



College ESLG

REVISED STRATEGY OF COLLEGE ESLG 2021-2026

September 2020

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1. INTRODUCTION

Pursuant to the Law on Higher Education and the Statute of College ESLG on the competencies of the Chairman of the Board of College ESLG to draft a strategic plan of College ESLG, the Chairman of the Board, at the meeting of the Board held on 20.08.2020, appointed a professional commission for drafting the strategic plan of College ESLG in the following composition: Visar Hoxha (Chairperson), Veli Lecaj (member), Hazer Dana (member), Mersiha Kacamakovic (member), Jehona Hoxha (member), Andi Belegu (Alumni), Viola Brahushi (student representative), and Gent Sejdiu (Industry representative).

While drafting the strategic plan of College ESLG, the Commission conducted an external assesment (Porter Analysis) and internal assesment (Resource Based View Analysis) and studied many reports on labor market analysis of Kosovo, economic prospects and potential growth sectors in Kosovo. The assesment was conducted for the purpose of defining the strategic position of College ESLG and formulate the strategic goals of College ESLG.

The strategic position of College ESLG is revised also as a consequence of constructive recommendations of KAA Expert Evaluation Team evaluating the study programs of ESLG in July 2020.

As part of the process, the Commission analyzed in details the institutional external reviews by the Expert Evaluation Teams of Kosovo Accreditation Agency and hence the Commission identified the following strategic areas:

1. Study programs;
2. Staff development;
3. Research;
4. Quality assurance;
5. Internationalization;
6. Cooperation with private sector and community.

2. MISSION, VISION AND VALUES

The Mission

The Mission of College ESLG is to provide premier education in Kosovo with unique programs and unique teaching methodologies that contribute to economic growth, sustainable development, and advancement of teaching, learning, and research in the built environments.

The Vision

The College ESLG strives to provide an educational and research environment that is worthy of public's trust and characterized with highest teaching and research integrity.

Values

The values of College ESLG are as follows:

Commitment to Excellence

College ESLG is committed to the highest standards of excellence in pursuit of the college's mission in teaching and research. The investing parents and the Kosovo and regional educational markets deserve nothing less.

Integrity

As College ESLG is an institution that provides services for the society's benefit, each staff member has a responsibility to demonstrate the highest ethical standards to inspire confidence and trust.

Accountability

The College ESLG embraces the responsibility with which it is charged. In carrying out its mission, ESLG's staff members hold themselves accountable to the public and society at large and take responsibility for achieving its goals.

Effectiveness

College ESLG strives to work creatively, proactively, and effectively in assessing the market's needs and developing modern curricula that best fit to the market needs

in Kosovo and the region and implement these curricula with most innovative and modern teaching practices.

Teamwork: College recognizes that its success in a very competitive market depends on a diverse, coordinated team committed to the highest standards of trust, hard work, cooperation, and communication. The staff is committed to nurturing collaboration as a skill amongst students.

3. EXTERNAL AND INTERNAL ANALYSIS

3.1. PORTER FIVE FORCES ANALYSIS OF HIGHER EDUCATION IN KOSOVO

The higher education industry is changing at a dramatic pace. Numerous trends are at work influencing this rapid change such as, population demographics, work force requirements, global competition and new higher education delivery methods. One additional and fortunate trend is that higher education is a growing industry. Industry incumbents, whether public, private, non-profit, or for-profit must constantly scan the competitive horizon for positive as well as negative structural changes to the industry. Michael Porter, a professor from the Harvard Business School, developed a very powerful industry analysis framework in the late 1970s and the key principles are introduced.

In this regard, College ESLG used Porter Fiver Forces Analysis to determine its position in a very competitive market.

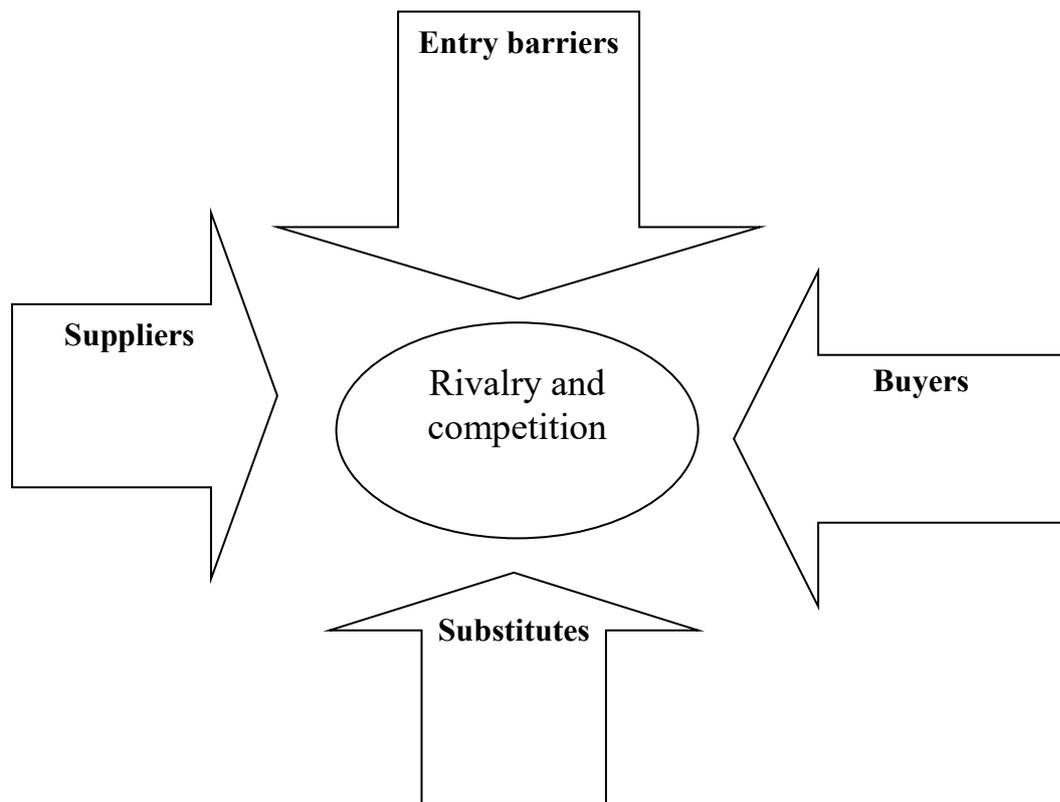


Fig 1. Five Porter Forces

The Kosovo higher education industry includes 7 public universities: University of Prishtina, University of Prizren, University of Peja, Faculty of Islamic Studies, University of Gjilan, University of Ferizaj, and University of Gjakova (Kosovo Accreditation Agency, 2020). According to the list of Kosovo Accreditation Agency (KAA, 2020) there are around 11 private higher education institutions. Finally, most of the private and public HEIs in Kosovo are involved in a number of international cooperation projects supporting establishment of new study programs or improvement of teaching (e.g. Tempus).

According to the study of Ministry of Education of Kosovo on the upper secondary education in 2014 there were around 24,898 students in grade 12 and 13 of secondary education expeting to graduate in 2014 (Statistics of Education in Kosovo, 2019-2020, pp. 25).

According to the study performed by Nikola Baketa in 2013, the gross enrollment ratio is 71.27 %, which makes 17, 820 students eligible for enrollment in the public and private higher education system.

According to the study of Agency of Statistics the number of students studying in private institutions is around 12 private higher education institutions (colleges, institutes and higher professional schools) gathered 22,000 students (Education Statistics in Kosovo 2019-2020, 2019, pp. 94). Based on this, the private higher education industry's combined revenue was approximately EUR 30 million

The higher education industry in Kosovo has a high fixed cost ratio and is effectively concentrated, which makes competitive rivalry predictably high. To some extent, the benefits of being a growth industry offset the high degree of rivalry. The growth potential originates from demographics of young population in Kosovo.

Entry barriers

Since the higher education market does not require tremendous fixed costs to enter the market such as other industries including construction, telecommunications and medicine, however, on the other hand the accreditation criteria require that new entrants in the higher education market must demonstrate that the study programs must be tailored to the labor market needs. On the other hand, the accreditation criteria require that new entrants must fulfill 50 % full time faculty criterion in order to be accredited making it more difficult for new entrants because of limited supply of academic staff with PhD who would work full-time for private bearers of higher education. The public policy in recent years has been to open new public universities in order to increase the access of young Kosovars to higher education. In this regard, in parallel the Government of Kosovo increased the salaries of teaching staff in public universities making it a high barrier for new entrants. The established standards of KAA in 2018 are of higher quality and are more difficult to be achieved than in previous periods, making it more difficult for new entrants to achieve these standards. Around 10 private bearers of higher education have not achieved to fulfill the new KAA criteria, thereby losing the institutional accreditation.

In conclusion, high fixed cost structure, restrictive curriculum accrediting processes, enormous economies of scale and, all act as higher barriers to entry and serve the incumbent schools well by protecting their current market shares. All being said, this makes entry barriers moderate to high in the near future.

Substitutes

At first, one may think that the options or alternatives related to earning a college or university degree or obtaining additional higher education would be constrained by location,

level of income or possibly cultural influences. Although possibly true 3 decades ago, these limitations to higher education are significantly less relevant today in Kosovo.

Better transportation conditions in Kosovo and exponential advances in information technology make the higher education more susceptible to imitation. Classic economic theory recognizes information technology as product compliment, because the existence of the product or service augments the features and benefits of an incumbent's product offering (Walker, 2004). Information technology makes customers of higher education better informed about the opportunities in the market and switching costs lower and also makes it easier for the imitators to imitate the curriculum, teaching methods and be competitive on the market.

On the other hand, public universities charge very tuition rates making the threat of product or service substitute as high. Nevertheless, this serves as an opportunity to quality providers of higher education because if positioned properly on the market, they can attract students beyond borders.

Buyer power

With roughly 100,000 students in the higher education market in general and around 52,000 students in the private higher education and with University of Prishtina holding the biggest market share and Kolegji AAB and Kolegji UBT the biggest from the private higher education sector, one can conclude that the remainder of buyers are fragmented and diffused across the market.

With free fragmented public higher education and with dozen remaining private bearers of higher education competing with prices and similar programs and oftentimes engaging in price war, the unintended consequence is that this gives buyers more generous power to choose their options and negotiate.

The role of freely available and instantaneous information relating to course descriptions and university and college amenities shifts the information asymmetries of a generation ago, giving potential students more power of choice. This shift, to a degree, offsets the effect of market fragmentation and consequently gives buyer power an overall neutral assessment.

Degree of supplier power

The suppliers in the higher education can be considered qualified academic staff. With public policy offering highly competitive packages to professors in public universities and on the other hand limiting private colleges the opportunity to offer PhD programs, makes the professors with titles and PhD having more supplier power over the private bearers of higher education. Thus, one can conclude that the degree of supplier power is moderate.

3.2. RESOURCE BASED VIEW ANALYSIS

Following external industry assessment, we perform the resource based view analysis to determine whether College ESLG has the necessary resources and capabilities to make it compete in a fragmented market.

College ESLG has the following resources:

- Moderate financial resources from grants, projects, contract research, and tuition;
- High library resources through access to its partners' libraries;
- Very qualified teaching staff both foreign and domestic;
- Teaching staff graduated in modern foreign universities;
- Academic staff with moderate academic titles from Assistant Professor to Full Professor;
- Highly advanced regulatory infrastructure that regulates every field of academic work and life of both students, professors, and other associates;
- Independent quality assurance system with very high internal quality assurance standards and modern Quality Assurance Manual;
- Strong monitoring process and audit culture;

On the other hand College ESLG has the following capabilities:

- Ability to design modern curricula based on market needs with the help of partner institutions;
- Ability to perform research through research transfer of knowledge from partner foreign institutions;
- Ability to implement unique study programs with modern best teaching practiced gained from professors educated abroad but also from Memoranda of Cooperation that ESLG has with many serious foreign universities, including Nova Univerza;
- Ability to apply and win research grants and projects due to good references developed with NTNU, Multiconsult, Graceland University and TEMPUS PROJECT;
- Ability to implement study programs also in English language;
- Ability to perform contract research as a contingency plan to limit the risk of lower number of enrollments as a phase out plan for any of the differentiated study programs it offers;
- Ability to never be academically complacent;
- Adaptive capability to e-governance and digitalization of academic processes;

Based on the external industry assessment (external analysis) and resource based view analysis (internal analysis), College ESLG has tremendous competitive advantage compared to other private bearers of higher education and the only way to sustain this competitive

advantage is to be positioned in the market with providing quality education with higher price. College ESLG should neither compete with public universities and market leaders in the private higher education (Kolegji AAB and Kolegji UBT) nor with the laggards in the market (other 9 private bearers of higher education) but instead it should continue to pursue its niche markets in Kosovo and region by providing quality education through very unique study programs, foreign professors, modern teaching practices, involvement of students in foreign research projects, high degree of internationalization, strong consulting arm, and very concentrated contract research.

3. STRATEGIC GOALS AND OUTCOMES

According to World Bank Study (2012), construction sector in Kosovo constitutes the largest proportion of GDP share (around 24.5%). According to World Bank's Kosovo Labor Force Survey (2013) the sectors in which people were employed mostly in 2012 included manufacturing, trade, education and Construction, which altogether employed almost half of all employed people in Kosovo employed almost half of employed people. By profession around 7.7 % of employed people in Kosovo work as legislators (Kosovo Labor Force Survey, 2013, pp. 16). On the other hand, employed people in the financial sector and energy sector are the same and range around 10 % each (Kosovo Labor Force Survey, 2013).

With regards to trading and imports, around 33.3 % of all Kosovo's imports come from EU countries. On the other hand, Kosovo also exports the largest proportion of its exports to EU (A case for Investing in Kosova, 2012). According to the same study performed by American Chamber of Commerce, one of most promising sectors that could boost economic growth and alleviate unemployment is energy and mining. According to the same study, Kosovo is well endowed with natural resources. Its energy production is mainly based on lignite. Its lignite reserves are estimated to be around 11-14 million tons, which provides for a safety net of energy production for many decades to come. However, the Government of Kosovo has pledged to implement EU's 20-20-20 policy, which requires countries to (1) increase energy efficiency by 20 percent, (2) reduce dioxide carbon emissions from energy production by 20 percent, (3) and produce at least 20 percent of power from alternative sources by 2020. Considering this, it is evident that there are plenty of opportunities for investing in alternative energy in Kosovo (A Case for Investing in Kosova, 2012, pp. 22).

According to Investment Promotion Agency of Kosova (2013) most attractive sectors that generated most of employment in terms of foreign direct investment were banking and financial sector creating 4,428 jobs and construction 2,253 jobs. During past years the construction industry became one of the most important sectors contributing to Kosovo's economic growth. The construction industry remains a sector with highly promising economic potential for Kosovo together with energy sector also being the

most promising sector in the future that could boost tremendous growth and attract the largest proportion of foreign direct investment. On the other hand Energy consumption and forecasted demand for the residential sector has been carefully analyzed and discussed because of its highest contribution in the total energy consumed as well as because of the high electricity consumption in this economic sub-sector.

Thus, based on the external industry assessment and internal resource based view assessment and studies and reports performed by World Bank and other stakeholders in Kosovo, the College ESLG formulates the following strategic goals and outcomes:

STRATEGIC GOAL 1: DEVELOP UNIQUE STUDY PROGRAMS IN THE SECTORS THAT CONTRIBUTE TO GDP GROWTH, SUSTAINABLE DEVELOPMENT AND MANAGEMENT OF BUILT ENVIRONMENT FOR THE BETTERMENT OF SOCIETY, ENVIRONMENT AND CONSTRUCTION INDUSTRY.

OUTCOME 1.1. Develop and accredit study programs in the field of construction sector, built environment, sustainable and smart cities, clean and renewable energy, good health and well-being of occupants that would interlink construction sector and energy sector as both most promising sectors in terms of GDP growth, employment generation, attracting of foreign direct investment, and contribution to sustainable development.

OUTCOME 1.2. Develop and accredit study programs in the area of Environmental and Spatial Planning Law that contribute to the betterment of society, environment and construction industry.

OUTCOME 1.3. Develop and accredit study programs in the area of sustainable finance that contribute to the foreign direct investment, employment generation, and betterment of society and environment, since the financial sector attracted most of foreign direct investment and created most jobs from FDI.

OUTCOME 1.4 Develop and accredit study programs in building green and circular economy;

STRATEGIC GOAL 2: DEVELOP FULL-TIME ACADEMIC STAFF OF THE HIGHEST QUALITY IN TEACHING AND RESEARCH WITH SPECIAL EMPHASIS IN PLANNING AND MANAGEMENT OF BUILT ENVIRONMENT

OUTCOME 2.1. Habilitate full-time academic staff through Nova Univerza and promote academic staff to higher academic titles based on internal ESLG regulations in the field of real estate, sustainable architecture, energy buildings, and Environmental Law.

OUTCOME 2.2. Sponsor the doctorate and post-doctorate studies of full-time teaching staff through partner institutions;

OUTCOME 2.3. Import senior professors with academic titles from public and private universities in Kosovo and the region through competitive financial and non-financial packages;

OUTCOME 2.4. Offer strong life-work balances for junior faculties to enable their early career development.

OUTCOME 2.5 Offer support for mid-career professors and late-career professors;

STRATEGIC GOAL 3: DEVELOP RESEARCH CAPACITY AT COLLEGE ESLG;

OUTCOME 3.1. Participate in research projects with serious foreign and domestic research institutions;

OUTCOME 3.2. Strengthen the contract research and consulting arm of the College;

OUTCOME 3.3. Establish Research Fund of College ESLG from research grants, private sector and own funds;

OUTCOME 3.4. Strengthen the Lead Scholar and Young Scholar Research Support Grants;

OUTCOME 3.5. Develop research projects in thematic areas developed in consultation with the industry;

STRATEGIC GOAL 4: ADVANCING THE QUALITY ASSURANCE SYSTEM

OUTCOME 4.1. Empower the Quality Assurance Office;

OUTCOME 4.2. Strengthen the monitoring mechanisms and performance indicators for gauging the teaching and learning quality, which include representatives of students, employers and alumni;

OUTCOME 4.3. Simplify all quality reviews to a single Annual Internal Self Evaluation Report based on the Quality Assurance Manual of ESLG followed by Quality Improvement Strategy and Action Plan for Implementation;

OUTCOME 4.4. Strengthen the bi-annual monitoring mechanisms for the realization of action plan;

STRATEGIC GOAL 5: ADVANCE INTERNATIONAL COOPERATION

OUTCOME 5.1. Increase the number of memoranda of cooperation with international universities and colleges;

OUTCOME 5.2. Increase the participation in international research projects;

OUTCOME 5.3. Increase the staff and student mobility with partner institutions;

STRATEGIC GOAL 6: FURTHERING COOPERATION WITH PRIVATE SECTOR AND COMMUNITY

OUTCOME 6.1. Increase the number of memoranda of cooperation with private sector and other stakeholders related to our study programs;

OUTCOME 6.2. Including private sector representatives in Curriculum Review Committees;

OUTCOME 6.3. Increasing the internship agreements with civil society organizations;

OUTCOME 6.4. Develop research projects based on the needs of private sector;

OUTCOME 6.5. Develop a staff workload policy through which full time academic staff is enabled to contribute to community

4. ACTION PLAN FOR IMPLEMENTATION OF STRATEGY

College ESLG intends to use the following action plan to implement the strategic outcomes and measure its progress in achieving those strategic outcomes:

Strategic Goals and Outcomes	Performance metric	Actions	Target	Timeframe
OUTCOME 1.1. Develop and accredit study programs in the field of construction sector, built environment, sustainable and smart cities, clean and renewable energy, good health and well-being of occupants that would interlink construction sector and energy sector as both most promising sectors in terms of GDP growth, employment generation, attracting of foreign direct investment, and contribution to sustainable development.	Number of successful accreditations in the area of real estate, sustainable architecture, sustainable facility management, energy management, sustainable finance, green economy,	Accreditation	5 programs	2021-2026
OUTCOME 1.2. Develop and accredit study programs in the area of Environmental and Spatial Planning Law that contribute to the betterment of society, environment and construction industry.	Number of successful accreditations in the area of Environmental and Spatial Planning Law at master level	Accreditation	1 programs	2021-2026
OUTCOME 1.3. Develop and accredit study programs in the area of sustainable finance that contribute to the foreign direct investment, employment generation, and betterment of society and environment, since	Number of successful accreditations	Accreditation	1 program	2021-2026

the financial sector attracted most of foreign direct investment and created most jobs from FDI.				
OUTCOME 1.4 Develop and accredit study programs in building green and circular economy;	Number of successful accreditations	Accreditation	1 program	2021-2026
OUTCOME 2.1. Habilitate full-time academic staff through Nova Univerza and promote academic staff to higher academic titles based on internal ESLG regulations in the field of real estate, sustainable architecture, energy buildings, Environmental Law.	Percentage of habilitations of full-time faculty according to Nova Univerza rules and according to ESLG Regulation on Standards of Election into Academic Titles	Support each full-time faculty by sponsoring their research in order to meet the quantitative and qualitative criteria for promotion	75 % of staff habilitated and with academic titles	2021-2024
OUTCOME 2.2. Sponsor the doctorate and post-doctorate studies of full-time teaching staff through partner institutions;	Number of sponsorships of full-time faculty	Sponsor PhDs and post-doctorate studies of full-time hired faculty	7	2021-2026
OUTCOME 2.3. Import senior professors with academic titles from public and private universities in Kosovo and the region through competitive financial and non-financial packages;	Number of hired senior professors with title associate professor or full professor	Provide competitive remuneration	5	2021-2026
OUTCOME 2.4. Offer strong life-work balances for junior faculties to enable their early career development.	Number of early career professors supported to achieve research requirements and complete their	Offer more research workload and less teaching workload for supported	4	2021-2025

	PhD	staff		
OUTCOME 3.1. Participate in research projects with serious foreign and domestic research institutions;	Value in EUR of research projects	Apply and win research grants funded by foreign governments and other local institutions	2 million EUR	2021-2026
OUTCOME 3.2. Strengthen the contract research and consulting arm of the College;	Value in EUR of contract research and consulting services	10 contract research projects	1 million EUR	2021-2026
OUTCOME 3.3. Establish Research Fund of College ESLG from research grants, private sector and own funds;	Value of Research Fund	Apply for research grants, raise funds with private sector and provide own funds	1 million EUR	2021-2026
OUTCOME 3.4. Strengthen the Lead Scholar and Young Scholar Research Support Grants;	Number of mid-career and early-career staff supported	Open the internal call for applications every year	3 –lead scholars supported every year; 4-young scholars supported every year;	2021-2026
OUTCOME 3.5. Develop research projects in thematic areas developed in consultation with the industry;	Research projects in thematic areas generated by industry	Co-finance with industry smaller research projects in thematic areas generated by industry;	2 research projects per annum	2021-2023
OUTCOME 4.1. Empower the Quality Assurance Office;	Value of budget allocated to Quality Assurance Office		25% of overall budget	2022

OUTCOME 4.2. Strengthen the monitoring mechanisms and performance indicators for gauging the teaching and learning quality, which include representatives of students, employers and alumni;	Number of internal evaluations and average overall grade of teaching quality and number of student representative, employers and alumni	Encourage all the staff in the College to perform more frequent internal quality reviews;	1 per year; Higher than 4.0 in the range from 1.0 to 5.0; 2 student representative s, 1 employer representative from each field of study and one from alumni association	2021-2026
OUTCOME 4.3. Simplify all quality reviews to a single Annual Internal Self Evaluation Report based on the Quality Assurance Manual of ESLG followed by Quality Improvement Strategy and Action Plan for Implementation;	All internal quality reviews included in a single Annual Self Evaluation Report based on a modern Quality Assurance Manual followed by	Perform Internal Self-Evaluation every year followed by strategy, action plan, and monitorisation report	1 annual comprehensive report followed by Quality Improvement Strategy, Action Plan and bi-annual monitorisation report;	2021-2026
OUTCOME 4.4 Strengthen the bi-annual monitoring mechanisms for the realization of action plan;	The bi-annual monitoring mechanism supported with staff and resources	Open the vacancy notice for one position of Quality Improvement Action Plan Monitoring Officer	1 position	2021-2022
OUTCOME 5.1. Increase the number of memoranda of cooperation with international universities and colleges;	Number of memoranda of cooperation	Allocate funds to International Cooperation Office to establish	10	2021-2026

		cooperation with universities all around the globe		
OUTCOME 5.2. Increase the participation in international research projects	Number of research projects	Upon signing the memoranda of cooperation encourage consortia of applicants for research grants in respective countries	3 serious projects;	2021-2026
OUTCOME 5.3. Increase the staff and student mobility with partner institutions;	Number of ERASMUS+ agreements and percentage of incoming and outgoing visiting professorships and number of students incoming and outgoing	Allocate funds for outgoing visiting professorships	5 agreements; 75 % of full-time faculty participating at least once in visiting professorship with partner institutions; 5 students (incoming and outgoing) per memoranda of cooperation	2021-2026
OUTCOME 6.1. Increase the number of memoranda of cooperation with private sector and other stakeholders related to our study programs;	Number of memoranda of cooperation with serious firms and institutions related to each field of study	Establish an Office for Relations with Private Sector	10 private sector companies related to the field of study; 5 civil society organizations	2021-2026
OUTCOME 6.2. Including private sector representatives in Curriculum Review	Number of representatives of private sector in	Encourage decision-makers of	2 members included in the	2021-2026

Committees;	Curriculum Review Committees	private sector companies to send their representatives in the meetings of Curriculum Review Committees to provide suggestions in curriculum design	Curriculum Design and Review Committee per program;	
OUTCOME 6.3. Increasing the internship agreements with private sector;	Number of internship agreements	Encourage private sector firms and public institutions with whom ESLG has memoranda of cooperation to extend this cooperation also in the field of provision of internship opportunities for ESLG students	5 for each field of study	
OUTCOME 6.4. Develop research projects based on the needs of private sector;	Number of research projects developed in partnership with private sector representatives	Encourage private sector representatives through their representing associations to develop at least one joint research	At least one research project developed with each Association representing the interests of private sector related	2021-2026

		project with College ESLG	to each field of study	
OUTCOME 6.5. Develop a staff workload policy through which full time academic staff is enabled to contribute to community	Staff Workload Policy revised allowing at least 10 % of workload dedicated to community service	Revise the Workload Policy and include academic staff in community service engagements	Articles of Community service added. At least one engagement with community per staff	2021-2026