



TRANSFORMATIONAL LEADERSHIP PROGRAM – SCHOLARSHIPS AND PARTNERSHIPS

QUARTERLY REPORT

Reporting period: October 1, 2015 – December 31, 2015

Cooperative Agreement No. AID-167-A-14-00002

Effective Dates: 02/26/14 – 02/25/19

*Prepared for: USAID Kosovo
January 29, 2016*

Disclaimer:

This report was prepared by World Learning. The views expressed in this publication do not necessarily reflect the views of USAID or the United States Government.

[Table of Contents](#)

PROJECT OVERVIEW.....	3
EXECUTIVE SUMMARY	3
SUMMARY OF PROGRESS OCTOBER – DECEMBER 2015	5
OBJECTIVE 1: COORDINATED COLLABORATIVE OVERSIGHT OF THE TLP THROUGH AN ADVISORY COMMITTEE	5
OBJECTIVE 2. KOSOVO CITIZENS WILL RECEIVE U.S. POST-GRADUATE DEGREES AND PROFESSIONAL CERTIFICATIONS.....	7
OBJECTIVE 3. IMPROVED UNIVERSITY MANAGEMENT AND PEDAGOGY IN SELECTED FACULTIES OF THE UP AND/OR OTHER UNIVERSITIES THROUGH PARTNERSHIPS AND EXCHANGES WITH U.S. UNIVERSITIES.....	15
LESSONS LEARNED, CHALLENGES ENCOUNTERED, RECOMMENDATIONS.....	21
PROGRESS OF THE ACTIVITIES AGAINST TARGETS AND INDICATORS:.....	23
ANNEX A – UPDATE ON PROFESSIONAL CERTIFICATE PLACEMENT – COHORT ONE.....	34
ANNEX B – SAMPLE LIST OF SUPPLEMENTAL ACTIVITIES CONDUCTED BY SCHOLARS...	41

PROJECT OVERVIEW

The Transformational Leadership Program – Scholarships and Partnerships (hereinafter either "the Project" or "TLP-SP") is a Cooperative Agreement between USAID and World Learning that commenced on February 26, 2014.

The overarching program goal is to develop a cadre of leaders to drive significant change in Kosovo's priority economic, political, and social areas. In addition, the Project aims to develop the capacity of Kosovars to bring about transformational change through opportunities for advanced education, leadership development, and technical assistance.

In order to accomplish these important goals, TLP-SP focuses on achieving the following more specific goals:

- 1) The creation of an Advisory Committee (AC) that will oversee the entire Transformational Leadership Program (TLP), including the creation and management of a Secretariat for that Committee;
- 2) The placement and monitoring of 185 scholarship participants in U.S. Master's degree programs, plus 160 participants in Professional Certificate (PC) programs;
- 3) The creation of university partnerships and exchanges that will support collaboration between U.S. universities and the University of Prishtina (UP) and/or other higher education institutions in Kosovo.

EXECUTIVE SUMMARY

This report covers the three-month period of activities from October 1, 2015 through December 31, 2015. Throughout the quarter, the Project made progress across all three components.

Under Objective 1, AC members have approved the revised strategy and the operational principles in the General Assembly Meeting. In addition, AC members have voted on three main sub-committees, which have already been established and started working on products. Strategies and white-papers from the AC members will be presented at the next General Assembly meeting which will be held on February 23rd.

Under Objective 2, the Project continued to advance both the Master's and Professional Certificate scholarship components. Highlights of activities for all scholarship cohorts are below.

Master's Cohort One (MA1):

- Five students completed their degree programs and returned to Kosovo in December 2015.
- Project staff continued to monitor and provide guidance to the remaining MA1 scholars in the U.S.

Master's Cohort Two (MA2):

- All MA2 scholars successfully completed their first academic term in the U.S.
- Project staff continued arrangements for the mid-program leadership workshop for MA2 scholars planned for January 13-15, 2016 in Washington, DC.

Master's Cohort Three (MA3):

- Project staff arranged exam testing for 102 candidates that passed the interview stage.

Certificate Students:

- Project staff continued intensive work on the placement, orientation, monitoring, and re-entry to Kosovo of PC candidates.
- The Project has now placed 44 of 45 approved candidates from Cohort One and is finalizing the last placement.
- Eighteen students completed their programs and returned to Kosovo in November-December, 2015.

Under Objective 3, World Learning has made significant progress with University Wide Activities as well as with its University Partners:

PR and Communications: World Learning hired an International Higher Education Expert and a local PR consultant to draft the UP Public Relations and Communications Plan. During the reporting period, a draft strategy was prepared and the document will be finalized and presented to the Rector's office in next quarter.

Center for Teaching Excellence (CTE): World Learning worked with CTE in organizing the first training sessions. Twenty-four teaching staff were certified in topics of Teaching Methodology, Student Evaluation, Leadership, and Mentorship of MA and PhD candidates. During the reporting period, CTE has announced the second call for applications for training. World Learning will continue to support CTE in three other modules of training.

University Partnerships: the first UP visiting professors have returned from long-term visits to U.S. partner universities.

- ASU: **Three professors from UP** Faculty of Electrical and Computer Engineering returned from Arizona State University with **six new course curricula developed** jointly with their Arizona mentors. A group of **four ASU professors delivered a three-day seminar on Energy Regulation at the UP-FECE**. The seminar gathered professors and students but also representatives from the energy sector (KEK, KEDS, KESCO).
- University of Minnesota: **Two professors from UP Agriculture and Veterinary Faculty** returned from the University of Minnesota. Following their return, a professor from Minnesota visited Kosovo **to provide guidance and mentorship in**

establishing a research institute on food technology, veterinary and plant protection.

- Indiana University: A representative from Indiana University worked closely **with two Scholarly Learning Communities** within the UP-Faculty of Education and also with faculty management in introducing the Friday seminars. This is a platform where UP faculties present their ongoing research projects and receive feedback from their colleagues.
- Dartmouth College: A team of **seven students from Dartmouth College** led by a Tuck School of Business professor, spent three weeks at the Faculty of Economics as part of their OnSite Global Consulting, an experiential course at Tuck Business School. They **contacted over 300 students, alumni and other stakeholders** to understand their perception of the impact of their studies at UP on their careers. The Tuck team used this data to inform design of a career preparation workshop they held for students. Dartmouth's Professor Stephen Powell also delivered **a Workshop on Active and Experiential Learning** to a group of 14 professors.

SUMMARY OF PROGRESS OCTOBER – DECEMBER 2015

OBJECTIVE 1: COORDINATED COLLABORATIVE OVERSIGHT OF THE TLP THROUGH AN ADVISORY COMMITTEE

General Assembly Meeting: On October 21, 2015, AC members met to discuss **a revised strategy for more productive engagement of the AC** and to approve **a revised strategy and new operating guidelines** (See Annex I and II). In order to transition from working exclusively on process, structure, and statutes to committee and members' work on **product**, World Learning developed and administered a survey among the 32 members to provide them a means to identify, select, and prioritize the work products to be taken on over the coming months. The Project had been experiencing a low level of participation and enthusiasm which, we surmised, was due to a lack of purpose.

The major focus of this meeting was **the work-product** that the AC will produce over the next year of the TLP-SP. The top three priorities that were agreed to be worked on immediately are as follows:

- Identify, quantify, and prioritize ICT needs of UP and other public universities;
- Develop a strategy to design, fund, and launch venture incubators at Kosovo universities for the purpose of allowing students opportunities for applied learning by launching their own venture; and
- Develop a strategy and working model of a Center for Sponsored Research to be launched at UP.

Additionally, AC members agreed to establish the following six sub-committees:

- i. Education
- ii. Teaching advancement
- iii. Physical facilities
- iv. Student internships, career placement, incubation
- v. Sponsored research and development
- vi. Internationalization of universities

The secretariat sent out a survey to allow AC members to select a sub-committee in which they want to be part of, although no member of the general assembly is required to do subcommittee work. The basic model is that the general assembly raises, debates, and prioritizes issues affecting UP and higher education. The subcommittees are where the “worker bees” do the hard work of analysis of issues and development of solutions. The sub-committees that received the most votes from the general assembly were: ICT, sponsored research, and venture incubation at UP and other public universities.

Sub-Committee Meetings: During the reporting period the Secretariat assisted the three AC sub-committees in organizing meetings with its members.

The sub-committee on ***Information and Communications Technology (ICT)*** has worked on identifying, quantifying and prioritizing ICT needs of UP and other public universities and develop funding recommendations for public universities. During the reporting period, World Learning staff assisted the sub-committee to develop a scope of work and met with the members to discuss ways to move forward. It is expected that within the 90 days leading to the next General Assembly meeting, the sub-committee will develop a draft white paper on the topic. The model is that they present the paper to the general assembly for discussion, then take that feedback into account as they complete a final version. World Learning will print and publicize the final version, with the expectation that this makes the AC a voice in the public debate over higher education.

The sub-committee on ***Venture Incubators*** met three times during the reporting period. The scope of work for this sub-committee was approved and members are currently working on a strategy to design, fund, and launch Venture Incubators at Kosovo universities for the purpose of allowing students opportunities for applied learning by launching their own ventures. The deliverable of this sub-committee is a strategy to build such venture incubators at Kosovo Universities. The first draft of the strategy will be presented to AC members on February 23rd for review and final development.

Progress with the sub-committee on **Center for Sponsored Research** to be launched at UP has been slow. This is a result of no actions from the UP in hiring the Director for this office. However, the members of the sub-committee agreed that by June 2016 it will complete a project design which will have a business plan and rationale, which will lead to functioning of the actual center by June 2016. By this time, World Learning expects that actions will be taken by University of Prishtina management in functionalizing the center.

In addition, the Advisory Committee has also engaged in discussing the need to “market” the work products that come out of the AC sub-committee using the most advanced public relations

tools and practitioners so that the AC becomes recognized as the leading Kosovo *think-tank* on higher education issues. The AC will debate issues of identity and branding in year three of the TLP-SP.

Membership: World Learning has added the first returned TLP Scholar (Certificate Program – ICT Specialist) to the AC and is exploring ways to gently remove and replace members who are not participating actively. World Learning believes that in order to generate maximum forward momentum that leads to sustainability, members of AC have to participate and feel a sense of ownership.

OBJECTIVE 2. KOSOVO CITIZENS WILL RECEIVE U.S. POST-GRADUATE DEGREES AND PROFESSIONAL CERTIFICATIONS

Objective Two of the Project is comprised of two primary components: Master's Degree Scholarships and Professional Certificate Scholarships. During the reporting period, Project staff continued to make progress with all three cohorts of Master's degree-seeking students. Five MA1 students successfully completed their degree programs and returned to Kosovo, while the remaining MA1 students continued to make strong academic progress and took part in numerous supplemental activities including internships and assistantships. Concurrently, Project staff provided ongoing support to MA2 students, who all successfully completed their first academic term during the reporting period. Furthermore, Project staff oversaw the testing stage of the selection process for MA3, and the Project anticipates that all principal and alternate candidates for the third cohort will be announced in January 2016.

On the Professional Certificate portion of the Program, the staff has made progress in placing all 45 qualified candidates. Thirty candidates have either completed their program and returned to Kosovo, or continued to be enrolled in their U.S. programs. One is finishing courses online from Kosovo. Six will begin their programs in the 2016 winter/spring term, seven in the summer term and one in fall 2016. The last placement, currently being finalized, will start in spring 2016. Additional efforts this quarter included negotiating cost-share with two universities and reaching out to universities for short-term, **custom-made, affordable certificate programs to fit TLP-SP parameters**; conducting pre-arrival orientation calls for participants who arrived in January, 2016; providing overall monitoring and support for 23 program participants; and making all arrangements for 18 scholars who completed their programs to return safely to Kosovo.

A. MASTER'S COHORT ONE (MA1):

During the reporting period, Project staff continued to closely monitor and support MA1 students. Overall, the cohort continued to demonstrate **strong academic performance as students successfully completed the fall 2015 term**. In addition, Project staff oversaw the successful program completion of five students in December 2015.

Monitoring of students: Project staff continued to closely monitor the academic performance of MA1 students through monthly monitoring calls, site visits, and ongoing consultations as needed.

In addition, Project staff assessed each student's plan of study and proposed class schedule for the spring 2016 term to ensure that those students with anticipated graduation dates of May 2016 remain on track to complete all program requirements as planned. Project staff corroborated this information with academic advisors to mitigate the need for program extensions due to students' failure to appropriately plan their final term.

A TLP-SP Program Officer conducted a site visit to New York University on November 20 to assess the academic progress of an MA1 student who has a projected date of graduation of May 2016. During the visit the Program Officer confirmed that the student continues to make strong progress in his program and is on track to complete his degree with the conclusion of the spring 2016 term. In addition, the Program Officer met with International Admissions staff as well as several representatives from academic departments to explore potential program placement and cost share opportunities for MA3 candidates.

Completion of Master's Degree Program: By the end of December 2015, five additional students had completed their Master's degree programs and returned to Kosovo including:

- Two students with a Master's of Public Administration degree;
- One student with a Master's of Law degree;
- One student with a Master's of Arts in Economic Development degree; and
- One student with a Master's of Arts in Educational Theater.¹

In addition, the MA1 student who returned to Kosovo in August 2015 having completed classroom instruction with the intention of finishing her thesis by December 2015, requested another program extension due to a personal consideration, and her new deadline for completing her thesis is June 2016. Project staff will continue to provide support and monitor the student's progress throughout this period.

U.S.-Based Leadership Activities, Internships, and Community Service: During the reporting period, numerous students engaged in supplemental activities such as internships, conferences, and assistantships that directly contributed to the development of new knowledge and skills in their respective areas of study. Please see Annex B for a sampling of activities conducted during the reporting period by students.

B. MASTER'S COHORT TWO (MA2):

Monitoring of students: During the reporting period, Project staff provided ongoing guidance and support to students on a variety of topics including health and accident coverage, cultural transition to the U.S., tips for effective studying, and spring 2016 course selection. In addition, Project staff arranged for tutoring in statistics and quantitative coursework for one student to ensure that he had access to the needed additional instruction to successfully complete his first term coursework.

¹ Please note that the Project is awaiting a final transcript and copy of diploma for those students who completed all program requirements in December 2015.

Project staff conducted three site visits to Ohio State University (November 17), The New School (November 18) and Duke University (December 2) to meet with MA2 students in order to assess their overall transition to the U.S. as well as monitor progress in each of their academic programs. In addition, Project staff met with admissions staff at each university to explore the possibility of additional cost share as well as the potential placement of qualified students from the MA3 cohort.

An example of World Learning's close monitoring and support efforts this quarter is the case of an MA2 student who encountered challenges in adapting to life on campus. Specific actions taken by Project staff to support the student's concerns included: conducting a site visit to meet with her on campus and collaboratively explore university resources to support her transition; purchasing a meal plan to reduce financial burden within her MMA (given the high cost of living in her area); and exploring possible transfer options by applying to three new Master's degree programs for a spring 2016 transfer. Ultimately, the student chose to remain at her current university rather than accept an offer of a spring 2016 transfer. Project staff will continue to monitor her transition and academic progress.

U.S.-Based Leadership Activities, Internships, and Community Service: During the reporting period, numerous students engaged in supplemental activities such as conferences and volunteer activities that directly contributed to the development of new knowledge and skills in their respective areas of study, and to their development as leaders. Please see [Annex B](#) for a sampling of activities conducted during the reporting period by students.

Mid-Program Leadership Workshop: Project staff continued with logistical and content arrangements and preparation for MA2 students to attend the Mid-Program Leadership Workshop, which will take place in Washington, DC from January 13-15, 2016. Specific tasks executed during the reporting period included securing conference space, engaging a lead trainer, arranging ground transportation for students, and designing a preliminary outline of all training content.

C. MASTER'S COHORT THREE (MA3):

During the reporting period, the major activity conducted for MA3 was coordinating testing for the shortlisted candidates. Project staff worked closely with USAID and MEST to maximize the number of candidates from marginalized groups that advanced to the testing stage.

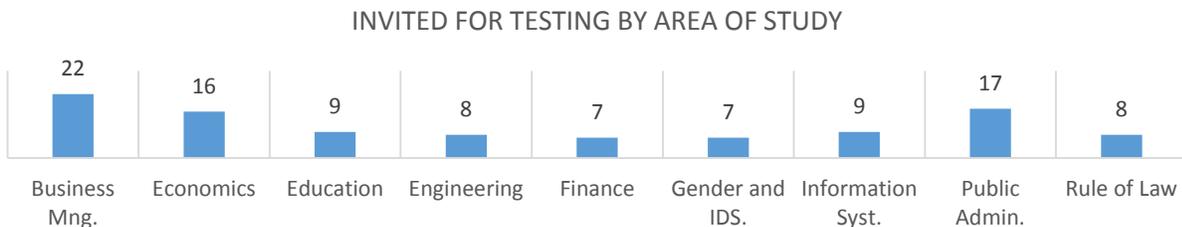
- a) Testing Stage: Following the interview stage, the top 105 candidates with the highest interview panel scores were invited to move forward to the testing stage of the selection process. Of the invited candidates, two immediately withdrew from the competition, which resulted in a total of 103 applicants sitting the required exams. Of the candidates who completed the exams, two-thirds (68 in total) of the candidates were women (66%). In addition, eight of the 103 candidates represented ethnic minorities (7.8%).



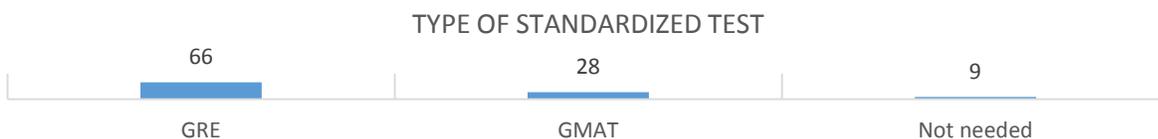
Other members of underserved communities invited to the testing stage included 12 individuals from rural backgrounds (11.7%), three members of the LGBT community (2.9%) and two persons with disabilities (1.9%). **Altogether, 80 of the 103 candidates in the testing stage belong to at least one of the underserved communities listed below (77.7%).**



The most common area of study among individuals invited to the testing stage was business management with 22 candidates, followed by public administration with 17 candidates, and economics with 16 candidates. The least common area of study was agriculture, with zero candidates, followed by finance and gender and interdisciplinary studies with seven candidates each respectively.



Following a review of candidates' study preferences, Project staff concluded that 66 candidates needed to sit the GRE exam and 28 for the GMAT exam. Nine candidates did not sit for either exam; eight of whom desired a Master's of Law degree which does not require standardized test results, and an additional candidate who submitted a valid GMAT score report.



Of the 103 candidates in the testing stage, 98 requested to sit for the TOEFL iBT exam. The remaining candidates had previously completed the TOEFL iBT exam and received the minimum score mandated by the Project. One candidate failed to sit for the TOEFL iBT exam on two occasions without prior notification. As a result, that individual's score is noted as a

zero. When utilizing each candidate's highest TOEFL iBT score, 88 of the 103 candidates passed the program minimum requirement (85.4%). **The average TOEFL iBT exam score for this cohort was 93.8.**



Following completion of the testing stage, Project staff continued to work together with USAID to finalize the list of finalists and alternates. Project staff anticipate that the finalists for the third cohort of Master's degree students will be announced in January 2016.

PROFESSIONAL CERTIFICATE PROGRAM – COHORT ONE

During this reporting period, 18 students completed their certificate programs, bringing the total number of participants who have earned certificates under the TLP-SP to 24.

Students finished Professional Certificates in the following areas: one in the Business and Management of Entertainment, one in Community Design and Development, four in Information Technology, four in Public Budgeting and Financial Management, two in Public Management, one in Finance with a concentration in Corporate Finance, two in Women's and Gender Studies, and three in Management and Leadership.

The average GPA of those who have completed their programs and who have received their final transcripts so far is 3.66. Eleven scholars are continuing with their programs: one will graduate in January 2016, four in March 2016, three in May 2016 and three in June 2016.

PLACEMENT UPDATE:

During the reporting period the Project staff worked intensively on applications and placements for the remaining cohort one certificate candidates. One candidate remains to be placed from cohort one and is seeking a Quality Management – Lean Six Sigma Certificate. This could be a hybrid program at UCLA Extension, which combines a one quarter on-campus experience with one distance learning course.

The total number of placed candidates reached 44.

Out of the **48** qualified program participants (PP) in the first cohort:

44	Have either: completed (24 ²), are attending (6), will arrive in January 2016 (6), will arrive in Summer 2016 (7), or will arrive in Fall 2016 (1) to attend certificate programs.
1	Enrollment application is pending.
2	Disqualified due to multiple, low TOEFL iBT exam scores and a lack of placement opportunities.
1	Visa application was denied.

PRE-DEPARTURE ORIENTATION: Project staff in Kosovo and DC conducted pre-departure orientations for groups of students who traveled to the US during the reporting period. Students were provided with critical information on travel, health and accident coverage, housing, allowances, and banking. Further, World Learning staff provided additional individual support by phone or email to address participants' additional questions or concerns.

MONITORING STUDENTS:

During this quarter a Program Officer made the following site visits:

- Indiana University Bloomington: School of Public and Environmental Affairs (SPEA), Maurer School of Law, and Kelley School of Business. The Program Officer met with six professional certificate students and one TLP master's scholar.
- Illinois Institute of Technology (IIT): School of Applied Technology, Armour College of Engineering, and Stuart School of Business. The Program Officer met with three professional certificate students and five TLP master's scholars.

All students are very happy with their programs, emphasizing the practical experience that professors convey in the classrooms.

The universities visited are pleased with the contributions that the Kosovar students are making to their programs, and with their individual academic progress.

IIT School of Applied Technology agreed on a 10% cost share for future TLP scholars attending certificate programs. IIT Armour College of Engineering expressed willingness to work with TLP to create custom programs within TLP parameters and is considering a cost share. Indiana University SPEA agreed on a 5% cost share for future TLP scholars. Indiana University's Maurer School of Law, Center for Constitutional Democracy, has a certificate in law that is of interest to TLP, although costs may be prohibitive despite a 30% cost share offer.

PROFESSIONAL CERTIFICATE PROGRAM – COHORT TWO

During the reporting period, the program finalized outreach, screening, interviewing and selection of candidates who moved forward to testing phase. The team registered candidates for TOEFL testing, and the selection of the finalists will take place in February 2016.

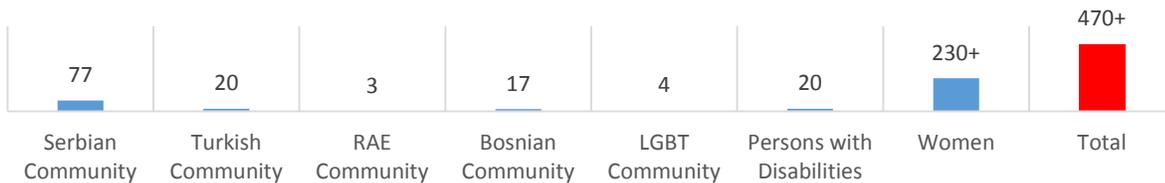
² Multiple candidates are awaiting official transcripts and certificates.

Below are list of activities conducted with demographic data presented.

Outreach: Program staff conducted a four-week intensive outreach campaign to promote the call for applications for the second round of Professional Certificate scholarships.

Over 25 information sessions – with over 470 attendees – were conducted around Kosovo. Alongside information sessions, the outreach campaign included various television appearances by program staff and Professional Certificate Cohort 1 alumni, information posters, leaflets and info-cards, newspaper and online advertisements, and a social media campaign. Extensive efforts were made to reach out to underserved communities.

INFORMATIVE SESSION ATTENDEES BY UNDERSERVED COMMUNITY



Eligibility Screening Stage: A record number of 244 applications for the Professional Certificate Program were submitted and received by the application deadline. Of the 244 applications, 218 were complete, four were incomplete and another 22 were ineligible to move forward.

ELIGIBILITY SCREENING RESULTS



Following the eligibility screening, as with previous cohorts, all complete applications underwent an extensive quality review check to ensure accuracy in results. Relevant demographic data is tracked through an internal database.

Application Demographics: Of the 218 applicants to submit complete applications, 112 were women (51.4%) and 106 were men (48.6%). Nine of the applicants were ethnic minorities (4.1%).

APPLICATIONS BY ETHNICITY



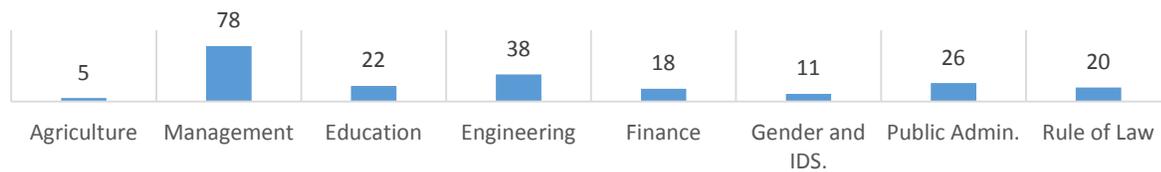
Besides women and ethnic minorities, other members from underserved communities included 18 persons from rural areas (8.3%), 2 members of the LGBT community (0.9%) and one person with a disability (0.5%).

APPLICATIONS BY UNDERSERVED COMMUNITY



The most common area of study among complete applications is Management, with 78 instances; followed by Engineering with 38 instances, and Public Administration with 26 instances. The least common area of study is Agriculture, with five instances.

APPLICATIONS BY AREA OF STUDY



Plagiarism Check: All complete applications underwent plagiarism check, performed through TurnItIn, a plagiarism-detection software. **Thirteen applications were disqualified from the process due to not passing the plagiarism check (6.0%), leaving the remaining 205 to proceed to the Reading Stage.** Of the thirteen who did not pass the plagiarism check, eight were women (61.5%) and five were men (38.5%).

Reading Stage: Following the plagiarism check, 205 applications were sent to the Reader Stage and were reviewed by two independent readers. After the initial reader evaluation was complete, 100 applications received two positive recommendations and were thus automatically moved forward, 42 were not recommended and received regrets letters, and another 63 had mixed recommendations and were sent for the evaluation of a third reader.

INITIAL READER EVALUATIONS



Once reviewed by a third reader, another 45 from the 63 received positive recommendations and were moved forward. Regrets letters were sent to an additional 18 candidates who received negative recommendations from the third reader. **A total of 145 candidates were moved forward to be invited for the interview stage.**

Interviewing Stage: Of the 145 candidates that were moved forward to be invited for the interview stage, one was disqualified due to eligibility criteria. Of the remaining 144 invited for interviews, two withdrew from the process during the interviewing week, and one person was marked as a no-show due to missing their interview without prior notice. **As a result, a total of 141 candidates participated in the interviews.**

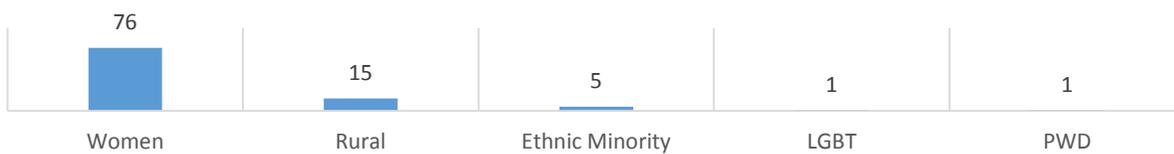
Seventy-six of the candidates participating in the interviews were women (53.9%), and 65 were men (46.1%). Five of the candidates were ethnic minorities (3.5%).

INVITED FOR INTERVIEW BY ETHNICITY



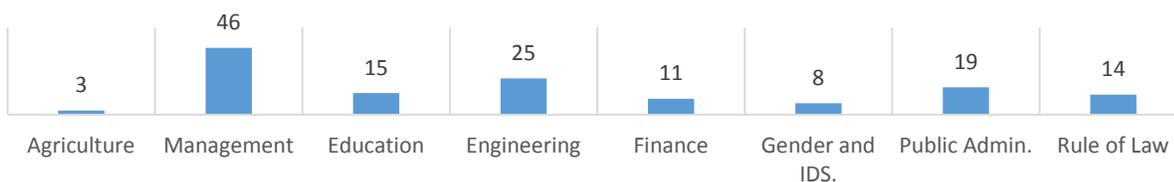
Other than women and ethnic minorities, other members of underserved communities who attended the interviews included: 15 persons from rural areas (10.6%), one member of the LGBT community (0.7%) and one person with a disability (0.7%). In total, 88 candidates belonged to at least one underserved community (62.4%)

INVITED FOR INTERVIEW BY UNDERSERVED COMMUNITY



In terms of areas of study, the most common area of study is Management, with 46 instances; followed by Engineering with 25 instances and Public Administration with 19 instances. The least common area of study is Agriculture, with three instances.

INVITED FOR INTERVIEW BY AREA OF STUDY



OBJECTIVE 3. IMPROVED UNIVERSITY MANAGEMENT AND PEDAGOGY IN SELECTED FACULTIES OF THE UP AND/OR OTHER UNIVERSITIES THROUGH PARTNERSHIPS AND EXCHANGES WITH U.S. UNIVERSITIES

A. UNIVERSITY-WIDE ACTIVITIES

World Learning’s vision for the university-wide activity plan to remake UP into a world-class public research university depends upon World Learning’s ability to build institutions within the larger institution (UP). During the reporting period, World Learning worked closely with UP management to move forward each of the cross-cutting activities.

Center for Teaching Excellence (CTE): World Learning’s team provided technical assistance to CTE in reviving the center. This quarter, the CTE trained and certified 24 university instructors in better teaching methods and PhD student mentorship.

World Learning also helped design a new website and branding for the CTE, to be unveiled in the next quarter of the project. We have chosen Arizona State University to be UP’s consulting

partner for the further development of the center. In addition to traditional teaching themes, ASU will focus on helping UP launch a web-based Learning Management System for which the CTE will provide support and user-training. By empowering UP professors to make better use of IT solutions, CTE will create better, more productive teachers, and stronger learning outcomes. This will translate into more cost-effective education.

To read more on the Certificate Ceremony, please click [here](#) for the story published on our website.

UP Public Relations & Communications Strategy: World Learning's public relations team, supported by local PR consultants, spent two intensive weeks working with UP and other actors to design a PR plan, a new website, improved social networking, a brand-book, and a comprehensive strategy to represent a new UP inwardly and outwardly. Conditional upon UP hiring two PR and Communications staff, TLP will provide the equipment necessary to generate high-quality video and other imagery in support of UP's efforts to rebrand and rebuild confidence in the institution internally and externally.

World Learning used a returned TLP Scholar to work with and support the PR effort. The Scholar had completed a post graduate certificate in marketing at University of California Irvine, finishing at the top of her class. By including her in our effort to rebrand UP, we are building her skills and perhaps positioning her for a role within UP implementing the plan.

UP Change Management Strategy: World Learning's international consultant is also leading an effort - in coordination with World Learning experts in institutional strengthening – to develop a comprehensive change management plan. This plan will need to be worked over the duration of this project, and beyond. It will be based upon the idea of shared ownership of the institution and its brand by students, faculty, staff, alumni, and society. This strategy will tie closely with the PR and communications strategy, and be supported by the success of our cross-cutting initiatives.

World Learning cannot overstate the importance of this piece of the cross-cutting plan. There's an entire middle management layer at UP that basically runs the university. It is smart, eager, but severely understaffed and not very well paid or respected. The Project plans to train and empower this layer while continuing to work with the Rector and team on driving systemic change in the culture of UP.

Career Center/Internships/Applied Learning: World Learning is designing credit-bearing internships for our four faculties, using four local consultants who will further explore required criteria and design a uniform model that will satisfy all faculties. On the applied learning front, the Dartmouth team has gathered data from students and alumni to inform the design of more applied learning courses in the Faculty of Economics. Also, the AC is preparing a strategy for venture incubation at UP which could link to this activity.

Rector's Financial Development Advisory Committee: World Learning international expert will be working with a local consultant to design this committee which we believe needs a different name. In coming months the consultant will work on the structure and regulations needed for this activity, but the actual implementation of this activity will be done once the new management comes.

A. University Partnerships (U.S Universities and UP Faculties)

All four University Partners made progress in exchange visits, curricula development and developing a research community at UP. UP faculty members who had been on exchange at Arizona State University (ASU) brought back six new curricula to the Faculty of Engineering; Indiana University (IU) launched a new platform of Research Seminars at Faculty of Education; Dartmouth College brought in seven students who worked with Faculty of Economics students on experiential and applied learning programs, and provided hands on recommendations to the Faculty of Education staff and students; University of Minnesota is providing mentorship to Faculty of Agriculture in establishing a research institute on food technology, veterinary and plant protection.

i) **Arizona State University (ASU)**

During the reporting period, three faculty members of Faculty of Engineering returned to Kosovo and brought with them revised or new curricula which were developed in partnership with their mentors in the U.S. Additionally, the ASU team traveled to Kosovo and held a week-long seminar on "Best Practices in Energy Regulatory Regimes," conducted in November 2015 at the Faculty of Electrical and Computer Engineering by ASU consultant. Thirdly, the quarter was marked by a realignment of the ASU partnership design, reflected in the decision not to bring further UP faculty members to ASU for extended semester-in-residence scholarly work, but rather to build more trans-disciplinary, cross-faculty programming in "energy and sustainability."

Below are activities as described in ASU's Quarterly Report as submitted to World Learning:

Three UP Faculty Members Complete Residencies at ASU: Between October 1 and December 15, three UP faculty members completed extended residences at the ASU Melikian Center, attending classes and preparing syllabi for new and revised courses in the fields of energy engineering and sustainability. The structure of that residence program involved UP faculty attendance in at least two courses, typically one at the graduate level and one at the undergraduate level. Based on that coursework, the faculty members prepared syllabi for classroom use upon return to UP. Each Friday afternoon, the coursework and independent reading was augmented by a special seminar devoted to state-of-the-art issues in energy engineering and renewable energy. Highlights of that Friday seminar curriculum included sessions with the manager of the solar energy generating operations on the ASU campus, a site visit to Salt River Project (a leading energy generating and distributing company in Arizona), and guest presentations from faculty members of the ASU Fulton School of Electrical, Computer,

and Energy Engineering, including a Kosovar-American professor. The concluding seminar sessions were devoted to the presentation of syllabi by the respective UP visiting faculty members.

The success of the residencies can be seen in the direct curricular impact that the extended residences are already having at UP. One professor is teaching from his revised “Electrical Power Plants” syllabus, which now is infused with the online lectures and materials from classes attended at ASU. Two other professors will be introducing two brand new courses to the UP curriculum in fall 2016—“Energy and the Environment” (2 hours weekly; 3 ECTS credits); and “Renewable Energy” (2 hours weekly; 3 ECTS credits). Those courses will both be taught at the graduate level. Rarely have we seen such an immediate curricular impact from semester-in-residence programming such as this, and that is a tribute both to the individual faculty members and to the design of the project, which built syllabus preparation into the structural design of the partnership.

Workshop Seminar: “Best Practices in Energy Regulatory Regimes”: As per the partnership design, the semester-in-residence program at ASU has been paralleled by a series of short ASU seminars conducted for both university and non-university professionals at the UP Faculty of Electrical and Computer Engineering. In November 2015, one of the most successful of those seminars was conducted over the course of the week of November 2-6. The seminar, “Best Practices in Energy Regulatory Regimes,” was conducted by a former USAID energy consultant in Kosovo who now serves on the Advisory Board of the ASU Melikian Center. The quality of the discussion and interchange with graduate students and faculty members of the UP Faculty of Electrical and Computer Engineering, as well as key representatives from the energy sector in Kosovo, was exciting. As one of the attendees noted, “We have never had at the Faculty that good a discussion and exchange on energy regulation before.” More than 75 academics and professionals attended the sessions at varying times over the course of the week. This ability to draw together both “town and gown” on issues of great societal importance was one of the highlights of the overall partnership to date.

Indiana University (IU)

Exchange Visit: This quarter, IU was unable to receive any teaching faculty for semester in residence. This was beyond IU’s or World Learning’s control, because the U.S. Embassy denied the visa application for the selected candidate from the Faculty of Education (FE). IU faculty were however in Kosovo from September 22 to November 13, 2015 to assist the FE in organizing Research Seminars. This support resulted in three research seminars in which teaching staff presented their current research papers and had discussions with their colleagues on their research methodology etc.

Two other IU representatives travelled to Kosovo, with the main task to engage in discussions with Ministry Officials, UP administration, and instructors to provide support for activity related to the Indiana University component.

Course Management Platform:

An IU alumnus who is a leading entrepreneur in learning management systems (LMS) has a new company called Course Networking. He met with UP faculty who travelled to Bloomington and agreed to provide a free, three-year use of his platform to be rolled out across UP in order to improve instructors' ability to teach, interact, manage, etc. The application is based upon a Facebook-type social platform. In discussions with the alumnus, the gift could be worth from several hundred thousand dollars to two million dollars. We are determining how to value it and how to roll it out.

University of Minnesota (UMN)

Exchange Visit: This quarter marked the end of the first round of UP Faculty Development Fellows (FDFs) traveling to spend 10 weeks at the University of Minnesota from mid-August through October 2015. The first two FDFs were two assistant professors from the UP Faculty of Agriculture, Veterinary Medicine Department. Their fellowship plan included: auditing courses selected in consultation with UMN faculty mentors (members of the project's UMN faculty steering committee), participation in experiential field trips in Minnesota to network with food technology and food production companies, and curricular design activities. These activities were in line with University Partnership objective to support of strengthening the three primary work plan objectives of 1) curriculum, 2) pedagogy and 3) research.

The FDFs came back with a draft research proposals in collaboration with UMN. In addition one of the teaching assistants plans to add new teaching methodology and quiz assessment in clinical pathology at UP-FA as observed in clinical pathology seminars at UMN. The two FDFs received certificate of completion of the Fellowship with UMN.

The third short-term UMN Faculty Exchange was conducted in November 2015. A UMN representative traveled to Kosovo to spend a week at UP. The goals of this trip were to follow up on the Faculty Development Fellowships, begin planning for the April 2016 Faculty Exchange Institute, as well as continued partnership building for current leadership. This visit resulted in mentorship with Faculty Development Fellows to establish a research institute on food technology, veterinary and plant protection. Additionally, UMN is exploring on possibility to provide access to online journals through UP Faculty of Medicine who has University level agreement.

Dartmouth College

Teams from Tuck School of Business and the Gender Research Institute at Dartmouth (GRID) were in Kosovo for three weeks and one week, respectively, November-December 2015. In the first phase of the Tuck School's OnSite Global Consultancy Project in Pristina, faculty and graduate students worked intensively with members of the Faculty of Economics, with the Rectorate and World Learning conducting surveys, holding workshops, and gathering information that will be used to refine and adapt our programs going forward.

Faculty Workshop on Experiential and Active Learning: Professor Stephen Powerll, from the Tuck School of Business, offered a two-hour workshop on experiential and active learning to selected members of the Faculty of Economics. Twelve faculty members from the UP Faculty of Economics attended the session. About half of those in attendance were junior faculty/teaching assistants. The workshop introduced the concepts and motivations behind experiential and active learning. Participants were asked to consider introducing these approaches into new and existing Faculty of Economics courses.

Interview Skills Workshop: The Tuck consulting team presented two 90-minute sessions on December 16, 2015 on resumé writing and interview skills incorporating active learning techniques. Approximately 75 students attended the first session, and 45 the second session. In addition, the team conducted a mock interview session in front of the class to highlight best/worst practices, then spent 20 minutes having UP students give each other mock interviews with Tuck students providing feedback and coaching.

The result of this visit was that the Tuck team had a direct and immediate impact on students that could be incorporated by UP faculty members into their own classes as the project continues to evolve.

GRID Workshop: "Times of Crisis": The workshop drew approximately 20 faculty members from across the university and led to a developing dialogue between Dartmouth and World Learning on the best ways to incorporate issues of gender into activities planned for future year of the partnerships.

Exchange Visits: In consultation with World Learning, one out of the five invitations extended to members of the UP Faculty has been sent to a member of the Faculty of Philosophy and three invitations have been sent to the Faculty of Economics. One UP faculty member has been nominated for a Fellowship because of her particular expertise in conference organization and working with civil society organizations. Five members of the UP faculty were also invited to Dartmouth during this time period, as Visiting Fellows for the spring term 2016. Preparations are now under way at Dartmouth to build appropriate and effective programs for these visitors, and to find ways in which what they bring back to Pristina will be of lasting value to the University.

LESSONS LEARNED, CHALLENGES ENCOUNTERED, RECOMMENDATIONS

During the reporting period, Project staff sought to identify potential challenges and take steps to mitigate risks. Below see a compilation of lessons learned, challenges encountered and recommended future actions.

Master's Degree Scholarship Program

One challenge encountered by several MA2 students during their first academic term in the U.S. was difficulty in performing well in mandatory quantitative coursework for their degree programs due to a lack of previous advanced instruction in mathematics. To support students in addressing this challenge, Project staff arranged for additional tutoring when required as well as supported students in enrolling in remedial math classes as needed. To mitigate this challenge in the future, Project staff recommend carefully reviewing the previous academic coursework completed by candidates to determine whether or not they have the qualifications and training to complete advanced quantitative work in a U.S. Master's degree program.

Professional Certificate Program (2015)

Given the Project's budget constraints due to the declining purchasing power of the euro, the Project is exploring less expensive options for cohort two, such as shorter programs, tailored courses, online/in-person blended coursework, and non-university professional offerings.

PROGRESS OF THE ACTIVITIES AGAINST TARGETS AND INDICATORS³:

OBJECTIVE 1: COORDINATED COLLABORATIVE OVERSIGHT OF THE TLP THROUGH ADVISORY COMMITTEE					
Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Actual (October – December 2015)
DO3: Enhanced Human Capital	<p>Percentage of TL Secretariat staff supplied by the Recipient replaced by GOK staff Definition: TLP-SP Staff will serve as the initial Secretariat of the Advisory Committee (the number of positions is not yet defined). This “Committee can function independently at the end of this award (from the RFA). During Year 5 staff will be replaced by Kosovars representing a selected GOK body until which time the Secretariat is completely replaced. It is calculated as the number of Kosovars assigned to the Secretariat (numerator) divided by the total number of Secretariat positions. Disaggregated by: Gender (reported as the percentage of positions filled by females, and underserved groups); Institutions; Ethnicity Unit: percentage</p>	Program Records	Quarterly in Year 5	0	N/A
	<p>Number of new members who join Advisory Committee Definition: The Committee will most certainly start as a core group with expansion later (starting as a Core Stakeholder Group and then establishing the Committee). This indicator measures the number of new members (representing governmental, non-governmental, and educational and private sector entities) that join the Committee over time. Disaggregated by: Sector (governmental, non-governmental, educational and private sector entities) Unit: Number (of members, which in turn represents entities)</p>	Committee Membership Roles (or minutes if no formal role is used)	Quarterly (Summarized annually)	0	1 During this reporting period one new member joined the Advisory Committee. The new member is TLP-SP Certificate Student. Sector: Public Institution; Gender: Male

³ The following table presents the results under each indicator for the Transformational Leadership Program – Scholarships and Partnerships.

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Actual (July – September 2015)
DO3. Enhanced Human Capital	<p>Number of public service placements supplied by the Advisory Committee members</p> <p>Definition: Returning graduates are required to “give back” by giving 2 years to public service. A separate project called Citizens Corp will place returnees into those “give back” jobs (unless they are already employed by the GOK and return to their workplace). This indicator measures the number of placements that are in the entities made up of the initial Advisory Committee. This is to track to what degree the Committee is facilitating volunteering options (see C.1.Objective 1 of the RFA)</p> <p>Disaggregated by: gender; underserved groups; placement entity</p> <p>Unit: Number</p>	Data to be sourced from the Citizen Corps project	Annually	0	N/A
	<p>Number of HICD-identified organizational systems established in Advisory Committee</p> <p>Definition: To function properly the Advisory Committee will require a suite of internal systems: governance, operations/administration, finance, HR, internal communications and external relations (outreach). Working with the initial core group the specification for these systems will be established. Indicator progresses as systems are put in place from that menu. The Committee will confirm that the system is up and running.</p> <p>Disaggregated by: N/A</p> <p>Unit: Number</p>	Program records, verified by confirmation by the Committee	Quarterly	0	2 During the reporting period AC members have approved the strategy and approved operational procedures.

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Actual (October – December 2015)
DO3: Enhanced Human Capital	<p>Number of Advisory Committee members trained</p> <p>Definition: The members of the Advisory Committee will require training in their roles and responsibilities, the operations of the Secretariat, and strategic planning (and other areas to be identified). The indicator measures the number persons who receive structured or on-the-job training and mentoring (with the proviso that the objectives of the learning event had been established).</p> <p>Disaggregated by: gender; underserved groups</p> <p>Unit: Number</p>	Program Records	Quarterly	0	No training event took place during the reporting period.
	<p>Number of promotional activities carried out to publicize the TL Program</p> <p>Definition: The success of the TL Program will, in part, hinges on it gaining public support and being seen as a transparent and accountable body. This will be accomplished through a concerted effort to reach out to the public and other parts of the GOK. The indicator measures the number of discrete activities undertaken to promote and/or report on the TL. This can be in the form of public documentation, presentations, use of the media and events.</p> <p>Disaggregated by: type of outlet; targeted to women or underserved groups (Serbs, minorities, rural)</p> <p>Unit: Number</p>	Program Records	Quarterly	0	79 ⁴ 58 Scholarships Activities and 20 Partnerships Activities and 1 Advisory Committee

⁴ 26 outreach information sessions, 11 media interviews, 4 web articles, 12 newspapers ads, 2 web portal ads, 1 event with returned students, 1 poster distribution and 1 Facebook coverage. Out of 58 events with scholarships, 19 were targeted to ethnic minorities, 2 were targeted to women and 1 to PWD. 20 promotional activities with US universities, 5 stories are published on our web (3 in the newsletter) of them are published on our web. 2 joint lectures were held at the Faculty of Education between IU and FE, on Special Education. 3 Presentations were held. Out of which two are from IU on Course Networking and the Semester in Residence program at IU and the last one was presented by Dartmouth College on Active and Experiential Learning. 5 Workshops were held in the last quarter out of which three were from ASU on Best Practices on Energy Regulation and one from the Dartmouth College Students on Career Services.

OBJECTIVE 2: KOSOVO CITIZENS WILL RECEIVE U.S. POST-GRADUATE DEGREES AND PROFESSIONAL CERTIFICATES

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Actual (October – December 2015)
<p>DO3: Enhanced Human Capital</p>	<p>% of Master Degree graduates supported through USG-sponsored post-graduate scholarships reporting themselves as employed (PPR Indicator) Definition: “Programs are parts of a tertiary institution, such as a USG-supported faculty or department, or the university if USG support is directed at the whole institution. Employed is a job or self-employment within one year of graduation. Calculated by dividing the number of graduates employed (including self-employed) (numerator) by the number of graduates of the same programs minus the number going on for further education, training, or other non-employment activity (denominator.)” Disaggregated by: Gender; Area of study Unit: percentage of total scholars in the program.</p>	<p>Scholars surveyed 6 months upon return (verification from employer or supervisor required)</p>	<p>Annually (Intermediate measure of the percentage employed of total scholars returned so far.)</p>	<p>0</p>	<p>This is annual indicator</p>
<p>Sub IR 3.2: Increased Professional Base</p>	<p>Number of USG-sponsored beneficiaries of scholarships for post-graduate Master’s degree completing training and returning (PPR Indicator) Definition: Required CDCS indicator, this measures the number of scholars who complete their MASTER'S program. Indicator is fulfilled upon scholar return to Kosovo. Disaggregation: Gender, area of study, ethnicity, other disadvantaged groups Unit: Number</p>	<p>Scholars</p>	<p>Annually</p>	<p>0</p>	<p>This is annual indicator</p>

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Actual (October – December 2015)
Sub IR 3.2: Increased Professional Base	<p>Number of USG-sponsored beneficiaries of scholarships for professional certificate completing training and returning (PPR Indicator) Definition: Indicator measures the number of scholars who complete their CERTIFICATE program. Indicator is fulfilled upon scholar return to Kosovo. Disaggregation: gender, area of study, ethnicity, other disadvantaged groups Unit: number</p>	<p>Scholars (Scholars report themselves as arrived and deliver transcripts and other documentation.)</p>	<p>Annually</p>	<p>0</p>	<p>This is annual indicator</p>
Sub IR 3.2: Increased Professional Base	<p>Percentage of alumni reporting that they have introduced a new practice, method or program in their parent institutions attributable to their training Definition: Using the Kirkpatrick Model for Evaluation, this is a Level 4 result, that is, the transformation of acquired knowledge into the workplace. The indicator is fulfilled when an alumni reports having introduced the new practice (by survey) which is confirmed by actual observation. It is calculated by dividing the number of alumni who report (and whose report is verified) by the total number of alumni who have responded to the survey. Disaggregation: Gender Unit of Measure: Percentage</p>	<p>Alumni (Follow on survey approximately 6-9 months following return.)</p>	<p>Annually</p>	<p>0</p>	<p>This is annual indicator. The project will conduct a survey approximately 6-9 months following return to determine if students have introduced new practices in their parent institutions.</p>

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Actual (October – December 2015)
Sub IR 3.2: Increased Professional Base	<p>Percentage of alumni who report that they have been promoted and/or given higher levels of responsibility Definition: Using the Kirkpatrick Model for evaluation, this is a Level 4 result. Being promoted or given higher levels of responsibilities demonstrates that alumni are becoming leaders in their institutions. The indicator is fulfilled when an alumni reports (and it is confirmed by their supervisor) that they have been promoted, given higher levels of responsibilities, or, some other leadership enhancement, such as leading an organizational task force. It is calculated by dividing the number of alumni who report (and whose reports are verified) by the total number of alumni who have responded to the survey. Disaggregation: Position, Institution, Gender, Age, Ethnicity, underrepresented group Unit: percentage</p>	<p>Alumni</p> <p>Follow on survey approximately 6-9 months following return</p>	<p>Annually</p>	<p>0</p>	<p>This is annual indicator. The project will conduct a survey approximately 6-9 months following return.</p>
Sub IR 3.2: Increased Professional Base	<p>Percentage of alumni reporting that they are using new skills, practices and methods they gained from the program Definition: In the Kirkpatrick Model of Evaluation, this is a Level 3 Behavior Change (application and utilization). It represents the primary reason for providing education training – the application of acquired knowledge and skills. The indicator is fulfilled when an alumni reports that they are using new skills, practices and methods in their jobs. It is calculated by dividing the number of affirmative answers by the total number of alumni that have responded to the survey. Disaggregation: gender Unit: percentage</p>	<p>Alumni</p> <p>Follow on survey approximately 6-9 months following return.</p>	<p>Annually</p>	<p>0</p>	<p>This is annual indicator. The project will conduct a survey approximately 6-9 months following return.</p>

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Actual (October – December 2015)
Sub IR 3.2: Increased Professional Base	<p>Percentage of alumni reporting that they have shared what they learned and experienced with colleagues in their parent institution, workplace or community</p> <p>Definition: In the Kirkpatrick Evaluation Model, this is a transitional indicator between Learning (2) and Behavior Change (3). The ability to share with others is a proxy that learning took place. It also is the first step of introducing new knowledge, information, practices and methods into Kosovar institutions. It is calculated by dividing the number of affirmative responses by the number of alumni who have responded to the survey. This provides data on the phenomenon of sharing (multiplication or diffusion).</p> <p>Disaggregation: gender</p> <p>Unit: percentage</p>	<p>Alumni / Survey</p> <p>(the survey will allow for qualitative responses to provide greater depth and identify success stories for promotion)</p>	<p>Annually</p>	<p>0</p>	<p>This is annual indicator. The project will conduct a survey approximately 6-9 months following return.</p>
Sub IR 3.2: Increased Professional Base	<p>Number of scholars and participants completing a U.S.-based internship, assistantship or additional academic enhancement activity</p> <p>Definition: World Learning will facilitate scholar inclusion in US-based internships and community volunteerism whenever possible, so they will become acquainted with the processes and prepare for their “give back” commitment. This indicator does include the Mid-Program Leadership Training. The indicator measures the number of scholars (both Master’s and Certificate) that complete one of these activities.</p> <p>Disaggregation: gender, underserved group</p> <p>Unit: number</p>	<p>Regular monitoring calls and the supplement to the AETR form will collect information on how they are progressing</p>	<p>Quarterly</p>	<p>0</p>	<p>23</p> <p>14 male and 9 female;</p> <p>1 LGBT; 2 Ethnic Minorities; 3 Rural Background</p>

OBJECTIVE 3: IMPROVED UNIVERSITY MANAGEMENT AND PEDAGOGY IN SELECTED FACULTIES OF UP AND/OR OTHER UNIVERSITIES THROUGH PARTNERSHIPS AND EXCHANGES IN US UNIVERSITIES

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Actual (October – December 2015)
Sub IR 3.2.2 Improved University Management and Pedagogy in Selected Faculties	Percent of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education program. (Standard F Indicator) Definition: The University Partnerships (between Kosovo and U.S. universities) will include exchanges, co-teaching, mentoring, conferences, seminars and curriculum development. The indicator measures the number of professors who are provided the opportunity to participate in one or more of these activities designed to improve pedagogy and update information. Disaggregation: Faculty, Gender Unit: Number	Program Records (University partners will report on their activities)	Progress reported quarterly, summarized annually	0	8 professors Gender disaggregation: 7 – M; 1- F Faculty disaggregation: 3 X Faculty of Engineering F/0; M/3; 3 X Education Faculty F/1; M/2; 2 X Faculty of Agriculture F/0; M/2;
Sub IR 3.2.2 Improved University Management and Pedagogy in Selected Faculties	Annual improvement in University of Prishtina management as a result of USG interventions (milestone indicator) (Standard F Indicator) Definition: The UP Action Plan addresses broad challenges and needed institutional reforms. Working with UP and the University Partners, these initiatives will be developed into concrete milestones to be achieved. The indicator measures each instance where the milestone has been achieved. A milestone is the completion of a series of activities. Areas for reform include: enhancing student services, expanding lifelong learning programs, sponsored research, improving teaching quality and assessment, and hybrid and on-line delivery. Disaggregation: Area of Action Plan Unit of Measure: number	Reports from UP and University Partners	Annual	0	1 The following milestones was achieved with USG assistance: UP Centre for Teaching Excellence was revitalized, it delivered training for first group of professors and certified 24 participants. Out of which there were 16 total from UP; F/13; M/ 3; and 8 from other private Universities: F/4; M/4; <i>(Milestone 4.3. Teaching Quality - Expand teaching methodology and teaching technology instruction via Center for Teaching Excellence.</i>

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Actual (October – December 2015)
Sub IR 3.2.2 Improved University Management and Pedagogy in Selected Faculties	<p>Percentage of professors using improved curricula and teaching methods Definition: Over the course of TLP-SP new teaching methods, technologies and updated information will be provided to UP (and to other universities). Teaching faculty will receive training, attend workshops and seminars, and receive coaching and mentoring in teaching methods and improved curricula (designed jointly with U.S. universities). The indicator is calculated by dividing the number of faculty observed using improved methods by the total number of faculty who were provided with technical assistance and training. Disaggregated by: gender; faculty Unit: percentage</p>	Faculty, verified by observers	Annually	0	<p>60% (3 out of 5) - 5 UP professors (3 from UP FECE and 2 from UP AgFac) were part of long-term exchange program. - Three professors from UP Engineering Faculty who participated in exchange visit to Arizona State University prepared new curricula or improved the existing ones.</p>
Sub IR 3.2.2 Improved University Management and Pedagogy in Selected Faculties	<p>Number of U.S.-host country joint research projects Definition: Joint research projects are those undertaken as part of a U.S.-supported university partnership program or other similar arrangement. The joint research serves to strengthen the host country institution and draw it into application and market priorities.” In TL/SPP these are research projects carried out in concert between UP (or other university) and one or more of the university partners Disaggregated by: N/A Unit: Number</p>	University Partners	Annually	0	This is an annual indicator.

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Actual (October – December 2015)
<p>Sub IR 3.2.2 Improved University Management and Pedagogy in Selected Faculties</p>	<p>Number of UP-US university partnerships formalized Definition: A university partnership (between a Kosovo university and an American university) is set forth in a Memorandum of Understanding outlining the terms and conditions of the partnership (mutual goals and objectives, resources committed by each side, faculty exchange plans, etc.). The indicator measures the number of MOUs that have been codified. 4 US-Kosovo partnerships are required by the award Disaggregated by: N/A Unit: Number</p>	<p>University Partners</p>	<p>Progress in developing MOUs reported quarterly, number completed reported annually</p>	<p>0</p>	<p>N/A</p>
<p>Sub IR 3.2.2 Improved University Management and Pedagogy in Selected Faculties</p>	<p>Number of exchanges of professors or staff completed (U.S. to UP, UP to U.S.) Definition: An exchange is the act of one faculty member going to another university for a period of time, for the purposes of teaching, research or giving/receiving hands-on mentoring. Since each act of travel for the exchange will require USAID approval, the indicator reflects the number of approved travel documents to initiate the exchange. Disaggregated by: gender; faculty Unit: number</p>	<p>Program Records / TraiNet</p>	<p>Quarterly, summarized annually</p>	<p>0</p>	<p>19 Exchange Professors (8 UP-to-US and 11 US-to-UP) - 8 Exchange Professors from UP to US - 3 EduF to IU: F/1; M/ 2; - 2 AgFac to UMn: F/0; M/2; - 3 FECE to ASU: F/0; M/3 Total by Gender: 7 M – 1 F ***** - 11 Exchange Professors from US to UP - 4 professors from ASU: F/0; M/4 - 1 professors from UMn: F/0; M/1 - 3 Professors from IU: F/1; M/1 - 3 Professors from D.C.: F/1; M/2 By Gender: 8 M – 3 F</p>

Sub IR 3.2.2 Improved University Management and Pedagogy in Selected Faculties	<p>Number of activities facilitated to improve relations between professors and students</p> <p>Definition: This indicator is broad. It will include any activity that improves relations between students and teaching faculty firstly and then from additional problems as they are discovered.</p> <p>Disaggregated by: N/A</p> <p>Unit: number</p>	Program Records	Quarterly	0	<p>2 Presentations : Total: 27; F/16; M/11;</p> <p>Workshop: Total: 9; F/9; M/0;</p> <p>4 Research Seminars by IU: Total: 24; F/13; M/11;</p>
---	--	-----------------	-----------	---	--

Bibliographic Information:

USAID Award Number:	AID-167-A-14-00002
USAID Strategic Objective Title and Number:	Building a New Generation of Leaders – SO13
USAID Program Area and Element:	Education Development Office
Author:	World Learning
Contractor Name:	World Learning
Sponsoring USAID Agency Operating Unit:	USAID/Kosovo
AOR:	Merita Teliqi
Date of Publication:	January 29, 2016
Language of Document:	English
Contact Information:	Melissa Oppenheimer, Director of Exchange and Training melissa.oppenheimer@worldlearning.org