

# University of Prishtina

## Faculty of Philology

### Reaccreditation Report

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## Introduction

This report contains the findings of a team of four experts who were asked to assess proposals by the University of Prishtina for reaccreditation of the programs addressed herein. The team was assembled by the Kosovo Accreditation Agency, and consisted of the following members (in alphabetical order by surname):

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The team was provided with relevant documentation, including the KAA code of good practice; the University of Prishtina Faculty of Philology Self Evaluation Report; the list of UP academic staff members registered with the KAA; a confidentiality agreement; and other appropriate documentation. The team then conducted a site visit to the main Prishtina location on 17 May 2016. During the pre-visit period, and during the visit itself, the team was assisted by KAA representatives Ms. Furtuna Mehmeti and Mr. Fisnik Gashi. The team would like to thank them publically and formally in this report. The team would also like to express its gratitude to the Faculty management, academic staff members, and—not least—the students of the Faculty of Philology, who provided hospitable assistance and clarified numerous questions posed by the team.

Because this is not a review of the institution itself, some sections in this report regarding resources, funding, and facilities are briefer than they would be in an institutional accreditation report. The sections here relating to those questions of resources and facilities are intended to provide comment on those areas of concern that directly influence the effective delivery of the programs that are being assessed by this team.

The sections contained herein are largely the individual work of the expert appropriate for the field being assessed. For purposes of clarity, Prof. Goodspeed was asked to harmonize basic elements of the report, such as British/American spelling, font size, and general structure. In order to preserve the experts' individual opinions, however, he has tried to intervene as little as possible in the original texts, which results in occasional stylistic discrepancies from section to section. It should be noted, however, that the team regards the entire report as collective, and stands united behind the judgments reported here.

## General Comments on Structures, Facilities and Organization

As mentioned above, this report is for reaccreditation of the specific programs addressed within, and is not an institutional accreditation. Accordingly, the team comments here only on general structural matters that apply to all programs that are under consideration in this report.

It should be noted immediately that there is widespread dissatisfaction within the Faculty of Philology regarding the almost total centralization of decision-making and funding within the University. The expert team shares this concern. All evidence suggests that the University of Prishtina is excessively hampered by the reposing of decision-making authority and funding sources exclusively in the Rectorate. It is essentially impossible to expect the Faculty, or the constituent Departments thereof, to innovate and to develop if all funding and authority lies in the Rectorate.

The expert team is also highly concerned about the research resources available to the students and staff of the Faculty of Philology. Whilst the team certainly understands that resources are finite, and difficult decisions must be made regarding resource allocation, there can be no doubt that the book and database resources available to the staff and students are inadequate for the study programs being offered. There are, of course, variations in these stocks; through donations, the English language holdings are better than expected, whereas the communications and journalism holdings were notably poor. Even where books exist, however, they are often either antiquated editions from the Yugoslavian period, or else are cheap paperback editions without critical apparatus, notes, or scholarly introductions. It is crucial that the library resources (electronic or paper) be modernized, as much as possible, to support the students and the staff in their research. It is also unfortunately necessary to note that basic infrastructure must be maintained; during the site visit of the team, they noted that one window in the library was shattered, and had not been repaired. Having hanging shards of glass in the library windows is not acceptable.

The expert team was pleased to note that some internal repairs have been undertaken in the facilities, notably the repair of certain washroom facilities. The classrooms are generally fit for purpose. The team noted that the classrooms seem orderly and well structured (usually a series of chairs in rows, facing a desk and a board). There appear to be too few projectors for the teachers and students to use; it would be wise to invest in additional projectors, as virtually all modern lecturing requires projection of slides or other visual information. (Several program-specific notes regarding facilities are also made within the individual sections of this report.)

Staff of the Faculty of Philology seem not to have clear guidelines or options for sabbatical leave. The staff appear to be caught in a difficult situation—they are required to produce research for academic promotion, yet there is reported to be irregular financial support for the staff to participate in conferences, and nobody seemed to know how to apply for sabbatical leave to work on extensive research. Again, the expert team is fully aware of the financial difficulties faced by universities in the 21<sup>st</sup> century, yet the team would also support the request by staff to allow Deans (and Dean's support officers) to have greater authority and autonomy in deciding whom to support in terms of research assistance, and how to support them.

It is unclear to the expert team how effective internationalization efforts are for the Faculty of Philology or for the University of Prishtina as a whole. Although there is widespread agreement that international cooperation would be useful, and student and staff mobility is desirable, these still appear to be essentially aspirational. Internationalization and mobility are cornerstones of contemporary European higher education structures, and the University of Prishtina is urged to utilize cooperative opportunities. Several of the programs analyzed in this report would be highly attractive for incoming mobility students (as, for example, Albanology, which is not widely available in universities outside the south Balkan region).

The Faculty of Philology noted that they undertake numerous self-generated initiatives, such as local workshops and seminars, hosting regional conferences, starting postgraduate presentations, etc. The expert team would like to acknowledge those efforts, and to encourage the staff to continue their efforts.

The academic staff members with whom the team spoke expressed repeated concern that the Faculty of Pedagogy exerted an excessive influence on the structure and preparation of graduates for teaching. Whilst this is largely an internal concern of the University of Prishtina, the team gladly supports the idea that the staff of the Faculty of Philology has extensive experience in the preparation of teachers for Kosovo schools, and can contribute usefully and productively to training of instructors.

One of the most concerning points raised by the staff in conversation with the expert team was the possibility of centralized intrusion into admissions, perhaps even from the Ministry of Education. It was reported that, in the past, programs have been vastly over-enrolled, based upon institutional pressure to increase student numbers. It was the universal comment of the staff that over-enrollment is detrimental to the teaching process, increases the burden on staff, and excessively crowds classrooms. The expert team therefore states, clearly and without reservation, that the recommendations in this report must be applied only to those student numbers noted in the Self Evaluation

Report as targets for enrollment. Over-enrollment is a huge danger for these programs, and it must be actively resisted from both the university and faculty levels.

Staffing (number, academic title, and professional suitability) are all addressed individually in the sections of this report. The team is pleased to note that there seems to be a good gender balance in the Faculty of Philology, with significant numbers of female staff and students.

## BA in English Language and Literature

### *Introduction*

The Faculty of Philology proposes to reaccredit the 180 ECTS first cycle program in English Language and Literature. The program is of a four year, eight semester duration. The proposed number of students eligible for enrolment is 120.

There are several observations about the program in general that must be made at the outset of this section. The first is this team's absolute agreement that the student intake must not exceed the proposed enrolment of 120 per academic cohort. This number is a reasonable and serviceable number of students, given the staff and resources of the Department of English Language and Literature. The University, and the Department, must resist any pressure to increase the student enrolment above the stated intake of 120.

It should also be noted that this program is highly traditional in structure and composition; here, 'traditional' is not intended pejoratively. Instead, it merely describes the fact that this is a program clearly intended with two main functions, which are highly traditional for the structures of university language programs—it seeks to build practical skill in the target language, and largely appears aimed at producing teachers, whether for the public or private educational market.

Here arises, however, an area of significant concern for the expert team. In all three sections of the UP Faculty of Philology Self Evaluation Report 2015 relating to English language and literature (one BA and two MA streams), the inexplicable statement appears: 'neither the Department of English Language and Literature nor the Faculty of Philology have conducted a systematic research regarding the employment rate of the alumni.' Such a study is crucial, if for no other reason than to examine the appropriateness of the curricula to the labor market. Such a survey would also increase alumni contact with the Department of English, and perhaps provide valuable insights into curriculum development for the future. The Department of English is strongly urged to undertake an employability survey of its graduates, even if only one cohort is surveyed, as that information will generate illuminating data on the relevance of the curriculum to the labor market in Kosovo. Informal contacts and anecdotal reports of successful employment pale in comparison to substantive data.

It is also to be noted that the ECTS credit calculations for the entire BA curriculum is five credits per course. This is a common approach in the Balkan region, but it does not usefully reflect the differences in level, complexity, and time that ECTS credits are intended to convey. The Department of English is urged, in future submissions, to make

more reasonable, and less uniform, ECTS calculations, if for no other reason than accurate ECTS data are crucial for effective student mobility.

The staffing of the Department of English Language and Literature seems entirely in accordance with requirements. There are seven full time instructors who hold doctoral degrees. Their work is supplemented by a group of teaching assistants and lectors; it is hoped that the professors use this course sharing as an opportunity to mentor their younger colleagues professionally. Part time staff are also contracted for individual courses. It should be noted again that this staff number is adequate to handle the proposed intake of 120 students per academic year cohort, but would be seriously overextended were that number to increase significantly.

### *The Program by Year*

In the first semester, students are required to take six courses, all credited with 5 ECTS credits. As is to be expected, these are almost all introductory classes: English Language I, English Grammar I, Introduction to the Theory of Literature, Phonetics of the English Language, Albanian Language I, and Foreign Language I. This is a well structured first semester, as it provides useful introductory material with some element of choice (specifically, the selection of the foreign language to be studied).

Similarly, the second semester is a series of mandatory courses, where again the only element of selection is in the choice of foreign language. The courses in the second semester are clearly, and quite justifiably, intended to continue the studies undertaken in the first semester. Accordingly, the courses encountered in the second semester are similar to those of the first: English Language II, English Grammar II, Medieval and Renaissance Literature, Phonology of the English Language, Albanian Language II, and Foreign Language II. This again seems entirely appropriate in terms of progression for the first year. It is somewhat unclear to the Expert Team whether or not a student has the ability to choose a different language in this semester, if the first semester's choice of foreign language was disappointing or unsuccessful. Likely it is not possible; this would require the provision of Foreign Language I in the second semester, which seems unproductive for the majority of students who are satisfied with their selection of their foreign language study.

The second year introduces the element of elective courses. For both the third and fourth semesters, there are five mandatory courses, and one elective course. In the third semester, we see the expected continuation of the basic curriculum that has been developed over the first year—thus, semester three requires students to take English Language III, English Morphology I, English Literature: Romanticism, English in the World, and English Idiomatics. The only note of possible concern here is that the

'English in the World' is somewhat unclear in structure. The course description provided in the SER makes it appear to be largely an English dialectology course, which would have obvious merits; yet it is unclear how much more broadly the course extends beyond the mentioned British and American dialects. Because English is notable for the sheer diversity and decentralization of the language, the professor of this course is encouraged to try to include additional non Anglo-American Englishes, such as Australian English, Caribbean English, African English, or Indian and Pakistani English. These inclusions could make this one of the most interesting courses in the four year curriculum.

In the third semester, there are four elective offerings: Current Trends in Teaching and Learning, Crime Novel, English for Specific Purposes (Business and Economy), and Foreign Language III. These are well selected: one interested in literature may take the Crime Novel course; someone leaning towards pedagogy would take the Current Trends in Teaching and Learning Course; and those inclining towards commercial or corporate applications of English would select English for Specific Purposes. The Department of English Language and Literature is to be commended for this thoughtful approach to the provision of electives. The only other comment worth recording here is that it is somewhat regrettable that the possibility of continuing the foreign language is competitive with professional skills courses. It is almost impossible to learn a language usefully in two semesters, but one fears that students who would like to continue studying their foreign language may feel the need to drop it in favor of a more professionally-oriented course. It may also be noted that 'Crime Novel' is slightly unclear in conception. Although students often enjoy detective fiction in the classroom, this course does not clearly supplement the mandatory literature courses, and is confusingly structured (the SER states on page 182 that 'this course will not have any exams,' and then states that half of the grade is derived from 'Final Exam—50 points.'). If this course is to be offered again, perhaps by a new English Language Fellow, he or she would be well advised to reconsider the assessment structure of this course.

The fourth semester again features the basic structure of the previous semester: the student has five mandatory courses, and one elective slot. The mandatory courses are again traditional in structure, but appropriate: English Language IV, English Morphology II, the Interpretation of Literary Works, Victorian Literature, and Introduction to Teaching and Learning. It is good to see the continuity of study guaranteed by this curriculum; the ongoing emphasis on skills building (English Language IV) and on traditional linguistic study (Morphology I and II) is valuable. As mentioned in the discussion the external team had with representatives of the Department of English Language and Literature, the team would like gently to suggest that the reading list for 'Victorian Literature' may be excessively ambitious, given the level of the students and the length and complexity of Victorian novels. It is also

important that the Interpretation of Literary Works maintain a focus on literary theory, and not simply devolve into a survey of reading strategies; these students have already studied literature for three semesters at this point, and do not need introductory reading approaches instruction. Finally, it is good to see that all students are required to have at least this basic 'Introduction to Teaching and Learning' course, as many people who may not intend to become teachers will likely find themselves teaching at some point in their professional careers. Giving them some insight into the processes of teaching, needs analysis, and test design is beneficial.

The electives available for the fourth semester are Translation (English-Albanian), English for Specific Purposes (Law/Medicine/Technical), Literature and Film, and Foreign Language IV. Here the Translation and ESP courses are particularly valuable, as they allow for the exploration of non-pedagogical professional uses of English. As mentioned earlier, it is slightly unfortunate that a student may have to use his or her elective slot to continue the foreign language, at the cost of these professional courses. Foreign languages have great value. Yet these three courses are appropriate and deserve their space in this curriculum. 'Literature and Film' is a disappointment, if only because there is nothing in the SER that gives any specific information about what books and films will be studied. The study of literature and film is exciting and wide-ranging, yet the course description gives no specific information at all. What films will they study? What books? The course description for this in the SER was irresponsibly vague.

Year three changes the basic structure of the previous year; in the third year, students take a maximum of four mandatory courses per term, and have two elective offerings. The mandatory courses for this term are: English Syntax I, Theory and Practice of Translation, Modern English Poetry, and Shakespeare. Again, these seem to be reasonable for this curriculum, both in terms of the appropriateness of the material and the expected abilities of the students in their fifth semester. It might be noted that doubling the literature offerings in mandatory classes is perhaps excessive. There is an argument to be made that offering a fifth and sixth semester English Skills course might be more useful than doubling the literature offerings. Literature can be wonderfully entertaining, yet it has rare applications in the Balkan labor market. This would likely be underscored if the Department were to undertake the alumni employability survey urged earlier in this section.

The elective courses available for the fifth semester are: English Drama, Language and Culture, Text Analysis, Methodology of Teaching a Foreign Language, and Practical English. Again, these seem well assorted and constructed, and the fact that students in this term choose two electives makes the offerings genuinely competitive. Language and Culture appears to be Sociolinguistics, which is an excellent offering. It is unclear why a student already doing two mandatory literature courses would additionally take English

Drama, although the material covered in the drama course represents some wonderful art indeed. Methodology of Teaching a Foreign Language would be an excellent opportunity for students interested in becoming teachers. Indeed, it should be observed that the pedagogical training available in this curriculum is of a notably high caliber.

The third year concludes with the sixth semester offerings, which again break into four mandatory courses and two elective selections. The mandatory courses for this semester are: English Syntax II, Non-Literary Translation, Modern English Prose, and Review of American Literature until 1900. Again, it should be noted that this is an uncommonly literature heavy offering, particularly in the mandatory section. The expert team member responsible for the assessment of the English Language and Literature programs (Prof. Goodspeed) is himself an instructor of literature, and even he feels that making half of the mandatory curriculum in the third year literature offerings is excessive. It might be possible for the mandatory American literature courses in the sixth and seventh semesters to be made electives, and be replaced as mandatory courses with one of the more clearly vocationally oriented elective courses for those semesters.

The electives available in the sixth semester are: Stream of Consciousness Novel, Linguistics in Studying Literature, Lesson Planning, and Review of Albanian Literature. These seem strangely chosen. First of all, we again see three of four offerings are directly or indirectly literature related. This would not seem consistent with the needs of the Balkan employment market. Secondly, 'Stream of Consciousness Novel' is again crippled by the lack of examples given in the SER: will they study Dujardin and Proust? Joyce and Faulkner? Beckett? No names of authors or titles are provided. Lesson Planning again continues the strong offering for those interested in pedagogy. It is unclear why Review of Albanian Literature is here; a student who wanted to study Albanian literature would be in the Albanology program. There are no clear examples of creative influence flowing from Albanian literature into Anglophone literature. It is unclear why this course is being offered in the English Language and Literature program. It has the look of a course offering that has been artificially grafted into this curriculum for no supportable reason.

The final year maintains the division between four mandatory courses per semester, and two elective courses per semester. In the seventh semester, the mandatory courses are English for Academic Purposes I, Methodology of Teaching English, Stylistics, and Modern American Literature. These seem reasonable, provided that the English for Academic Purposes I is designed and taught at a level appropriate for fourth year students.

The elective offerings for the seventh semester are American Short Story, Anglophone Civilization, Testing and Evaluation, Development of Standard English, Translation

Professional Practice I, and Teaching Professional Practice I. Here the real courses of merit are the praxis based ‘Practice I’ courses in translation and teaching. It is to be commended that the Department has built into the curriculum these opportunities to use English professionally in situ, instead of merely in the classroom. The other options are reasonable; Development of Standard English in particular has the opportunity to be an excellent course offering, with benefits to students intending to use English in many different professional fields.

The final semester has the following mandatory courses: English for Academic Purposes II, Lexicology, Contemporary American Literature, and Diploma Paper BA. The Diploma Paper is appropriate for a final project. The same caution about English for Academic Purposes II must be extended from the previous concern mentioned about EAP I—there can be no doubt that these courses could be excellent, provided that they always maintain appropriate levels of work and complexity for final year students. This is particularly worrisome regarding English for Academic Purposes II, which is described in the SER (page 229) as helping students to ‘distinguish facts from opinions,’ ‘recognize important points during listening,’ and ‘deduce meaning of unfamiliar words.’ These are hopelessly basic goals for an eighth semester course, and the instructor of this course must seriously revise the intention and structure of this offering. Similarly, it is entirely unclear why the students must endure a mandatory course on Contemporary American Literature, particularly when they have already just taken (in the previous semester) a course on Modern American Literature. During any future curriculum review, the Department of English Language and Literature is urged to reconsider the extremely heavy prevalence of literature offerings in the mandatory sections of this degree program.

The eighth semester elective courses are: Feminist Literary Criticism, American Drama, Introduction to Scientific Research, Translation Professional Practice II, and Teaching Professional Practice II. Again, the Professional Practice courses stand out as the best options here, although the other offerings are defensible and appropriate.

### *General Observations and Conclusions*

As may be seen, the Department of English Language and Literature has assembled a solid and well structured BA program. It would be appropriate to build skills for those who intend to become teachers of English; it offers good opportunities for those who wish later to work in translation fields; and there are practical opportunities to build English language abilities that would be useful in business fields, such as corporate translation, hospitality services, or diplomatic support. This curriculum thus meets the needs of the expected students, and would also serve as a useful foundational education

for those intending to continue to second cycle studies in Kosovo or elsewhere in Europe.

As mentioned above, it is strongly recommended that the student intake for this program be rigorously capped at 120. It would do the program significant damage were enrolment numbers increased beyond this expected total, particularly in some of the elective courses; it is difficult to imagine the teaching or translation professional practice courses working well with fifty students instead of twenty.

It should be noted that this program is largely consistent with EFL degree programs from similar countries and with similar access to resources. This would make mobility of students something desirable, and the Department of English Language and Literature is encouraged to support students to engage in mobility opportunities. One of the difficulties that the students may encounter is the needless uniformity of the ECTS credits in the courses throughout the curriculum, so the Department is urged to reconsider the ECTS credit calculations in any future curriculum review or accreditation proposal.

### *Recommendation*

Accordingly, it is the recommendation of this expert team that the BA program in English Language and Literature be reaccredited.

## MA in English Language and Literature: Linguistics Profile

### *Introduction*

This second cycle proposal is a transitional proposal—the program is trying to move from a two year MA to a one year MA, in accordance with the shift in undergraduate studies to a four year program. It is a 120 ECTS program that is designed around the three-year program, but is intended to transition towards a one year program. The expected intake of students for this profile is twenty students per year.

Several concerns mentioned in the survey of the BA in English Language and Literature proposal deserve reiteration here. The first is that the number of students per year of enrolment is reasonable and supportable given the staff available, but should not be substantially exceeded. Here there is probably a bit more room for adaptability than there is in the BA program; whilst the BA program must be capped at 120 students per year, the MA linguistics profile might reasonably run with 25 or even 30 per year (not more). This adaptability is mentioned because the low number of students expected (20) might make some of the elective offerings unviable, particularly if they were not particularly popular. It is the understanding of the expert team that there is a minimum number of students that must enroll in a course for it to be activated, and the additional five or ten students (of a yearly intake of 25 or 30) might make a less popular elective possible.

As mentioned previously, it is a disappointment to the expert team that the Department of English Language and Literature has not conducted a serious and structured survey of employment and employability of their graduates. Informal discussions with graduates are a deeply inadequate substitute for a thoughtful investigation of employability, stakeholder satisfaction, employer satisfaction, and ongoing professional training needs. The Department is again urged, most seriously, to undertake a survey of alumni, by program, to determine the efficacy and improvability of the curricula.

The staff appear appropriate for the offerings intended in this MA program.

Access to research support and resources is a concern of the expert team. Second cycle studies rely much more heavily upon the student undertaking individual research than do first cycle studies, and the team is concerned that the resources available for effective second cycle research may not be available to students of the English Language and Literature program. Although this raises extremely difficult questions of funding, external assistance (donations), and other resource acquisition and allocation questions, the team would like to express their solidarity with the staff members who expressed some concern that there were inadequate resources for the proper functioning of second

cycle research. Access to research databases in particular is to be encouraged, if funding or resource assistance can be located.

Finally, during discussion with representatives of the Department of English Language and Literature, Prof. Goodspeed raised the question of what policies or procedures protected MA students from having their mentor attach his or her name to the student's publications. He was assured that mentors and students work collaboratively, and that not claiming credit for a student's work is basic ethics; this is surely true, but Prof. Goodspeed was concerned when one participant in the discussion mentioned that mentors almost certainly have made a serious contribution to a student's paper, and might justify being named as co-authors on the basis of mentorship alone. He therefore asked the Department of English Language and Literature to provide him with a list of MA student publications from within that department for the most recent two years (in order to see how many of them had the mentor's name as a co-author). He was not provided that list. Instead, all he received was a statement asserting that 'individual authorship prevails.' If this is so, it should be easy to prove by providing a list of the MA student publications for the most recent two years, with full authorship attributions, as initially requested. The Department is still invited to provide such a list in their response to this report. In general, though, it is a matter of crucial importance that the Department encourage collaboration between staff and MA students, while at the same time protecting student work from automatically including the mentor as a co-author.

### *The Program by Semester*

It should be noted that this program intends to begin in Semester Seven, which may seem incompatible with the BA program that runs eight semesters. As noted above, this is a transitional program, intended primarily for those who approach MA studies with the background of a three-year program.

The seventh semester has three mandatory courses, of varying ECTS credits: Theories of Language Acquisition (8 ECTS), Text Grammar (8 ECTS), and Methodology of Research Work (7 ECTS). These are entirely appropriate courses for an MA level curriculum intended for those interested in English linguistics. They are also reasonable courses with which to begin a degree program. It is wise to present the Methodology of Research Work course at the outset.

The elective offerings for this initial semester (of which the student chooses one) are Methodology of Teaching and Observation, Contrastive Linguistics, and Language and Translation. Each of these is calculated at 7 ECTS credits. The offerings seem well chosen, as they allow students of different linguistic interests to develop skill pertinent

to their intended work (i.e., someone intending to teach linguistics would take the Methodology course, those interested in translation the Translation course, etc.).

The next semester (eight) has three mandatory courses: Transformational Grammar, Corpus Linguistics, and Seminar/Project. These are calculated at 8, 8, and 7 ECTS credits respectively. Transformational Grammar looks to be an excellent course. In conversation with representatives of the Department of English Language and Literature, Prof. Goodspeed expressed his concern about Corpus Linguistics; this is often a highly computer driven topic, and he was uncertain about whether the University of Prishtina would be able to provide the appropriate resources. He was assured, however, that the course does not intend to be at the absolute forefront of corpus linguistics, but rather to introduce students to the principles of corpus linguistics, and the academic uses of corpora. This course therefore seems reasonable. The seminar/project session is logical, given the increased requirement for the student to perform his or her individualized research in an MA program.

The elective offerings for the eighth semester are Methodology of Teaching and Micro-Teaching, Language Variation and Variety, and Theories of Translation. These again are suitable courses, with a good variety to appeal to students with different professional intentions or research interests. All three are calculated at 7 ECTS credits each.

The second year of the program (ninth semester) has three mandatory courses, with their ECTS credits in parentheses: Pragmatics (8), Lexicology and Lexicography (8), and Seminar/Project (7). These again are suitable and reasonable for an MA with a linguistics profile, and would provide useful instruction that was unlikely to have been obtained as an undergraduate (notably in the field of pragmatics).

The elective offerings for the ninth semester are all again calculated at 7 ECTS credits. The student chooses one among the following offerings: Computer Assisted Language Learning, Electronic Communication and Publishing, and Translation Technology. These are slightly unusual offerings, as all are based (to a greater or lesser degree) on linguistic technology that is not clearly available to the Department of English Language and Literature. It is laudable that the Department is interested to offer courses on the intersection of technology and linguistics, as these are highly studied fields in linguistics around the world. Yet it remains entirely unclear whether or not the technology available to the Department would be adequate to make these courses of a sophistication relevant to a ninth semester MA student. The other concern here are the teaching allocations: two of the three courses (CALL and Electronic Communication and Publishing) are allocated to unnamed English Language Fellows, whose skills cannot be assessed by the expert team. The Translation Technology course is allocated to Prof. Ferit Rustemi, who is personally known to Prof. Goodspeed; Goodspeed has the highest possible regard for Prof. Rustemi's knowledge and academic integrity, yet he also cannot

recall any particular specialization in Translation Technology that Prof. Rustemi may have.

The final semester is devoted to the production and defense of a Master Thesis. This is in proper accordance with MA studies throughout the world. Again, the only notable concern one might voice here is the possible lack of regular access to resources for research, particularly subscriptions to (or general access to) research databases.

### *General Observations and Conclusions*

The MA in English Language and Literature—Linguistics Profile has been carefully structured and well considered. It is at a level appropriate for MA students, and would provide useful material for those who wished to deepen their professional capacities in linguistics, as well as those who undertake an MA as a necessary step towards beginning a PhD program.

The courses have thoughtful individualization, allowing for students to gain insight into the subjects taught in mandatory courses, as well as to follow their own interests in the elective courses. The mandatory courses are carefully chosen, as they appear to provide information that undergraduate students will not previously have encountered in a serious form. Similarly, the electives offer a good variety of choices, given the inevitable restrictions imposed by staff time, academic resources, and student numbers.

As mentioned in the survey of the courses, the only notable misjudgment in this program is the technological element in the ninth semester electives. As mentioned, it is not clear to the expert team how advanced and reliable the technology available to the students regularly may be; it may not be what is necessary for a good CALL course. There is also cause for concern that two of these three courses are allocated to unnamed English Language Fellows (it is unclear who these people may be—are they Fulbright visitors?), and one in Translation Technology allocated to someone whose academic specialties lie elsewhere.

The program as a whole, however, is notable for the care of its structure, the appropriateness of the material for the expected level, and the opportunities it provides for individual choice (within the electives) for professional development.

### *Recommendation*

The MA Program in English Language and Literature—Linguistics Profile should be reaccredited.

## MA in English Language and Literature: Literature Profile

### *Introduction*

The MA in English Language and Literature: Literature Profile is a 120 ECTS second cycle program, intended to appeal primarily to students who come to their postgraduate careers having completed a three year undergraduate program. Like the MA in English Language and Literature: Linguistics Profile, the Literature Profile MA is also intended to be a transitional offering as the Department moves from a 3+2 model towards a 4+1 model.

Several concerns mentioned in the previous sections on English Language and Literature proposals are worth repeating here. It remains a source of concern to the team that the Department does not undertake any systematic survey of graduate employability. This is a crucial opportunity lost, and the Department is strongly urged to undertake such a survey, to learn from graduates what skills they use and what skills they need; to learn from employers what the Department of English Language and Literature graduates can do and what training they require; and to ask local stakeholders how to improve the academic offering of the Department of English Language and Literature.

As above, the expert team would like to support the Department of English Language and Literature in their efforts to maintain reasonable enrolment numbers for the MA in English Language and Literature: Literature Profile. Their intended aim is for an intake of 20 students per academic year. It may be possible to raise this to 25 or 30, given that the staff and the resources would appear to accommodate that many students, and the increased numbers might make several electives more viable. Yet the enrolment should not be allowed to exceed 30 per year at the most.

The staff allocated for this program seem appropriate in terms of specialization, academic rank (title), and number.

It remains a source of concern to the expert team that research resources may not be adequate for the most effective MA scholarship. Although the team certainly understands that resources are finite, it does place a difficult burden upon both student and mentor when a researcher has no access to the best modern books in the field, or to research databases.

Finally, as mentioned in the MA in English Language and Literature: Linguistics Profile section, the Department of English Language and Literature is strongly urged to formulate a clear policy to protect MA students from having to list mentors as authors or

co-authors of their works on the basis of that mentorial relationship. Of course, genuine collaboration is to be encouraged, but it would be beneficial to the Department, the mentors, and particularly the MA students to have a clear formulation of the circumstances in which a mentor's name is permitted to be included as a co-author with a student.

### *The Program by Semester*

This program is vexing: the material itself is appropriate for MA studies, yet the proposal as written is disastrous. Detailed evidence of this will be given below, but the basic problem is this: multiple courses seem taken directly from the BA program, with no expansion of their complexity or difficulty, while the ECTS credits have been inexplicably changed.

The first semester is semester seven, which accords with the basic structure intended for students who have finished a three year BA program. The courseload in this semester is divided into three mandatory classes, and one elective (of a choice of two). The mandatory classes are: Modern English Poetry, Modern American Literature, and Literary Theories. The elective choices are: Victorian Novel, and Anglo-American Feminist Writing.

The material studied here is not particularly at issue. These are the types of courses that one might expect to see on similar programs elsewhere with a particular emphasis on literature. Yet the offerings are deeply troubling, as shall be seen.

Let us begin with the first mandatory class, Modern English Poetry. Here is the course description from the SER, page 544: 'The poetry before WWI depicts subjectivism. Modern poets standing up against this kind of poetry developed an objective, impersonal and universal poetry, which reflects concerns of the society. Modern poetry avoids dependency on "narration" and "subject" and focuses on language, style, theme, creation techniques, symbolic, etc.' Now, please compare that passage with the description of the BA course Modern English Poetry, as reported in the SER on page 198: 'The poetry before WWI depicts subjectivism. Modern poets standing up against this kind of poetry developed an objective, impersonal and universal poetry, which reflects concerns of the society. Modern poetry avoids dependency on "narration" and "subject" and focuses on language, style, theme, creation techniques, symbolic, etc.' The phraseology is exactly the same for both courses. Terribly, so too are the Learning Outcomes (see SER pages 199 and 544). They are exactly the same course, but with one difference—for no reason whatsoever, in the BA program this course is allocated 5 ECTS credits, whereas in the MA program, it suddenly has 8 ECTS credits.

This shameful replication indicates a terribly cavalier approach to formulating this proposal. If the course is appropriate for a BA, it should not appear on the MA. Note that in the BA program, it is a third year course, and so cannot be considered a reasonable replication between the three year program and the four year program. It is clear, from the course description and the learning outcomes, that this is exactly the same course, but with falsified ECTS credits being added in the MA program.

Were this something that impacted only one course it would be lamentable but understandable and fixable. Yet we see similar replications again. Consider the next mandatory course in the initial semester—Modern American Literature. Here is the course description for the MA course of this name in the SER (page 545): ‘The course introduces students to different literary genres of contemporary American literature. They will read selected works, poetry and prose and know more about distinguished authors of this period.’ Here is the same course, on the BA program, as described in the SER (page 220): ‘The course offers students the opportunity to know more about the most important works of American literature in modern times. Students will read selected works, poetry and prose and they will analyze them through discussions in classroom or homework.’ Although this is not word-for-word replication, it is very close. The course aims and learning outcomes are again almost completely replicated, with only slight variations in phraseology (see SER pages 220 and 545). The only saving grace of this course replication is that the BA course is in the fourth year, which might technically make it a defensible allocation to the first year of an MA intended for those who have had three year BA educations. Yet even this special pleading cannot excuse the sudden change in ECTS credits from 5 in the BA program to 8 in the MA program.

The three mandatory courses in the first semester are: Modern English Poetry, Modern American Literature, and Literary Theories. Literary Theories seems at least to have the merit of not having been transferred directly—with altered ECTS credits—from the BA curriculum. The elective courses (of which the student chooses one) are: Victorian Novel, and Anglo-American Feminist Writing. Both of these carry 7 ECTS credits. The Anglo-American Feminist Writing course looks intriguing, and Feminist theory is definitely understudied in the Balkan region. Victorian Novel, although not taken directly from the BA program, is essentially one individual’s attempt to replicate his colleague’s undergraduate course. In the BA course ‘Victorian Literature,’ taught by Prof. Dr. Muhamet Hamiti, the required reading of novels is: *Oliver Twist*, *A Christmas Carol*, *David Copperfield*, *Vanity Fair*, *Jane Eyre*, *Wuthering Heights*, *Silas Marner*, *Tess of the D’Urbervilles*, and *Jude the Obscure* (see SER, page 189). In the MA course ‘Victorian Novel,’ taught by Prof. Dr. Lirak Karjagdiu, the reading list notes: *David Copperfield*, *Oliver Twist*, *Vanity Fair*, *Silas Marner*, *Portrait of Dorian Gray*, and *Tess of the D’Urbervilles* (see SER, page 548). All of these are books of distinction. Yet it remains inexplicable why a mandatory second year BA class is almost exactly replicated

in the MA program, with almost exactly the same reading list (indeed, apparently fewer titles in the MA course), and but with a difference of 5 ECTS for the BA course and 7 ECTS for the MA course.

The second semester, also referred to in the SER as semester eight, has three mandatory courses: Modern Literary Criticism, 20<sup>th</sup> Century American Literature, and High Modernism—James Joyce and T.S. Eliot. Modern Literary Criticism looks to be a solid course, and has an ECTS calculation of 8. 20<sup>th</sup> Century American Literature looks problematic, for reasons already familiar. The BA course ‘Modern American Literature’ is described as (SER, page 220): ‘The course offers students the opportunity to know more about the most important works of American literature in modern times. Students will read selected works, poetry and prose and they will analyze them through discussions in classroom or homework.’ The MA Course 20<sup>th</sup> Century American Literature is described as (SER, page 551): ‘The course introduces students to know about the most important works of American literature of the twentieth century (1900-2000).’ These say basically the same thing, but the BA description is curiously more informative. The course aims and learning outcomes similarly resemble one another. Yet, again, inexplicably, the BA course has 5 ECTS credits, while the MA course has 8 ECTS credits. We may note, with some relief, that the course on Eliot and Joyce, at 7 ECTS credits, seems appropriate for the level and complexity.

The electives offered in the second (eighth) semester both look reasonable—Selected Author and Science-Fiction Literature. Both are calculated at 7 ECTS credits. The Selected Author module seems to be a largely self-selected individual research opportunity with guidance; this is reasonable and supportive. The Science-Fiction Literature elective also looks attractive. The only comment to make about the Science Fiction elective is that the reading list is notably antiquated; it might be worthwhile investigating the inclusion of some of the 20<sup>th</sup> century science fiction giants such as Asimov, Bradbury, Clarke, Dick, Pohl. This recommendation was made in the previous report, but no action has been taken.

The third semester (semester nine) has three mandatory courses: Modern English Prose, Shakespeare, and Methodology of Research Work. Alas, we see here again the same sloppiness and lack of care that has distinguished the Literature Profile proposal. The description of the MA course aims for the Modern English Prose course (SER, page 556) is: ‘This course aims at introducing students to techniques, modern ways of writing prose and the features of modern English prose. It also aims at creating skills to identify this genre of prose. It will equip students with data, facts and relevant ideas on the modern period of literature and at the same time enable them to explore artistic literary work through critical reading. Students will learn about the authors and their works with the aim of developing themselves in every aspect of cultural growth.’ The course

aims for the Modern English Prose BA course (semester six) (SER, page 209) is: ‘This course aims at introducing students to techniques, modern ways of writing prose and the features of modern English prose. It also aims at creating skills to identify this genre of prose. It will equip students with data, facts and relevant ideas on the modern period of literature and at the same time enable them to explore artistic literary work through critical reading. Students will learn about the authors and their works with the aim of developing themselves in every aspect of cultural growth.’ Not only is this exactly the same, but the misspelling of ‘literaray’ (corrected in the above texts) is found on both pages 209 and 556 of the SER for this course. It is again in all aspects the same course, although as a third year undergraduate course it has 5 ECTS credits, but in the MA curriculum it has 8 ECTS credits.

Is William Shakespeare spared this indignity? He is not. The description of the MA course on Shakespeare is this (SER, page 557): ‘This course enables students to deepen their knowledge on Shakespeare’s genius (sic) work. They will read and analyse some of the most famous plays, tragedies, comedies and sonnets.’ Here is the description of the BA Shakespeare course (SER, page 200): ‘This course enables students to deepen their knowledge on Shakespeare’s genius (sic) work. They will read and analyse some of the most famous plays, tragedies, comedies and sonnets.’ Even the misspelling of ‘genious’ is repeated. Perhaps the course aims differ? They do not. Here are the course aims for the MA course (SER, page 557): ‘The course aims at providing students with deeper and more systematic knowledge on Shakespeare’s works. Special focus lies on dramatic constituents, style, construction techniques, characters, and themes in drama, tragedy, comedy and sonnet.’ Here are the course aims for the BA course (SER, page 200): ‘The course aims at providing students with deeper and more systematic knowledge on Shakespeare’s works. Special focus lies on dramatic constituents, style, construction techniques, characters, and themes in drama, tragedy, comedy and sonnet.’ Yet again, a mandatory undergraduate course (year 3, semester 5) is taken unmodified and placed into the MA program, yet is unaccountably changed from 5 ECTS credits as a BA course into 8 ECTS credits as an MA course.

The Methodology of Research Work mandatory course in the third (ninth) semester seems reasonable.

The elective offerings for the third (ninth) semester are: Twentieth Century Drama, and Anglo-Saxon Poetry and Prose. The Anglo-Saxon course in particular looks laudable, as Old English is rarely studied in the Balkan region, and is usefully approachable for a student at the MA level. Twentieth Century Drama covers some slightly similar ground as the ‘English Drama’ BA course, but here seems usefully and demonstrably distinctive.

The last requirement of the program is the production and defense of an MA thesis.

### *General Observations and Conclusions*

This proposal raises very grave doubts about its ability to be reaccredited. As may be seen, there are multiple instances of courses that appear to be exactly the same in construction, assessment, intention, and even description to their BA counterparts, yet which are here allocated additional ECTS credits. Several of the descriptions, course aims, and learning outcome lists are identical with the BA courses, or are only modified in the most cursory and insubstantial manner possible.

These examples provide terrible evidence that this program violates some of the basic principles of curriculum structure. First of all, there should be clear divisions of complexity, both in subject and approach. To have courses appear identically on a BA and an MA program is bizarre. The thoughtless changing of ECTS credits from one cycle to another is irresponsible and indicates that little care has been given to thinking about the actual structure of the classes. Third, the proportions of the courseload are disturbing—of the nine mandatory courses, at least five seem substantially or wholly borrowed from the undergraduate curriculum, all with nonsensically altered ECTS credits. Even were the courses somehow different from their BA counterparts (which they do not seem to be), how is it conceivable that so much repetition of undergraduate material could possibly benefit an MA student?

In a sense, this proposal should perhaps serve as a wake up alarm for the staff of the Department of English Language and Literature. The MA proposal for the Linguistics Profile is thoughtful and well balanced. The MA proposal for the Literature Profile is a disturbing and inappropriate mixture of BA courses and unjustified ECTS calculations, based upon no clear conception of developing skills, complexity, or difficulty.

### *Recommendation*

Reaccreditation must be conditional. The program MA in English Language and Literature: Literature Profile may be reaccredited only if the Department of English Language and Literature submits, in their response to the draft version of this report, to the expert team revised course descriptions, course aims, learning outcomes, and ECTS calculations for the following courses: Modern English Poetry, Modern American Literature, Victorian Novel, 20<sup>th</sup> Century American Literature, Modern English Prose, and Shakespeare. If these are reasonable and noticeably different from their counterparts in the BA program, reaccreditation may be agreed; otherwise, reaccreditation will not be supported or recommended.

## PhD in Communication Sciences and Journalism

### *Introduction*

In the case of the Mass Communication and Journalism programs the case was to examine the conditions and the achievements after the accreditation process 2013 for a reaccreditation. The academic staff members listed below were present to explain and interpret the past years' work at the faculty concerning the PHD program, its teaching structure and teaching qualities, research activities, internationalization, students service, research support and – last, but not least – the program itself, its challenges possible enrichments and enlargements.

For the Department of Communication and Journalism this site visit 2016 is the first follow-up after having established the doctoral program in 2013. Because of that, the interest of the site visit concentrates on the question of how the PHD program has been set up, maintained and developed. The following staff members participated in the special meeting in order to present and to explain the Communication and Journalism PhD program:

Prof. asoc. dr. Lindita Rugova, Dean

Prof. ass. dr. Nysret Krasniqi, Deputy Dean

Dr. Remzija Shahini-Hoxhaj, Media Institute

M.Sc. Besfort Krasniqi, Office Assistance

### *Managerial environment*

In general, the managerial structures at UP do not look well organized or structured. Though there is a strict order of rules, the reality for a long time has not fulfilled the requirements of the faculty's interest in quality on many relevant levels: management, programs, services, facilities, staff development, and internationalization. The faculty in many sectors depends upon guidelines and specifications done at the Rectorate level, especially regarding financing and the management of funding.

The structural precondition that causes most of the difficulties is the strict *centralization*. This structural circumstance does not give enough air to breathe and space to be used for changes, developments, or initiatives at the faculty level. For every small amount a request has to be made, after which the requesting individual must wait for too long time for a decision – knowing already that the most of the percentage of the budget goes to the Rectorate itself.

The other obstacle was the long-lasting *management crisis* because of *vacancy of the rector's position*. That caused a lot of structural problems. There have been plans to establish a doctoral program in the years before the accreditation 2013, since until then there did not exist any doctoral program throughout Kosovo's HE institutions for communication, media and/or journalism. During that time all students interested in getting involved in a doctoral research program had to go abroad and to get the degree from universities outside of Kosovo.

In 2013 the pre-work had been done and the doctoral program had been brought so far to start. In 2014 a new rector should have been elected. But for many internal reasons the process of election was blocked or interrupted for a period of almost two years. Those two years of vacancy a lot of processes stopped at the faculty level, at least those that would have been relevant for the realization of a meaningful doctoral program at UP, notably student enrolment, student services, scholarships, the nomination of professors, a lack of money for invitations of experts, nominations for commissions to be established for assessment, and other processes. The faculty management explains that because of this situation it lost two years of development, that some students have been blocked in their career as well as professors to be nominated in order to fulfil the staff requirements for a doctoral program.

All that makes the PhD program, which would had been to be developed over that time, still looking poor in terms of structures.

### *The Doctoral Program*

The expectation now is that 5 of those (now so far) 15 doctoral students would defend their thesis in June 2017, others later. They already have presented their thesis in conferences as well as published in journals. Unfortunately, there is not yet established a doctoral school (with own program and procedures), since there is not yet nominated the staff for that. It is also unfortunate that no commission has been functioning during that period.

Now, however, the management is willing to proceed. 5 candidates cooperate with Albanian and Macedonian universities in order to have supervision of professors. The department would need 7 professors being accredited for a supervisions position: the most challenging thing is methodology. The usual procedures have been kept, such as: filters for quality control and quality development at the beginning (thesis proposal). There are also strict criteria, supported by an assessment interview.

The doctoral program degree study is valued with 60 credits, but is not yet realized within the faculty.

The faculty of philology has the highest interest in developing well-qualified doctoral programs, since UP is the only institution in Kosovo that could and should foster such a program

### *Future aspects and plans*

Topics to be researched in the context of Kosovo's society and development would/should be: empirical studies in New Media, Media Literacy, and Organizational Communication.

Training should be provided for the professors supervising the doctoral research projects. This should promote more interdisciplinarity, and enhancing Media Literacy Studies. The program must not just follow the market needs, but should also challenge the market to develop according to the complex interests of the society.

### *Academic Research*

The *Media Institute* has been established, but is waiting for the possibility and resources to start. The Media Institute should have started to work on 1 October 2011. The structure of the Media Institute is dedicated to research (media analysis, media discourse analysis, opinion research, political communication, journalism, public relations, media market, media change, etc.) The efforts of this institute should serve the Kosovar society in self-analysis and self-reflection. The Media Institute is established at the university/faculty level and shall share its income in a 60 to 40 distribution system: 60 per cent of its income shall go to University of Prishtina, and the remaining 40 per cent to the Department of Journalism to be re-invested in research programs.

The University of Tirana, strongly experienced in Media Discourse Analysis, should be included, also in regard to the linkage through language and culture. Teachers, lecturers and MA (and, in future, PhD) students should be integrated into the work program of the Media Institute (preparing students for research competence).

### *Facilities*

The faculty management claims that it does not have a properly working radio station, nor a TV station, nor a news agency as other, private, institutions do have. But in relation to the doctoral program there is not a need for that. Regarding the library: there the lack of money (and as well of some staff that takes care for the inventory) is obvious. The book-program is at the poorest level, not even enough for a Masters program; there is almost nothing that is relevant to the discipline, no international book program, no international journals, not even few meters of books that could cover the theoretical and methodological basics of communication and journalism studies.

### *General Observations and Conclusions*

Considering the given situation (new start after a long blockade) the recommendation is not to withdraw the accreditation, but giving the chance to re-structure and to re-run all the propositions that have been planned with the establishment of the doctoral program, giving the faculty a two years period of time to compensate all those structural weaknesses caused through the management crisis or caused by lack of budget. After those two years the Faculty (including the Media Institute) has to show up with all necessary managerial and academic conditions for:

- 1) A doctoral school program, established and working according to international procedures (quality filters, supporting courses in research methodologies, external reviewer system etc.);
- 2) A research program at the Media Institute, established and working (relevant topics such as political communication, media landscape, media change, media literacy, Balkan studies, etc.), research plans, staff and staff development (PhD students, pre- and post-doctoral structures, institute management, linkage model to the faculty);
- 3) A personnel development program (supervisors etc.);
- 4) A program of internationalization (staff, foreign experts, academic cooperation, meaningful participation in European projects and exchange programs etc.);
- 5) A student service program (international relations, exchange etc.);
- 6) A facility-development program compensating for the huge lack of infrastructure: budget, structural plans, etc. for library and online access, scholarship programs in cooperation with other institutions or organizations.

In case this list of conditions is not significantly accomplished by the next site-visit in 2018, the accreditation must be suspended until the faculty is ready for a new application for an accreditation process.

### *Recommendation*

Reaccreditation should be granted for a two-year period, after which a follow-up visit should check progress against targets established in this report.

## MA in Translation and Interpretation

### *Introduction*

The Master Degree Program Translation and Interpretation was represented by Prof. Dr. Nerimane Kamberi. Her report on the program highlighted the following significant factors: The Department is oriented to the market, which mostly needs translation in connection to legal demands. For this reason, the department has established an agreement with the Faculty of Law, in order to enhance the competence of the students completing their studies with a professional master, although there are other theoretical frames of the study program, such as Cultural Studies, Media Studies, and Cultural Ethnology for aspects of intercultural communication.

Most of the students (for now: 20) are already working in different areas and because of a narrowly defined market in a sense are just interested to get qualified for the job.

The department has 5 professors for interpretation, 1 for the Albanian language, and 1 for Serbian and Balkan culture. Yet the list of Syllabi displays many more courses, such as: Albanian language, Serbian language, Balkan languages and culture, intercultural communication, theory of translation, introduction to European Union law, discourse analysis, methodology of translation, ethics and deontology of translation, and research methodology. It seems that not all those courses can be covered by sufficiently competent staff unless through the engagement of teachers or lecturers coming from other faculties or from outside.

The question about the relationship of the teaching program and the academic staff revealed that the department needs to enhance the competence level of teachers, especially in methodology of teaching and research, as well as in technology (language- and translation/interpretation labs).

Stressing the point of research (orientation, student integration, market-challenges) the presenter stated clearly that there is no research done at all, as the department does not have the resources, the staff, or the connections. In that context the department is also not active in internationalization or in international academic cooperation (congresses, exchange programs, workshops, etc.), as well as not in publication.

It seems that the department understands itself to be a service station, for a science- or study-based training-, qualification- and certification institution, connected to the Faculty of Philology in order to serve a professional infra-structure as needed in public and private sectors.

### *General Observations and Conclusions*

The Department of Translation and Interpretation, taken by itself and according to its self-presentation, does its job professionally well. It does, as it is understood, a professional job on the level of applied studies. It does not, is not interested in (and, maybe, is not obliged), in fulfilling the criteria of university-related academic studies in teaching and research. It could do its job as an income-oriented public company with additional training for and training on the job with the same program as given. If the Department of Translation and Interpretation wants and if the University of Prishtina and/or the Faculty of Philology wants the department to be or to become a full academic institution, the university management would have to invest much more resources (staff, staff's academic qualification, science-based research, international cooperation, broadening the scientific framing, enriching the scope of topics to be taught and researched, technology for studying, training and research) than it does. Otherwise it would be better (and would make less pressure to the – until now – academic staff) to declare internally and to external stakeholders the department as a service-centre affiliated to the University of Prishtina, offering translation service as well as translation and interpretation training courses. In such a construction the program on translation and interpretation professionalization could be a source of income (translation and interpretation service and training program).

As an invited expert for an evaluation of this program in order to re-accredit it, I would suggest to the university / resp. faculty management to re-value the institution (department structure, programs) and to decide to upload and update the department or to re-structure it. Within one year there could be shaped out a clear concept (strategy plan) in the one or in the other direction. In that sense it makes sense to give the re-accreditation of one year.

### *Recommendation*

The program should be reaccredited for a period of one year.

## PhD in Linguistics

### *Introduction*

#### *The institution*

The Department of Albanian Literature and Linguistics has to be considered as an important scientific institution within the Faculty of Philology of the University of Prishtina, since the language, the ability of expression, its techniques and its art, has cultural and ethnic roots in the country, but it is also the main aspect of identity for all the Albanian nation. As such it is a KAA-accredited program in the frame of the (so far) main public university in Kosovo. The Faculty, which the department belongs to, also publicly is considered as a most experienced faculty at the University of Prishtina. Many actual important personalities of Linguistics studies, even international ones, have been teaching as professors, guest professors or even learning as students in this Department of the Faculty of Philology in the University of Prishtina. It has long experience in all levels of studies, including doctoral studies. The early organization of master studies, which were at the time the only post-graduate regular studies in the field of literature and linguistics in all the Albanian-speaking area, enables this faculty with the necessary acquirements in the realm of education and scientific research.

#### *Problems at Institutional Level*

At an institutional level, the Department of Albanian Literature and Linguistics presents the same problems that characterize the entire university structure of Kosovo. It is yet seen a centralized concept in decision making, the interruption of study programs and financing logic. One of the consequences is the blocking of enrollment in the Doctoral School of Literature. This blockage does not allow “growth” of maturity and “growth” of inner experience of the university staff in order to better understand the real challenges of teaching and doctoral research during the real learning process and not merely through papers and syllabi.

#### *Purpose and Mission*

Throughout the PhD study program in Linguistics it is aimed and guaranteed a professional and qualitative formation in order to reach the proper level of a scientific researcher. There is a good combination of theoretical study with the practical aspects of research and writing. Through the various stages of the school, the doctoral student becomes able to follow his own path regarding the studies and the research and also becoming more and more independent towards his formation as a professional in linguistics scientific research. General and specific knowledge on linguistic and other scientific disciplines are offered in various fields and subfields of philology and

Albanological studies as well as in other fields like Balkanistics, English studies, German, Romanistics, Oriental studies, Turkology, Comparativistics, and Journalism.

### *Organisation of the PhD Study Program in Linguistics*

The PhD study program in Linguistics with 180 ECTS credits meets the requirements for accreditation. The program is divided in 6 semesters. Only the first two semesters are engaged in a direct process of teaching. As regards the other four semesters they are conceived for the applicant to have an independent but always mentored research. The teaching process is of two kinds of subjects: for the first semester compulsory, and for the second semester optional (elective).

### *The Compulsory Subjects*

There are three compulsory subjects in the first semester, which in fact are three basic courses of studies in Linguistics: History of Language, Standard Language Grammar, and Sociolinguistic and Functional Studies. The organization of the first semester with these three compulsory subjects is very appropriate for a PhD program such as this one, which is set up on a faculty basis, not on a departmental one. Thus, if the candidates come from relatively different background from each other, passing through these three basic literature study fields creates a joint standard for all of them. This common standard will also allow the development of interdisciplinary approaches that are very necessary in linguistic research.

The **History of Language** module is designed to inform students with study methods and models of language in its diachronic aspect. The module includes students' independent work through selected chapters of the history of language. The main aim of the course is to prepare students for the implementation of linguistic theories in the diachronic field, and to become able to solve various problems of the history of language.

The module of **Standard Language Grammar** provides detailed knowledge for special problems of today's grammar, in the framework of special languages (Albanian, English, German, French, Turkish, Arabic...), which are offered as courses within the Faculty of Philology. The grammar of a language deals with the structural set of rules that "organize" the composition of words, of sentences and syntagmas. The module enables the candidates that through independent work to select and concentrate on certain areas of linguistic interest.

**Sociolinguistic and Functional Studies** treat the study of a language as a process. The functional studies of language are defined as instruments of social interaction among people, aiming at establishing communication. This module offers candidates general knowledge on research, methods and study of a spoken language in society. It is part of descriptive linguistics. The module includes candidate's independent research on a given linguistic phenomenon and helps them to treat different phenomena of linguistic varieties.

### **The elective subjects**

Students will choose three of the five subjects proposed: Methodology of Scientific Research; Text Studies; General Linguistics; Semantics; Comparative Linguistics. In general, these courses deepen knowledge in specific aspects, but even this semester they are mostly on the theoretical side. More specific is the “Methodology of Scientific Research” subject, which has been conceived as a practical research process for the doctorant’s thesis always assisted by the professor of that subject.

The course **Text Studies** aims to provide the candidates with linguistic knowledge, beyond grammar, specifically the sentence as a unit of study. The course **General Linguistics** provides students with sufficient theoretical knowledge on how to solve concrete problems in a language, depending on their individual area of research. Consequently, the course deals mainly with the theoretical basis, based on which the candidates will be able to resolve issues concerning various language structures. The course of **Comparative Linguistics** offers to the candidates knowledge on comparing languages in the diachronic aspect. It will deal with the comparison among phonological, morphological, syntactic and lexical systems of two or more languages. Doctorants seem to gain knowledge on methods and patterns of work, as well as a general knowledge of the history of language and the comparison of languages. The course of **Semantics** treats the science of meaning in linguistics, as a traditional study of “compositional meaning”. The module covers the basic concepts of semantics and the technical tools it requires.

In the course descriptions it is explained that they will be organized through lectures and seminars. The same information is given in the Regulation for PhD Studies, while in the summary schedule of courses the organization of courses is described as: Compulsory subjects through seminars. Since it is a regular school, in the first two semesters, the students must necessarily follow the lectures. In the fourth semester, the students should publish in a Journal Impact Factor an article related to their research on PhD thesis. This requirement seems difficult to be achieved from the students, but during the meetings, we were pleased to be informed that this aspect were taken in consideration during the last period and now the doctoral students can refer to a list of recognized journals from the Committee of Studies.

### *Infrastructure and Resources*

The Faculty of Philology of the University of Prishtina has the necessary infrastructural capacities to fulfill successfully the organization of PhD studies. Also, the prospect of new areas, by leaving the Faculty of Economy, will create even more opportunities for accommodation. The new heads of the Faculty of Philology openly expressed their willingness to increase the technological capacity of classes in order to improve quality of teaching and research. We suggest that the projectors, recorders, monitors, smartboard, strong Internet, speakers and microphones will increase the level of

interactivity in the classroom and also will increase the exchange through video-conference or other aspects of Network search. Further, in order to carry out research in the fields of phonetics and lexicography, a laboratory of Phonetics and Computer Lexicography is necessary.

### *Internationalisation*

In its “self-evaluation report” the Department put in evidence the following link of the Harvard University website <http://linguistics.fas.harvard.edu/pages/course-requirements> , in order to show the compatibility of the two programs responding the same concept of an international program in Linguistic doctoral studies.

Also, the program of doctoral studies aims at internationalizing research at the faculty. The PhD program in Linguistics is established considering not only the tradition of these studies at Faculty of Philology but also the international experience that these studies have. The program is designed in accordance with the Bologna system. The internationalization of these programs can be achieved by inviting professors from the universities that offer the same program, but also through inclusion of students that comes from abroad. The Faculty of Philology has a continuous cooperation with the respective faculties of the University of Tirana, University of Shkodra, University of Elbasan, University of Tetova, University of Skopje, and also with European universities within the frame of the cooperation agreement of the University of Prishtina with Graz University, Vienna University, University of Cosenza, University of Palermo, University of Napoli, University of Sofia, University of Saint Petersburg, University of Munich, etc. The involvement of the professors by one or more of the abovementioned universities could be large considering the study fees paid from students, but the same study fees make it difficult for students from abroad to be included in PhD program proposed by the Faculty of Philology.

### *Staff*

The academic staff which will organize and lead the PhD studies in Linguistics has full competencies to fulfill this duty successfully. They have all a PhD grade, and academic titles (2 Prof. dr., 5 assc. Prof ) a work experience at least of ten years, and published contributions in linguistic journals and compendia inside and outside Kosovo, some of them even with published monographs and books.

But, one of the standards required by the KAA for doctoral studies is that the “*permanent teaching staff should have at least three persons for each study course (there are 8 study courses at all), and must have at least three full-time professors or associate professors who hold Doctorates from an accredited institution and who are themselves active in research in the area of studies*”. In the case of this program there are only 2 professors, among them Acad. Rexhep Ismajli is a *professor emeritus*. I

suggest a temporary solution by approving only in a specific situation the collaboration with one or two professors from the Academy of Kosovo and the Albanological Institute.

Also, in the Regulation of the Doctoral school, the professor over 70 years old cannot mentor doctoral thesis according to the Regulation of the Doctoral School. I suggest reconsideration of this limitation taking into consideration the qualities and the long scientific experience but also in teaching of the the professors of UP. This accumulation must be used in the exchange of knowledge especially in doctoral mentoring.

### *Students*

The criteria and admission procedure is regulated by a general framework of the UP. Insofar the procedure of student admission in PhD studies is appropriate. The criteria for admission in PhD program are well defined. They start from average grade of master studies (but the average grade of basic studies that in this faculty last four years could as well be included as a supportive criterion); they continue with published scientific works and participation in national and international scientific conferences. The detailed definition of the admission criteria is helpful for admitting the best qualified candidates.

The general regulation also structures the report and evaluation system. In the first two semesters the student has to attend and fulfill the course duties for 6 subjects. These duties are settled by combining the written and oral exam and the seminar work after the subjects. The PhD candidate is obliged to submit once a year the report of his work in front of PhD Study Council. The work assessment is made combined with the continuous supervision from the thesis supervisor. This way of reporting and assessment is very efficient as it combines the student's responsibilities, the supervisor's responsibility, confronting them with a broader evaluation from the thesis assessment committee, PhD Study Council and wide community of researchers through public defense of the PhD thesis.

### *Research*

The scientific research in PhD program is integrated with teaching and is accomplished through a few components. First, through the seminar works of the students in the first two semesters, as a form of fulfilling the subject workload. After that, research is the essence of the students work in the four following semesters, presentation and defense of the research project, publishing of a part of the PhD work in a scientific journal of the field and writing of the scientific work. The scientific research in the foreseen fields in the PhD program in Literature can be accomplished through the supervision of the students from the professors involved in this program, which have the scientific competency to fulfill successfully this duty. The research results would be more useful if there would be accomplished the combining of the scientific skills of professors, of

individual research interests of PhD students, with a long-term research strategy within the department or faculty.

### *The Facilities/Library*

The enrichment of the faculty library with new books is evident. There is not only an increase in the number of books, but also the quality of the new books is good. In the library of the faculty, the students of PhD studies can refer to the contemporary literature on the theory, criticism and history of literature. However, the Library and the professors of the doctoral subjects should cooperate among themselves to ensure at least two copies for each book title presented in the base literature but also those advised by them, the professors, in the respective subjects. Also the implementation of database for the library itself is now a must.

The Library of the Faculty of Philology and the National University Library of Kosovo have an access in digital libraries worldwide, which is a good literature source for students. Nevertheless, there also exists the opportunity of access to full-text online libraries, which, of course, helps a lot. But still the on-site library has to be developed as a systematic platform of the variety and diversity topics, theory development, methodology development, and studies. An online library is a complementary opportunity, since the online research goes mostly just to focused topics. A physical library displays the range of scientific work and status of a faculty.

### *Finances/Study Fees*

The study fees per semester according to the information we got from the Kosovo Accreditation Agency are high. The amounts of fees are the same for all PhD studies. In principle, a study program in medicine cannot have the same fees as a study program in Linguistics. Such a high study fee makes the PhD study program less competitive program in the region, but also has a negative impact on the internationalization of the program. In the documents that are made available from the Kosovo Accreditation Agency it is not specified which activities are covered by the fee for the student, but if a part of it would be used to offer the student a possibility for experience in other universities in partnership with University of Prishtina to extend the research according to the fields than the fee would be more justified.

### *Recommendation*

We recommend the re-accreditation of the PhD study program in Linguistics trusting the staff capacity in continuing improvements and permanent reflection. Also, given the fact that the blocking of the school did not allow the "growth" of maturity and the "growth" of experience of the university staff, in order to better understand the real

challenges of teaching and of doctoral research during the real process of teaching, we recommend a full accreditation of a term of 5 years.

## PhD in Literature

### *Introduction*

#### *The institution*

The Department of Albanian Literature and Linguistics has to be considered as an important scientific institution within the Faculty of Philology of the University of Prishtina, since the language, its techniques and its art, has cultural and ethnical roots in the country, but it is also the main aspect of identity for all the Albanian nation. As such it is an KAA-accredited program in frame of the so far main public university in Kosovo. The Faculty, which the department belongs to, also publicly is considered as a most experienced faculty at the University of Prishtina. Many important personalities of culture and literature have been teaching as professors or even learning as students in the Department of Literature in UP. It has a long experience in all levels of studies, including doctoral studies. The early organization of master studies, which were at the time the only post-graduate regular studies in the field of literature and linguistics in all the Albanian-speaking area, enables this faculty with the necessary acquirements in the realm of education and scientific research.

#### *Problems at institutional level*

At an institutional level, the Department of Albanian Literature and Linguistics presents the same problems that characterize the entire university structure of Kosovo. It is yet seen a centralized concept in decision making, the interruption of study programs and financing logic. One of the consequences is the blocking of enrollment in the Doctoral School of Literature. This blockage does not allow “growth” of maturity and “growth” of inner experience of the university staff in order to better understand the real challenges of teaching and doctoral research during the real learning process and not merely through papers and syllabi.

#### *Purpose and Mission*

Through the PhD study program in Literature it is aimed and guaranteed a professional and qualitative formation in order to reach the proper level of a scientific researcher. There is a good combination of the theoretical study with the practical aspects of research and writing. Through the various stages of the school, the doctoral student becomes able to follow his own path regarding the studies and the research and also becoming more and more independent towards his formation as a professional in literary scientific research. General and specific knowledge on literature and other scientific disciplines in general literature studies are offered: Interpretation, analysis, evaluation and scientific research are focused in theoretical and literary specifics.

### *Organization of the PhD study program in Literature*

The PhD study program in Literature with 180 ECTS credits meets the requirements for accreditation. The program is divided in 6 semesters. Only the first two semesters are engaged in a direct process of teaching. As regards the other four semesters they are conceived for the applicant to have an independent but always mentored research. The teaching process is of two kinds of subjects: for the first semester compulsory, and for the second semester optional (elective).

#### *The Compulsory Subjects*

There are three compulsory subjects in the first semester, which in fact are three basic courses of studies in Literature: History of Literature, Theory of Literature and Comparative Literature. The organization of the first semester with these three compulsory subjects is very appropriate for a PhD program, as this one, which is set up on faculty basis, not on a departmental one. Thus, if the candidates come from relatively different backgrounds from each other, passing through these three basic literature study fields creates a common standard for all of them. This common standard will also allow the development of interdisciplinary approaches that are very necessary in literary research.

The course **History of Literature** with its diachronic cutting and synchronic approach for periods and similar developments in different national literatures offers students the necessary competencies of an historian of literature.

The course **Theory of Literature** meets the student needs for theoretical approaches that include basic concepts of literature studies as well as methods of its study.

**Comparative Literature** as the third subject from the compulsory subjects program provides the possibility of extended comparative studies with the main emphasis in cultural and language competencies of the students who were graduated in Albanian Literature, English Literature or German Literature, etc.

#### *The Elective Subjects*

Students will choose three of the five subjects proposed: Literary Criticism; Methodology of Scientific Research; Mythology; Narratology; Literary semiotics. In general, these courses deepen the knowledge in specific aspects, but even this semester they are mostly on the theoretical side.

More specific is the “Methodology of Scientific Research” subject, which has been conceived as a practical research process for the doctorant’s thesis always assisted by the professor of that subject.

The two other elective subjects, Semiotics and Narratology, seem to risk overlapping, but during the meeting with the respective professors, they explained to us that the focus on these subjects were different and would be developed in different perspective of Literary Text Analyses. Therefore, I would recommend for the subject of Literary Semiotics a new effort in order to make this research project more contemporary for the students, because it seems as it is stacked in the years 70 of the past century. Also, the subject of Narratology must present a better focus in the new and contemporary challenges of narrative text, especially on the new aspects of the digital one, and not to repeat the basic information of the very beginnings of these discipline.

The elective subject, Mythology, in the way it is conceived, is important for the comparative and anthropological studies but must represent a more dynamic concept of the “myth” itself regarding the modern and contemporary society and their cultures and literatures. It must also avoid a narrow and repetitive perspective for this stage of studies. From a theoretical point of view, a part of the content that covers this subject is included in the subject Comparative Literature.

Because of the theoretical overload of the PhD program, other historical elements of literature could be proposed, which if combined with reductions based on genre, style or character could bring up to concepts like: History of Novel, History of Drama, History of Poetry, Metonymic Literature, metaphor, symbolism, etc.

In the course descriptions it is explained that they will be organized through lectures and seminars. The same information is given in the Regulation for PhD Studies, while in the summary schedule of courses the organization of courses is described as: Compulsory subjects through seminars. Since it is a regular school, in the first two semesters, the students must necessarily follow the lectures. In the fourth semester, the students should publish in a Journal with Impact Factor an article related to their research on PhD thesis. This requirement seems difficult to be achieved by the students, and specifically for the Albanian Literature Studies, but during the meetings, we were pleased to be informed that this aspect was taken in consideration during the last period and now the doctoral students can refer to a list of recognized journals from the Committee of Studies.

### *Infrastructure and Resources*

The Faculty of Philology of the University of Prishtina has the necessary infrastructural capacities to fulfill successfully the organization of PhD studies. Also, the prospect of new areas, by leaving the Faculty of Economy, will create even more opportunities for accommodation. The new heads of the Faculty of Philology openly expressed their willingness to increase the technological capacity of classes in order to improve quality of teaching and research. We suggest that the projectors, recorders, monitors, smartboards, strong Internet, speakers and microphones will increase the level of

interactivity in the classroom and also will increase the exchange through video-conference or other aspects of Network search.

### *Staff*

The academic staff which will organize and lead the PhD studies in Literature has full competencies to fulfill this duty successfully. The teaching staff has academic degrees and scientific grades that meet the criteria of teaching at this level. One of the duties that the staff of professors takes on board during this program is the supervision of the student's PhD thesis. At this point, I would make a categorization of the professors with experience in supervision of PhD thesis and those with less experience in this field. The University of Prishtina provides some prior training of the professors which supervise for the first time.

Those over 70 years old cannot mentor doctoral thesis according to the Regulation of the Doctoral School. I suggest reconsideration of this limitation taking into consideration the qualities and the long scientific experience but also in teaching of the professors of UP. This accumulation must be used in the exchange of knowledge especially in doctoral mentoring.

### *Students*

The criteria and admission procedure is regulated by a general framework of the UP. Insofar the procedure of the student's admission in PhD studies is appropriate. The criteria for admission in PhD program are well defined. They start from average grade of master studies (but the average grade of basic studies that in this faculty lasts four years could as well be included as a supportive criterion); they continue with published scientific works and participation in national and international scientific conferences. The detailed definition of the admission criteria is helpful for admitting the best qualified candidates.

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### *Research*

The scientific research in the PhD program is integrated with teaching and is accomplished through a few components. First, through the seminar works of the students in the first two semesters, as a form of fulfilling the subject workload. After that, research is the essence of the students work in the four following semesters, presentation and defense of the research project, publishing of a part of the PhD work in a scientific journal of the field and writing of the scientific work. The scientific research in the foreseen fields in the PhD program in Literature can be accomplished through the supervision of the students from the professors involved in this program, which have the scientific competency to fulfill successfully this duty. The research results would be more useful if there would be accomplished the combining of the scientific skills of professors, of individual research interests of PhD students, with a long-term research strategy within the department or faculty.

### *Finances/Study Fees*

The study fees per semester according to the information we got from the Kosovo Accreditation Agency are high. The amounts of fees are the same for all PhD studies. In principle, a study program in medicine cannot have the same fees as a study program in Literature. Such a high study fee makes the PhD study program a less competitive program in the region, but also has a negative impact on the internationalization of the program. In the documents that are made available from Kosovo Accreditation Agency is not specified which activities covers the fee for the student, but if a part of it would be used to offer the student a possibility for experience in other universities in partnership with University of Prishtina to extend the research according to the fields than the fee would be more justified.

### *Internationalization*

The PhD program in Literature is established considering not only the tradition of these studies at Faculty of Philology but also the international experience that these studies have. The program is designed in accordance with Bologna system. The internationalization of these programs can be achieved by inviting the professors from the universities that offer the same program, but also through inclusion of the students that come from abroad. The Faculty of Philology has a continuous cooperation with the respective faculties of the University of Tirana, University of Shkodra, University of Elbasan, University of Tetova, University of Skopje, and also with European universities within the frame of the cooperation agreement of the University of Prishtina with Graz University, Vienna University, University of Cosenza, University of Palermo, University of Napoli, University of Sofia, University of Saint Petersburg, University of Munich etc. The involvement of the professors by one or more of the above mentioned universities could be large considering the study fees paid from students, but the same study fees

make it difficult for students from abroad to be included in PhD program proposed from Faculty of Philology.

### *The Facilities/Library*

The enrichment of the faculty library with new books is evident. There is not only an increase in the number of books, but also the quality of the new books is good. In the library of the faculty, the students of PhD studies can refer to the contemporary literature on the theory, critic and history of literature. However, the Library and the professors of the doctoral subjects should cooperate among themselves to ensure at least two copies for each book title presented in the base literature but also those advised by them, the professors, in the respective subjects. Also the implementation of database for the library itself is now a must.

The Library of the Faculty of Philology and the National University Library of Kosovo have an access in digital libraries worldwide, which is a good literature source for students. Nevertheless, there also exists the opportunity of access to full-text online libraries, which, of course, helps a lot. But still the on-site library has to be developed as a systematic platform of the variety and diversity topics, theory development, methodology development, and studies. Online library is a complementary opportunity, since the online research goes mostly just to focused topics. A physical library displays the range of scientific work and status of a faculty.

### *Recommendation*

We recommend the re-accreditation of the PhD study program in Literature trusting the staff capacity in continuing improvements and permanent reflection. Also, given the fact that the blocking of the school did not allow the "growth" of maturity and the "growth" of experience of the university staff, in order to better understand the real challenges of teaching and of doctoral research during the real process of teaching, we recommend a full accreditation of a term of 5 years.

## BA and MA, Albanian Language and Albanian Literature

### *Introduction*

In general, the academic programs correspond to the institutional mission statement and to the needs of the labor market, but some programs face same internal construction problems, are lacking in coordination of the subjects, or partially repeat subjects from other subjects.

The Bachelor curricula, built on a four-year system, are better fitted to the level of knowledge that the student should gain in the graduate levels. They provide a solid knowledge and respect a tradition of teaching of these areas of the Albanology studies. Designing the bachelor degree over four years in the Department of the Albanian language and the Department of Albanian literature is the right choice, as the specifics of these areas are better perceived with a four-year programme. They also fit better with a year or two semesters of the Research Master offered in each of the branches. The Master programme, Scientific Profile in both branches, in the Albanian language and literature comes as fulfillment of knowledge obtained in a structured Bachelor's degree. As such, these plans can very well educate prospective researchers.

According to the capacity of the academic staff of the faculty, I recommend also that the Professional MA in teaching can be in accordance between the Faculty of Philology and the Faculty of Education. The plans of study in Albanian language and Albanian Literature have a group of subjects related to the didactics and methodology of teaching (60-70 ECTS) that can be considered as the basic first year. So the Faculty of Philology can offer a 60 ETCS Professional MA in teaching in collaboration with the Faculty of Education.

### *Exams*

Nothing is said on the subject in the report. During the visit it appeared that there are too numerous sessions (5) that should be reduced to 3.

### *Research*

Professors must be helped to do more research and have more international links.

### *Bibliography*

In general the references are too old, especially in some theoretical subjects, and some time there are too many books in the bibliography of some subjects other theoretical subjects as “text analyses”. Nevertheless this fact is linked with the problems the Library has got. Even if the professors have a more recent book he has to refer to books the students may read.

### *Library*

During the visit to the library, we saw the lack of some of the basic Albanian Literature (classic and modern).

### *Albanian Language: the plan of study*

Designed as a four-year degree, the curricula of the bachelor degree represent a complete system of well-established knowledge in the system, and the degree of difficulty is attainable by the students. In general, the compulsory subjects are well matched with the elective courses. The recommendation given in the expert team report in 2010 to change the status of Latin as an obligated subject is reflected in the actual study program, but just in one semester, which we believe is insufficient. I believe that old Greek, because of their characteristics and their relation to the Albanian language, should not be elective subject, but if the department does not have the appropriate professor to teach such a subject, it can be offered temporarily as an elective subject but in two semesters. The recommendation to have less number of credits in the BA thesis is taken in consideration in 2013, but now the number of the credits in BA thesis is 6 ETCS, from 5 in 2013 and 10 in the programs of 2010.

The curricula of the Masters for the Albanian Language, Scientific Profile is very good. Still, sometimes, it seems to be an arbitrary concordance between the number of hours and numbers of credits per hour seems, e.g the subject of –Dialectology|| has a structure of 3 hours of lectures, and two hours of seminars (exercises) per week (3/2), and it has 6 credits, Sociolinguistics has a structure of 2 hours of lectures, and 1 hour of seminar (exercise) per week (2/1) but the same number of ETCS, 6, meanwhile the subjects of –General linguistics have a structure of 3/1, and have the more credits (7 credits) (f.24-25 SER). The distribution of the subjects related to the academic staff appears inappropriate. A very significant case is Shkumbin Munishi, a professor who teaches: 1. History of Standardization of Albanian language, 2. Lexicology of Albanian Language, 3. Semiotics, 4. Didactics of Albanian as a Second Language, 5. Sociolinguistic, 6. Contacts of Albanian language, 7. Stylistic, 8. Translation didactics only in BA degree.

### *Albanian Literature: the plan of study*

The curriculum of the Bachelor and Scientific Master degree in the branch of Albanian Literature is complete and appropriate for the level of the knowledge a graduate student should gain by the end of this level of studies. The curriculum is built by combining four criteria or methods of study of literature: genres, historical, geographical and thematic criteria. But, the theoretical and historical subjects are not so very well balanced, because of the majority of theoretical subjects in the program. Some of the recommendations of the first accreditation are fulfilled, such as: the subject Literary Critics has become an obligatory subject; the separation of Contemporary Albanian

literature into Prose and Poetry has added the Drama; Philosophy has become an obligatory subject.

The subject “Analysis of Literary Text,” which is an obligatory subject in the third year, unnecessarily repeats subjects that are taught in a more specific way: Semiology, poetics, narratology, etc. or the opposite. In the curricula of the BA in Albanian Literature, the subject of Children’s literature should be an elective course in the third semester, and not an obligatory course as it is in the current curricula. But, if the professors think that there must be a group of subjects as “Teaching Methodology”, “Methodics of Literature with School Practice” related to the didactic that can help the future teachers graduated in this program, this subject must be obligatory. We suggest having Latin as an obligatory course in the second semester, and as an elective course in third semester. In the fifth semester, the course of ‘Selected Author’ should titled also ‘Monographic Course,’ the same as the ‘Monographic Course’ that it is currently taught in the 6th semester. What we are suggesting is that both these courses can be offered as monographic courses not only for an author, but also for different literary streams, phenomena, genres, etc., from Albanian and world literature. Also, we would suggest that these courses to be offered for over 1 semester, so that the students can choose among different courses offered by different professors.

There is a discrepancy between the theoretical and historical subjects. This is more obvious in the subject of World Literature, which is taught in 3 semesters, meanwhile the Albanian Folk is taught in 2 semesters. We would recommend that for its importance, the world literature to be taught in 4 semesters. In some subjects, such as Semiology and Stylistics it appears to be a big number of hours (3/2), that is the same with some of the most important courses in curricula such as the history of the Albanian and world literature. The subject of Philosophy recommended in the previous accreditation was clear out of the plan of studies, but does resist in the Albanian language plan of studies.

The syllabi of the subjects are in general in accordance with the level of the degree offered, but sometimes there are also discrepancies, e.g. The subject of Albanian Publicists has no bibliography that is related to Albanian publicistics; the subjects of Arberesh romantic literature and Albanian romantic literature lack of the main works, The history of Albanian Literature-Romantism 1,2,3,(R. Qosja). and the works on Arberesh romanticism of M. Mandala, F. Altimari, etc. The basic bibliography of the subjects Literary Text Analysis, Literary Genre Analysis, and Narratology is the same. In the subjects of Contemporary Albanian Prose, the bibliography includes books from high schools (f.139 SER); The syllabi of “Contemporary Albanian Literature” and “Albanian Poetry” have no bibliography.

Some new elective courses in the BA plan of studies refer the effort of the academic staff to change the curricula time after time. The same applies to the monographic course “Genetic Criticism,” a new entry in the Master program that can greatly help the interpretation of Old Albanian Literature and help with the differences between manuscripts and published works of some important writer. There are two subjects: “Literary Theories” and “Methods in the Study of Literature” that cover almost the same field. I think that “Methods in the Study of Literature” must be replaced with another subject. The elective course “South-East European Literature” in the MA, which is a very interesting subject to offer, needs an expanded bibliography and more concrete analysis.

### *Recommendation*

We recommend the reaccreditation of all four programs: BA in Albanian Language, BA in Albanian Literature, MA in Albanian Language, and MA in Albanian Literature.

## Summary of Recommendations

*The BA in English Language and Literature* should be reaccredited.

*The MA in English Language and Literature: Linguistics Profile* should be reaccredited.

*The MA in English Language and Literature: Literature Profile* may be reaccredited only following the submission of revised course descriptions, course aims, learning outcomes, and ECTS calculations for the following courses: Modern English Poetry, Modern American Literature, Victorian Novel, 20<sup>th</sup> Century American Literature, Modern English Prose, and Shakespeare.

*The PhD in Communication Sciences and Journalism* should be reaccredited for a period of two years.

*The MA in Translation and Interpretation* should be reaccredited for a period of one year.

*The PhD in Linguistics* should be reaccredited for a period of five years.

*The PhD in Literature* should be reaccredited for a period of five years.

*The BA in Albanian Language* should be reaccredited.

*The BA in Albanian Literature* should be reaccredited.

*The MA in Albanian Language* should be reaccredited.

*The MA in Albanian Literature* should be reaccredited.

## Additional Material Added After Receipt of the Institutional Reply to this Report

It is required practice for the KAA and the teams that they contract to submit the report as a draft to the institution, so that the institution may comment upon the draft report before it is submitted as a final report. That has been done in this instance as well. The expert team has left the report unchanged internally, so as to provide assistance and evidence to subsequent readers. This final section here, however, records the team's response to two sections required in the foregoing report—the institution's response to the concerns raised about the M.A. in English Language and Literature: Literature Profile; PhD in Communication Sciences and Journalism, and MA in Translation and Interpretation.

It is heartening to note that the University of Prishtina Faculty of Philology took the recommendations and concerns of the report seriously.

In regard to the MA in English Language and Literature: Literature Profile, the team wish to record that they have received material that substantially modifies and fixes the concerns raised in the report above. It may be noted, for example, that in the response prepared by the institution, there is a more reasonable and distinct course description for Modern English Poetry, with clear assignments of the material to be studied, and the basic structure of the learning and teaching expected. This is true also of Victorian Novel; it may be noted that there seems to have been a substantial revision of the thinking about Victorian Novel, and thus a now more clear distinction between this course and the analogous course in the undergraduate curriculum. Modern English Prose is also similarly more precisely detailed.

It must be noted that there remain disappointing elements in the revised proposals. Thus, for example, the revised description submitted regarding Modern American Literature still does not specify a single author or work to be studied. This is also largely true of 20<sup>th</sup> Century American Literature, although at least for this latter course there is mention of two specific works in the 'Basic Literature' listing (works by Philip Roth and Kurt Vonnegut). Finally, no specific works by Shakespeare are nominated as being those that will be specifically targeted in the Shakespeare course. These are unfortunately missed opportunities to provide greater clarity in the explanation of these courses.

It is the conviction of the team, however, that the Faculty of Philology has made a good faith effort to consider the recommendations of the expert team regarding the MA in English Language and Literature: Literature Stream, and the team believes that the supplementary materials address the concerns mentioned previously in the report. Therefore, upon condition that the course materials submitted in reply to the draft

version of the report are implemented by the University of Prishtina, the team is willing to verify that it recommends accreditation of the MA in English Language and Literature: Literature Stream.

In regard to the PhD program in Communication Sciences and Journalism, the team notes and recognizes the comments made regarding the draft report. Prof. Limani-Beqa has given what we regard as clear answers to a number of the topics raised, and it is therefore the opinion of the team that the PhD program in Communication Sciences and Journalism should be accredited for the full term.

It is noted, however, by the team that the MA program in Translation and Interpretation was noted to have a number of significant problems. These are detailed in the main body of the draft report. We find nothing in the institutional response that explains these concerns.

The draft report recommended a reaccreditation for a period of one year, as this would permit the restructuring urged in the report itself. It is the understanding of the team, however, that we may not make a conditional accreditation of one year, and must either recommend a full reaccreditation, or else recommend against reaccreditation. As it was the explicit intention (in the draft report) that this year should be provided in order to allow for the restructuring urged in the report, and as the materials from the University of Prishtina did not make those restructuring plans evident, it is the responsibility of this team to recommend against reaccreditation of the MA in Translation and Interpretation as it currently stands.

## Final Recommendations

*The BA in English Language and Literature* should be reaccredited.

*The MA in English Language and Literature* should be reaccredited. The *Linguistics Profile* should be reaccredited as proposed; the *Literature Profile* may be reaccredited, on the basis that the supplementary materials provided by the University addressed the concerns raised in the draft report. It should be noted that this is one program with two streams; the recommendation is for reaccreditation.

*The PhD in Communication Sciences and Journalism* should be reaccredited.

*The MA in Translation and Interpretation* should not be reaccredited, as the initial recommendation of one year was for restructuring, and this is not possible. The experts felt that the program did not merit full reaccreditation in its present form, and must therefore regretfully recommend against reaccreditation as proposed.

*The PhD in Linguistics* should be reaccredited for a period of five years.

*The PhD in Literature* should be reaccredited for a period of five years.

*The BA in Albanian Language* should be reaccredited.

*The BA in Albanian Literature* should be reaccredited.

*The MA in Albanian Language* should be reaccredited.

*The MA in Albanian Literature* should be reaccredited.