



THE UP ACADEMIC STAFF

**STUDIES, OTHER ENGAGEMENTS, PLAGIARISM,
ASSESSMENT AND STAFF-STUDENTS RATIO**



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studies, other engagements, plagiarism,
assessment and staff-students ratio

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LIST OF ACRONYMS

ADO	Academic Development Office
FCEA	Faculty of Civil Engineering and Architecture
FECE	Faculty of Electrical and Computer Engineering
FME	Faculty of Mechanical Engineering
FMNS	Faculty of Mathematical and Natural Sciences
HEI	Higher Education Institutions
KAA	Kosova Accreditation Agency
KAAS	Kosova Academy of Arts and Sciences
KWMC	Kosova Written Media Council
MEST	Ministry of Education, Science and Technology
SEMS	Electronic Students' Management System
SMC	Quality Management System
UP	University of Prishtina

INTRODUCTION

The first purpose of this publication is to find out where the UP regular academic staff, namely full-time professors, associate professors, assistant professors and assistants, have completed their BA, MA, and PhD studies. Those who studied in Albanian speaking universities in Prishtina, Tirana and Tetova, we considered as having a local academic grounding. We also looked at the gender composition of the UP regular academic staff. To obtain the info, we analyzed the CVs of this staff posted on the UP website (www.uni-pr.edu) for each of the faculties. The main limitation of this part of the research is that not all CVs are posted on the official website, some CVs do not have complete data, and online teacher lists are not always up to date to reflect their current composition. In total, the data for 165 UP academic staff members are either partial (data are missing for one or more levels of study) or are inexistent (CVs are missing). The other difficulties we identified during our work were the lack of a standardized CV formats, as well as the lack of a ranking format of academic staff.

The second purpose of this publication is to find data on the engagements of regular members of UP academic staff, from regular professors, associate professors, assis-

tant professors and assistants, in other higher education institutions (HEIs). For this purpose, from the Kosovo Accreditation Agency we received last year's list with the data of academic staff engagement. We then added to it the findings from UP academic staff CVs, the public academic staff lists of some of the mostly private institutions of higher education, as well as from the interviews we conducted with Deans of UP faculties. The main limitation of this part of the research is that the list accepted by KAA is of the previous academic year, given that the KAA has not yet completed the declaration process for academic staff engagement in higher education institutions for the current academic year, 2017/2018. Another difficulty is that professors do not publicize their other engagements on their CVs and some of the deans were unwilling to cooperate in this regard.

In addition to the number of professors employed in other higher education institutions, the report also examines how these external engagements affect the teaching process. Do these professors attend lectures and examinations at the UP; are they penalized for absences; are there any measures of financial restrictions? For this purpose, we asked to interview the 13 deans of UP faculties. Ten of those deans responded and three refused: Ethem Çeku of the Faculty of Education, But Dedaj of the Faculty of Economics and Bujar Dugolli of the Faculty of Philosophy. In addition to the deans, we also interviewed 4-5 professors in each of the faculties, totaling 50 interviewed professors.

The third purpose of this report is to find all cases of plagiarism published in the media about the Master/PhD dissertations and scientific publications of the teachers in each of the UP faculties, in order to see if any actions have been taken against plagiarists; if so, what actions, if not, why? Therefore, we investigated cases of plagiarism among the academic staff that have been reported in the media since the establishment of the UP. All reported

cases were carefully scrutinized to make sure they are genuine plagiarisms.

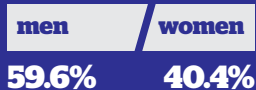
The fourth aim of this publication is to understand whether and how professors are evaluated by students at the end of the semester and whether there is any evaluation of professors from the Dean's Office or the Rectorate. For this purpose, we conducted interviews with professors and deans of faculties, with the Director of the Office for Academic Development, as well as the Director of the Information Technology Service in UP. We also analyzed the teacher assessment questionnaire that students fill online for each subject before submitting the exam.

The fifth and the last aim is to find the professor-students and student-infrastructure ratios - how many professors and how many students are there in each faculty and what is the space of premises in each faculty in relation to the number of students? For this, we used the data from the UP Rector's Office, and from the interviews conducted with the deans. A limitation of this part of the research is the lack of accurate data on the internal spaces of premises in all faculties, as there are cases when two or three faculties conduct their teaching in the same building.

I. BACHELOR, MASTERS AND PHD STUDIES OF UP STAFF MEMBERS

I. Bachelor, Masters and PhD Studies of UP Staff Members

The first aim of this publication was to find out the details of where the regular academic staff of the UP, namely regular professors, associate professors, assistant professors and assistants, completed their study levels (Bachelor, Masters and PhD). In order to learn this, we have analyzed the CVs of the regular academic staff posted on the UP website (www.uni-pr.edu) for each of the constituent faculties. The main limitation of this research was the fact that not all academic staff CVs were posted on the official website, some CVs do not have the full data, and the lists are not always updated to reflect the current composition of the academic staff. In total, data for 165 UP academic staff members are either partial (data for one or more levels of studies are missing) or are inexistent (CVs are missing). Other difficulties identified during the work were the lack of a single CV format as well as the lack of a ranking format for the academic staff.

Arts

home studies

63%

one level abroad

37%

all levels abroad

15.73%**Agriculture**

home studies

30%

one level abroad

70%

all levels abroad

5%**1. FACULTY OF ARTS**

The Faculty of Arts differs from others in the way it selects and advances the academic staff. In this faculty there are theoretical and theoretical-practical advancements; the latter is not based on papers published in scientific journals, but on artistic activity: the number of concerts, exhibitions, performances, etc. Consequently, the number of regular professors with completed doctoral studies is small (10 in total). Of the 89 academic staff members in this faculty, 57 have completed their Bachelor studies in Albanian in Prishtina, 7 in Tirana, 16 abroad in foreign languages; 46 have completed their Master degrees in Albanian in Prishtina and 4 in Tirana, 32 abroad in foreign languages; only 3 members in this faculty have completed their PhD studies abroad in foreign languages. In total, out of a total of 89 academic staff members at the Faculty of Arts, 33 (37%) completed at least one level (Bachelor, Masters, PhD) abroad in foreign languages, while 56 others, namely 63%, are with totally local grounding. A total of 14 staff members (15.73%) have completed all levels of study abroad in foreign languages. As far as gender composition is concerned, out of 89 academic staff members, 36 are women or 40.4%.

2. FACULTY OF AGRICULTURE

Of the 40 academic staff members at the Faculty of Agriculture, 29 have completed their Bachelor studies in Albanian in Prishtina, 7 in Tirana and only 3 abroad in foreign languages. The Masters studies are completed by 2 staff members in Albanian in Prishtina, 7 in Tirana, and 24 abroad in foreign languages. Only 14 have graduated in their PhD studies abroad in foreign languages. Out of a total of 40 members at this faculty, 28 of them (70%) have completed at least one level of their studies abroad in foreign languages, while 12 members (30%) in

Prishtina, Tirana or Tetova. All levels of study in foreign languages abroad were completed by 2 staff members (5%). As far as gender composition is concerned, 6 out of 40 academic staff members, or 15%, are women.

3. FACULTY OF EDUCATION

Of the 62 members at the Faculty of Education, 60 completed BA studies in Albanian in Prishtina, and only 2 in foreign languages abroad. 53 of them have finished their Masters studies in Albanian in Prishtina, 1 in Tetova and 1 in Tirana, and only 7 in foreign languages abroad. Only 11 have graduated in their PhD studies in foreign languages abroad. In total, out of 62 members in this faculty, only 17 have completed studies at least one level of studies abroad, while 45 or 72.5% are entirely of domestic grounding. A total of 2 staff members (3.22%) have completed all levels of study in foreign languages abroad. As far as gender composition is concerned, 36 teachers or 58% of academic staff are women.

4. FACULTY OF ECONOMY

Of the 66 members at the Faculty of Economics, 62 completed their Bachelor studies in Albanian in Prishtina and only 2 in foreign languages abroad (in Zagreb); 41 have completed their Masters in Albanian in Prishtina, 1 in Tirana and 22 abroad; PhD studies abroad are completed by only 14 staff members. In total, out of 66 members in this faculty, 25 have completed at least one level of their studies abroad, while 41 other members, namely 62.1%, are entirely with local academic grounding. All levels of studies in foreign languages abroad were completed by only one staff member (1.5%). As far as gender composition is concerned, 26 of the academic staff members or 38.8% are women.

Education

men	women
42%	58%

home studies
73%

one level abroad
28%

all levels abroad
3.22%

Economics

men	women
61.2%	38.8%

home studies
62%

one level abroad
38%

all levels abroad
1.5%

Philology

men	women
53.4%	46.6%

home studies

77%

one level abroad

23%

all levels abroad

1.6%

Philosophy

burra	gra
74.5%	25.5%

home studies

41%

one level abroad

59%

all levels abroad

15.6%

5. FACULTY OF PHILOLOGY

Of the 60 members of the Faculty of Philology, 58 have completed their Bachelor degree in Albanian in Prishtina and only 1 in foreign languages abroad, while data for 1 are missing; 49 have completed the Master's degree in Albanian in Prishtina, 1 in Tirana, and 8 in foreign languages abroad; only 10 have completed their PhD degree abroad. In total, out of 60 members at the Faculty of Philology, only 14 have completed at least one level of their studies abroad in foreign languages, while 46 or 76.6% are fully of domestic academic grounding. Only one of them (1.6%) has completed all levels of studies in foreign languages abroad. As far as gender composition is concerned, 28 of the academic staff members, or 46.6%, are women.

6. FACULTY OF PHILOSOPHY

Of the 51 members at the Faculty of Philosophy, 39 completed their Bachelor degree in Albanian in Prishtina, and only 9 in foreign languages abroad, while data for 3 of them are missing; 19 completed their Masters degrees in Albanian in Prishtina and 29 abroad, while data for 1 of them are missing; 20 completed their PhD studies completed in foreign languages abroad, while 13 in Kosova and 5 in Albania. In total, out of 51 members at the Faculty of Philosophy, 30 have completed at least one level of their studies in foreign languages, while 21 or 41% are of domestic academic grounding. A total of 8 staff members (15.6%) have completed all levels of studies in foreign languages. At the Faculty of Philosophy, 13 of the academic staff members, or 25.5%, are women.

7. FACULTY OF CONSTRUCTION AND ARCHITECTURE

Of the 39 members at the Faculty of Civil Engineering and Architecture, 32 completed their Bachelor studies in Albanian in Prishtina and only 7 abroad; 20 have completed their Masters studies in Albanian in Prishtina, 2 in Tirana and 15 in foreign languages abroad; only 8 have completed their PhD studies abroad. In total, out of 39 faculty members, 17 have completed at least one level of their studies abroad and in foreign languages, while 22 others or 56.4% are of fully domestic academic grounding. All levels of study abroad in foreign languages have only been completed by 3 staff members, or 7.7%. As far as gender composition is concerned, 15 or 38.5% of the academic staff in this faculty are women. As far as gender composition is concerned, 15 or 38.5% of the academic staff in this faculty are women.

8. FACULTY OF ELECTRICAL AND COMPUTER ENGINEERING

Of 32 members at the Faculty of Electrical and Computer Engineering, 31 completed their Bachelor studies in Albanian in Prishtina, and only one in foreign languages abroad; 19 completed their Master's degree in Albanian in Prishtina, and 12 in foreign languages abroad; only 5 have graduated from their PhD studies abroad. In total, out of 32 faculty members, 16 have completed studies at least one level in foreign languages abroad, while 16 or 50% are of entirely domestic grounding. No staff member has completed all levels of study in foreign languages abroad. As far as gender composition is concerned, in this faculty 10 of the academic staff members or 31.2% are women.

Architecture

men	women
61.5%	38.5%

home studies
56%

one level abroad
44%

all levels abroad
7.7%

FECE

men	women
68.8%	31.2%

home studies
50%

one level abroad
50%

FME



home studies



one level abroad



Law



home studies



one level abroad



9. FACULTY OF MECHANICAL ENGINEERING

Of the 39 members at the Faculty of Mechanical Engineering, 35 completed their Bachelor level studies in Albanian in Prishtina, and only 1 in foreign languages abroad; 18 completed their Master degrees in Albanian in Prishtina, 1 in Tirana and 16 abroad; only 11 have finished their PhD studies in foreign languages abroad. In total, out of 39 faculty members, only 18 have completed at least one level of studies in foreign languages abroad, while 53.9% are of entirely domestic academic grounding. No member of this faculty has completed all levels of study in foreign languages abroad. As far as gender composition is concerned, 4 of the members of the academic staff, or 10.2%, are women.

10. FACULTY OF LAW

Of the 63 members at the Law Faculty, 53 completed their Bachelor level studies in Albanian in Prishtina, 1 in Tetova and only 1 in a foreign language abroad; The Master degree 31 did in Prishtina and 24 in foreign languages abroad; only 16 have completed their PhD studies in foreign languages abroad, and 35 in Albanian universities in Prishtina and Tirana. In total, out of 63 members of the academic staff at the Faculty of Law, only 27 have completed at least one level of studies in foreign languages abroad, while 57% are entirely of local academic grounding. No staff member has completed all levels of study in a foreign language. As far as gender composition is concerned, at the Law Faculty, 18 of the academic staff or 28.6% are women.

11. FACULTY OF MEDICINE

Out of 175 members at the Faculty of Medicine, 130 completed their Bachelor studies in Albanian in Prishtina, 3 in Tirana and 7 in foreign languages abroad; 83 have completed their Masters in Albanian in Prishtina, 1 in Tirana and 32 in foreign languages abroad (in this faculty the data for 59 teachers are missing); only 17 have done their PhD studies in foreign languages abroad. In total, out of 175 academic staff at the Faculty of Medicine, only 43 have completed at least one level of studies abroad, while 132 other members or 75.4% are with full domestic grounding. A total of 4 staff members (2.3%) completed all levels of studies in foreign languages. As far as gender composition is concerned, 71 of the academic staff members, or 40.6%, are women.

12. FACULTY OF PHYSICAL EDUCATION AND SPORTS

Of the 23 members at the Faculty of Physical Education and Sports, 18 have completed their Bachelor studies in Albanian in Prishtina, and 4 in foreign languages abroad; 17 have completed the Master's degree in Prishtina, 1 in Tirana and 4 in foreign languages abroad; only 3 have finished their PhD studies in foreign languages abroad. In total, out of 23 academic staff at the Faculty of Sport, only 7 have completed at least one level of studies abroad, while 16 other members or 69.5% are with full domestic academic grounding. No member of this faculty has completed all levels of study abroad in foreign languages. As far as gender composition is concerned, 2 members of the academic staff, or 8.7%, are women.

Medicine

men	women
59.4%	40.6%

home studies



one level abroad



all levels abroad



Sports

m	w
91.3%	8.7%

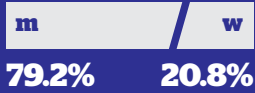
home studies



one level abroad



FMNS



home studies



one level abroad



all levels abroad



13. FACULTY OF MATHEMATICS AND NATURAL SCIENCES

Out of 101 members at the Faculty of Mathematics and Natural Sciences, 95 have completed their Bachelor studies in Albanian in Prishtina, and only 1 in foreign languages abroad; 65 have completed their Master’s degrees in Albanian in Prishtina, 2 in Tirana and 29 in foreign languages abroad; only 23 have graduated from PhD studies in foreign languages abroad. In total, out of 101 academic staff in this faculty, only 40 have completed at least one level of studies in foreign languages abroad, while 61 or 60.3% are domestic products. Out of 101 faculty members, only 1 of them (1%) completed all levels of study in foreign languages. As far as gender composition is concerned, in the Faculty of Mathematics and Natural Sciences, 21 of the academic staff members, or 20.8%, are women.

CONCLUSION

Out of 840 members of academic staff who have CVs posted on the UP website:

- 700 have finished their Bachelor degree in UP, 17 in Tirana and 1 in Tetova, only 53 abroad and in foreign languages, while data for 69 members are missing;
- 466 have finished their Master's degree in UP, 21 in Tirana, and 1 in Tetova, 254 in foreign languages abroad, while data for 96 are missing;
- Only 153 teachers have completed their PhD studies abroad.

In total, out of a total of 840 UP academic staff members, 313 (37.26%) have completed at least one level of studies abroad in foreign languages, while 527 or 62.7% are of fully local academic grounding. In total, only 36 members of the academic staff at UP (4.28%) have completed all levels of study in foreign languages.

As far as the gender composition is concerned, out of 840 academic staff members with CVs posted on the UP website, 286 or 34% are women. The Faculty of Education has the highest number of women (58%), whereas the Faculty of Sport has the least women teachers (8.7%).

IN TOTAL

840
UP staff members

home studies
313 / 37.26%

one level abroad
527 / 62.7%

all levels abroad
36 / 4.28%

554	286
m	w
64%	34%

min.	max.
Sports	Education

w	women
8.7%	58%

II.

**ENGAGEMENTS
OF UP ACADEMIC
STAFF IN
OTHER HIGHER
EDUCATION
INSTITUTIONS**

II. Engagements of UP Academic Staff in Other Higher Education Institutions

Another aim of this publication is to find data on the engagement of regular UP academic staff members, namely regular professors, associate professors, assistant professors and assistants, in other higher education institutions (HEI). For this purpose, from the Kosova Agency for Accreditation (KAA) we obtained a list of academic staff engagements – though they were of 2016/17 – which we then completed with the findings from the UP academic staff CVs, the public academic staff lists of some of the mostly private higher education institutions, as well as the interviews we conducted with the deans of UP faculties. The main limitation of this research was that the list accepted by KAA was of the academic year 2016/2017, since the Agency has not yet completed the process of academic staff statements of engagement in higher education institutions for the academic year 2017/2018. Another limitation was that professors do not publicize their engagements on their CVs and some deans were unwilling to cooperate in this regard.

Besides learning how many professors are employed in other institutions of higher education, we aimed to learn how this engagement affects the teaching process: do these professors attend lectures and examinations at the UP; are they punished for absence; are there any actions/ financial fines or other measures taken? We therefore asked to interview all 13 deans of UP faculties, of whom 10 responded and 3 refused, Ethem Çeku from the Faculty of Education, But Dedaj from Faculty of Economy and Bujar Dugolli from the Faculty of Philosophy. We interviewed 4-5 professors in each of the faculties, resulting with a total of 50 interviewed professors.

1. FACULTY OF ARTS

Out of the 89 teachers at the Faculty of Arts, 25 (28%) are engaged in at least one other public or private higher education institution - out of them 13 in private institutions, 10 in public, and 2 in other public and private institutions, meaning in three institutions at the same time. All professors from this faculty interviewed for this publication say engagements elsewhere, whether contractual or political, affect the teaching process, but none had any knowledge of professors punished due to missing in lectures.¹ The dean of this faculty, Agim Selimi, says that external engagements have no impact, since classes are running normally, and adds that there has been no need for punishment.²

2. FACULTY OF AGRICULTURE

Of the 40 teachers at the Faculty of Agriculture, 7 (17.5%) are engaged at least in one other public or private higher education institution – one of them in a private institution, 5 in public institutions, and one in public and private, which means in three institutions at the same time.

Skender Kaçi, Dean of the Faculty, notes the dispersion of professors in other commitments as a problem, although they are regular with the classes.³ In this faculty a professor was suspended because he had denied engagement in another higher education institution, but was later returned with a court decision. This was the only case of punishment of which all interviewed professors were aware.⁴

¹ Interviews with professors in the Faculty of Arts: Besa Luzha, 6 March 2018; Zake Prelvukaj, 6 March 2018; Adem Rusinovci, 7 March 2018; Valton Beqiri, 7 March 2018; Besim Rexhaj, 15 March 2018.

² Interview with Agim Selimi, Dean in the Faculty of Arts, 9 March 2018.

³ Interview with Skënder Kaçi, professor in Faculty of Agriculture and Veterinary, 23 March 2018.

⁴ Interviews with professors in the Faculty of Agriculture: Imer Rusinovci, 20 March 2018; Interview with Mentor Thaqi, 20 March 2018; Interview with Sali Aliu, 23 March 2018; Interview with Nuredin Mestani, 21 March 2018.

Arts

28%

Agriculture

17.5%

Education



32.2%

Economics



40.9%

Engagements
outside the UP

3. FACULTY OF EDUCATION

Of the 62 teachers at the Faculty of Education, 20 (32.2%) are engaged at least in one other public or private higher education institution - 5 of them in private institutions, 10 in public and 5 in public and private, and 8 are in three institutions at the same time.

All interviewed professors say that engagement in other institutions has a significant impact on teaching performance, and even in student's assessment.⁵ Almost all respondents say there are cases when professors are penalized for absences, none of them knows of any concrete case. Dean of the Faculty of Education, Ethem Çeku, declined the interview.

4. FACULTY OF ECONOMY

Of the 66 teachers at the Faculty of Economics, 27 (40.9%) are engaged at least in one other public or private higher education institution - 11 of them in private institutions, 11 in public, 5 in public and private, and 7 are in three institutions simultaneously.

The professors interviewed at this faculty stated that the other engagements are allowed by the UP statute and they do not affect the teaching.⁶ Professor Hykmete Bajrami says, "engagement in legislative institutions is not very problematic, whereas while a professor is engaged in executive institutions, the faculty post should be frozen."⁷

⁵ Interviews with professors in the Faculty of Education: Begzat Baliu, 21 March 2018; Haki Xhakli, 21 March 2018; Sylejman Berisha, 22 March 2018; Arlinda Beka, 23 March 2018.

⁶ Interviews with professors in the Faculty of Economy: Gazmend Qorraj, 30 April 2018; Hykmete Bajrami, 24 April 2018; Sadete Pllana, 3 May 2018; Ardiana Gashi, 7 May 2018.

⁷ Interview with Hykmete Bajrami, professor in the Faculty of Economy, 24 April 2018.

As for the penalties of absent professors, all respondents claimed that they did not know of such cases. Dean of this faculty, But Dedaj, declined to be interviewed.

5. FACULTY OF PHILOLOGY

Of the 60 teachers at the Faculty of Philology, 18 (30%) are engaged in at least one other public or private higher education institution - of which 9 in private institutions, 8 in public, 1 in public and private, and 2 in three institutions at the same time.

The professors interviewed at this faculty stated that there are colleagues who are in two or more contractual relationships or involved in politics, which affects the teaching performance.⁸ None of the professors we interviewed had heard of any penalties for absence. The dean of this faculty, Lindita Rugova, claims, “we have had no such cases.”⁹

6. FACULTY OF PHILOSOPHY

Of the 51 teachers at the Faculty of Philosophy, 13 (25.5%) are engaged in at least one other public or private higher education institution - 8 of them in private institutions, 5 in public, and only 1 in three institutions simultaneously.

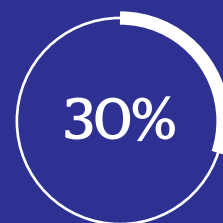
Almost all professors interviewed at this faculty were of the opinion that other staff commitments seriously impair the teaching process¹⁰ but they did not know of

⁸ Interviews with professors in the Faculty of Philology: Nerimane Kamberi, 28 March 2018; Ag Apolloni, 3 April 2018; Lindita Rugova, 6 April 2018; Shkumbin Munishi, 4 April 2018; Abdulla Rexhepi, 5 April 2018.

⁹ Interview with Lindita Rugova, professor in the Faculty of Philology, 6 April 2018.

¹⁰ Interviews with professors in the Faculty of Philosophy: Arben Hajrullahu, 27 March 2018; Gazmend Rizaj, 3 April 2018; Vjollcë Krasniqi, 10 April 2018 and Astrit Salihu, 10 April 2018.

Philology



Philosophy



Engagements
outside the UP

Architecture



17.9%

Engagements
outside the UP

any penalties for absence. Professor Vjollca Krasniqi says that the political commitment does affect the teaching, as teacher's objectivity can be questioned, but also because students may not feel free to express critical thinking when their professor are members of political parties. The Dean of the Faculty of Philosophy, Bujar Dugolli, has not accepted to be interviewed.

7. FACULTY OF CIVIL ENGINEERING AND ARCHITECTURE

Of the 39 teachers in the Faculty of Civil Engineering and Architecture, 6 (17.9%) are engaged in at least one other public or private higher education institution - 4 of them in private, 1 in public and 1 in public and private, which means three institutions at the same time.

The interviewed professors claimed that external engagement influenced the teaching performance, but no one knew of any case of penalty for absence.¹¹ Meanwhile, the Dean of this faculty, Abdullah Zejnullahu, says that commitments outside the faculty do not affect the quality of teaching as these professors teach the same subjects elsewhere. As far as penalties are concerned, the dean says there are cases of financial penalties, as professors are paid depending on the hours of teaching, but without specifying any concrete case.¹²

¹¹ Interviews with professors in the Faculty of Civil Engineering and Architecture: Abdullah Zejnullahu, 13 April 2018; Violeta Nushi, 17 April 2018; Fevzi Berisha, 11 April 2018; Egzon Bajraktari, 20 April 2018.

¹² Interview with Abdullah Zejnullahu, professor in Faculty of Civil Engineering and Architecture, 13 April 2018.

8. FACULTY OF ELECTRICAL AND COMPUTER ENGINEERING

Of 32 teachers at the Faculty of Electrical and Computer Engineering, 9 (28.1%) are engaged in at least one other public or private higher education institution - 4 of them in private and 5 in public, while there are none engaged in more than two institutions at the same time.

Professors interviewed were of the opinion that engagement outside the UP greatly influences the quality of the studies because many who have other engagements are absent in consultations and exercises and have insufficient contact with their assistants and students.¹³ Asked if professors are being penalized for absence, they said they did not hear of any case.¹⁴ Dean of the Faculty, Enver Hamiti, said absent professors are punished with non-payment of their overtime, but mentioned no concrete case.¹⁵

9. FACULTY OF MECHANICAL ENGINEERING

Of the 39 teachers at the Faculty of Mechanical Engineering, 21 (56.4%) are engaged at least in another public or private higher education institution - 11 of them in private, 9 in public and 1 in public and private institutions; a total of 3 are engaged in three institutions at the same time.

Respondents in this faculty say other commitments, whether of a political or contractual nature, do not affect

¹³ Interviews with professors in the Faculty of Electrical and Computer Engineering: Isak Shabani, 27 March 2018; Enver Hamiti, 30 March 2018; Skender Ahmetaj, 27 March 2018; Qefsere Gjonbalaj, 30 March 2018; Ruzhdi Sefa, 3 April 2018.

¹⁴ Interview with Isak Shabani, professor in Faculty of Electrical and Computer Engineering, 27 March 2018.

¹⁵ Interview with Enver Hamiti, professor in Faculty of Electrical and Computer Engineering, 30 March 2018.

FECE

28.1%

FME

56.4%

Engagements
outside the UP

Law



52.3%

Medicine



29.7%

Engagements
outside the UP

the development of the teaching process.¹⁶ Professors attend classes regularly, so there are no instances of penalized professors.¹⁷

10. FACULTY OF LAW

Of the 63 teachers, 33 (52.3%) are engaged in at least one other public or private higher education institution - of which 18 are engaged in private institutions, 6 in public, 9 are in private and public institutions at the same time, while 15 are in three or more institutions at the same time.

Professors interviewed at this faculty¹⁸ say the teaching process is heavily influenced by commitments outside the UP - “they just come for to the lectures.”¹⁹ Regarding the penalties of professors, respondents say that ‘on paper’ everything is fine, while the Dean of the Faculty of Law, Haxhi Gashi, says attendance at lectures is 100 percent.²⁰

11. FACULTY OF MEDICINE

Of the 175 teachers at the Faculty of Medicine, 52 (29.7%) are engaged in at least one other public or private higher education institution - of which 46 are engaged in private institutions, 3 in public, 1 in public and private; 3 are engaged in three teaching institutions at the same time.

¹⁶ Interviews with professors in the Faculty of Mechanical Engineering: Ali Muriqi, 27 March 2018; Beqir Hamidi, 27 March 2018; Xhevat Berisha, 26 March 2018; Ahmet Shala, 3 April 2018.

¹⁷ Interview with Beqir Hamidi, professor in the Faculty of Mechanical Engineering, 27 March 2018.

¹⁸ Interviews with professors in the Faculty of Law: Agim Paca, 17 April 2018; Gjyljeta Mushkolaj, 18 April 2018; Qerim Qerimi, 26 April 2018; Haxhi Gashi, 24 April 2018.

¹⁹ Interview with Gjyljeta Mushkolaj, professor in Faculty of Law, 18 April 2018.

²⁰ Interview with Haxhi Gashi, professor in Faculty of Law, 24 April 2018.

The professors we interviewed in this faculty²¹ say there are no instances of absence from lectures, but professors afterwards “mostly disappear.”²² Professor Hatixhe Pupovci admits that while she was a member of the Prishtina Municipal Assembly, she noticed stagnation in the medical work and teaching. Vice-Dean Gloria Staka says that there are professors who after regular working hours teach in other academic institutions, but the regulation of the Steering Council allows engagement in another academic institution.

12. FACULTY OF PHYSICAL EDUCATION AND SPORTS

Of the 23 teachers at the Faculty of Sports, 3 (13%) are also engaged in one other higher education institution, all 3 being engaged in private institutions, while there are none engaged in other public institutions.

Professors interviewed at this faculty stated that engagements in other higher education institutions affects the quality of work.²³ Regarding the penalties of absent professors, there are two cases, Shemsedin Vehapi and Hazir Salihu, who have been suspended from the faculty (Hazir Salihu returned with court order after three years).²⁴ Asked about this, professor Musa Selimi, Dean of the Faculty of Sports, explains that professor Vehapi has been suspended because of working full time in AAB

²¹ Interviews with professors in the Faculty of Medicine: Hatixhe Pupovci, 4 April 2018; Ferit Koçani, 6 April 2018; Gani Bajraktari, 6 April 2018; Gloria Staka, 11 April 2018; Shaip Krasniqi, 12 April 2018; Burim Nezirri, 16 April 2018.

²² Interview with Hatixhe Latifi-Pupovci, professor in the Faculty of Medicine, 4 April 2018

²³ Interviews with professors in the Faculty of Physical Education and Sports: Abdulla Elezi, 19 March 2018; Musa Selimi, 20 March 2018; Naser Rushiti, 20 March 2018; Sadik Krasniqi, 13 March 2018; Bylbyl Sokoli, 14 March 2018.

²⁴ Interview with Abdulla Elezi, professor in the Faculty of Physical Education and Sports, 19 March 2018.

Sports

13%

Engagements
outside the UP

FShMN

22.7%

Engagements
outside the UP

College; on AAB's website he appears as a vice-rector.²⁵

13. FACULTY OF MATHEMATICAL-NATURAL SCIENCES

Of the 101 teachers at the Faculty of Mathematical and Natural Sciences, 23 (22.7%) are engaged in at least one other public or private higher education institution - 8 of them in private and 12 in public, 3 in public and private at the same time, while 5 are engaged in three teaching institutions at the same time.

Regarding the engagement of professors in other institutions, all interviewed professors agreed it has a negative impact.²⁶ Professor Shukri Klinaku says of professors who have other engagements "it is a prize if they even attend the lectures,"²⁷ and professor Florim Isufi shares the same opinion.²⁸ As for the penalties for absent professors, respondents say there are no such cases. Dean Tahir Arbneshi says no regular staff member should be working elsewhere, because students should not only see the professors in the lectures and adds, "to date we have not penalized anyone, because there is no evidence that someone has missed classes. Reports show that all classes were held."²⁹

²⁵ Interview with Musa Selimi, professor the Faculty of Physical Education and Sports, 20 March 2018.

²⁶ Interviews with professors in the Faculty of Mathematics and Natural Sciences Shukri Klinaku, 26 February 2018; Florim Isufi, 26 February 2018; Halil Ibrahim, 28 February 2018; Tahir Arbneshi, 15 March 2018.

²⁷ Interview with Shukri Klinaku, professor in Faculty of Mathematics and Natural Sciences, 26 February 2018.

²⁸ Interview with Florim Isufi, professor in Faculty of Mathematics and Natural Sciences, 26 February 2018.

²⁹ Interview with Tahir Arbneshi, Dean iof FMNS, 15 March 2018.

CONCLUSION

Of the 840 academic staff members who have CVs posted on the UP website, 257 (31%) are engaged at least in another public or private higher education institution. Out of these, 141 are engaged in private institutions, 85 in public ones, 29 in private and public at the same time, while 48 (5.71%) are engaged in three educational institutions at the same time.

According to the conducted interviews, although almost everyone says there are many absent professors, it turns out that out of 840 UP academic staff members, there are no concrete cases of professors punished for it; it is only assumed that there are occasional financial penalties. One phenomenon observed by the interviews is that almost all professors interviewed strongly believe that other engagements outside the UP negatively impact the teaching process, while most deans suggest that this does not affect the teaching.

IN TOTAL

31%

of UP academic staff are engaged elsewhere, namely:

private institutions

16.78%

public institutions

10.12%

private and public

3.45%

in three institutions

5.71%

**III.
PLAGIARISM
AMONG
ACADEMIC STAFF**

III. Plagiarism Among Acedemic Staff

So far there has been no comprehensive investigation of plagiarism in University of Prishtina, yet there are indications that it is extremely widespread, both amongst the academic staff and the students. Although there have been cases of plagiarism by academics published in the media over the years, 10 out of 13 UP faculties deans who consented to be interviewed for this publication responded that they know of no plagiarism cases in the regular staff members Master/PhD disertations or publications within the faculty they lead. Meanwhile, out of 40 members of the academic staff we interviewed, 34 said they did not know and/or did not believe there was any case of plagiarism, and only 6 claimed that there have been such cases.

Below we list the plagiarism cases of the UP academic staff members that were reported in the media over the years, ever since the establishment of this university. The first case published in the media is that of the Faculty of Philosophy professor, Ali Dida, in 1985, and the latest cases are of 2016 for professor Drita Konxheli of the Faculty of Economics and professor Selim Bezeraj of the Faculty of Philosophy. All reported cases were carefully scrutinized in order to verify that they are genuine plagiarism cases.

1. FACULTY OF EDUCATION

CASE 1: ZEQRIR VESELAJ

In 2006 Zeqir Veselaj asked the Ministry of Education, Science and Technology (MEST) to equivalent his PhD degree, having defended his thesis in 2005 in the University of Tirana, titled “Mycoflora in some of the Kosovo’s woods.” MEST requested the assessment of the dissertation from a committee. Comprising professors of Biology Department within the Faculty of Mathematics and Natural Sciences (FMNS) of the UP, the Committee found in its issued report that Veselaj’s thesis “contains things that are not the result of the candidate’s work,” “there is a lot of copying” and that “the chapters that address [...] vegetation, are adopted by the candidate in full from dr. Ferat Rexhepi’s work.”³⁰ Nevertheless, MEST equivalented Veselaj’s diploma. The findings of plagiarism from this report were made public by Zëri news portal only in 2015, when Veselaj was named a member of the UP’s Steering Committee.³¹ Veselaj filed a complaint to the Kosova Written Media Council (KWMC) against the media reporting, claiming his integrity was damaged.³² KWMC, having obtained a copy of the FMNS experts, decided there was no violation of the Written Media Code.³³ Veselaj teaches at the Faculty of Education in UP ever since 2007. In 2011 he was advanced to an Associate Professor and teaches at Bachelor and Master levels.³⁴

³⁰ Report of the Faculty of Mathematics and Natural Sciences, Biology Department, no. 1047, 8.09.2006.

³¹ Ahmeti, Albert “Dy plagjiatë në Bordin e UP-së”, 1 October 2015, available at: <http://zeri.info/aktuale/53710/dy-plagjiatë-ne-bordin-e-up-se/>

³² “Vendim i Këshillit të Mediave të Shkruara të Kosovës ndaj ankesës së prof. Asoc. Dr. Zeqir Veselaj kundër gazetës Zëri”, 10 November 2015, available at: <http://www.presscouncil-ks.org/vendim-i-keshillit-te-mediave-te-shkruara-te-kosoves-ndaj-ankeses-se-prof-asoc-dr-zeqir-veselaj-kunder-gazetes-zeri/>

³³ Ibid. See also “KMSHK vendos për dy ankesa”, 27 October 2015, in <http://www.presscouncil-ks.org/2597/>

³⁴ Zeqir Veselaj’s CV, available at: http://edukimi.uni-pr.edu/getattachment/Personeli/Personeli-akademik/Zeqir-Veselaj/CV_UP-Zeqir-Veselaj-FEdu-2017-Alb-.pdf.aspx

The Code of Ethics for University of Prishtina Academic Staff” in its Article 10 considers it unacceptable to violate the standards of intellectual honesty, which means intentional misuse of the writings, research and findings of others.

2. FACULTY OF ECONOMY

CASE 2: MUHAMET ALIU

In 2005 Muhamet Aliu defended his PhD thesis in the UP Faculty of Economics titled “Amortization costs in cost price estimating systems”³⁵ for the compilation of which he copied a total of 20 pages from his colleague Skender Ahmeti’s doctoral thesis³⁶ “Calculation of production costs according to the method of variable expenditures for the purpose of calculating the cost price”.³⁷ In July 2015, when Koha Ditore newspaper reported the case, Aliu refused to speak publicly about it. However, the UP Rector Ramadan Zejnullahu, in an official letter demanded explanations for this plagiarism, giving Aliu a deadline to reply by 10 July 2015.³⁸ Professor Aliu continues to be an assistant professor at the Faculty of Economics to this day.³⁹

CASE 3: DRITA KONXHILI

Drita Konxheli, an associate professor at the Faculty of Economics of UP, as the first author publishes in the academic review *Reforma* (2/2015) a paper in English titled “Privatization Process in Kosovo.”⁴⁰ Many parts in

³⁵ Aliu, Muhamet “Shpenzimet e amortizimit në sistemet e përllogaritjes së çmimit kushtues”, PhD thesis, Prishtina 2005, available at: <https://drive.google.com/file/d/0Bxeq-XV-U8mhZ1YxbmpBNDRBQnM/view>

³⁶ Ahmeti, Skënder, “Përllogaritja e shpenzimeve sipas metodës së shpenzimeve variabile në funksion të kalkulimit të çmimit kushtues”, PhD thesis, Prishtina 2001, available at: <http://kallxo.com/gjnk/kopjimi-dobete-universitetin-e-prishtines/>

³⁷ “Profesori i ekonomikut ia vjedh dekanit 20 faqe të doktoraturës”, 3 July 2015, available at: <http://archive.koha.net/?id=&l=64963>

³⁸ “Rektori i kërkon sqarime profesorit që ‘vodhi’ doktoraturën”, 7 July 2015, available at: <http://archive.koha.net/?id=8&l=65469>

³⁹ Muhamet Aliu’s CV available at <https://ekonomiku.uni-pr.edu/getattachment/Personeli/Personeli-akademik/Profesor-te-asistente/Prof-Dr-Muhamet-Aliu/CV-Muhamet-Aliu.pdf.aspx>

⁴⁰ Konxheli, Drita & Jusufi, Gëzim “Privatization Process in Kosovo”, *Reforma* 2/2015, available at: https://www.researchgate.net/publication/299135932_Genetic_disorders_prenatal_diagnosis_and_of_

two of her paper's chapters and conclusions were copied from the paper with the same title, published in 2014 in the academic journal *Iliria International Review*⁴¹ by her former student Florin Aliu, currently a PhD candidate in the Czech Republic.⁴² This plagiarism was discovered in September 2016 by *Gazeta Jeta në Kosovë*. Konxheli does not comment on the case. She continues to be a professor at the Faculty of Economics.

CASE 4: **VENET SHALA**

In 2014, *Koha Ditore* daily published an article titled “Publications Stolen in Kosova Published in Predatory Journals,”⁴³ testifying that the article of the Faculty of Economics professor Besnik Krasniqi, titled “What Determines Investments in Small and Medium Enterprises in Kosova,” published as early as 2005 by the Montpellier Management School, was completely copied and published in the *Journal of Modern Accounting and Auditing* under the title “The Importance of Investment in Small and Medium Enterprises – The Case of Kosova,” authored by Venet Shala, Skënder Ahmeti and Justina Pula-Shiroka. Skënder Ahmeti and Justina Pula-Shiroka told *Koha Ditore* that their names were abused by Venet Shala and proved that they had asked the journal to remove the paper. Plagiarist Venet Shala said he had sent this paper for publication mistakenly instead of the intended one. Nevertheless, prof. Skënder Ahmeti, Dean of the Faculty of Economy, terminated Shala's further engagement at the Faculty.

[the right of women to be informed](#)

41 Aliu, Florin “Privatization process in Kosovo”, *Iliria International Review*, Vol. 4, No. 1 (2014), available at: <http://www.iliriapublications.org/index.php/iir/article/view/58/53>

42 Gjinovci, Rron “Kopjim i dobët në Universitetin e Prishtinës”, *Gazeta JNK*, 28 September 2016, available at: <http://kallxo.com/gink/kopjim-dobet-ne-universitetin-e-prishtines/>

43 Krasniqi, Besnik “Punimet e vjedhura ne Kosovë botohen në revista të rreme”, *Koha Ditore*, 5 February 2014, p. 1 and p. 5.

3. FACULTY OF PHILOLOGY

CASE 5: SABRI HAMITI

In 2005, Sali Bytyçi published the findings on plagiarism in Sabri Hamiti's book "Tematologjia" (KAAS, 2005) from "Recnik knjizevni terminov", (Belgrade, 1985)⁴⁴ and "Dictionnaire des Genres et notions littéraires" (Paris, 2001).⁴⁵ Hamiti never commented on the issue. The disputed work appears as the first in the list of basic literature for the Thematology course in Bachelor studies,⁴⁶ as well as the Albanian Literature⁴⁷ course in the Master's studies of the Department of Literature of the Faculty of Philology. In the biography posted on the official website of the UP Department of Literature, Hamiti notes the award obtained in 2006 by the Ministry of Culture of Albania for his plagiarized work.⁴⁸ Hamiti has continued working at the Faculty of Philology until 2015, when he retired.

CASE 6: LINDITA SEJDIU-RUGOVA

Lindita Sejdiu-Rugova, an associate professor in the Faculty of Philology defended her PhD title in UP in 2008 with the thesis "Contrastive and textual analysis of subordinate clauses determined by content into different

⁴⁴ Bytyçi, Sali "Tri dëshmi që vërtetojnë se Sabri hamiti është plagjiator" available at <http://prizrenpress.com/kulture/tri-deshmi-qe-vertetojne-se-sabri-hamiti-eshte-plagjiator/>

⁴⁵ Bytyçi, Sali "Tematologjia: ose plagjiatura postmoderne e Sabri Hamitit" available at: <https://shkoder.net/fjala/2007/sbytyci.htm>

⁴⁶ The "Tematologji" course syllabus posted in the official website of the UP Faculty of Philology, available at: <https://drive.google.com/drive/folders/0B4XRHoYPvmtSSTB2TGld3piRzg>

⁴⁷ The "Letërsi shqipe" course syllabus posted in the official website of the UP Faculty of Philology, available at: <https://drive.google.com/drive/folders/0B4XRHoYPvmtSSzlvTXF1QnV1TEE>

⁴⁸ Sabri Hamiti's CV available at:

<http://filologjia.uni-pr.edu/getattachment/Personeli/Personeli-akademik/Dr--Sabri-Hamiti/CURRICULUM-VITAE--SABRI-HAMITI.pdf.aspx>

types of text in English and Albanian.”⁴⁹ Her husband, Bardh Rugova, also an associate professor at the Faculty of Philology, finished his PhD two years prior to his spouse in the same faculty with the thesis on “The language of Kosovar newspapers.”⁵⁰ In 2014 Kosova Sot news portal published evidence with facsimiles of both dissertations, proving that Lindita Rugova’s thesis contains at least five pages copied off her husband and that the difference between them lies “only in the examples the two authors provide to support the relevant claims.”⁵¹ Lindita Rugova never commented publicly on the case. She not only continues to be a professor but is currently the Dean of the Faculty.

4. FACULTY OF PHILOSOPHY

CASE 7: ALI DIDA


In 1985 the sociologist Isuf Berisha publishes in the Fjala magazine an article titled “Dada-didaism – a new method of compiling books,” with a subtitle “Does prof. dr. Ali Dida ‘write’ his ‘books’ with a pen or with scissors?”⁵² The article proves that prof. Ali Dida compiled his books “Historia empiriste dhe racionaliste e kohës së re” (1982) and “Pasqyrë e Historisë së Filozofisë” (1983) by coping straightforwardly from “Engleska Empiristicka Filozofija” by Gajo Petrovic (Zagreb, 1979), “Istorija Zapadne Filozofije” by Bertrand Russell (Belgrade, 1962)

⁴⁹ Sejdiu-Rugova, Lindita “Analizë tekstore e kontrastive e fjalive të varura të përcaktuara sipas përbajtjes në tipa të ndryshëm të tekstit në gjuhën angleze dhe në gjuhën shqipe”, Prishtina 2008, available at: <https://drive.google.com/file/d/0Bxeq-XV-U8mhS1qQ0o3SXhKbkk/view>

⁵⁰ Rugova, Bardh “Gjuha e gazetave në Kosovë”, Prishtina 2006, available at: <https://drive.google.com/file/d/0Bxeq-XV-U8mhZFozZFdGTXM0WEE/view>

⁵¹ Topanica, Imer “Universiteti i Prishtinës dhe Dosja D”, 26 March 2014, available at: <http://www.kosova-sot.info/opinione/universiteti-i-prishtines-dhe-dosja-d>

⁵² Berisha, Isuf “Dada-didaizmi – metodë e re për sajimin e librave”, Fjala, 1 June 1985, pp. 10-11.



Regulation on Disciplinary Measures and Procedures for the University of Prishtina Academic Staff” in Article 6, point 1.5 and 1.15 states that serious violation includes, among others, the manipulation of scientific work and serious breach of copyright and ethics in scientific publications. Article 8 of this Regulation, Measures for Disciplinary Offenses, points 1.9 and 1.10 for serious violations, foresees inter alia the revocation of the scientific degree and termination of employment contract.



The Statute of the University of Prishtina ‘Hasan Prishtina’” in its Article 130, paragraph 1, point 4, stipulates that the academic title Doctor of Science may be revoked in case of evidence that the doctoral dissertation is plagiarized or is an infringement of copyright. Further, Article 134, paragraph 2, point 2, stipulates that the Senate, with reason and strong arguments, and with the recommendation of the Rector, may remove the academic title of the holder in case it proves plagiarism or violation of copyright in the content of the thesis or any other written paper.

and “Istorija Filozofije II” by a group of authors (Belgrade, 1949). Dida never commented on the case publicly. He continued to work as a professor in the Faculty of Philosophy until he retired.

CASE 8: **KADRI METAJ**

In 1994 in an interview for the *Zëri* weekly magazine, the sociologist and the former president of The Philosophers and Sociologists Association of Kosova, Mr. Isuf Berisha, claimed that Shkëlzen Maliqi, a member of the Association, had brought tens of pages of facsimiles proving that the PhD thesis of professor Kadri Metaj, published in 1989 by Rilindja publishing house under the title “Teoria Estetike e Llukaçit,” is a flagrant sample of plagiarism, mainly from Frederic Jameson’s “Marksizam i Forma” (Belgrade, 1974) and Stefan Moravski’s “Marksizam i Estetika,” (Titograd, 1980).⁵³ In his reply published in January 1995 for the *Zëri* magazine, prof. Metaj qualified the accusations for plagiarism as slander, claiming that his work could only be judged by experts and qualified professionals.⁵⁴ In the counter-reply also published in January 1995 in *Zëri*, Isuf Berisha published the facsimiles proving that Metaj had copied almost an entire chapter, adding, “the list of copied material does not end here, because Metaj has also copied off other authors.”⁵⁵ Kadri Metaj was not only not penalized, but was even advanced in his post. He continues to be a professor at UP.

⁵³ Berisha, Isuf “Patriotët dhe plagjiatorët”, interviewed by Mufail Limani, *Zëri*, 31 December 1994, p. 45.

⁵⁴ Metaj, Kadri “Presionet e grupeve joformale”, *Zëri*, 15 January 1995, p. 38.

⁵⁵ Berisha, Isuf “Prova të plagjiatit”, *Zëri*, 15 January 1995, pp. 38-39.

CASE 9: SELIM BEZERAJ

In July 2016, Gazeta Jeta në Kosovë⁵⁶ news portal reported that the Head of the History Department in the Faculty of Philosophy, prof. Selim Bezeraj, had his PhD thesis “Albanians and Austro-Hungarian Empire during 1912-1914,”⁵⁷ defended in the University of Tirana in 2014 and his paper “Social Affairs in Albania during the Reign of Prince Wilhelm Wied according to a German Traveller” handed for publication in 2015 in the German academic journal *Zeitschrift für Balkanologie*, both copied from Adam Christian’s Master’s thesis for University of Vienna.⁵⁸ Immediately after this reporting, former Rector Ramadan Zejnullahu addresses an official letter to professor Bezeraj and the Dean of the Faculty of Philosophy, Bujar Dugolli, demanding “full written explanation.”⁵⁹ The German journal, having discovered the scam, did not publish Bezeraj’s handed paper, which he planned to use for his academic advancement in UP. The Rectorate of University of Tirana claimed it “has taken its first procedural steps” regarding Bezeraj’s PhD thesis. The issue went to the UP Ethics Council. Ms. Myzaferë Limani, who headed this Council, claimed she could take no action without the relevant regulations being passed by the Senate and the Steering Committee. Bezeraj qualified the accusations for plagiarism as slander.⁶⁰ In July 2016, Bezeraj was advanced by the UP Senate to an Assistant Professor without any votes against the proposal.

⁵⁶ Gjinovci, Rron «Shefi i Departamentit të Historisë dyshohet për plagjiaturë», 21 July 2016, available at: <http://kallxo.com/gjnk/shefi-departamenti-te-historise-ne-dyshohet-per-plagjiature>

⁵⁷ Selim Bezeraj’s PhD thesis available at: <http://www.doktoratura.unitir.edu.al/wp-content/uploads/2014/06/Doktoratura-Selim-Bezeraj-Fakulteti-i-Histori-Filogjise-Departamenti-i-Historise.pdf>

⁵⁸ Adam Christian’s PhD dissertation is available at: <http://othes.univie.ac.at/10585/>

⁵⁹ Rector Ramadan Zejnullahu’s letter addressed to prof. Bezeraj and dean Dugolli available at: <http://kallxo.com/gjnk/shefi-departamenti-te-historise-ne-dyshohet-per-plagjiature>.

⁶⁰ Kutleshi, Edona «Kallzim penal ndaj profesorit të UP-së për plagjiaturë dhe falsifikim», Koha Ditore, 22 January 2018, p. 5.

5. FACULTY OF ELECTRICAL AND MECAHNICAL ENGINEERING

CASE 10: LUAN AHMA & SABRI LIMARI

In 2007, the Express newspaper reported that Luan Ahma and Sabri Limari, professors of the Faculty of Electrical and Computer Engineering, translated selected sections from the Croatian author B. Stefanini's book "Prijenos elektricne energije" (1959) and published it with their own names with the title "Elements of Electro-Energetic Systems." Illustrations and book graphics were also copied. At that time, Ahma, as the Vice Rector of the UP, was the protagonist of the disclosures of academic staff plagiarisms, even insisting that the Rectorate be as rigorous as possible against the plagiarists they discovered. Ahma has refused to comment publicly on this issue. He continues to be a professor at the Master level in FECE.⁶¹

6. FACULTY OF LAW

CASE 11: HAJREDIN KUÇI

In an article of 2006 published in Koha Ditore newspaper, titled "Weak Science for Independence,"⁶² Shkëlzen Gashi listed several quotations that Faculty of Law professor, Hajredin Kuçi, copied for his book "Independence of Kosova/o - Stabilizing or Destabilizing Factor in the Balkans?" (Houston, 2005) from his colleague Enver Hasani's book titled "Shpërbërja e Jugosllavisë dhe Kosova" (Tirana, 2000). Prof. Hajredin Kuçi never commented on the claims after the article was published. He continues to be a regular professor in the Faculty of Law.

⁶¹ Hyseni, Arben «Luan luani» Gazeta Express, 2 March 2007, p. 10.

⁶² Gashi, Shkëlzen "Shkencë e ligshhtë për pavarësinë", 'Koha Ditore' newspaper, 8 April 2006, p. 28.



Criminal Code of the Republic of Kosova” in its Article 296 on the Copyright Infringement, point 1, specifies that anyone who under their own or someone else’s name proclaims to the public, in whole or in part, the work of a third party protected by the rights of the author, is punished by a fine and by imprisonment of three (3) months to three (3) years. Further, point 6 of this article states that if by carrying out the criminal offense the perpetrator has benefited from 10.000 to 50.000 € they shall be punished by a fine and imprisonment of 3 months to 5 years and if the perpetrator benefits more than 50.000 € they shall be punished with fine and imprisonment from 6 months to 8 years.

CASE 13: BEQIR SADIKAJ

In 2007, the Express newspaper published the article titled “Shame to Faculty of Law” with evidence that the Faculty of Law professor Beqir Sadikaj had copied his book “Legal Sociology” (2006) entirely from “Sociology of Law” by Georges Gurvitch, translated into Serbian as “Sociologija Prava” (Podgorica, 1997) and from Jean Carbonnier’s “Sociologia Juridica,” translated as “Pravna Sociologija” (Podgorica, 1992).⁶⁴ The article argued that Sadikaj’s book was a translation, furthermore a bad and meaningless one, starting from the title “Legal Sociology” that should read “Sociology of Law.” Following the disclosure of his plagiarism, Sadikaj was downgraded from an Associate Professor to Assistant Professor with the decision of the Senate, headed by then UP Rector Enver Hasani.⁶⁵ Later this decision was annulled by

⁶³ Rexhepi, Jasmin “Shumë plagjiaturë”, Express newspaper, 4 February 2007, pp. 10-11.

⁶⁴ Gazeta Express “Marrja e Juridikut”, 3 Feb. 2007, pp. 10-11.

⁶⁵ Behrami, Artan «I merret titulli akademik», Gazeta Express, 23 May 2007, p. 10. <http://zeri.info/aktuale/53710/dy-plagjiate-ne-bordin-e-up-se/>

Rector Hasani himself.⁶⁶ Sadikaj does not list the disputed book in his CV published in the Faculty of Law website.⁶⁷ His CV lists “Sociology of Law” (2010), which is also listed as basic literature for the course with the same title, taught by Sadikaj.⁶⁸ In 2012, the UP Senate elected Sadikaj for a member of the Steering Council of the University.⁶⁹

7. FACULTY OF MEDICINE

CASE 14: SYLEJMAN REXHEPI

The rheumatology professor Sylejman Rexhepi is the author of the book “Reumatologjia” published in 2006 by the UP Faculty of Medicine. The Express daily in January 2007 published an article titled “Shame on You” proving that dr. Rexhepi had translated directly from the book “Rheumatologie” authored by the German expert Hans-Jürgen Hettenkofer. Rexhepi even writes, “[T]ime alone will show that my endeavour, hard work and desire to compile the text for ‘Reumatologjia’ have sufficiently met the requirements of the parties interested in the field.” Rexhepi considers the claims for plagiarism as gossip of irrelevant and incompetent people, adding that, “my book was acclaimed by the best experts of the field in Albanian lands.” Hettenkofer, in a statement for the Express daily says he feels sorry for professor Rexhepi when thinking he will have to go in front of students as someone who has plagiarised and adds that if this were to happen in Germany, a severe punishment from

⁶⁶ Ahmeti, Albert “Dy plagjiatë në bordin e UP-së”, 1 October 2015, available at: <http://zeri.info/aktuale/53710/dy-plagjiate-ne-bordin-e-up-se/>

⁶⁷ Beqir Sadikaj’s CV, available at: <https://juridiku.uni-pr.edu/getattachment/Personeli/Personeli-akademik/Prof-Dr-Beqir-Sadikaj/CV-2c-PROF-DR-BEQIR-SADIKAJ.pdf.aspx>

⁶⁸ “Sociologjia e së drejtës” course syllabus, taught by Beqir Sadikaj, available at Faculty of Law website [http://juridiku.uni-pr.edu/getattachment/Departamentet-\(1\)/Bacelor/Sillabusi---Sociologjia-e-se-drejte.pdf.aspx](http://juridiku.uni-pr.edu/getattachment/Departamentet-(1)/Bacelor/Sillabusi---Sociologjia-e-se-drejte.pdf.aspx)

⁶⁹ Ahmeti, Albert “Dy plagjiatë në bordin e UP-së”, 1 October 2015, available at: <http://zeri.info/aktuale/53710/dy-plagjiate-ne-bordin-e-up-se/>

the faculty and the university would follow.⁷⁰ In January 2007, Rexhepi was suspended from the UP, and the book was removed from use.⁷¹ In a letter to the UP Rectorate in February 2007, Hettenkofer writes, “Professor Rexhepi has sent me a letter of apology.”⁷² However, Rexhepi has returned as a professor at UP with the decision of Rector Hasani⁷³ and his book continues to be sold as a university textbook.

CASE 15: DALIP LIMANI

In January 2007, the Express daily in the article “Shame on You 2”⁷⁴ reported that professor Dalip Limani from the Faculty of Medicine, in his book “Abdominal and Pediatric Surgery” (1996) has copied the whole chapter on “Abdominal Surgery” from the book titled “Kirurgija” of the Croatian author Ivan Prpic. Professor Limani denies claims of plagiarism, “If you think my book is copied, then do whatever you like, as I have nothing to say.” Meanwhile, the author Prpic claims, “it’s the publishing house in Zagreb that should deal with Professor Limani, since it’s not my right, otherwise I would sue him.” After the article about plagiarism was published, Professor Limani submitted a complaint to the KWMC against the Express daily. The KWMC obtained the opinion of a UP Expert Group created for this plagiarism case and decided to reject Professor Limani’s appeal.⁷⁵ After the disclosure of this plagiarism case, the UP Rectorate suspended Professor Limani but later he managed to return to his post.

⁷⁰ Hyseni, Arben and Artan Behrami “Marrja e Zotit”, Express newspaper, 5 January 2007, pp. 8-9.

⁷¹ Behrami, Artan “E heqin marren”, Gazeta Express, 20 Feb. 2007, pp. 8-9.

⁷² Behrami, Artan “Syla kërkon falje”, Gazeta Express, 28 Feb. 2007, p. 10.

⁷³ Behrami, Artan «I kthehen mësimdhënies», Gazeta Express, 29 May 2007, p. 8.

⁷⁴ Hyseni, Arben “Marrja e Zotit 2”, Gazeta Express, 24 January 2007, pp. 8-9.

⁷⁵ See KWMC decision in: <http://www.presscouncil-ks.org/prof-ass-dr-dalip-sh-limani/>

CASE 16: **ARSIM MORINA**

In 2013, neurosurgeon Talat Gjinolli handed the UP Rectorate a nine-page long letter with detailed claims that Arsim Morina, a coauthor of the university textbook “Neurotrauma” (2007) presented in his biography as “the only book in the field of neurosurgery in the Albanian lands”⁷⁶ has directly copied and translated as much as 26 chapters from four different books of the field: “Brain surgery: Complication, avoidance and management,” “Hirurgija centralnog nervnog sistema,” “Neurosurgery,” “Handbook of Neurosurgery,” as well as the scientific paper “Anestezioni tek neurotrauma” authored by his spouse, Qamile Morina. Dr. Gjinolli’s letter further clarified that out of the total 51 illustration figures in the university textbook in question, 34 were taken from the above books without the necessary references and concludes that 90-95% of the textbook is plagiarised.⁷⁷ A group of medical professionals headed by dr. Gjinolli have requested the Ministry of Education, the UP Rectorate and the Dean of the Faculty of Medicine to withdraw the book immediately from the market until authorship was verified.⁷⁸ The author’s colleague, prof. Mehmet Maxhuni, who’s name appears as the book’s reviewer, admitted to the Free Europe radio station that he has not read the book and adds that according to its author Morina, “there’s very little of plagiarism in it, about 3 or 4 percent.”⁷⁹ Morina has not spoken to the media about the issue.⁸⁰ He continues to be a professor and his book is still used as a textbook.

⁷⁶ Arsim Morina’s CV in the official ASHAK website, available at: <http://www.ashak.org/?cid=1,24,374>

⁷⁷ Gjinolli, Talat “Vlerësim i autorësisë së librit universitar NEUROTRAUMA”, letter sent to Rector Ibrahim Gashi, downloadable from <https://xa.yimg.com/kq/groups/11453788/504540208/name/Neurotrauma.doc>

⁷⁸ “Kopjimi, kërkohet largimi nga tregu i librit ‘Neotrauma’”, KosovaPress article, 18 April 2013, available at: <http://www.kosovapress.com/sq/arkiva/kopjimi-k-235-rkohet-largimi-nga-tregu-i-librit-147-neotrauma-148-163706/?old=1>

⁷⁹ Kasapolli-Selani, Ariana, “Plagjiatura në Universitet”, Free Europe, 18 April 2013, available at: <https://www.evropaelire.org/a/24961546.html>

⁸⁰ Ibid.

CONCLUSION

Out of a total of 16 UP academic staff members, whose plagiarism has been exposed by the media, most have never reacted to the allegations. Out of these 16 cases, only three have been suspended, but all three have later managed to return. Only one plagiarist – who was not a regular but an engaged teacher – has had his working contract terminated. Thus, even when plagiarism of academic staff was disclosed in the media, plagiarists have not resigned, but in the vast majority of cases they have not been subjected to any measures. In those few cases when some measures were taken, they were later abolished. Furthermore, many of the plagiarists were even advanced.

IV.

**ACADEMIC STAFF
ASSESSMENT
BY STUDENTS**

IV. Academic Staff Assessment by Students

It has been a few years since an anonymous teachers' performance assessment system is implemented in UP academic units. Initially, at the end of each term, the administrative staff without prior notice would disseminate the questionnaires to the students present at the lectures. But this system was implemented sporadically and in some of the faculties.

Many of the interviewed professors complained that this kind of assessment was deficient because “the questionnaires were distributed in the last lecture, when the lecture room would fill up with students coming to get the signature in their booklet, and consequently you were assessed by students who had not attended most lectures.”⁸¹ But the main remark of many interviewed professors was that they have never seen the assessments results.⁸² It should be added that there have been instances when professors distributed the questionnaires on their own to the students at the end of the semester to see how their work is being assessed.⁸³

SMC – ONLINE ASSESSMENT

Since 2016, the UP students, prior to enrolling for their exam in the Electronic Management System (SEMS), can

⁸¹ Interview with Shaip Krasniqi, professor at the Faculty of Medicine, 12 April 2018.

⁸² Interview with Nuridin Mestani, professor at the Faculty of Agriculture, 21 March 2018; also, interview with Adem Rusinovci, professor at the Faculty of Arts, 7 March 2018.

⁸³ As is, for example, the case with professor Arben Hajrullahu from the Faculty of Philosophy, professor Sylejman Berisha from the Faculty of Education and prof. Abdullah Rexhepi from the Faculty of Philology.

anonymously evaluate their teacher's performance with the Quality Management System (SMC), a SEMS module. Teachers are evaluated at the end of each semester, a process managed by the Office for Academic Development (OAD) within the UP Rectorate. With this, for the first time, the UP is performing a centralized assessment for all academic units and courses.

Before enrolling for their exam online, students may choose to complete the teaching assessment questionnaire, yet the UP has no legal right to make this compulsory.⁸⁴ There are professors who claim they learn from students that most of them do not even bother to fill out the form.⁸⁵ The OAD Director explains that since volunteer samples were not representative, in 2017 they had made the questionnaire mandatory, but this year it no longer is because of the legal limitations.⁸⁶

Though the system is online, a large number of teachers still complain that they never see their assessments. Some of the deans require direct online access to the results of their teaching staff.⁸⁷ However, the OAD explains it is impossible to send results to each professor, as it takes a lot of time to generate data for the individual professors of the programs in need of accreditation. Many teachers do not even know about the online evaluation. For example, the Faculty of Physical Culture and Sports, unaware about the central level assessment, has assessed the teaching of each subject at both Bachelor and Masters levels, but due to the number of accumulated questionnaires, the assessment results have not been processed.

⁸⁴ Interview with professor Isak Shabani, SEMS and SMC compiler, director of Information Technology Service at UP, also a professor at the Faculty of Electrical and Computer Engineering, 8 May 2018.

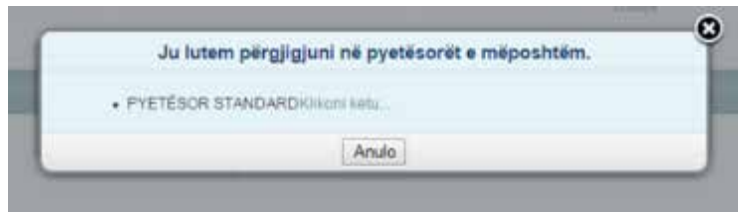
⁸⁵ Interview with Hatixhe Pupovci, professor at the Faculty of Medicine, 4 April 2018.

⁸⁶ Interview with OAD director Besnik Loxha, 3 May 2018.

⁸⁷ Interview with prof. Skënder Kaçiu, Dean of Faculty of Agriculture, 23 March 2018, and prof. Enver Hamiti, Dean of Faculty of Electrical and Computer Engineering, 30 March 2018

THE ONLINE QUESTIONNAIRE

The online questionnaire for the course and teaching assessment is simple, mostly straightforward and not long – it contains 10 questions that require ratings from 5 to 1 and two open questions. A short text preceding the questionnaire notifies that the assessment is anonymous, completely confidential and that the results will be communicated to the teachers once the exams are finished. Despite all this, the questionnaire has many shortcomings. Firstly, when students log into their SEMS account to enroll for the exam, the following pop-up window appears on the screen:



Pop-up window reads:

Please answer the following questionnaires.

STANDARD QUESTIONNAIRE [Click here...](#)

Button: Cancel

The pop-up window text is quite confusing:

- The top sentence reads “questionnaires” in plural, and the one below it “standard questionnaire” in singular. The use of plural suggests that several questionnaires need to be completed, and as it is the student’s intent to register the exam a.s.a.p., there is a risk they will opt for the ‘Cancel’ button immediately.
- The “standard questionnaire” specification does not indicate what kind of questionnaire it is specifically, in order to attract students to fill it in.
- Given that the ‘Cancel’ button is the only one and centered, it is likely that students will click it automatically, without reading anything above it.

Even if students choose to complete the questionnaire, other problems arise:

- The system records only the subject being assessed, and not the teacher. In cases when the same subject is taught by two or three professors, it is not clear which one is being assessed.
- The system also enables students who have hardly attended any lectures to evaluate the professors.

Problems noticed in the questionnaire compilation: Clarification accompanying the rating marks is somewhat confusing:

- 5 = Fully agree; 4 = Agree; 3 = I don't know; 2 = I disagree; 1 = Strongly disagree. The clarification for mark 3 (I don't know) does not fit the given rating scale.
- The first point being assessed, which reads "The subject syllabus was introduced at the beginning of the term" cannot be graded into five levels, given that the possible logical answers are only three: 'yes', 'no' and 'do not know.'
- The second point requires assessment of whether "the teacher has been regular and punctual in attendance." As of the new academic year all students and teachers will be equipped with SEMS cards that record lecture attendance, and thus the administration will no longer need to gather such data from students' impressions.
- The ninth point "How do you evaluate the teacher in general" and the tenth "How do you evaluate the course in general" are quite generalized and even in case of low assessment do not help the teacher take concrete measures to improve their teaching or the course content.
- The first open question "Do you have any additional comment or suggestion?" does not guide the student to think of any concrete aspect of teacher's work.
- The second open question "What impressions do you have for the teacher in general?" is essentially the same as the ninth point.

CONCLUSIONS

Although teaching assessment has been online for three years, most teachers never see their results and therefore do not understand what their strengths and weaknesses are according to their students. Having discussed with dozens of professors, the deans, the assessment software compiler and the Head of OAD and having understood the obstacles and deficiencies, we recommend changes in the software, pop-up window and questionnaire:

The software should be adapted to generate the data:

- Individually, for each teacher who logs in into their SEMS account, excluding the need for an admin official to generate and distribute the data for each teacher after the end of every exam.
- At faculty level, giving access to deans' offices for their entire teaching staff, so they can have a mechanism to hold professors accountable for the quality of their teaching.
- At the university level, giving the rectorate access to the assessments of all professors, as this would encourage the teachers to increase their performance quality.
- Cumulatively for each study program, so that the Office for Academic Development is not obliged to generate data separately for each professor of each program in need of accreditation.
- The software should connect to the SEMS module that registers the professors and students' lectures attendance. Thus, when the student logs into their account to enroll for the exam, the system identifies what professor taught them the subject and resolves assessment cases when several professors teach the same subject.

POP-UP WINDOW - the number of students choosing to fill in the questionnaire can be significantly increased if the pop-up window is changed, leaving only the 'OK'

button in the center. Its cancellation, instead of being explicitly suggested, can be moved to the box marked X in the upper right corner. The model we suggest reads:

Pyetësori për vlerësimin e mësimdhënies
Ndihoje ngritjen e cilësisë duke e plotësuar.

Plotëso

As the number of students who complete the form increases, the system can apply a filter on the students it chooses to assess the teaching. By linking to the SEMS module that issues statistics on student lecture attendance for the course whose exam is being enrolled for, the possibility to complete the form can be displayed only to students whose course attendance rate is at least 75%. With this filtering, the collected data would become more reliable and qualitative, as they would be collected from students who have attended the vast majority of the lectures.

The questionnaire - can be improved by removing all generalized questions and replacing them with specific and quantifiable questions. Thus, student assessments will be translated into direct steps to improve the teaching quality. After examining many assessment forms online, we are annexing a model with very specific questions, that the UP can apply.



ANNEX: A SAMPLE TEACHING ASSESSMENT FORM

Dear student,

The University of Prishtina thanks you for allocating time to assess the teaching of the course. Your assessment is very important because it helps us to further improve the teaching quality. It is completely confidential and anonymous. The teacher will be notified about the results of the assessments after the exam term is finished.

For each of the following questions, choose one of the grades from 5 (the highest) to 1 (the lowest).

The syllabus material was fully elaborated in lectures.

5. 4. 3. 2. 1.

The teacher has come prepared for each class.

5. 4. 3. 2. 1.

The lectures were interesting and informative.

5. 4. 3. 2. 1.

The teacher explained new concepts well.

5. 4. 3. 2. 1.

The teacher encouraged students to ask questions.

5. 4. 3. 2. 1.

The teacher knew their subject well.

5. 4. 3. 2. 1.

The teacher spoke clearly and was heard well.

5. 4. 3. 2. 1.

The teacher summed up the unit at the end of the lecture.

5. 4. 3. 2. 1.

The teacher showed respect towards the students.

5. 4. 3. 2. 1.

The teacher was available for consultations.

5. 4. 3. 2. 1.

Open questions:

Please, write a comment for each of the following questions. Be constructive, professional and think well before you answer:

What aspect of the teacher's work was the strongest?

What aspect of the teacher's work was the weakest?

Your suggestion on how to improve it:



V.

**THE PROFESSOR
TO STUDENTS
AND STUDENT TO
INFRASTRUCTURE
RATIOS**

V. The Professor to Students and Student to Infrastructure Ratios

The other purpose of this publication was to find the professor to students and the student to infrastructure ratios. To do this, we have used data from the UP General Secretariat and conducted interviews with faculty deans. One limitation of this research was the lack of accurate data on the internal facilities of all faculties, as there are cases when two faculties conduct their lessons in the same facility. Nevertheless, here we list the findings by faculty:

1. FACULTY OF ARTS

The Faculty of Arts has 7,151 m² in total, 89 staff members and 935 students. The professor to students ratio is approximately 1:10, meaning that the Faculty of Arts stands better than other faculties in this regard. The student to infrastructure ratio is 7.65 m² per student. In this regard, at first glance, it appears that the Faculty of Arts stands better than other faculties, but in reality, it faces a lack of appropriate space and infrastructure.

Studies at the Faculty of Arts are conducted in three different buildings, not very suitable for teaching: The Orthodox Church Convent, the Kishnica Mining Directorate and the former Pedagogical High School building. In addition, conditions for particularities required for different artistic fields, such as ventilation for fine arts, acoustics for musical arts, concert halls, and spaces needed for dramatic arts (e.g. theaters), are missing.⁸⁸

Arts

professors

89

students

935

surface (m²)

7,151

professor / students

1:10

m² / student

7.65

⁸⁸ Interview with Besa Luzha, professor in the Faculty of Arts, 6 March 2018;

2. FACULTY OF AGRICULTURE AND VETERINARY

The Faculty of Agriculture and Veterinary has 5,354 m² in total, 40 academic staff and 1,964 students. The professor to students ratio is 1:49, while the student to infrastructure one is 2.73 m² per student. The lessons are conducted in three buildings: The Secondary School of Economics, the Mathematical Gymnasium and the Veterinary Institute and Clinic building. In addition, the Experimental Didactic Farm is used. The issue of the facilities is expected to be resolved once the new building is finished.

Regarding the professor to students ratio, the Dean of the Faculty of Agriculture, Skender Kaçi says, «the large number of external professors is problematic. I as a Dean don't know them at all. They come, have their lessons and leave.» According to him, the best solution would be to reduce the number of students and the programs. Kaçi suggests «instead of enrolling 150 students and having 30 graduate, let us enroll 60 students and have 30 graduates».⁸⁹

3. FACULTY OF EDUCATION

The Faculty of Education has a total of 6.316 m², 62 staff members and 4.934 students. The professor to students ratio is 1:80, while the student to infrastructure one is 1.28 m² per student. Professors at this faculty suggest investing in the establishment and the strengthening of vocational schools, so that not all young people necessarily enroll in university. They also suggest that a cadre production analysis be conducted in order to have the number of students line up with the real market needs

Interview with Agim Selim, Dean of the Faculty of Arts, 9 March 2018.

⁸⁹ Interview with Skënder Kaçi, professor in the Faculty of Agriculture and Veterinary, 23 March 2018.

Agriculture

professors
40

students
1,964

surface (m²)
5,354

professor / students
1:49

m² / student
2.73

Education

professors
62

students
4,934

surface (m²)
6,316

professor / students
1:80

m² / student
1.28

Law, Economics

professors

129

students

17,834

surface (m²)

11,925

professor / students

1:138

m²/ student

0.67

Philology

professors

60

students

3,379

surface (m²)

10,905

professor / students

1:56

m²/ student

3.23

and that there be no templates repeating for years without any analysis.

As far as infrastructure is concerned, there are cabinets for all professors, contemporary lecture halls, and so on. Newly built, the Faculty of Education has the best infrastructure in the entire UP, and this is confirmed by the professors interviewed.

4. FACULTY OF LAW AND FACULTY OF ECONOMICS

The Faculty of Law and the Faculty of Economics conduct their lectures in the same facility, sharing 11,925 m² in total, 129 academic staff and 17,834 students. The professor to students ratio is 1:138, the highest of all UP faculties. Professors from these faculties, interviewed for this publication, say that there is no proper analysis and planning for the number of academic staff needed, based on real needs, determined by the number of active students.⁹⁰

The space for students is the smallest of all UP faculties and below any international standard – only 0.67 m² per student. Based on the interviews conducted, the priority towards improving the conditions for the learning process should be the separation of these faculties into special facilities and increasing the number of teachers.

5. FACULTY OF PHILOLOGY

The Faculty of Philology has 10.905 m² in total, 60 academic staff and 3.379 students. The professor to student ratio is 1:56. Regarding this ratio, professors of this faculty suggest an increase in the number of assistants, which is not happening because those in charge prefer to drag

⁹⁰ Interview with Qerim Qerimi, professor in the Faculty of Law, 26 April 2018.

the process until they find their own suitable person⁹¹. Another concern raised by the teachers of this faculty is that some doctoral candidates continue to work as assistants, although they have spent twice the time allowed for completion of their doctoral studies.

The student to infrastructure ratio is 3.23 m² per student. The interviewed teachers, including the dean, have complained about the lack of lecture halls, then the poor condition of the classrooms, the miserable toilet conditions, the poor internet network, and so on.

6. FACULTY OF PHILOSOPHY

The Faculty of Philosophy has 5,038 m² in total, 51 academic staff and 4,183 students. The professor to students ratio is very high – 1:82, ranking this faculty, after the Economics and the Law Faculty, in the worst situation in the entire UP. The professors interviewed at this faculty were in agreement that the number of professors, and especially assistants, should increase.

Regarding the student to infrastructure ratio, the situation is not any better: 1.20 m² per student, i.e. after the Faculty of Law and that of Economics, this faculty has the least space for students. Staff members also complain about lack of space, lack of lecture halls, inadequate halls that disable group work. Another concern raised by members of this faculty is the lack of cafeterias, namely meeting places within the faculty.⁹²

Clarification: Based on the evidence we received from the Dean of the Faculty of Philosophy, it turns out that the number of active students is 2690, that of the aca-

⁹¹ Interview with Ag Apolloni, professor in the Faculty of Philology, 3 April 2018.

⁹² Interview with Arben Hajrullahu, professor in the Faculty of Philosophy, 27 March 2018.

Philosophy

professors
51

students
4,183

surface (m²)
5,038

professor / students
1:82

m² / student
1.20

FME, FECE, FCEA

professors

110

students

6,648surface (m²)**20,495**

professor / students

1:60m² / student**3.08**

7. FACULTIES OF ENGINEERING AND FACULTY OF ARCHITECTURE (FME, FECE & FCEA)

ademic staff (regular and engaged) is 93, while the total area is 5038 m².

The Faculty of Civil Engineering and Architecture (FCEA), the Faculty of Mechanical Engineering (FME) and the Faculty of Electrical and Computer Engineering (FECE) conduct their teaching process in the same building. They share 20,495 m² in total, 110 staff members and 6,648 students. The professor to students ratio is 1:60 and according to professors interviewed in these faculties it should be improved mainly by increasing the number of academic staff and by slightly reducing the number of students. The Dean of the Faculty of Electrical and Mechanical Engineering, prof. Enver Hamiti, says that there is no academic staff that meets the teaching criteria for certain departments.⁹³ Another problem is the lack of financial means to engage additional staff.⁹⁴

The student to infrastructure ratio is 3.08 m² per student, which compared to other faculties does not look bad, but there are plenty of unusable spaces. The interviewed professors of these faculties consider it necessary that each of these faculties have their own buildings, rather than allocating a budget every year to mend the existing spaces.

⁹³ Interview with Enver Hamiti, Dean of the Faculty of Mechanical Engineering, 30 March 2018.

⁹⁴ Interview with Violeta Nushi, professor in the Faculty of Civil Engineering and Architecture, 17 April 2018.

8. FACULTY OF MEDICINE

The Faculty of Medicine has a total of 11,382 m², 175 academic staff and 4,244 students. The professor to students ratio is 1:24, which may not look high, but in western universities specializing in medicine it is approximately 1:5.⁹⁵ According to the vice-dean Gloria Staka, the new Dean's Office building, encompassing three large amphitheatres, will be finished this year.

The student to infrastructure ratio is 2.68 m² per student. From the interviews conducted with the professors of this faculty, we learn the main problems arise from the lack of equipment and non-quality devices.⁹⁶ Lack of equipment is also a problem due to centralized finances, which often makes the academic staff purchase the paper supplies themselves, as procurement procedures are always delayed.⁹⁷ Vice-dean Staka claims that every academic year they obtain modern equipment in line with the budgetary means allocated by the UP, particularly for the budgetary lines for equipment.

Clarification: Based on the evidence we received from the Faculty of Medicine Dean's Office, it turns out that the number of active students is 2384, that of regular academic staff (including assistants) is 259, and the total area is about 17,000 m².

⁹⁵ «Top Universities with the Best Student-to-Staff Ratio 2018», Times Higher Education (THE), Theunijobs, 16 Jan. 2018, available at www.timeshighereducation.com/student/best-universities/top-universities-best-student-staff-ratio.

⁹⁶ Interview with Hatixhe Pupovci, professor in the Faculty of Medicine, 4 April 2018.

⁹⁷ Interview with Shaip Krasniqi, professor in the Faculty of Medicine, 12 April 2018.

Medicine

professors
175

students
4,244

surface (m²)
11,382

professor / students
1:24

m²/ student
2.68

Sports

professors

23

students

785surface (m²)**2,031**

professor / students

1:34m² / student**2.59****FMNS**

professors

101

students

3,829surface (m²)**5,518**

professor / students

1:38m² / student**1.44****9. FACULTY OF PHYSICAL EDUCATION AND SPORTS**

The Faculty of Sports has 2,031 m², 23 staff members and 785 students. So, the ratio of professor to students is 1:34, and since the interest for this course of study and the needs of the society for it are high, the number of academic staff members needs to increase. Student-Infrastructure ratio is 2.59 m² per student, i.e. bellow any standards for a Sports Faculty.

The conditions in the existing facility are not suitable; the building has a single gym. Consequently, students of this faculty use the «October 1st» Sports Gym and private sports facilities, where students often have to pay for themselves.⁹⁸ Due to the poor conditions in this faculty, prof. Naser Rashiti says, «we produce teachers, not sportsmen.»⁹⁹ All interviewed professors claimed that the infrastructure in this faculty does not even meet the basic conditions and that a new building that meets the needs of all courses offered by this faculty should be built.

10. FACULTY OF MATHEMATICS AND NATURAL SCIENCES

The FMNS has 5.518 m² in total, 101 academic staff and 3.829 students. The professor to students ratio is 1:38, which, according to the respondents, should be adjusted by reducing the allowed time of extending the studies, because their delay is creating a student overload, as students almost never lose their status.¹⁰⁰

Regarding the infrastructure, the situation is worse. The

⁹⁸ Interview with Musa Selimi, professor in the Faculty of Sport, 20 March 2018.

⁹⁹ Interview with Naser Rashiti, professor in the Faculty of Sports, 20 March 2018.

¹⁰⁰ Interview with Shukri Klinaku, professor in the Faculty of Mathematics and Natural Sciences, 26 February 2018.

student to infrastructure ratio is 1.44 m² per student, as the FMNS does not have its own facility and uses a wing of the Faculty of Philology. Professor Shukri Klinaku from the Physics Department says the conditions at this faculty when he was a student in 1987, including the physics exercises, were far better than today.

CONCLUSION

UP has 86,116 m² in total, 840 staff members and 48,735 students. This academic year, 8,948 new students will enroll,¹⁰¹ and about 6,000 students are expected to graduate.¹⁰² The professor to student ratio is 1:58, an extremely high figure compared to the universities of the countries of the region. In Albania it is 1:24, in Serbia 1:23, in Macedonia 1:17, and in Croatia 1:9.¹⁰³ Unfortunately, UP is far from any desired standard as regards the number of students per professor. According to the interviewed professors, the professor to students ratio should be addressed by:

- reducing the number of students and increasing the number of academic staff;
- adjusting the number of students in accordance with the real market needs;
- discontinuing the study rights to those who prolong their studies;
- investing in the creation and strengthening of vocational schools;

¹⁰¹ Kutleshi, Edona. «UP-Ja e gatshme të pranojë 9 mijë studentë të rinj në nivelin Bachelor», Koha Ditore, 15 May 2018.

¹⁰² An e-mail response by Esat Kelmendi, UP General Secretary, 18 May 2018.

¹⁰³ Pupovci, Dukagjin and Gersi Gashi. «Reformimi i Universitetit të Prishtinës - mision i mundur?», Instituti Demokraci për Zhvillim, no. 7, Nov. 2015, p. 17. available at http://d4d-ks.org/wp-content/uploads/2015/11/D4D_PI_07_SHQ_Web.pdf.

IN TOTAL

professors
840

students
48,735

surface (m²)
86,116

professor / students
1:58

m² / student
1.77

As far as the student-infrastructure ratio is concerned, with 1.77 m² per student on average, the UP stands poorly, because this ratio does not even meet the standards for primary education. Furthermore, the Faculty of Law and the Faculty of Economics share the same building, as is the case with the three technical faculties, FCEA, FME and FECE, as well as with the Faculty of Mathematics and Natural Sciences and the Faculty of Philology. There are also cases where a faculty, for lack of space, conducts lessons in three different buildings, such as the Faculty of Arts, the Faculty of Agriculture and Veterinary, as well as the Faculty of Sport.

According to professors interviewed, the student to infrastructure ratio can be addressed by:

- building adequate facilities for faculties that do not own their buildings and utilize two or more (FMNS, Faculty of Arts, Faculty of Agriculture and Veterinary - the facilities for the latter are under construction);
- separating the faculties that teach at the same facility (technical faculties: FIM, FIEK, FNA; Faculty of Economics and Law);
- fixing faculty facilities that are in poor conditions (Faculty of Economics, Faculty of Law, Faculty of Philosophy, Faculty of Philology, Faculty of Medicine).

ANNEX



Below is a project proposal model that the professor of the Faculty of Arts, Bekim Lumi, has sent to Dean Agim Selimi regarding the steps needed to improve the infrastructural conditions in this faculty, which proves that the infrastructure is directly related to the quality of the studies.

University of Prishtina «Hasan Prishtina»
Faculty of Arts – Dramatic Arts Division

Subject: Draft Proposal for the Necessary Premises of the Theatre Direction Course

To: Dean of Faculty of Arts, Prof. Assc. Mr. Agim Selimi

Draft Proposal drafted by: Prof. Assc. Mr. Bekim Lumi,
Head of Theatre Direction Course

Honored Dean, Prof. Assc. Mr. Agim Selimi,

Based on the daily needs of the Theater Direction Course (Dramatic Arts Department) of the Arts Faculty in the University of Prishtina “Hasan Prishtina”, after reviewing the situation of the premises in which theoretical and practical teaching in this course are conducted, and taking into account the professional requirements of teachers and students regarding this issue, in the capacity of the Director of Theater Direction Department, I have compiled this Draft-Proposal for the Premises of the Theater Direction Course.

DRAFT PROPOSAL

THE PREMISES FOR THE THEATER DIRECTION COURSE

The necessary premises to conduct the teaching in the theater direction course include:

I) Cabinets

There are 5 (five) office cabinets for the academic staff (professors), 4 (four) of which are teachers of four different subjects and 1 (one) teaching in other directions of the Dramatic Arts Department, at Bachelor (I, II, III, IV) and Master study levels.

Cabinets should be equipped with relevant furniture and accompanying infrastructure, which enables the academic-pedagogical staff and students to conduct normal work.

II) Stage Studios

At least 4 (four) studios (halls) are required for practical teaching (rehearsals, exercises, mise-en-scène, staging).

In these studios the teaching of the main subjects of practical character at Bachelor (I, II, III, IV) and Master study levels is conducted, respectively subjects of Theater Direction and Directional Practice.

In these studios the teaching for other subjects of practical character for students of Theater Direction may be conducted.

In these studios are conducted all the rehearsals and technical and creative exercises for the realization of the creations, plays and student performances.

In these studios, some of the fragmented student creations may also be shown.

These Studios (halls) must be equipped with the respective technical and professional infrastructure (lighting, sound, curtains, etc.).

III) Studios for Theoretical Lessons

Four (4) classrooms are required for theoretical teaching. In them, teaching is conducted for all subjects of theoretical character at the Bachelor and Master study levels; In them, desk reading exercises, debates of study and analytical character, workshops and seminars, as well as presentations or promotions of projects at theoretical plane are conducted.

These classrooms (studios) should be equipped with the necessary technical and professional infrastructure.

IV) Theater video library

The theoretical and practical teaching of almost all subjects is accompanied by relevant video material, through which teachers, depending on the teaching units, should illustrate their lectures, clarifications, theses, ideas, perceptions, analysis and interpretations with accompanying sequences from shows, performances and accompanying documentation.

This documentary material should be part of a special premises called 'Theater video library' and, as such, available to the teachers and students.

Within this premise all the video footage of the student performances is archived.

'Theater video library' must be equipped with the relevant technical and professional infrastructure (DVDs, video beams, cameras, projectors, TV sets, computers, sound system, lighting, curtains, etc.).

V) Audio library

In order to enable the creative work with music and sound effects, the audio library must be available to teachers and students.

The audio library should be equipped with CDs and other auditory material, as well as the infrastructure and other relevant equipment for processing and use of music and auditory material.

VI) The Library

To assist teaching, studying, creative work and the overall students' artistic, cultural and intellectual formation, the Library should be available to teachers and students.

The library should be equipped with relevant professional literature in Albanian and in the major world languages (English, German, French), as well as the relevant desks and infrastructure for reading and utilization of the literature.

VII) Changing rooms & Make-up studios

Teaching of practical subjects and preparation for exams is accompanied by daily technical and creative rehearsals. The studios (I, II, III, IV) should have the respective Changing rooms & Make-up studios for both genders. Dressing rooms & make-up studios should be equipped with the appropriate tools and equipment.

VIII) Restrooms

Teaching of practical subjects and preparation for exams is accompanied by daily technical and creative rehearsals. Due to the physical nature of the rehearsals and the technical and creative exercises, each Studio (I, II, III, IV) should be equipped with baths (with shower and hot water) for both genders.

IX) Scenography & Props Warehouse

In order to carry out the performances, namely student examinations of a practical character, the Scenography and Props Warehouse should be available.

This warehouse should be equipped with props and decorative and scenography elements, which can be used during exercises and practical rehearsals, as well as during the show performances of students.

X) Costume storage

In order to carry out the performances, namely student examinations of a practical character, the Costume storage should be available.

The Costume storage must be equipped with costumes of different shapes, styles, content, eras and dimensions.

Prishtina, 18.11.2016

Drafted by:

Prof. Assc. Mr. Bekim Lumi

Head of Theater Direction Course



CONCLUSIONS

Out of 840 academic staff with CVs posted on the UP website, 700 have finished their Bachelor studies in the UP, 17 in Tirana and 1 in Tetova, only 53 abroad in foreign languages, while data for 69 staff members are missing; The Master studies 466 have done in UP, 21 in Tirana, 1 in Tetova, and 254 abroad, while the data for 96 are missing; only 153 members have completed their PhD studies abroad, and the rest are with fully domestic academic grounding, or the data for them are lacking or not presented in the UP website. Out of a total of 840 UP members, 313 (37.26%) have completed at least one level of their studies abroad in foreign languages, while 527 or 62.7% are entirely locally educated. In total, only 36 members of the UP academic staff (4.28%) have completed all levels of their studies abroad in foreign languages. As far as the gender composition is concerned, out of 840 academic staff members with their CVs posted on the UP website, 286 or 34% are women. The Faculty of Education has the highest number of women (36 or 58%), while the Faculty of Sport has the lowest (2 or 8.7%).

Of the 840 academic staff who have CVs posted on the UP website, 257 (31%) are engaged at least in another public or private higher education institution. Out of these, 141 are also engaged in private institutions, 85 in public, 29 in private and public institutions, while 48 (5.71%) are engaged in three other educational institutions. Although almost all interviewees claim there are many absent professors, it turns out that out of 840 academic staff members in the UP, there is no concrete case of any teachers penalized for absence. One phenomenon that emerged from the interviews is that almost all interviewees strongly believe that engagements outside the UP have a negative impact on the teaching process.

Out of a total of 16 UP academic staff members whose

plagiarisms were disclosed to the media, 11 have never commented on the accusations. Out of these 16 cases, only 3 have been suspended from teaching, but all 3 have later returned. Only one – who was not a regular but an engaged teacher – has had his working contract terminated. Even when plagiarism of academic staff was disclosed in the media, plagiarists have not resigned, but in the vast majority of cases they were not even subjected to any actions. In those 3 cases when an action was taken, it was later abolished. Furthermore, 10 of the plagiarists have been advanced within the UP and the society.

Although the UP has an anonymous online system for students' assessment of professors, almost no professor sees the results, and therefore do not learn how to improve their teaching. Therefore, a remodeling of SEMS/SMC software would be useful in order to generate individual results for each professor, results at the academic staff level for each faculty and for the needs of accreditation study programs. Remodeling the pop-up window asking students to fill in the online questionnaire will significantly increase the number of students who do complete it, and updating the questionnaire with concrete questions will help teachers improve the quality of teaching significantly. The whole mechanism, from an obligation that the UP must formally meet, can be transformed into a powerful tool for improving the teaching quality in the university.

UP has 86,116 m2 in total, 840 staff members and 48,735 students. In this academic year, 8,948 new students will be admitted,¹⁰⁴ and about 6,000 students are expected to graduate.¹⁰⁵ Professor to students ratio is 1:58, a figure which is extremely high compared to the universities in the countries of the region. In Albania it is 1:24, in Serbia

¹⁰⁴ Kutleshi, Edona. «UP-Ja e gatshme të pranojë 9 mijë studentë të rinj në nivelin Bachelor», *Koha Ditore*, 15 May 2018.

¹⁰⁵ Email response from Esat Kelmendi, UP General Secretary, 18 May 2018.

1:23, in Macedonia 1:17, and in Croatia 1:9.¹⁰⁶ Thus, the UP is far from any desired standard as regards the number of students per professor. According to professors interviewed, the professor to students ratio should be adjusted by reducing the number of students and increasing the number of academic staff; adjusting the number of students in accordance with the real market needs; discontinuing the right to study to those who prolong their studies; investing in the creation and strengthening of vocational schools.

As regards as the student to infrastructure ratio, with 1.77 m² per student on average, the UP stands poor because these ratios do not meet the standards even for primary education. Further, the Faculty of Law and the Faculty of Economics share the same building, as is the case with the three technical faculties: FCEA, FME, FECE, as well as the FMNS and the Faculty of Philology. There are also cases where a faculty, for lack of space, conducts its teaching process in three different buildings, this being the case with the Faculty of Arts, Faculty of Agriculture and Veterinary, as well as the Faculty of Physical Education and Sports. According to professors interviewed, the student to infrastructure ratio can be adjusted by: building adequate facilities for faculties that lack their own buildings and use two or more of them (FMNS, Arts, Agriculture and Veterinary - the latter is building new facilities); separate the faculties that teach in the same facility (the three technical faculties: FME, FECE, FCEA; Faculty of Economics and Faculty of Law); fixing those faculty facilities that are in very poor conditions (Faculty of Economics, F. of Law, F. of Philosophy, F. of Philology, F. of Medicine).

¹⁰⁶ Pupovci, Dukagjin and Gersi Gashi. «Reformimi i Universitetit të Prishtinës - mision i mundur?», Instituti Demokraci Për Zhvillim, no. 7, Nov. 2015, p. 17 http://d4d-ks.org/wp-content/uploads/2015/11/D4D_PI_07_SHQ_Web.pdf.



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