



**UBT**

**REVISED STRATEGY  
OF  
LAW FACULTY  
2021-2026**

**September 2021**

## 1. INTRODUCTION

Pursuant to the Law on Higher Education and the Statute of College UBT on the competencies of the UBT Law Faculty Dean to draft a strategic plan of Law Faculty, Dean of the Faculty appointed a professional commission for drafting the strategic plan of Law Faculty in the following composition: Visar Hoxha (Chairperson), Mensur Morina (member), Sevdai Morina (member), Njomëza Zejnullahu (member), Egzona Osmanaj (member), Ylberina Bajraktari (member), Diellza Muzliaj (Alumni), Keteona Shatri (student representative), Suzana Metbalaj (student representative), and Florim Shefqeti (Industry representative).

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

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

1. Study programs;
2. Staff development;
3. Research;
4. Quality assurance;
5. Internationalization;
6. Academic excellence;
7. Cooperationwith private sector and community;
8. Consultancy;
9. Innovation;
10. Student employment and career development;

## **2. MISSION, VISION AND VALUES**

### **The Mission**

The Mission of UBT Law Faculty is to educate the qualified professionals who contribute to the advancement of rule of law, growth and sustainable development through many innovative processes, including an effective balance of learning outcomes, assessment, and learning activity that are designed to produce lawyers who are creative and open to new ideas. The role of UBT Law Faculty is to encourage research in law and interdisciplinary facets of law.

### **The Vision**

Our vision is to be the most premier legal education resource for students in the region, delivering an innovative academic environment for ourstanding student and scholarly experience.

### **Values**

The values of UBT Law Faculty are as follows:

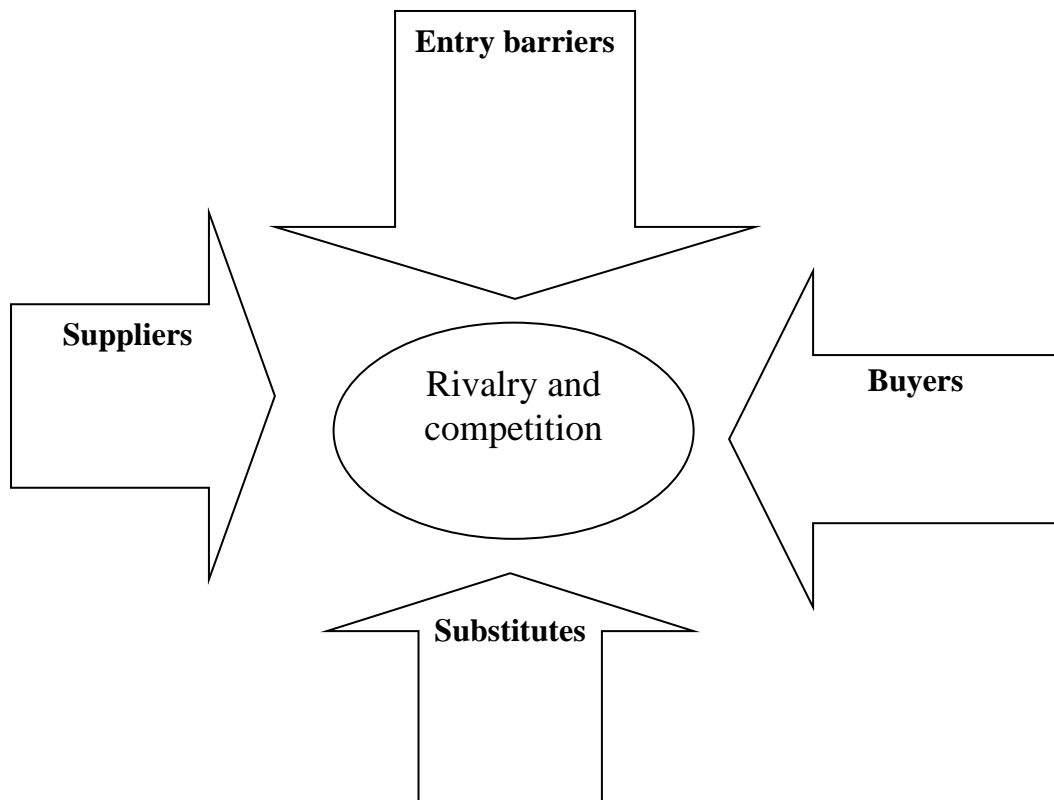
- Integrity and academic freedom
- Student-centred Faculty
- Excellence and visibility of knowledge
- Ethical Behavior and Responsibility
- Cooperation and Partnerships
- Competence and Diversity
- Honor and Public Trust
- Equality and Acceptance
- Privacy

### 3. EXTERNAL AND INTERNAL ANALYSIS

#### 3.1. PORTER FIVE FORCES ANALYSIS OF HIGHER EDUCATION IN KOSOVO

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

In this regard, UBT Law Faculty used Porter Fiver Forces Analysis to determine its position in a very competitive market.



**Fig 1. Five Porter Forces**

The Kosovo higher education industry includes 9 public universities: University of Prishtina, University of Prizren, University of Peja, Faculty of Islamic Studies, University of Gjilan, University of Ferizaj, University of Mitrovica, University of Gjakova, and Kosovo Academy of Public Safety (Kosovo Accreditation Agency, 2021). According to the list of Kosovo Accreditation Agency (KAA, 2021) there are around 14 private higher education institutions accredited at institutional level. Finally, most of the private and public HEIs in Kosovo are involved in a number of international cooperation projects supporting establishment of new study programs or improvement of teaching (e.g. Tempus). From 9 public institutions of higher education 5 of them offer legal studies either at bachelor or master level. On the other hand, from 14 accredited private institutions of higher education only 4 offer legal studies at bachelor level and only 2 at master level.

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

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

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

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

### **Entry barriers**

Since the higher education market does not require tremendous fixed costs to enter the market such as other industries including construction, telecommunications and medicine, however, on the other hand the accreditation criteria require that new entrants in the higher education market must demonstrate that the study programs must be tailored to the labor market needs. On the other hand, the accreditation criteria require that new entrants must fulfill 50 % full time faculty criterion in order to be accredited making it more difficult for new entrants because of limited supply of academic staff with PhD who would work full-time for private bearers of higher education. The public policy in recent years has been to open new public

universities in order to increase the access of young Kosovars to higher education. In this regard, in parallel the Government of Kosovo increased the salaries of teaching staff in public universities making it a high barrier for new entrants. The established standards of KAA in 2018 are of higher quality and are more difficult to be achieved than in previous periods, making it more difficult for new entrants to achieve these standards. Around 7 private bearers of higher education have not achieved to fulfill the new KAA criteria, thereby losing the institutional accreditation (KAA, 2021).

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

### **Substitutes**

At first, one may think that the options or alternatives related to earning a college or university degree or obtaining additional higher education would be constrained by location, level of income or possibly cultural influences. Although possibly true 3 decades ago, these limitations to higher education are significantly less relevant today in Kosovo.

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

On the other hand, public universities charge very low tuition rates making the threat of product or service substitute as high. The new decision of the Government to make all studies free of charge makes the threat of product substitute very high. In addition, 3 other rivals offering legal studies with competitive tuitions makes the product substitute threat as moderate to high for those wishing to study in private institutions. Nevertheless, this serves as an opportunity to quality providers of higher education because if positioned properly on the market, they can attract students beyond borders.

### **Buyer power**

With roughly 100,000 students in the higher education market in general and around 52,000 students in the private higher education and with University of Prishtina holding the biggest market share and Kolegji AAB and Kolegji UBT the biggest from the private higher

education sector, one can conclude that the remainder of buyers are fragmented and diffused across the market.

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

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

### **Degree of supplier power**

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

### **Rivalry**

In terms of legal studies the rivalry for bachelor studies is moderate to high whereas for master studies is moderate to high.

From the public universities the rivalry is as follows:

<b>Public HEI</b>	<b>Provision of legal studies</b>
University of Hasan Prishtina Prishtina	YES
University of Haxhi Zeka Pejë	YES
University of Prizren	YES
University of Isa Boletini Mitrovica	YES
University of Kadri Zeka Gjilan	NO
University of Gjakova	NO
University of Applied Sciences Ferizaj	NO
Faculty of Islamic Studies	NO
Academic of Public Safety Vushtrri	NO

From the private universities the rivalry threat is high.

<b>Private HEI</b>	<b>Provision of legal studies</b>
AAB College	YES
RIT Kosovo	NO
College Biznesi	YES
College Dardania	NO
College ESLG	NO
Akademia Evolucion	NO
Heimerer College	NO
Rezonanca College	NO
ISPE College	NO
IBCM College	NO
Pjetër Budi College	NO
Riinvest College	NO
Tempulli College	NO
Universum College	YES
UBT College	YES

From the private HEI, the rivalry threat is moderate, making the overall rivalry threat moderate to high.

### **3.2. RESOURCE BASED VIEW ANALYSIS**

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

UBT Law Faculty has the following resources:

- High financial resources from tuition and projects;
- High library resources;
- Highly qualified teaching staff;
- Teaching staff graduated in modern foreign universities;
- Academic staff with moderate academic titles from Assistant Professor to Full Professor;
- Highly advanced regulatory infrastructure that regulates every field of academic work and life of both students, professors, and other associates;
- Strong monitoring process and audit culture;



On the other hand UBT Law Faculty has the following capabilities:

- Ability to design modern curricula based on market needs using constructive alignment of learning outcomes suggested by industry with teaching activity and assessment;
- Ability to perform research both domestically and through partner institutions;
- Ability to implement unique study programs with modern best teaching practices;
- Ability to apply and win research grants and projects;
- Ability to implement study programs also in English language;
- Ability to perform contract research as a contingency plan to limit the risk of lower number of enrollments as a phase out plan for any of the differentiated study programs it offers;
- Adaptive capability to digitalization of academic processes;

Based on the external industry assessment (external analysis) and resource based view analysis (internal analysis), UBT Law Faculty has a very strong competitive advantage compared to other private bearers of higher education and the only way to sustain this competitive advantage is to be positioned in the market with providing quality education of legal studies in bachelor with modern learner-centered curricula and teaching practices and providing unique master programs, including interdisciplinary and multidisciplinary approaches to law as foreseen by the mission statement of the Law Faculty. College UBT is a market leader and the reputation as the highest quality institution in Kosovo makes the Law Faculty sustain its competitive advantage compared to other institutions. The only serious rival remains the University of Prishtina Law Faculty. The Law Faculty of UBT should continue to pursue its unique markets of legal studies in Kosovo and region by providing quality education through very unique teaching methods including interdisciplinary and multidisciplinary approaches, involvement of students in foreign research projects, high degree of internationalization, strong consulting arm, and very concentrated contract research. The UBT Law Faculty should maintain the existing programs and also expand in the following areas:

- Unique interdisciplinary legal programs at master level, which is in full conformity with the mission statement of UBT and UBT core competencies in innovation, digitalization, engineering management, and sustainable development and current and future labor market trends in Kosovo and the region;
- Provide legal studies for foreign students also in English language;
- Accredite joint programs of Law with partner institutions in any of the foreign ENQA member Accreditation Agency;
- Accredite an inter-disciplinary master program (in English language) with other UBT faculties (Political Science and Public Policy and Management): “American Studies”- the first and the only in the Western Balkans. It will accept not only new students from the region but as well as from the Europe, who are interested to study about

American legal system, political system, US governance, etc. As I wrote in my development plan for 2021-2022, I will work with a working group from Law and other two faculties to draft the program, syllabus, staffing, budget, etc. In addition I'm discussing this project with my colleagues/friends from some US universities to include them as possible partners in this program.

#### **4. STRATEGIC GOALS AND OUTCOMES**

Thus, based on the external industry assessment and internal resource based view assessment and studies and reports performed by various stakeholders in Kosovo, the UBT Law Faculty formulates the following strategic goals and outcomes:

##### **STRATEGIC GOAL 1: DEVELOP UNIQUE STUDY PROGRAMS AT THE MASTER LEVEL WITH INTERDISCIPLINARY AND MULTIDISCIPLINARY APPROACH TO LEGAL PROBLEMS.**

OUTCOME 1.1. Develop and accredit study programs in the field of legal studies at master level in conformity with market needs including interdisciplinary and multidisciplinary approach. The master study program: "American Studies" is exactly an inter-disciplinary and the first in the region. It is in line with above mentioned goal of this strategy, in particular being unique with original study program and only in Kosovo and in the region, which would generate not only higher tuition incomes from the students, but also building higher reputation of UBT in the region.

OUTCOME 1.2. Develop and accredit study programs in the field of legal studies in English language.

##### **STRATEGIC GOAL 2: DEVELOP FULL-TIME ACADEMIC STAFF OF THE HIGHEST QUALITY IN TEACHING AND RESEARCH**

OUTCOME 2.1. Advance full-time academic staff to higher academic titles based on internal Regulation of UBT on standards for election of academic staff into higher academic titles.

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

OUTCOME 2.3. Offer strong life-work balances for junior faculties to enable their early career development.

OUTCOME 2.4 Offer support for mid-career professors and late-career professors;

### **STRATEGIC GOAL 3: DEVELOP RESEARCH CAPACITY AT UBT LAW FACULTY;**

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

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

OUTCOME 3.3. Establish Research Fund of UBT Law Faculty from research grants, private sector and own funds;

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

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

OUTCOME 3.6. Develop group research clusters for research cooperation of staff;

OUTCOME 3.7. Develop Journal of Interdisciplinary Social Sciences in cooperation with Faculty of Political Sciences to address local issues;

### **STRATEGIC GOAL 4: ADVANCING THE QUALITY ASSURANCE SYSTEM**

OUTCOME 4.1. Empower the Quality Assurance Officer;

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

OUTCOME 4.3. Simplify all quality reviews done at the Faculty level to a single Annual Internal Self Evaluation Report of the Faculty of Law followed by Quality Improvement Strategy and Action Plan for Implementation;

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

## **STRATEGIC GOAL 5: ADVANCE INTERNATIONAL COOPERATION**

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

OUTCOME 5.2. Increase the participation in international research projects;

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

## **STRATEGIC GOAL 6: ACHIEVING ACADEMIC EXCELLENCE**

OUTCOME 6.1: Periodical review educational programs for a continuous improvement and resource optimization

OUTCOME 6.2: Continuous to improvement of the quality of educational practices through converting data collection and analysis into information for all staff and students;

OUTCOME 6.3: Constructive alignment of course learning outcomes with teaching activity and student assessment;

OUTCOME 6.4: Inclusion of DELTA skills and behavior in course syllabi (cognitive, interpersonal, self-leadership and digital skills);

OUTCOME 6.5: Exceed best-known key performance indicators and creating concrete types of measurement;

OUTCOME 6.6: Ensuring excellence in teaching and learning by providing prospects for professional growth;

OUTCOME 6.7: Assuring quality instruction by establishing effective, innovative, and professional teaching practices; by frequent evaluation of instructor effectiveness; and by updating methods, materials, technology, equipment, and facilities.

OUTCOME 6.8: Providing support services for all students, including other special needs to support student success and completion of academic goals.

**STRATEGIC GOAL 7: FURTHERING COOPERATION WITH PRIVATE SECTOR AND COMMUNITY**

OUTCOME 7.1. Increase the number of memoranda of cooperation with private sector and other stakeholders related to our study programs;

OUTCOME 7.2. Including private sector representatives in Curriculum Review Committees;

OUTCOME 7.3. Increasing the internship agreements with civil society organizations;

OUTCOME 7.4. Develop research projects based on the needs of private sector and community;

OUTCOME 7.5. Develop a staff workload policy through which full time academic staff is enabled to contribute to community a certain number of hours per month;

OUTCOME 7.6. Creating the center for free legal aid with the support of the student's team and professors to give legal advices.

OUTCOME 7.7. Promoting positive relationships with the community and provides services that support economic, educational, and cultural efforts.

**STRATEGIC GOAL 8: DEVELOPMENT OF CONSULTING AND CONTRACT RESEARCH ARM OF THE FACULTY**

OUTCOME 8.1: Development of the consultancy and contract research plan for the Faculty of Law;

OUTCOME 8.2: Pursue private funding, including grants, contract research and consultancy services for the private and public sector;

**STRATEGIC GOAL 9: STRENGTHENING THE FUNCTIONALITY AND STREAMING PROCESSES**

OUTCOME 9.1: Encouraging and foostering innovation, including the integration of new systems and technologies and their incorporation in curriculum and teaching

**STRATEGIC GOAL 10: FOSTERING STUDENT EMPLOYMENT AND FURTHER CAREER DEVELOPMENT**

OUTCOME 10.1: Nurturing partnership and involvement of students and alumni in Faculty decision-making;

OUTCOME 10.2: Expanding the career developing programmes to ensure students and alumni take initiatives and develop leadership;

OUTCOME 10.3: Developing alliances with other alumni to increase access of students to bar associations, professional organizations and agencies;

OUTCOME 10.4: Development of skills for passage of bar exams through Bar Exam Simulation Trainings;