

**UBT COLLEGE
FACULTY OF REAL ESTATE**

**STRATEGY
OF
FACULTY OF REAL ESTATE
2024-2029**

September 2024

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1. INTRODUCTION

Pursuant to the Law on Higher Education and the Statute of UBT College on the competencies of the Faculty of Real Estate to draft a strategic plan of Faculty of Real Estate, the Faculty Council, at the meeting held on 20.09.2023, appointed a professional commission for drafting the strategic plan of Faculty of Real Estate in the following composition: Visar Hoxha (Chairperson), Veli Lecaj (member), Hazer Dana (member), Jehona Hoxha (member), and Gent Sejdiu (Industry representative).

While drafting the strategic plan of Faculty of Real Estate, 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 Faculty of Real Estate and formulate the strategic goals of Faculty of Real Estate.

As part of the process, the Commission identified the following strategic areas:

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

2. MISSION, VISION AND VALUES

The Mission

The mission of our Faculty of Real Estate is to educate and prepare professionals who will play a crucial role in shaping the built environment and enhancing urban living quality. Our approach combines innovative teaching, impactful research, and transformational management in the fields of real estate, construction, and infrastructure. We are dedicated to contributing significantly to sustainable development and strategic regional growth. Our commitment extends to fostering global perspectives and cultivating leadership skills that are vital for the educational, social, economic, political, environmental, and cultural progress of Kosovo and the wider global community.

The Vision

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

Values

The values of Faculty of Real Estate are as follows:

Commitment to Excellence

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

Integrity

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

Accountability

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

Effectiveness

Faculty of Real Estate strives to work creatively, proactively, and effectively in assessing the market's needs and developing modern curricula that best fit to the market needs in Kosovo and the region and implement these curricula with most innovative and modern teaching practices.

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

3. EXTERNAL AND INTERNAL ANALYSIS

3.1. PORTER FIVE FORCES ANALYSIS OF HIGHER EDUCATION IN KOSOVO

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

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

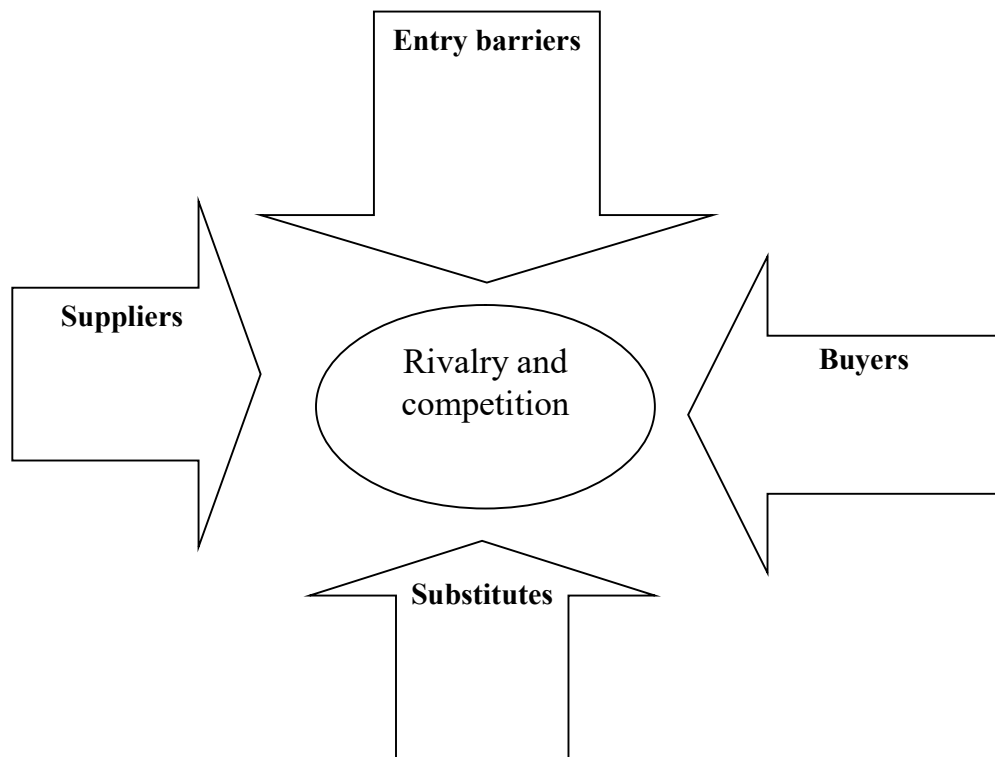


Fig 1. Five Porter Forces

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

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

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

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

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

Entry barriers

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

private bearers of higher education have not achieved to fulfill the new KAA criteria, thereby losing the institutional accreditation.

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

Substitutes

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

Better transportation conditions in Kosovo and exponential advances in information technology make the higher education more susceptible to imitation. Classic economic theory recognizes information technology as product 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 tuition rates making the threat of product or service substitute as high. Nevertheless, this serves as an opportunity to quality providers of higher education because if positioned properly on the market, they can attract students beyond borders.

Buyer power

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

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

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

Degree of supplier power

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

3.2. RESOURCE BASED VIEW ANALYSIS

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

Faculty of Real Estate has the following resources:

- Moderate financial resources from grants, projects, contract research, and tuition;
- High library resources through access to UBT libraries;
- Very qualified teaching staff;
- 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 quality assurance system with very high internal quality assurance standards and modern Quality Assurance Manual;

On the other hand Faculty of Real Estate has the following capabilities:

- Ability to design modern curricula based on market needs with the help of partner institutions;
- Ability to perform research through research transfer of knowledge from partner foreign institutions;
- Ability to implement unique study programs with modern best teaching practices;
- Ability to implement study programs also in English language;
- Ability to perform contract research as a contingency plan to limit the risk of lower number of enrollments as a phase out plan for any of the differentiated study programs it offers;

- Ability to never be academically complacent;
- Adaptive capability to e-governance and digitalization of academic processes;

Based on the external industry assessment (external analysis) and resource based view analysis (internal analysis), Faculty of Real Estate has tremendous competitive advantage compared to other private bearers of higher education and the only way to sustain this competitive advantage is to be positioned in the market with providing quality education. Faculty of Real Estate should neither compete with programs in public universities or other private bearers of higher education but instead it should continue to pursue its niche markets in Kosovo and region by providing quality education through very unique study programs, modern teaching practices, involvement of students in research projects,, strong consulting arm, and very concentrated contract research.

3. STRATEGIC GOALS AND OUTCOMES

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

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

According to Investment Promotion Agency of Kosova (2013) most attractive sectors that generated most of employment in terms of foreign direct investment were banking and financial sector creating 4,428 jobs and construction 2,253 jobs. During past years the construction industry became one of the most important sectors contributing to Kosovo's

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

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

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

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

OUTCOME 1.2. Develop and accredit study programs in the area of Sustainable Facility Management that contribute to the betterment of society, environment and construction industry.

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

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 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 FACULTY OF REAL ESTATE

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 real estate 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 journal of real estate studies

STRATEGIC GOAL 4: ADVANCING THE QUALITY ASSURANCE SYSTEM

OUTCOME 4.1. Empower the quality assurance officer of faculty;

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 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 real estate;

STRATEGIC GOAL 5: FURTHERING 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 of 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 property law free legal aid center 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 real estate;

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 fostering 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 programs to ensure students and alumni take initiatives and develop leadership;

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

OUTCOME 10.4: Development of skills for passage of real estate appraiser licensing exam simulation trainings;

4. ACTION PLAN FOR IMPLEMENTATION OF STRATEGY

Faculty of Real Estate intends to use the following action plan to implement the strategic outcomes and measure its progress in achieving those strategic outcomes:

ACTION PLAN FOR IMPLEMENTATION OF STRATEGY OF UBT REAL ESTATE FACULTY 2024-2029

UBT Real Estate Faculty intends to use the following action plan to implement the strategic outcomes and measure its progress in achieving those strategic outcomes:

Strategic Goals	Strategic Outcomes	Performance metric	Actions	Target	Timeframe
STRATEGIC GOAL 1: DEVELOP UNIQUE STUDY PROGRAMS IN THE SECTORS THAT CONTRIBUTE TO GDP GROWTH, SUSTAINABLE DEVELOPMENT AND MANAGEMENT OF BUILT ENVIRONMENT FOR THE BETTERMENT OF SOCIETY, ENVIRONMENT AND CONSTRUCTION INDUSTRY.	OUTCOME 1.1. Develop and accredit study programs in the field of construction sector, built environment, sustainable and smart cities, clean and renewable energy, good health and well-being of occupants that would interlink construction sector and energy sector as both most promising sectors in terms of GDP growth, employment generation, attracting of foreign direct investment, and contribution to sustainable development.	Number of successful accreditations in the area of real estat2 studies	Accreditation	3 programs	2024-2029
	OUTCOME 1.2. Develop and accredit study programs	Number of successful accreditations of	Accreditation	1 master program	2025-2026

	in the area of Sustainable Facility Management that contribute to the betterment of society, environment and construction industry.	sustainable facility maangement			
STRATEGIC GOAL 2: DEVELOP FULL-TIME ACADEMIC STAFF OF THE HIGHEST QUALITY IN TEACHING AND RESEARCH WITH SPECIAL EMPHASIS IN MANAGEMENT OF BUILT ENVIRONMENT	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.	Percentage of advancement of full-time faculty according to UBT Regulation on Standards of Election into Academic Titles	Support each full-time faculty by sponsoring their research in order to meet the quantitative and qualitative criteria for promotion	60 % of staff promoted to Assistant Professor; 30 % to Associate Professor 10 % to Full Professor	2024-2026
	OUTCOME 2.2. Sponsor post-doctorate studies of full-time teaching staff through partner institutions;	Number of sponsorships of full-time faculty	Sponsor post-doctorate studies of full-time hired faculty	3	2024-2026
	OUTCOME 2.3. Offer strong life-work balances for junior faculties to enable	Number of early career professors supported to achieve research	Offer more research support	3	2024-2029

	their early career development.	requirements			
	OUTCOME 2.4 Offer support for mid-career professors and late-career professors;	Number of mid-career and late-career professors in publication of high class research	Offer more research support	4	2024-2029
STRATEGIC GOAL 3: DEVELOP RESEARCH CAPACITY AT UBT FACULTY OF REAL ESTATE	OUTCOME 3.1. Participate in research projects with serious foreign and domestic research institutions;	Value in EUR of research projects	Apply and win research grants funded by foreign governments and other local institutions	500,000 EUR for five years for all programs	2024-2029
	OUTCOME 3.2. Strengthen the contract research and consulting arm of the College;	Value in EUR of contract research and consulting services	10 contract research and consulting services	300,000 EUR	2024-2029
	OUTCOME 3.3. Establish Research Fund of UBT Real Estate Faculty from research grants, private sector and own funds;	Value of Research Fund	Apply for research grants, raise funds with private sector and provide	250,000 EUR	2024-2029

			own funds		
	OUTCOME 3.4. Strengthen the Lead Scholar and Young Scholar Research Support Grants;	Number of mid-career and early-career staff supported	Open the internal call for applications March 2024	6 –lead scholars supported 6-young scholars supported	2024-2029
	OUTCOME 3.5. Develop research projects in thematic areas developed in consultation with the industry;	Research projects in thematic areas generated by industry	Co-finance with industry smaller research projects in thematic areas generated by industry;	1 research project per annum	2024-2029
	OUTCOME 3.6. Develop Journal of Real Estate Studies	Journal of Real Estate Studie running and indexed	Establish, run volumes and issues and index it	Indexing in EBSCO 30,000 EUR annually	2024-2029
STRATEGIC GOAL 4: ADVANCING THE QUALITY ASSURANCE SYSTEM	OUTCOME 4.1. Empower the Quality Assurance Officer of Faculty;	Thorough analysis run by QA Officer in Real Estate Faculty	The QA Officer given more power to decide on	New performance metrics added	2025

			various QA issues		
	OUTCOME 4.2. Strengthen the monitoring mechanisms and performance indicators for gauging the teaching and learning quality, which include representatives of students, employers and alumni;	Number of internal evaluations and average overall grade of teaching quality and number of student representative, employers and alumni	Encourage all the staff in the Faculty to perform more frequent internal quality reviews;	1 per year; Higher than 4.0 in the range from 1.0 to 5.0; 2 student representatives, 1 employer representative from each field of study and one from alumni association	2024-2029
	OUTCOME 4.3. Simplify all quality reviews done at the Faculty level to a single Annual Internal Self Evaluation Report of the Faculty followed by Quality Improvement Strategy and Action Plan for	All internal quality reviews included in a single Annual Self Evaluation Report followed by Quality Improvement Strategy and Action Plan for Implementation	Perform Internal Self-Evaluation every year followed by strategy, action plan, and monitorisation	1 annual comprehensive report followed by Quality Improvement Strategy, Action Plan and bi-	2024-2029

	Implementation;		n report	annual monitorisati on report;	
	OUTCOME 4.4. Strengthen the bi-annual monitoring mechanisms for the realization of annual action plan of the Faculty of Real Estate;	The bi-annual monitoring mechanism supported with staff and resources	1 person assigned for monitoring	1 position 12,000 EUR annual budget	2024-2029
STRATEGIC GOAL 5: FURTHERING INTERNATIONAL COOPERATION	OUTCOME 5.1. Increase the number of memoranda of cooperation with international universities and colleges;	Number of memoranda of cooperation	Memoranda of cooperation with universities signed by Rector of UBT for Real Estate Faculty	4	2024-2029
	OUTCOME 5.2. Increase the participation in international research projects	Number of research projects	Upon signing the memoranda of	1 serious project;	2024-2029

			cooperation encourage consortia of applicants for research grants in respective countries		
	OUTCOME 5.3. Increase the staff and student mobility with partner institutions;	Number of ERASMUS+ agreements and percentage of incoming and outgoing visiting professorships and number of students incoming and outgoing	Allocate funds for outgoing visiting professorship s	2 agreements; 50 % of full-time faculty participating at least once in visiting professorshi p with partner institutions; 5 students (incoming and outgoing) per memoranda of	2024-2029

				cooperation	
STRATEGIC GOAL 6: ACHIEVING ACADEMIC EXCELLENCE	OUTCOME 6.1: Periodical review of educational programs for a continuous improvement and resource optimization	Periodical review of educational programs irrespective of accreditation	Review every three years	2 reviews	2024-2029
	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;	Writing a brief quantitative and quality report on the quality of educational practices available for students and staff	1 comprehensive review	1 report	2024-2029
	OUTCOME 6.3: Constructive alignment of course learning outcomes with teaching activity and student assessment;	Conducting alignment review and curriculum mapping every three years	All syllabi are reviewed twice once in 2025 and once in 2027	2 reviews for all study programs	2024-2029
	OUTCOME 6.4: Inclusion of DELTA skills and behavior in course syllabi	Conducting of review of all syllabi to include the teaching activity and assessment methods that	Review every two years	2 reviews	2024-2029

	(cognitive, inter-personal, self-leadership and digital skills);	develop DELTA skills in students			
	OUTCOME 6.5: Exceed best-known key performance indicators and creating concrete types of measurement;	Exceeding KPIs and inventing other challenging and innovative KPIs	Conduct measurement of KPIs achievement and hold brainstorming workshops to innovate other KPIs for Faculty	Review every year for all Faculty At least 80 % of KPIs are exceeded	2024-2029
	OUTCOME 6.6: Ensuring excellence in teaching and learning by providing prospects for professional growth;	Providing prospects for growth through professional development training in pedagogy and andragogy	Two trainings per year	80 % of staff undergo staff training Cost of trainings 12,500 EUR	2024-2029
	OUTCOME 6.7: Assuring quality instruction by	Performanse appraisal of quality of instruction,	Conduct comprehensi	Two reviews at	2024-2029

	establishing effective, innovative, and professional teaching practices; by frequent evaluation of instructor effectiveness; and by updating methods, materials, technology, equipment, and facilities.	teaching methods, materials, and technology	ve review of teaching methods effectiveness by conducting a survey with students and conducting a review on updating of technology and materials	Faculty level	
	OUTCOME 6.8: Providing support services for all students, including other special needs to support student success and completion of academic goals.	Student satisfaction on support services for academic success	Conduct student satisfaction survey on student support services at Faculty level followed by an improvement plan	2 comprehensive reviews	2024-2029
STRATEGIC GOAL 7:	OUTCOME 7.1. Increase the	Number of memoranda of cooperation with	Assign a Professor as	3 private sector	2024-2029

FURTHERING COOPERATION WITH PRIVATE SECTOR AND COMMUNITY	number of memoranda of cooperation with private sector and other stakeholders related to our study programs;	serious firms and institutions related to each field of study	a Relations Liaison Officer with Private Sector	companies related to the field of study; 3 civil society organizations; and 3 law firms	
	OUTCOME 7.2. Including private sector representatives in Curriculum Review Committees;	Number of representatives of private sector and stakeholders in Curriculum Review Committees	Encourage decision-makers of private sector companies and other stakeholders to send their representatives in the meetings of Curriculum Review Committees to provide suggestions in curriculum design	2 members included in the Curriculum Design and Review Committee per program;	2024-2029

	OUTCOME 7.3. Increasing the internship agreements with civil society organizations;	Number of internship agreements	Encourage private sector firms and public institutions with whom Real Estate Faculty has memoranda of cooperation to extend this cooperation also in the field of provision of internship opportunities for real estate Students	2 for each field of study	2024-2029
	OUTCOME 7.4. Develop research projects based on the needs of private sector and community;	Number of research projects developed in partnership with private sector representatives	Encourage private sector representatives through their representing associations	At least one interdisciplinary research project developed with each	2024-2029

			to develop at least one joint research project with UBT Real Estate Faculty	stakeholder Cost: 24,000 EUR per annum	
	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;	Staff Workload Policy developed at faculty level requiring at least one dedicated community service per academic year	Develop the Workload Policy and include academic staff in community service engagements	At least one engagement with community per staff per academic year	2024-2029
	OUTCOME 7.6. Creating the Property Law Free Legal Aid Center with the support of the student's team and professors to give legal advices.	Number of free legal aid advises provided to people in need	Conduct a plan and thematic areas of competency in which Real Estate Faculty can provide free property legal aid and	3 cases of free legal aid per annum	2024-2029

			promotion of such activity		
	OUTCOME 7.7. Promoting positive relationships with the community and provides services that support economic, educational, and cultural efforts.	Number of activities and services that support economic, educational, and cultural efforts.	Plan several events that support economic, educational and cultural efforts at faculty level	1 per year	2024-2029
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 Real Estate;	Development of plan for consultancy and contract research plan	Adopt a plan for consultancy services and contract research	Plan adopted by 2025 and consultancies provided five per annum in approximate amount of 15,000 EUR per consultancy	2024-2029
	OUTCOME 8.2: Pursue private funding, including grants, contract research and consultancy services for the	Assignment of persons responsible to follow-up on such a plan and follow-up grants	Assign professors responsible to follow-up	A team of 5 professors assigned to iron out the details of	2024-2029

	private and public sector;			follow up and 5 research contracts and consultancy services completed per annum	
STRATEGIC GOAL 9: STRENGTHENING THE FUNCTIONALITY AND STREAMING PROCESSES	OUTCOME 9.1: Encouraging and fostering innovation, including the integration of new systems and technologies and their incorporation in curriculum and teaching	Number of innovative systems such EoN Virtual reality incorporated in teaching	Include where possible EON Virtual Reality	In different courses where applicable	2024-2029
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;	Number of decisions in which students and alumni are included	Involve students and alumni in all major strategic decisions	80 % of decisions include students	2024-2029
	OUTCOME 10.2: Expanding the career	Number of career development mentoring programs	Develop career development	1 program	2024-2029

	developing programs to ensure students and alumni take initiatives and develop leadership;		mentoring program		
	OUTCOME 10.3: Developing alliances with other alumni to increase access of students to professional organizations and agencies;	Number of networks developed with various professional organizations	Develop networks with professional organizations	70 % of major professional organizations covered by alliances established	2024-2029
	OUTCOME 10.4: Development of skills for passage of Real Estate Appraiser Licensing Exam Simulation Trainings;	Number of trainings for students that simulates the Real Estate Appraiser Licensing exam	Organize a training for 3 year students and master students	1 training per year	2024-2029