment rate than do female graduates (59.17%).

According to the multivariate analysis, a statistically significant relationship exists between the variables employment status and GPA (Grade point average). The findings show that graduates with a GPA between 9 and 10 experiences an unemployment rate of 52%, while the graduates with a GPA between 8 and 9 experiences an unemployment rate as high as 56.11%. Based on the survey results 30.02% of the employed graduates have found job in the period of 10-12 months; while 27.74% of them in the period of 1-3 months and 16.56% before graduating. Approximately 3.31% of employed graduates have indicated 12 or more months or that they do not remember or how long it took them to find employment.

According to the sector level, the figure below shows that the public sector is more represented in this year's survey with 58.79%, but the private sector is still the highly represented employer of SEEU graduates with 39.33% of the total number of employed graduates, compared from previous year's survey from which we have significant changes in sector for private to public. This trend was also witnessed in the analysis at industry level, where Government (23.18%) and Education (21.94%) are by far the largest employers of SEEU graduates with 45.12%, followed by Trading (16.97%) and Services with 13.66%. Banking is represented this year with 5.79%. The category "other" includes private enterprises, where it has been difficult to determine their field of operation due to missing responses and fields of operations that have shown to be approx. 6.21%.

According to the city and company size, the vast majority of graduates have found employment in Skopje and Tetovo within small firms (10-49 employees) and medium firms (50-249 employees) companies. 84.67% of graduates have found employment in Macedonia, 8.69% Kosovo, 1.24% in USA and 5.38% in other countries. 42.05% of graduates have found employment in Skopje, 35.20% in Tetovo, 10.75% in Gostivar and others in other cities of Macedonia.

In regards to the extent to which graduates are pursuing 2nd cycle degrees, findings show that only 36.18% of graduates are pursuing a 2nd cycle degree which is slightly higher than 31.19% of previous year's survey. The majority of graduates pursuing a 2nd cycle 71.16% degree are continuing their education at SEEU, while 9.87% are pursuing a masters degree at Skopje State University (UKIM) and 3.37% are pursuing a masters degree at Tetovo State University (USHT).

Finally, the last question asked students about their study program, how much it prepared them for the job market. The variable has been measured on a five point scale (1=very little & 5 very much). 32.80% of students have answered that the faculty-study program has prepared them for the job market and less than 1% answered that the study program has not prepared them for the job market.

5.8 Alumni Association

SEEU has a fully functioning Alumni Association located on its campus in Tetovo. The Alumni Association is open to all graduates of SEEU and hosts a number of networking and service-oriented events yearly. The Alumni Association works closely with the Career Center to ensure that all SEEU alumni are supported during their professional careers.

6.0 Research

During this period the Research Office (RO) was supervised by Blerim Reka, Pro- Rector for Research and the office continued to focus on providing support for SEEU academic staff research initiatives. The first task was to develop a three year Research Strategy 2010-2014 where the structure and the organization of the research, action plan, research guidelines, table of the implementation of the research action plan and report on implementation of the international projects were detailed. Importantly, the research component of the academic dossier was linked to promotion and hiring.

Research directors were identified and appointed for each faculty-specific research center. The RO developed an online, searchable research database (<https://aspes.seeu.edu.mk/Account/Login.aspx>). Data for research of many SEEU academic staff was uploaded into the system. SEEU staff published 22 research articles in international journals and supported by the R&D budget. Fourteen University textbooks were published and managed by the Research Office. Plans were made to create an award for researcher of the year as a means to motivate staff interest in research and reward excellence in this area. In June 2011, the University decided to streamline the structure of research centers and created two new research institutes with a wider remit than any single faculty in place of the five faculty-centered centers. These new research institutes are projected to begin functioning in 2011-2012.

From October 2010 until the end of May 2011, RO together with the director of Ph.D. studies and deans of the faculties, worked on a university-wide policy on scientific research and third cycle studies. Together with other relevant rules, policies and processes, they created a clear means to measure objectively faculty research. In terms of Ph.D. programs, SEEU decided to continue with the so-called mentorship system and developed criteria both for admitting students and for mentors. Up to 30 students were scheduled to be admitted to the program.

During the year, SEEU began collaboration with European universities in three new TEMPUS projects and was actively involved in another ten projects that began in 2009 and are scheduled to conclude in 2012. One new Regional Research Promotional Program (RRPP) was active during the period as well as one UNDP project and one FP7 project. The RO spearheaded the development and hosting of a major conference on the tenth year anniversary of the Ohrid Framework Agreement (OFA) and on 20-21 June 2011 an International Conference was organized in SEEU-Tetovo and UKIM -Skopje. The project attracted international and national support and recognition.

A workshop on doctoral studies and a series of seminars on preparation of project proposals for FP7 were coordinated by RO, led by expert staff of the office. The first application for Jean Monnet Programme was prepared and sent to EU. The RO worked closely with the faculties to develop a procedure for motivation individual research at SEEU. The RO directed the SEEU Review and during this period, two volumes of the University's flagship research publication were published. Ten textbooks authored by university academic staff were published.

7.0 Entrepreneurship and Development

The University launched yet another innovation in 2010 when it named Abdulmenaf Bexheti to the post of Pro-Rector for Entrepreneurship and Development. At SEEU, the entrepreneurial approach is not only found in strategic management, but also in all University levels and structures in order to inspire and encourage a new way of development. A dedicated staff and structure created opportunities for long-term sustainability of the institution.

In its management principles, the University sought to create a responsive culture and behavior in the allocation and management of all resources on the basis of economic and financial accountability and reasonability. Each unit operated on the basis of economic and financial reason. In this approach, a structure based on Key Performance Indicators (KPI) was established that provided opportunities for individual differentiation of productivity despite the difficulties that remained from a "mechanistic" approach in the system of values in this institution.

Enterprise entities were created in the institutional structure, from centers (Business Development Centre) and institutes to commercial enterprises such as "Uni.com". These allowed the academic and administrative staff to participate at all levels, from individual to institutional, to prove their professionalism, competence and motivation for the creation of financial and material values. In the framework of incentive systems (such as the Ranking and Remuneration Policy, self income participation in different projects, etc.) the University created opportunities for those who are creative and dedicated. This institutional support enabled these structures to open horizons for new financing possibilities.

At SEEU, during the academic year 2010/11, several projects were realized on the basis of commercial services offered to various companies in strategic management, market analysis and sales growth, in the compilation of business plans, in designing web pages for companies, etc. These types of activities grew during the year and motivated other departments at the University for such an approach. Financial records during the last academic year witnessed an increase of approximately 15% of revenue from these services and products. The ambitious information technology center project and other projects from other centers for civil and institutional service yielded another direction to entrepreneurial perspectives of the University.

Significantly, local and national companies provided over 20 scholarships for studies in two cycles. These were the first steps towards a new strategy in this area and were achieved despite challenging macroeconomic and political circumstances in the country, but the commitment to continue this approach made the University more sustainable in the long term.

8.0 Financing

The University continued 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 did not receive funding from the national budget. The development of new income streams was a system-wide priority during this time and faculties, departments and other units were asked to develop plans to increase their income. Income proportion for the AY/FY 2010/11 was as follows: Income from tuition fees 85.41%, commercial income 5.27%, other income (interest, endowment, etc.) 2.62%, projects and donations 6.7%. Ensuring financial sustainability remained a priority of the SEE University's Development Strategy. Moreover, the University sought out additional income sources and, by doing this, i.e 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 activities for financial management during the academic/fiscal year 2010/11 were the continuous development of software platform as an extension to the existing one. The aim was to convert the existing financial system into Enterprise Resource Planning (ERP) system which will enhance the overall management information system of SEEU, give feedback and develop communications among different departments and offices within the system. The system was installed but at year's end, was still in the testing phase.

Another important achievement during this year was creating a set of financial policies and procedures which have contributed to strengthening the internal control "ex-ante". Unit heads and professional staff were engaged in small teams to analyze, edit, in some cases rewrite rules, policies and procedure. The function of financial preliminary and recessive control – with the services of internal and external audit was further developed in parallel with financial planning.

Faculties/Centers and Departments actively continued to participate in Mid-Term Budget Framework. However reports indicate that the realization of delegated budgets were inconsistent and that further support and training was needed, specifically as a part of integrated procedures.

9.0 Campus Environment and Services

9.1 Student Support

Student support is mainly realized through Student Services, Financial Aid Office. Students for the academic year 2010/2011 were supported by the University scholarship program, donors' scholarship program, Work and Study program as well as financial relief for the second and third student of family in total about 23% of the number total full-time students are financially supported.

The scholarship program was consisted of two groups: the merit base scholarship program of the University based on results shown in the preliminary assessment of knowledge and financial needed scholarships, in cooperation with the Institute Open Society (Soros) and the Royal Netherlands Embassy. At the University level 341 scholarships were awarded, i.e. 132 merit base and 209 financial need, which means that approximately 12% of the total number of full-time students were supported by scholarships that cover over 80% of tuition fee of the relevant study program.

From financial point of view, about 5% of full-time students are supported through "Work and Study" program. Through this program, 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 125 students were engaged in this program.

Also, in support to families that have more than one student studying at SEEU is granted relief in payment of tuition for the second or third student from the same family in the amount of 6%.

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 Facility Department

A new director of the Facilities Department was named in 2010 and efforts to improve teamwork by restructuring the organizational structure to improve quality management, in order to give managers more authority and to ensure that heads of departments were involved in team work together with workers, were begun. The Facility Department staff was actively involved in the creation and implementation of procedures based on ISO standards, like the development process to improve quality and performance.

The University continued to be an example in the region and wider in the area of environmental protection and energy saving that contributes to the health of the students and wider community. Many efforts were made in aspect of energy saving, especially in heating system and energy power consumption was greatly reduced, with the goal of becoming a zero emission campus. The University's Climate Action Plan was posted on the University website and it is believed that SEEU is the first Balkan university, if not the first European university with such a plan. The CAP represents a powerful tool to reduce SEEU's carbon footprint, aimed at delineating strategies and a timeline for reducing greenhouse gas emissions. Furthermore, it allows pursuing the goals of integrating sustainability and climate action in all aspects of teaching, research, and community outreach. SEEU continued to provide both practical and moral leadership with regards to society's efforts to address climate change by taking steps to reduce its own own emissions. The SEEU CAP is a 10-year strategic plan for how the campus will undertake the path to carbon neutrality. The Building 304 is as a pilot project of intelligent building where new technologies for use of energy resources, like photovoltaic plants and use of geothermal energy are used. This project is supported by the Italian government and is expected to open in early Fall 2011.

The original buildings on campus marked their ninth year with ever increasing signs of wear and tear. The maintenance of the buildings and grounds was satisfactory, but the costs of maintaining these older facilities continue to rise. Important steps were taken in aspect of reconstructing and processing of the drinking water for student housings and the painting of exterior facades. The Building 701 was reconfigured to better serve the purpose of distance learning.

9.3 The Skopje Campus

SEEU's center in Skopje (SEEU Skopje) is now entering its third year of operation in the very heart of Macedonia's capital city. The combination of convenient, attractive location and SEEU's strong reputation as a quality higher education institution have continued to attract students despite the large number of local alternative institutions and strain of the continuing economic crisis. The first three years have revealed differences and the impact of these differences between the Skopje center and the University campus in Tetovo. Physically, SEEU Skopje is much smaller. Class sized is limited by room size (typically 20-30 students per group); administrative services are restricted by office space and the small number of full time administrative staff (four employees); and, there is little space left for student life outside of class. Despite space restrictions, the SEEU Skopje

administrative staff manages to provide quick, effective services, coordinating activity with relevant offices in the University campus in Tetovo (including Student and Bursary Services, Dean's offices, Library services, the Students Union, etc.), thereby reducing the need for students to travel to Tetovo for these purposes.

Together with the University campus in Tetovo, SEEU Skopje conducts yearly student evaluations. Recognizing the unique circumstances of the Skopje Center, over the last two years, the local administrative staff has worked together to modify the version of the survey used in Skopje. The results of the 2010-2011 survey were very informative. Overall the results of student services section of the survey were encouraging, with responses in most areas, notably overall services and administrative staff behavior, higher than student responses at the University campus in Tetovo. The opposite was true however for student satisfaction with scheduling (satisfaction was lower in Skopje than in Tetovo); however, it should be noted that class/student scheduling for SEEU Skopje is handled in Tetovo. Since SEEU Skopje lacks of a permanent library, a large number of questions were added to this section of the survey. Results were generally not bad; however, they indicate a lower overall level of satisfaction compared to the University campus in Tetovo. SEEU Skopje is a very busy center. Due to lack of space, scheduling is usually difficult on all six teaching days, from 8:00 to 20:00. Keeping the facility running and clean is a daily challenge. It is therefore very gratifying to see that student satisfaction with maintenance, cleanliness, and safety were particularly high, in fact, the highest of any area of the survey (and, again, considerably higher than the equivalent results from Tetovo). The only area where results were not satisfactory was with the level of noise in the facility. Results on the Career Centre, IT, and Deans' Offices were very close to those in Tetovo, but at the same time, slightly lower than other areas of the survey.

There were several key achievements during this period. A more proactive approach to facility maintenance was initiated. Through more thorough, regular, and frequent inspections of the SEEU Skopje premises, the impact of maintenance issues (e.g., plumbing, electricity, IT equipment) was reduced. Local administrative services were strengthened. To both improve the speed and effectiveness of administrative services and lessen the impact of staff absence from work, two actions were taken. First, the local team worked together more closely, coordinating work on several key services and, second, the team created and implemented a training program for work and study students. The effectiveness of services was greatly increased by the part-time presence of a representative from the University library in Tetovo.. Further improvements are anticipated with the establishment of a Reading Room/Library Extension in the Skopje Center during the Winter Semester 2011-2012.

9.4 Human Resources and Staffing

The Human Resources Office (HRO), in accordance with the Action Plan and priorities foreseen for the academic year was in the center of many major initiatives. As referenced elsewhere in this report, the University adapted and implemented new Remuneration and Ranking Policy which was gradually introduced during the academic year with the continued support of QAM. The new policy affected all aspects of the academic mission of the university, from the number of courses that instructors taught, salaries, mentoring, staff development, etc.

In addition, HRO created a new Staff Handbook which, for the first time, brought together in one convenient location all the policies, procedures and rules covering the rights and responsibilities of SEEU staff. HRO was involved in the creation of new processes and the

documents to evidence compliance, including: job application forms, staff evaluation forms, compilation of rules for electronic evidence in collaboration with legal service, compilation of procedures for recruitment, evaluation and training of staff (these procedures are processed and prepared for ISO with the representative appointed by the Secretary General – quality assurance service); compilation of procedure for internal recruitments. Finally, the HRO completed job descriptions for administrative staff in three languages.

HRO worked closely with QAM and the Instructional Support Services to coordinate a full range of training activities for the administrative and academic staff. As per previous years, all staff were encouraged to update and increase their English language competency and their knowledge and use of IT. Foreign staff were actively engaged in the study of Albanian and Macedonian languages.

Due to a hiring freeze for new positions during the year, the number of administrative staff member actually declined year over year. The University Board set in place a general hiring freeze at the beginning of the academic year.

The university continued to make good progress in academic staffing matters. Academic staff from outside the region played an important role in the University and for the first time, a non-Macedonian national was selected as dean of a faculty. The University continued to favor full-time academic appointments to allow greater flexibility in terms of scheduling and commitment to the University mission. Still, part-time academic staff were engaged as needed. As can be seen in the table below, the number of qualified Ph.D. holders at the various ranks is given over the three year period.

	2009		2010		2011	
Academic Staff		Number of Staff		Number of Staff		Number of Staff
PhD		91		100		145
MA		99		98		98
BA		58		39		18
Total		248		237		261

Academic Staff - Full Time (2008,2009, 20011)

The analysis of the administrative staff based on academic qualifications shows that in 2010-2011 the University continued to encourage all staff to continue their formal education. Many SEEU administrative staff are enrolled in 2nd Cycle Programs at the University and use their professional experience and day-to-day activities as means of informing their academic research.

	2009		2010		2011	
Adminis. Staff		Number of Staff		Number of Staff		Full/Part
PhD		5		5		7
MA		13		17		19
BA		65		74		70
Other		45		37		33
Total		128		133		129

9.5 Information Systems

The past academic year recorded remarkable changes and achievements in the IT sphere at the University. The earlier identified need for sharing information in all University processes as well as the constant striving to shape a culture for creating involvement and collaboration in an efficient way has resulted in a new cornerstone of the IT System of the University.

In order to electronise business work-flow processes activities and procedures a SharePoint with Nintex platform was installed, configured and developed. As a result of this, the portal <https://i.seeu.edu.mk> was introduced and three modules/procedures were implemented. The procurement procedure (<https://i.seeu.edu.mk/sites/procurement>), which was the most complicated procedure in the University, entered the pilot phase. Such advances allowed for the management to access current student admission reports. The introduction of <https://my.seeu.edu.mk> portal, as a replacement for old e-service, enabled the University to create a single point of service where students and faculty, and staff access their information and teaching services.

New functionalities were added in My Portal such as: electronic transcript and financial balance enhancements, reset both email and account passwords (sms, mail, direct), Unified Messaging System notification module, centralized news system, electronic staff evaluation, core new application module for the schedule registration and the classes attendance tracking system. To facilitate the usage of the IT services a special module, Help Desk, was added to MyPortal. As part of the effort to improve student services and processing the transfers and re-registrations, the STRM (Student Transfer and Re Registration) module was introduced as a part of University Management System. To increase efficiency of resource planning in the University, improve transparency, and increase efficiency in areas where the Human Resources and Financial Department interact, an ERP solution was deployed.

The University maintained its leading position in following the latest standards in improving the system performance and enhancing the security at the same time with a considerable system upgrade (computer replacement and technology update for the system). In order to improve the consistency of managing the resources of the IT Department, various services like virtual machine manager, change management, asset management were deployed. In regard to security and network coverage range expansion changes and upgrades were made on the network infrastructure. A cutting edge web firewall was deployed and the wireless range coverage was increased. Extra appliances were added on the network to make available to deploy the Smart Card RFID system on the infrastructure too.

These improvements in the IT Department in the past academic year have created a sound cornerstone for further building of IT services in the years to follow with an aim to provide the necessary support in technology to students and staff toward realising the mission of the University.

9.6 Library Services

The Max van der Stoel library continued to play a central role in the academic life of the students, staff and wider community. The library's leadership was consolidated in this period. The professional staff worked with students and academic staff to meet the needs of research and distribution of content. During the orientation period, members of the library staff led tours for all incoming students. All academic staff were encouraged to require their students to actively pursue research in the library. During this period, the library continued to add to its permanent collection as well as update its electronic resources. The library also began to offer its services at the Skopje campus of SEEU.

9.7 The Student Union

The Student Union continued to harness opportunities to play a role in University life. It had representation at all major University Meetings (Board, Senate, Rector's Council), with varying degrees of attendance and participation. The Student Union organized a number of entertainment events during the year and the Euro-trip. Recently, its executive started preparing a revised Statute and developing a new structure, with democratically elected parliament and officers, with a plan of activities to suit all students. It also aimed to strengthen the financial management of the budget provided by the University. This work is ongoing.

9.8 Sport and Recreation

The Sports and Recreation Department was active during the year in organizing sporting events for the students and staffs. The department organized hiking and trekking activities in the Shar Mountains that tower above the Tetovo campus as well as football, tennis and volleyball tournaments. In March, the department organized and hosted the annual skiing competition for regional universities. The department supported student and staff initiatives to expand the facilities including raising the possibility of building a new sports hall. For the first time in 2010-2011, the department offered a non-credit elective course to all students in the undergraduate program. During this pilot program, the syllabus and methodologies for teaching this course was refined.

10.0 Conclusion

South East European University continued to improve its quality of teaching and learning during the period, aided in particular by the external evaluation of four of its five faculties. These external evaluations offered insightful analysis of current programs as well as strategic advice to ensure that the University remains at the forefront of higher education in Macedonia. The academic and administrative staff continued to devote their energy and intellectual vigor to the University and offered full support for the new management team. Faculties, centers, and administrative units were actively involved in the creation of action plans and their implementation over the course of

the year. Importantly, quality was a key element in these plans and has continued to be a priority in all areas of the University. South East European University has prospered in the past decade in a very difficult environment and it is clear that the University has prepared itself well for another decade of service to its students, stakeholders and the community.

Works Consulted:

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2nd Cycle Enrollment, Academic Progress and Achievement Report, 2005.2006 - 2010/2011, September 2011, prepared by Academic Planning Office, 2nd Cycle Studies Office

Faculty and Center Action Plans for 2010-2011

Pro-Rectors Action Plans for 2010-2011

External Evaluation Report for CST (Mathew Palakal), February 2011

External Evaluation Report for BAE (Venkat), July 2011

External Evaluation Report for PAPS (William Dunn), January 2011

External Evaluation Report for Law (University of Graz - W. Benedekt), February 2011

Report on Teaching Observation Process Academic Year 2010-2011, SEEU QAM Office, September 2011

Summary Report for Student Evaluation Process 2010-11, SEEU QAM Office, October 2011

University Annual Report 2009/2010, SEEU Pro-Rector for Academic Affairs, November 2010

Climate Action Plan, SEEU IEH, May 2011

Members of Self-Evaluation Commission

- Paul Foster, Chair;
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