**UNIVERSITY OF MITROVICA
"ISA BOLETINI"**

QUALITY ASSURANCE OFFICE

Summary report on self-assessment of the academic staff

(Summer semester)

August, 2020

Contents

List of acronyms

HEI: **Higher Education Institution**

CCQAE: **Central Commission for Quality Assurance and Evaluation**

SEVC: **Electronic Quality Assessment System**

UMS: **University Management System**

UMIB: **University of Mitrovica "Isa Boletini"**

QAO: **Quality Assurance Office**
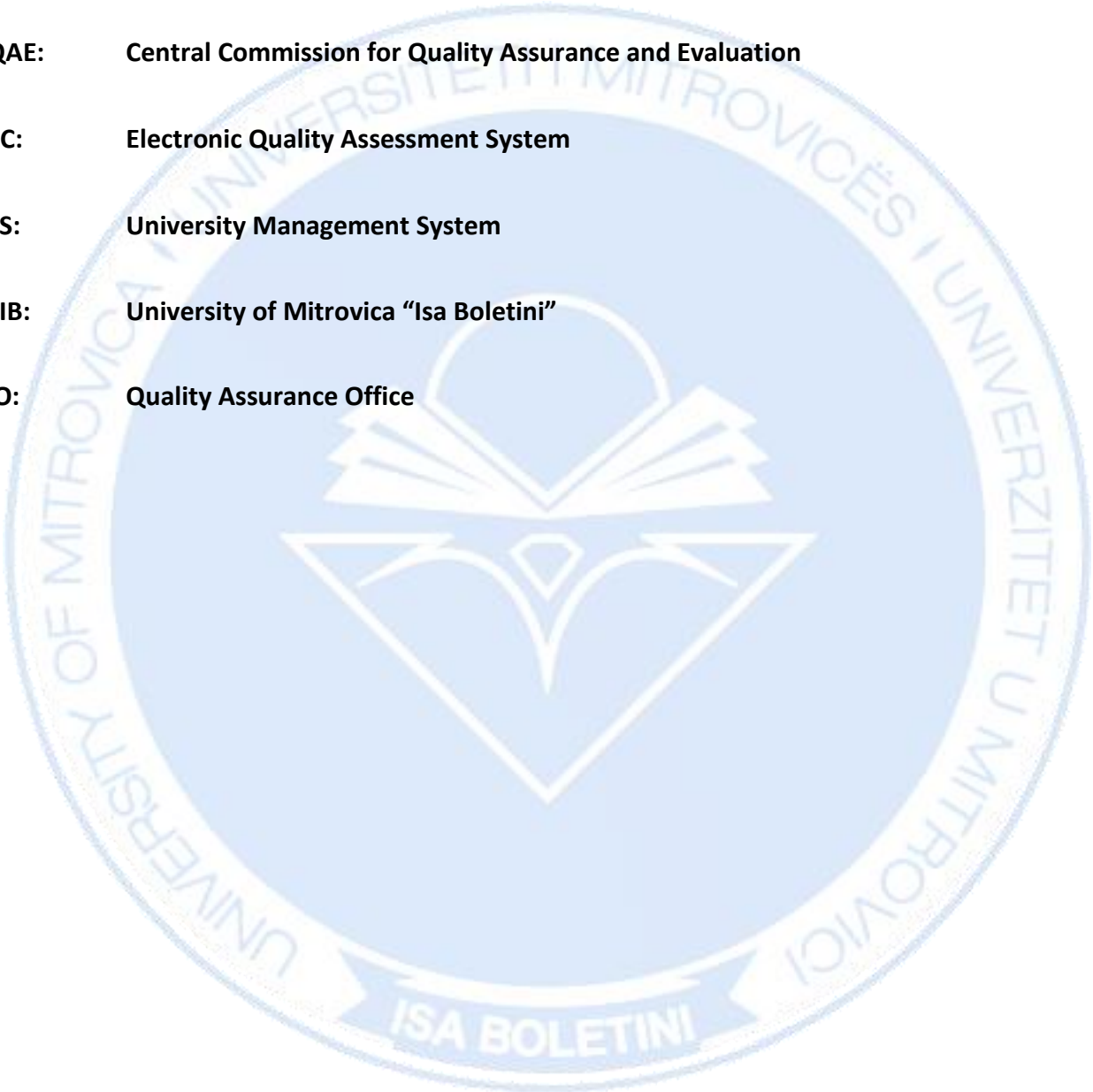
Introduction

University of Mitrovica "Isa Boletini" (hereinafter: UMIB), as an Institution of Higher Education (hereinafter: HEI) established since 2013, has continuously made efforts to make the quality assurance process measurable. Each year, UMIB organized questionnaires with students and other relevant stakeholders, who answered questions, which aimed at showing the actual situation at UMIB through the perception of respondents.

UMIB has its own quality measurement mechanisms, and in addition to this, the process is measured and monitored continuously by deans, vice deans, quality coordinators within the faculties, the Quality Assurance Office at the University of Mitrovica "Isa Boletini" (hereafter: QAO) has a special role in these developments, and is the main body within UMIB for measuring internal quality.

In June 2020, as part of activities to improve quality within UMIB, in order to improve service delivery at UMIB, improve teaching as an ever-changing process in terms of new methodologies, and increase the responsibility of the management staff, QAO conducted a questionnaire on self-assessment of academic staff at UMIB, already as a common process.

The whole process of launching the questionnaires and collecting of the data was done by QAO in full coordination with CCQAE. The process was transparent, thus respecting the dignity of each respondent and maintaining the prestige of the institution.

Below, we will present the data extracted from the questionnaire. In order for the report to preserve the ethics of each and that of the institution, you will find published only some of the main findings of the questionnaire. Recommendations as the last part of it, will also contain suggestions and remarks which are not made public, but which are given by the respondents.

Quality Assurance Office (QAO)

The Quality Assurance Office is an independent office which operates within the Rectorate of the University of Mitrovica "Isa Boletini" (hereinafter: UMIB) which reports directly to the Rector of UMIB. QAO is committed to quality enhancement at UMIB by implementing all institutional policies and quality measuring instruments approved by the Central Commission for Quality Assurance and Evaluation (hereinafter: CCQAE). Quality officers are not part of the UIBM academic staff. The Office performs quality measurements using all the instruments included in the package of quality measuring instruments approved by CCQAE. QAO compiles reports with findings and recommendations for each questionnaire conducted, and sends them to the Rector of UIBM. The Office also sends the data from the questionnaires to the Deans of the academic units in order to plan for the development of the academic staff and their continuous improvement.

Conducting of the questionnaire

Self-assessment of academic staff is a process, which is carried out twice (2) within the academic year at the end of each semester. CCQAE has approved the questionnaire for self-evaluation of the academic staff, and QAO on 29.06.2020 until 09.07.2020 launched the questionnaire for self-evaluation of the academic staff through the quality coordinators in the academic units.

The questionnaire was intended for all professors and assistants who had active courses in the summer semester of 2020. QAO systematized the collected data, and sent them to the Deans of the academic units as well as to the central management of UMIB. The academic staff responded to the questionnaire through Google Forms, which contained 26 closed questions and 2 open questions where questions were asked about the advantages and the needs for improvement.

The questionnaire was divided into 4 levels:

- Teaching
- Relations to students
- Professional development
- Data retention

The questions were intended to look into these key aspects:

- Teachers' approach to students;
- Full implementation of the syllabus
- Methods of teaching online classes;
- Students' space during the lesson/classes;
- Teachers conduct;
- Relations to students
- Professional development
- Data retention
- Strengths of teachers, and
- The needs for improvement

Findings of the questionnaire

QAO distributed the questionnaire to the academic staff through quality coordinators from 20.06.2020 to 09.07.2020 and we received 69 self-assessments of the academic staff in total.

This report expresses only the general statistics, and the recommendations that emerge from the totality of the responses that are derived from the data from the questionnaires. The presentation of the data does not reflect the opinion of QAO but reflects the situation derived from the data collected from the questionnaires.

Reports on professors separately, QAO has sent to the Deans of the Faculties, they will discuss the findings with the academic staff, and out of which the Deans will assess the academic staff.

Number of academic staff who did their self-assessment is 69, of whom 47 professors and 22 assistants.
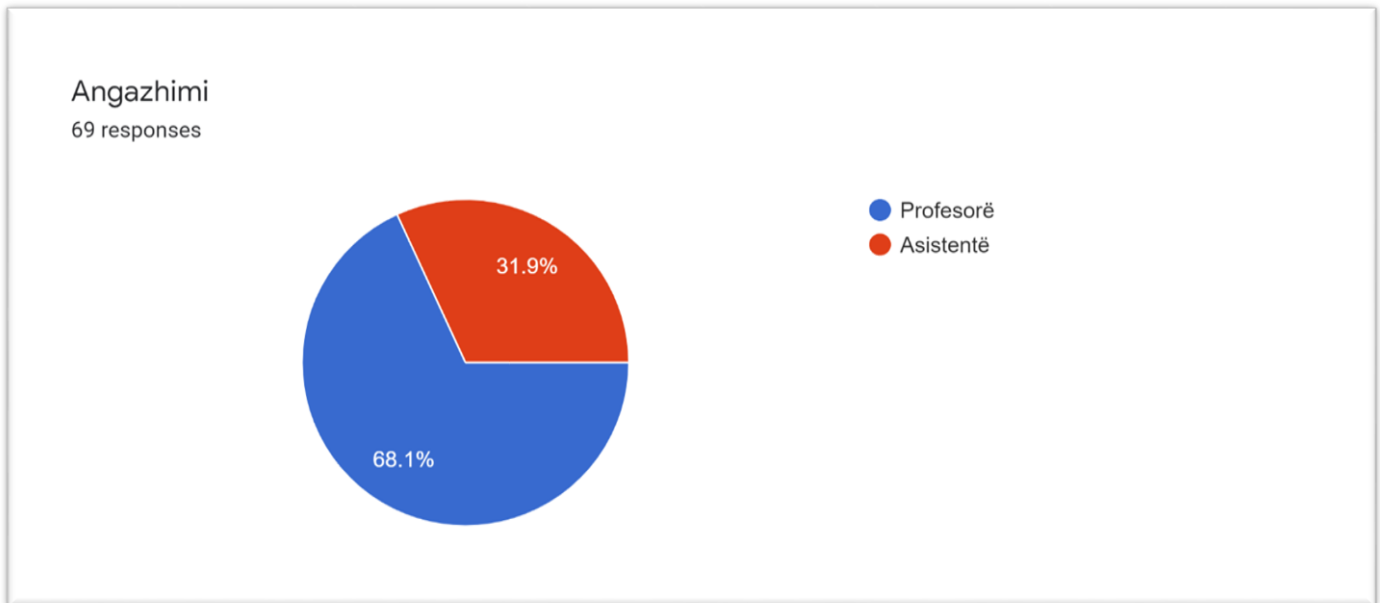

Fig.1. Number of academic staff who did their self-assessment according to the engagement.

Out of 69 self-assessments, 22 are in the Faculty of Geo-Sciences, 15 are in the Faculty of Food Technology, 11 are in the Faculty of Mechanical and Computer Engineering, 7 are in the Faculty of Law, 5 are in the Faculty of Economics and 9 are in the Faculty of Education.
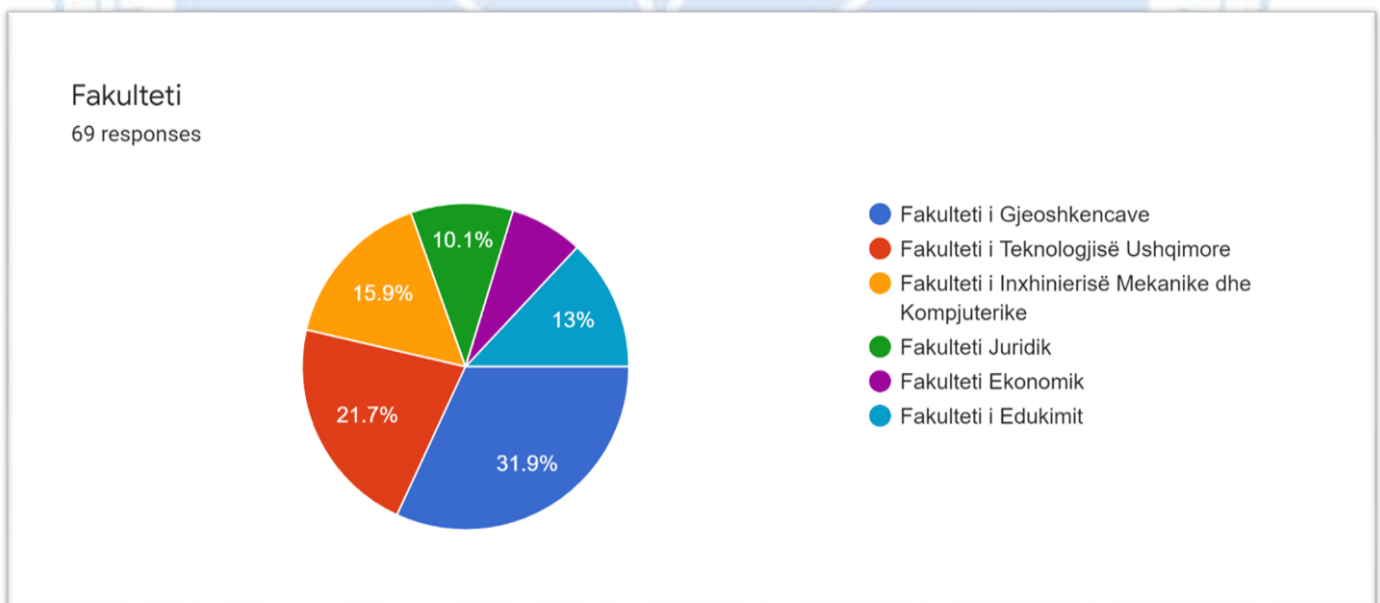

Fig.2. Number of academic staff who did their self-assessment from each academic unit.

1. Teaching

The first part of the questionnaire was focused on teaching.

Academic staff stated that they regularly held lectures and exercises, 62% of them stated that they had no problems with online access to lectures and with the registration of students in the virtual classroom. The academic staff has distributed the syllabus of the course on time and explained the contents, assessment and tasks. They have successfully conducted the syllabus themes by using the online platform. During the lectures, the academic staff utilized tables, posters, etc., to show examples-cases from practice so that students could better understand the lecture/exercises. The academic staff had encouraged and enabled the students to ask questions and comment at any time during the lectures. The students' remarks and suggestions were taken into consideration by the academic staff and those remarks were reflected.
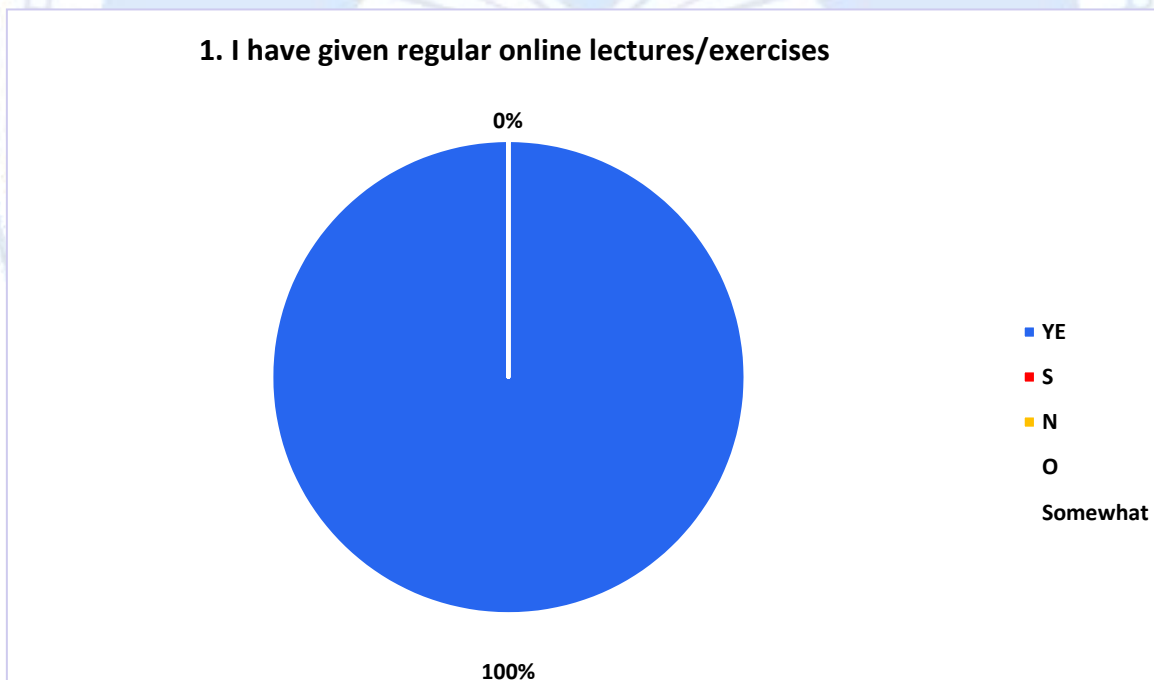
1. I have given regular online lectures/exercises

Fig.3. Response to the question: I have given regular online lectures/exercises

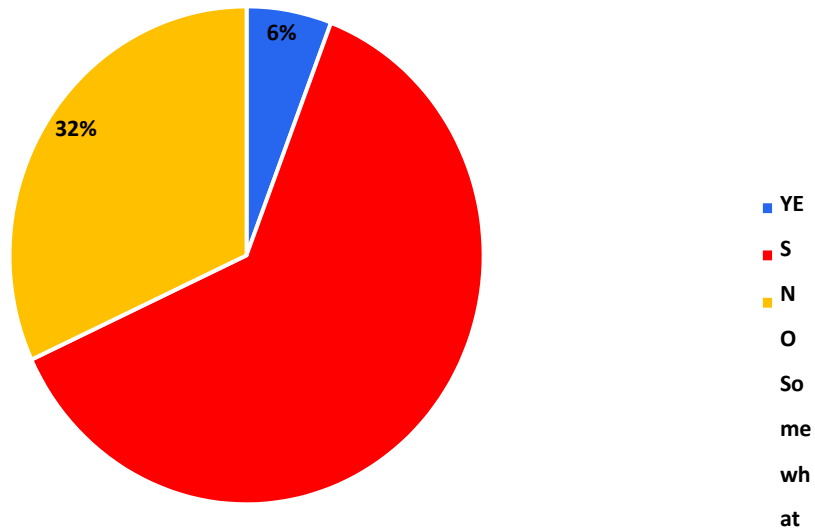## 2. I had problems with accessing lectures online

Fig.4. Response: I had problems with accessing lectures online

3. I had problems with registering students' attendance to the virtual classroom by the UMS
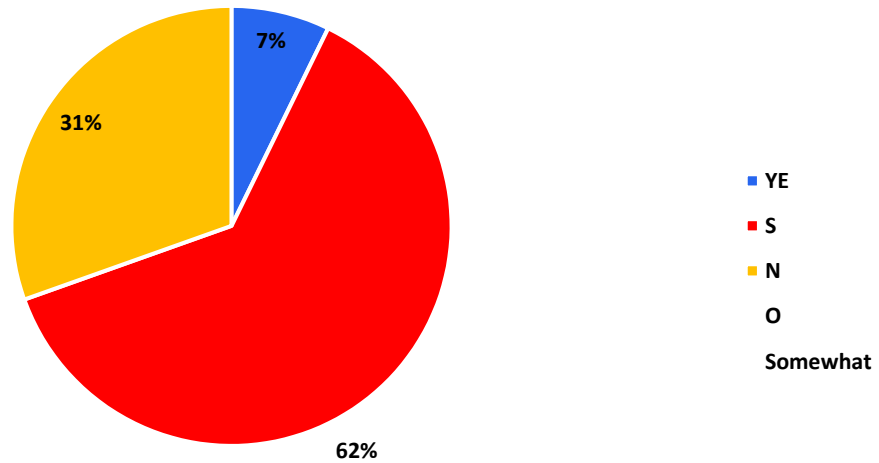

Fig.5. Response: I had problems with registering students' attendance to the virtual classroom by the UMS

4. During Covid-19, I conducted without any problems the topics of syllabus.
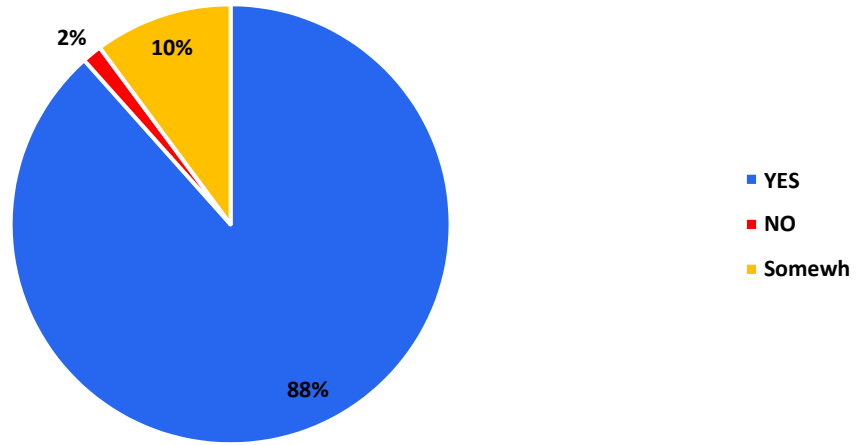

- YES
- NO
- Somewh

2% 10% 88%

Fig.6. Response: During Covid-19, I conducted without any problems the topics of syllabus.

5. I managed to make a good use of the online teaching platform with students.

- YE
- S
- N
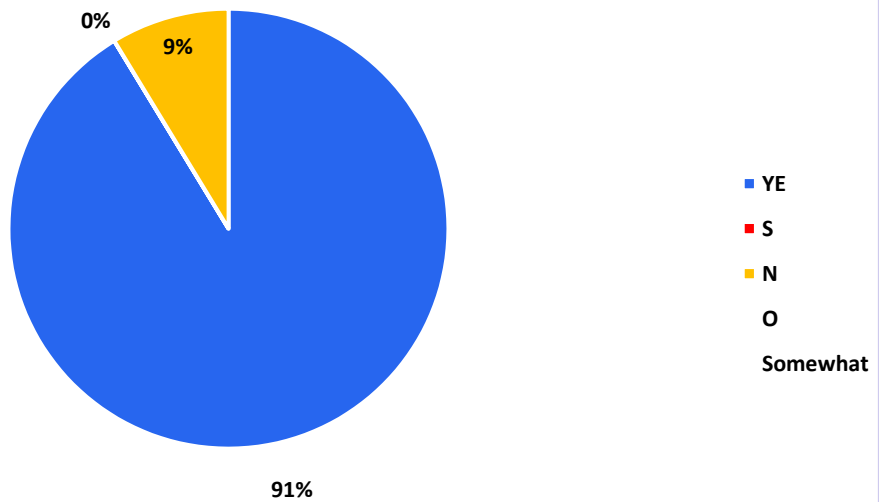 O
  Somewhat

0% 9% 91%

Fig.7. Response: I managed to make a good use of the online teaching platform with students.

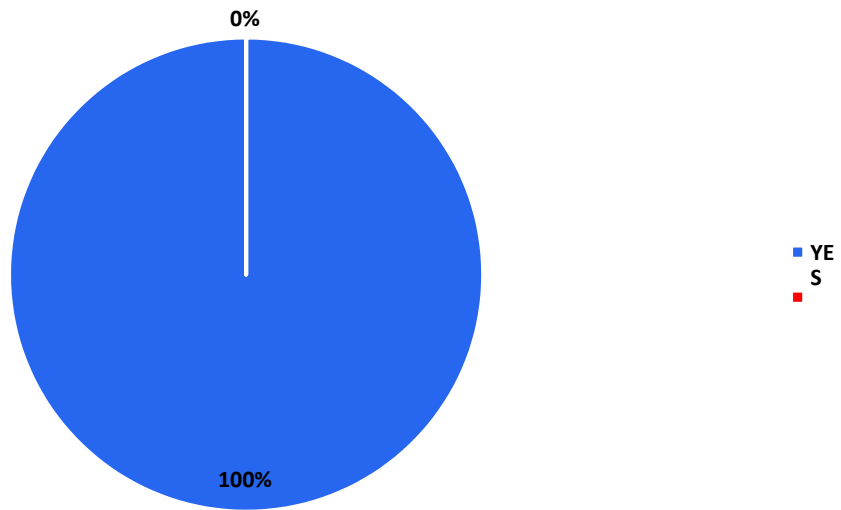**6. I distributed the syllabus of the subject on time.**

Fig.8. Response: I distributed the syllabus of the subject on time.

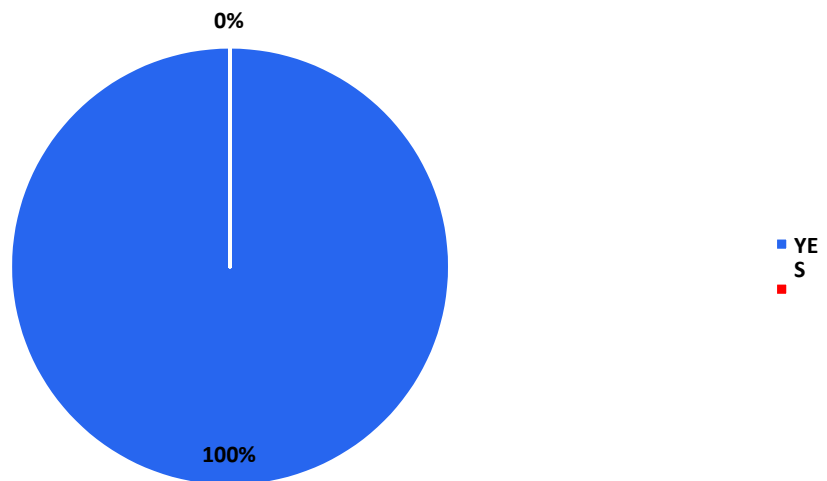**7. In the first lecture I explained the contents, the assessment, the tasks, etc.**

Fig.9. Response: In the first lecture, I explained the contents, the assessment, the tasks, etc.

8. I used examples-cases from practice so that students could better understand the lecture/exercises

0% 0%

27%

67%

- Never
- Rarely
- Occasionally
- Often
- Always

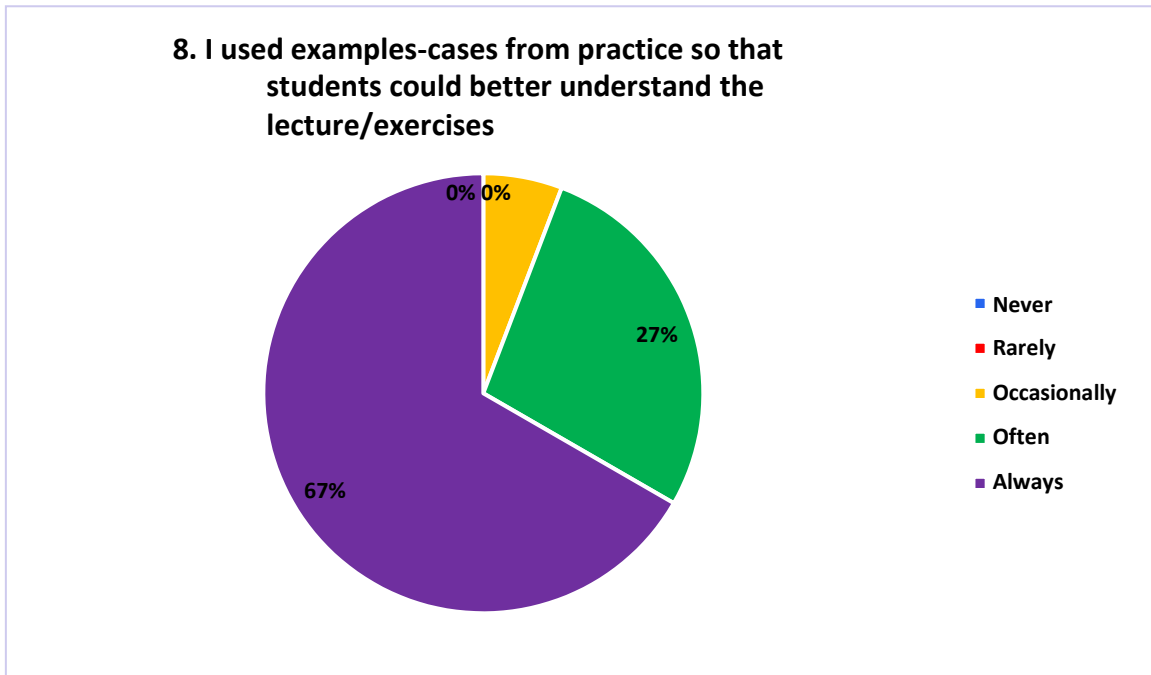**Fig.10. Response: I used examples-cases from practice so that students could better understand the lecture/exercises**

9. I utilized tables, technology, posters and similar tools.

0% 1%
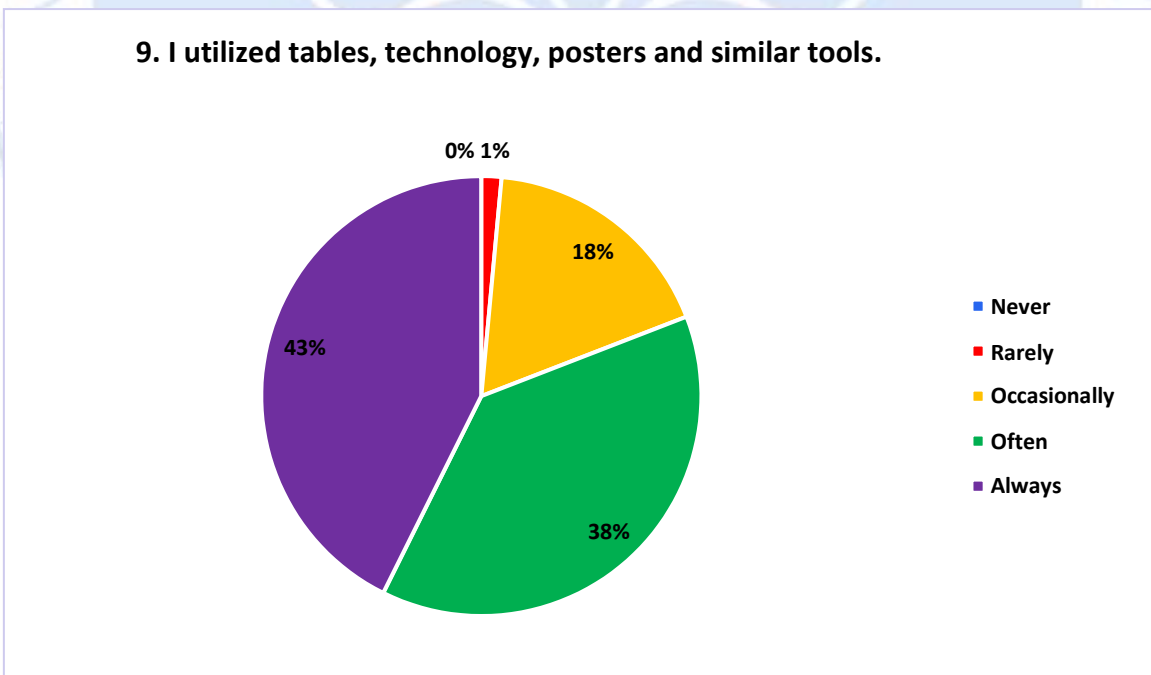
18%

43%

38%

- Never
- Rarely
- Occasionally
- Often
- Always

Fig.11. Response: I utilized tables, technology, posters and similar tools.

10. I used the technical possibilities offered by the online lesson to display them during lectures/exercises.

0% 0%
3%
32%
65%

- Never
- Rarely
- Occasionally
- Often
- Always

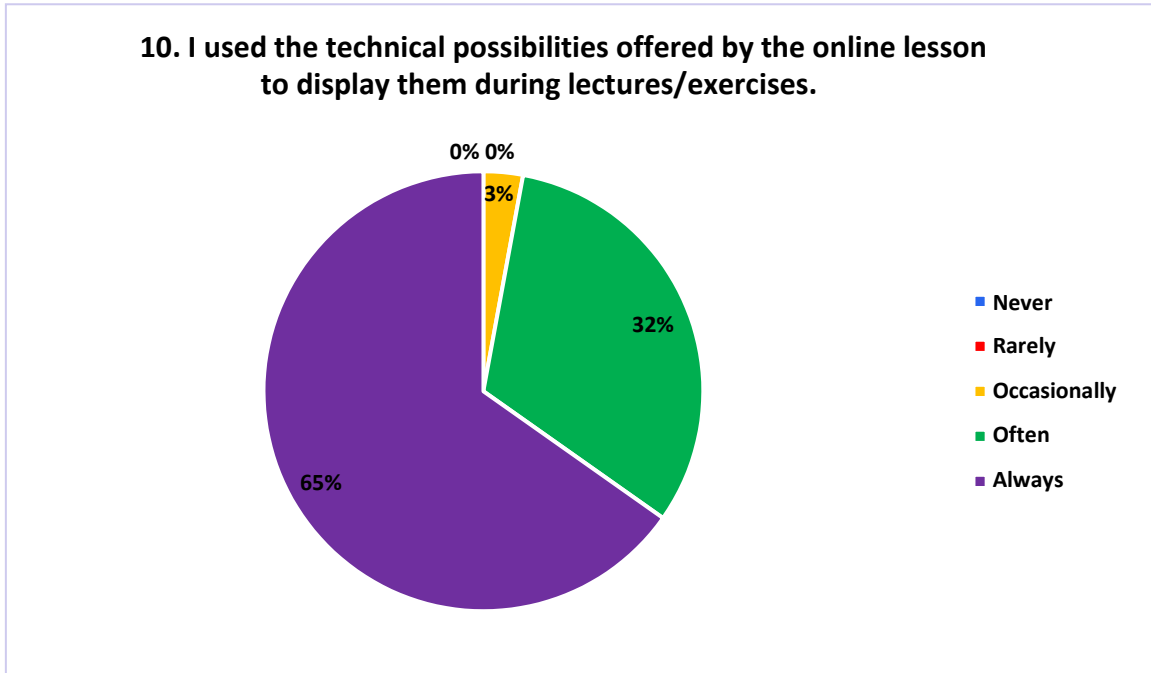**Fig.12. Response: I used the technical possibilities offered by the online teaching to demonstrate it during the lecture/exercises.**

11. I allow students to ask questions and make comments at any time during the lecture.

0% 0%
6%
4%
90%
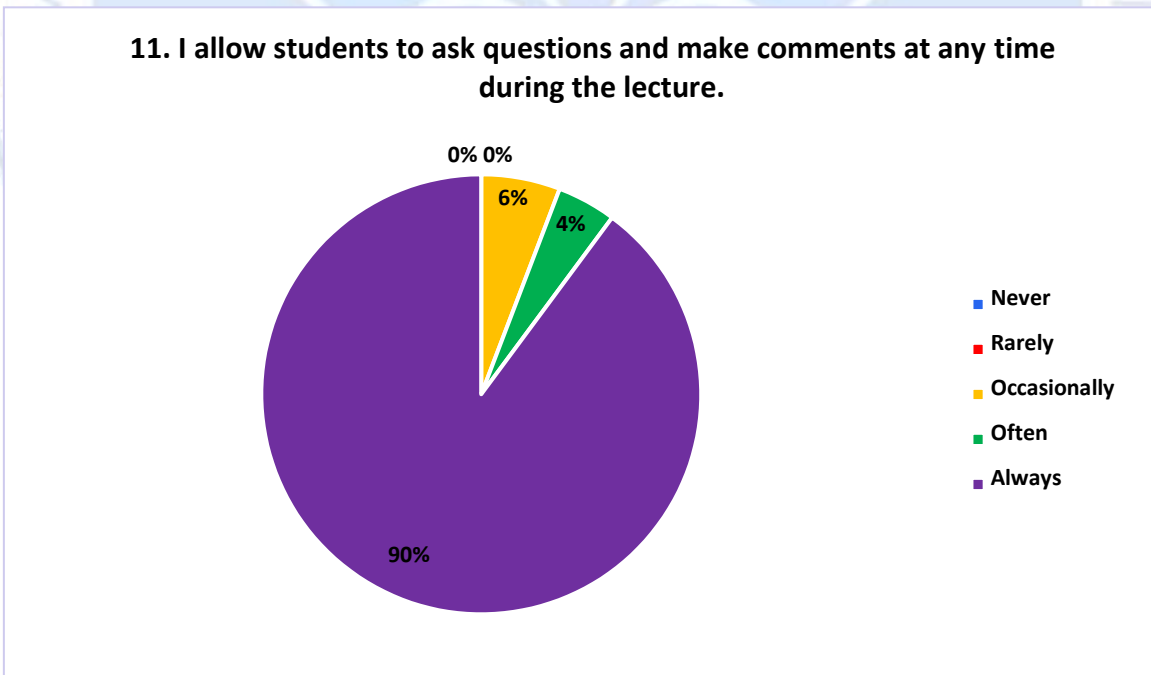
- Never
- Rarely
- Occasionally
- Often
- Always

Fig.13. Response: I allow students to ask questions and make comments at any time during the lecture.

12. I use activities that push students to be active in lectures.

0% 0%
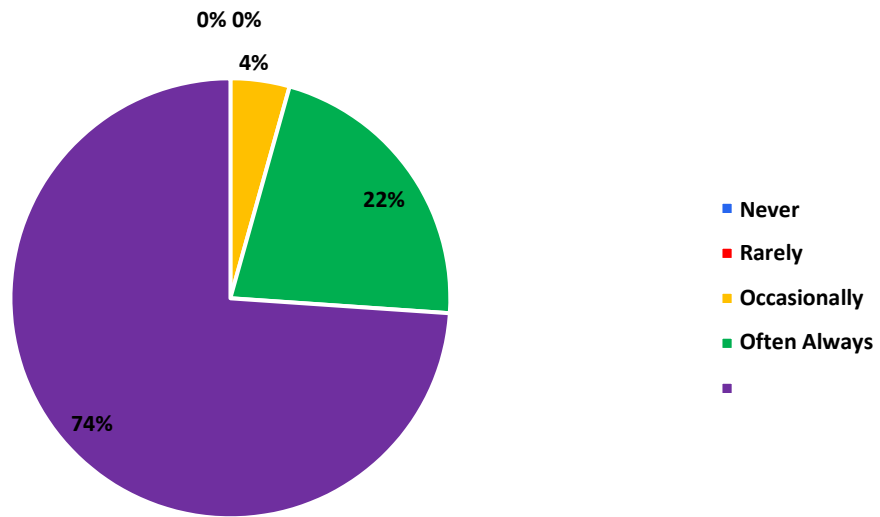4%
22%
74%

Never
Rarely
Occasionally
Often Always

Fig.14. Response: I use activities that push students to be active in lectures.

13. I take into consideration students' remarks and suggestions for changes in the syllabus.

14%
28%
57%

Never
Rarely
Occasionally
Often
Always
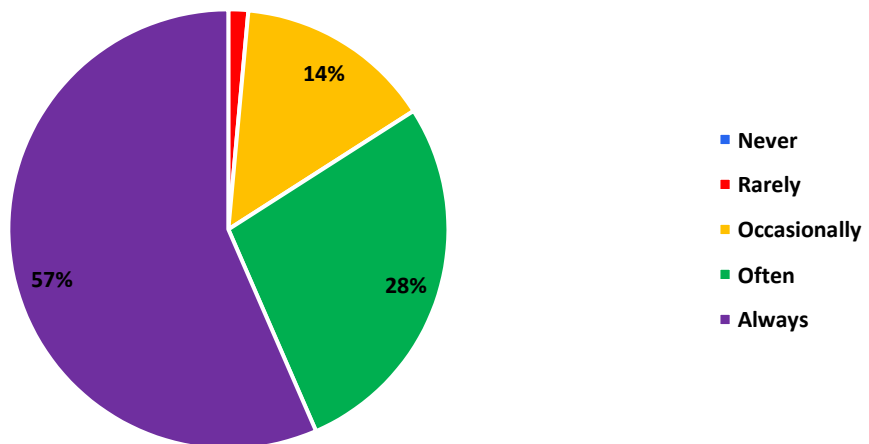
Fig.15. Response: I take into consideration students' remarks and suggestions for changes in the syllabus.

14. I have distributed on time the schedule of laboratory exercises, assignments, case studies, tests and quizzes.

Fig.16. Response: I have distributed on time the schedule of laboratory exercises, assignments, case studies, tests and quizzes.

15. I have included my research in the content of syllabus.
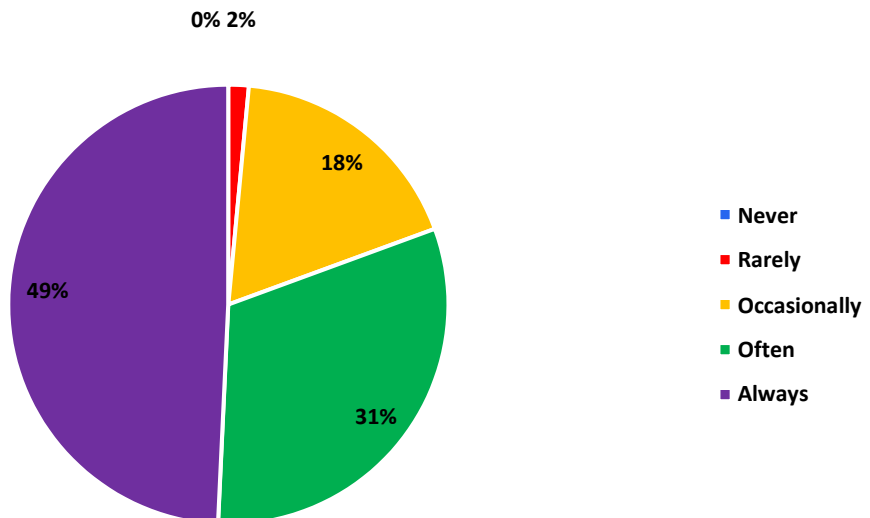
Fig.17. Response: I have included my research in the content of syllabus.

2. Relations with students

The second part of the questionnaire focused on the relations of the academic staff with the students.
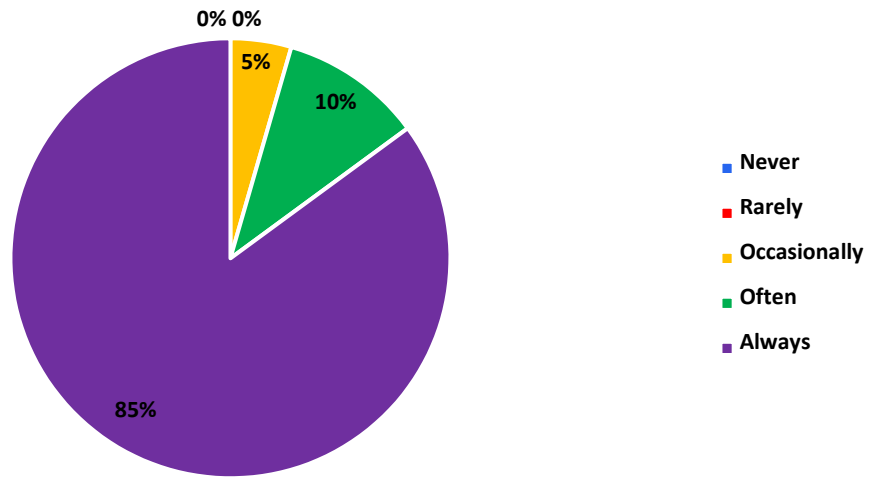
The approach of the academic staff with the students has been proper and always correct. Academic staff state that students have occasionally had problems accessing lectures. Students are evaluated for each of their activities during lectures/exercises, and these were taken into account in the final evaluation.

16. My approach to students has always been correct.

Fig.18. Response: My approach to students has always been correct.

17. Students had problems with accessing lectures online
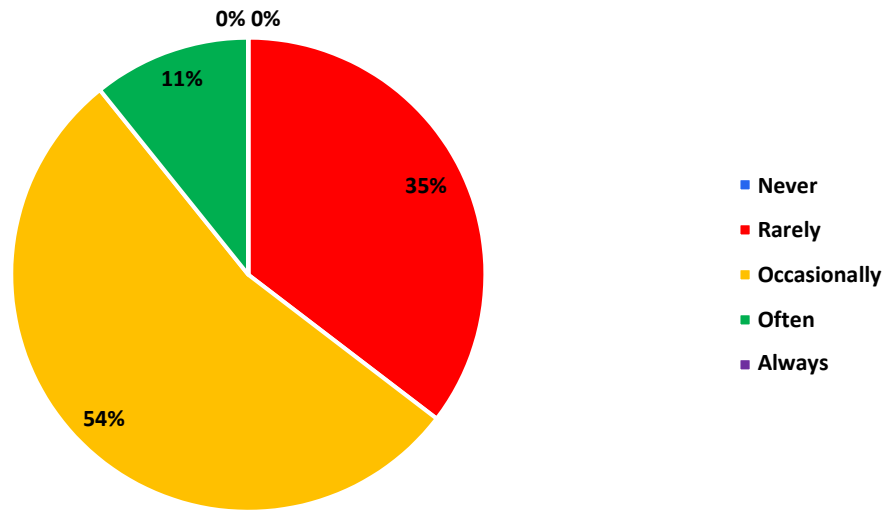
Fig.19. Response: Students had problems accessing lectures online

18. I have respected the UMIB Statute and Regulation of studies on the assessment of the students.
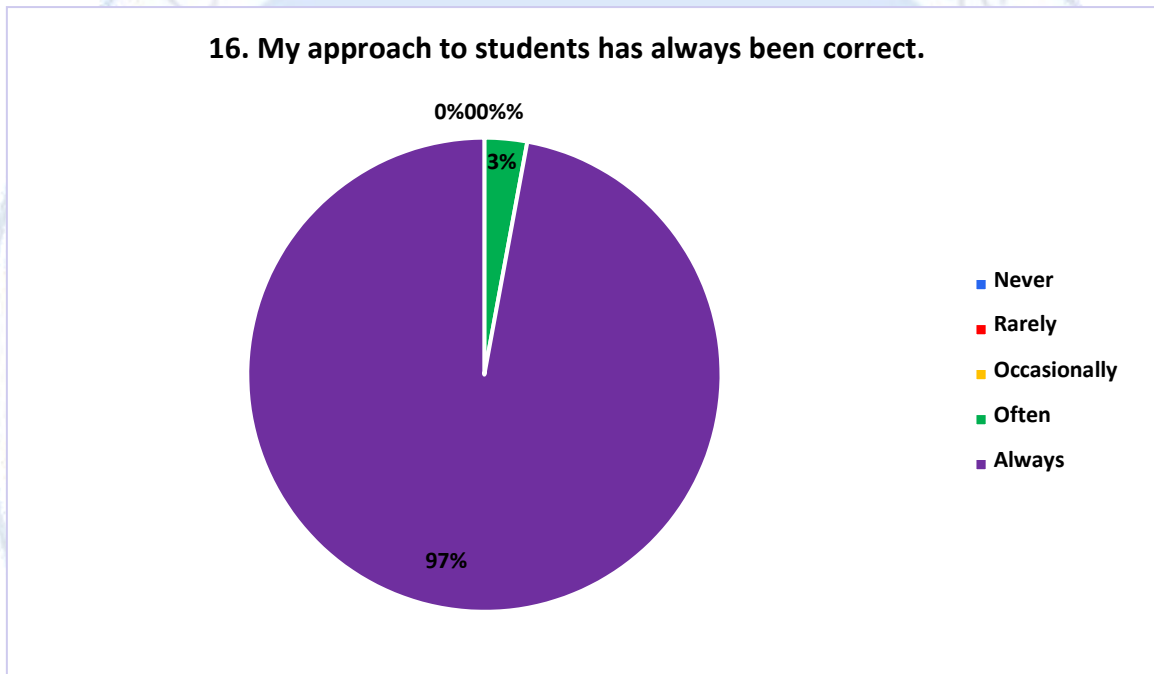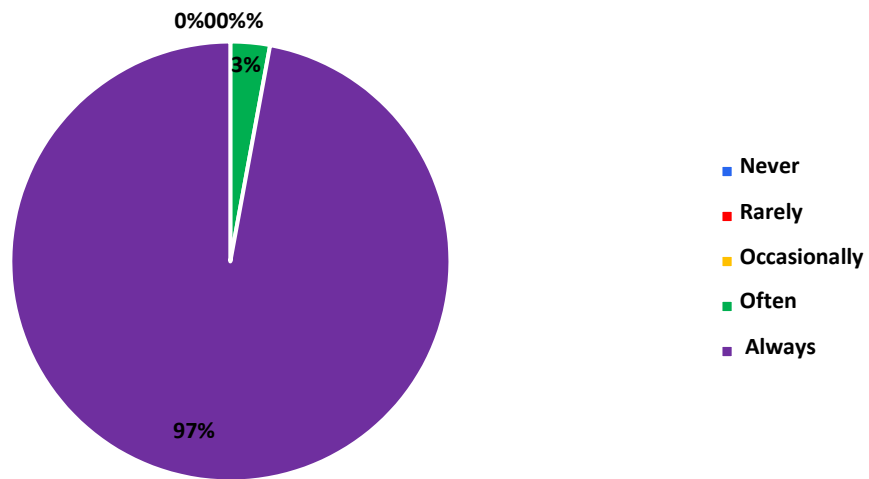

Fig.20. Response: I have respected the UMIB Statute and Regulation of studies on the assessment of students.

19. I do include the student's contribution from each activity during the semester in the final grade?
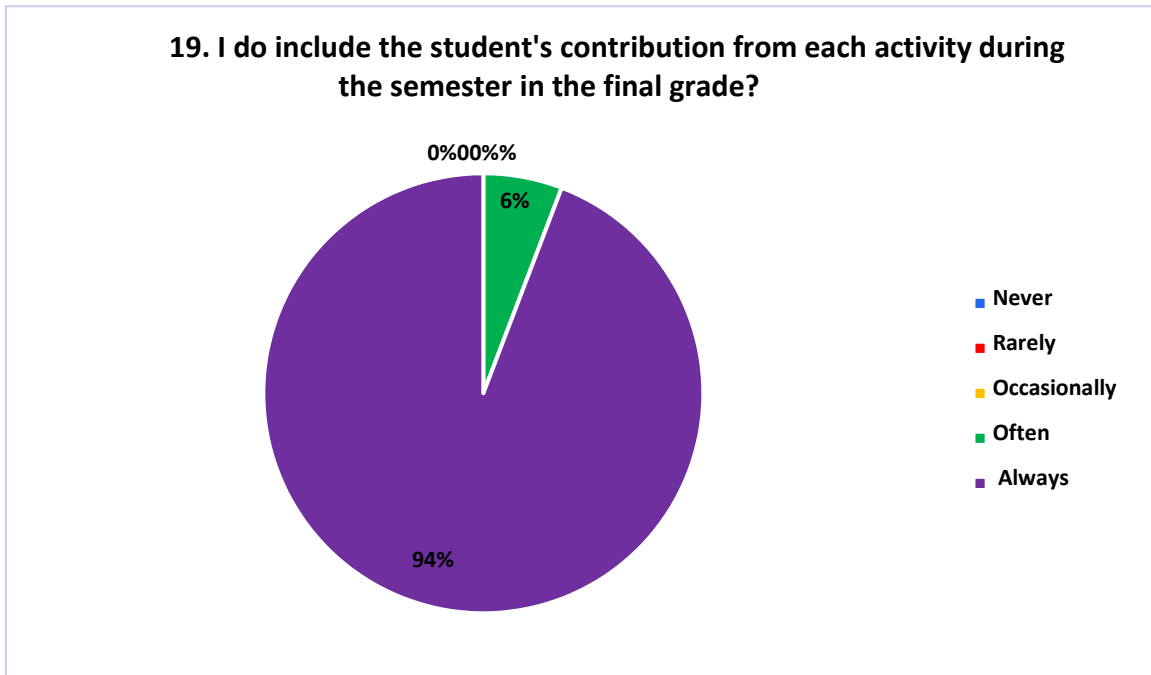
Fig.21. Response: I do include the student's contribution from each activity during the semester in the final grade?

3. Professional development

The third part of the questionnaire focused on professional development of the academic staff.

The IT Office assisted the academic staff to make easier their access and eliminate the difficulties while using the online platform. The academic staff participated in trainings on new teaching methods, and this part should be strengthened further, and the academic staff should be constantly engaged in improving their skills in foreign languages.

20. I collaborated with colleagues and the IT office to eliminate the difficulties in using the online platform.
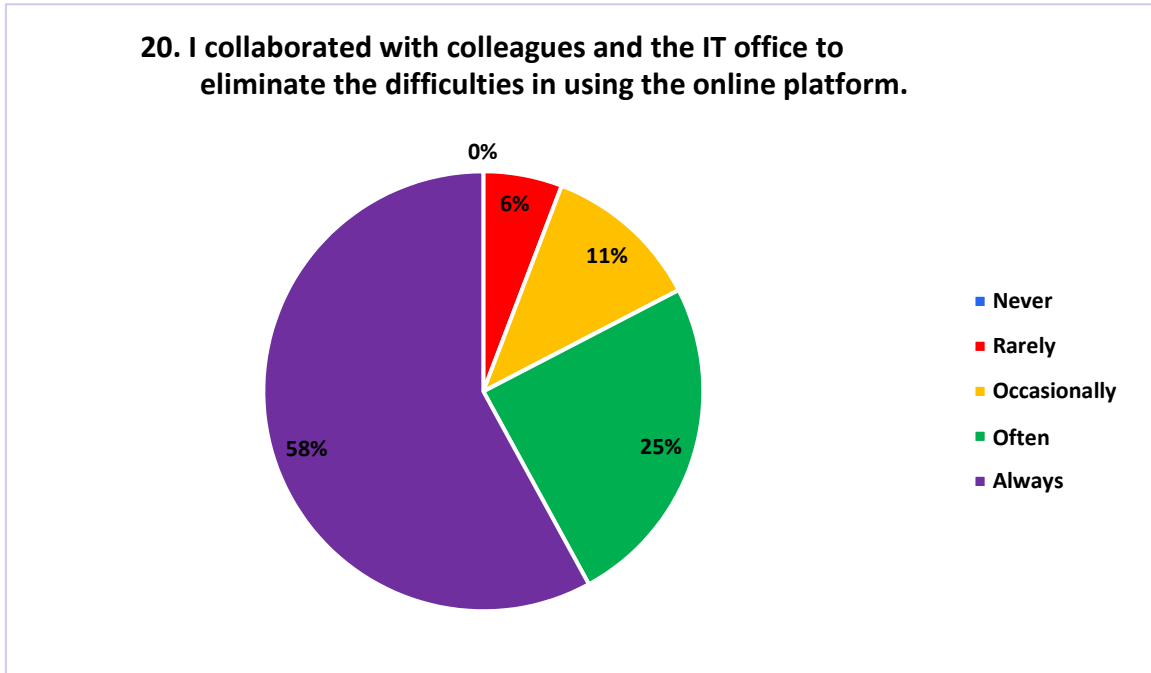
Fig.22. Response: I collaborated with colleagues and the IT office to eliminate the difficulties in using the online platform.

21. I collaborate with other colleagues to identify and resolve teaching problems and problems at the faculty.
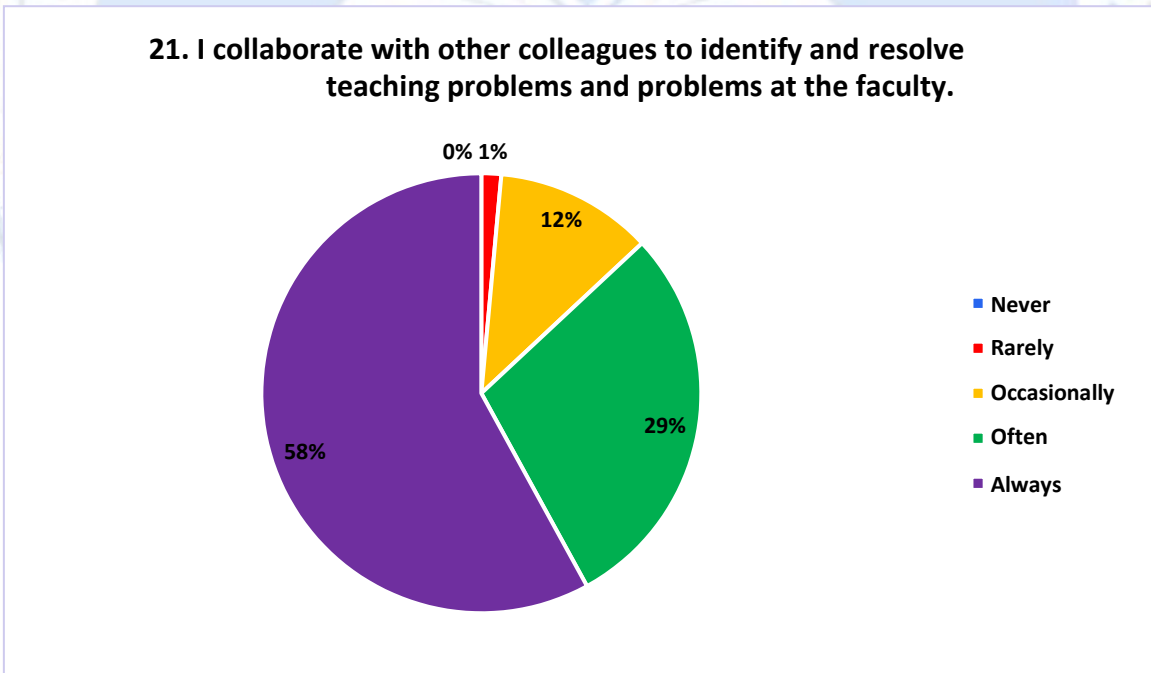
Fig.23. Response: I collaborate with other colleagues to identify and resolve teaching problems and problems at the faculty.

22. I participated in trainings on new methods of teaching.
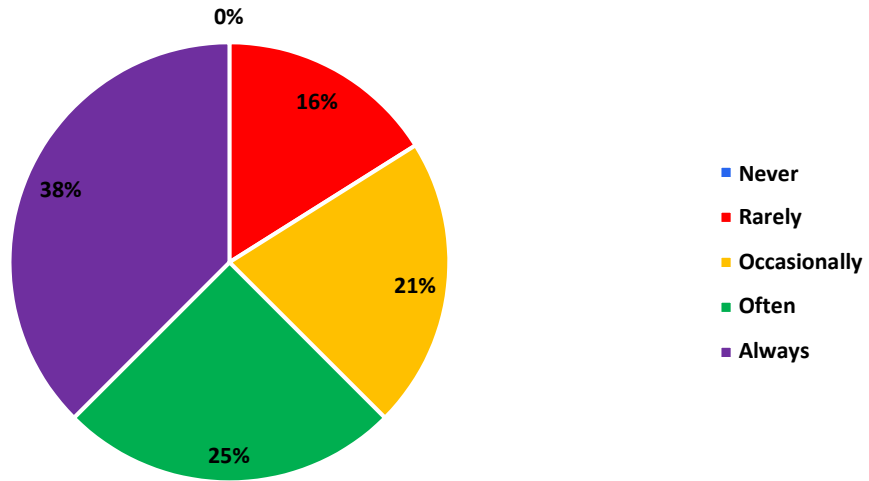
Fig.24. Response: I participated in trainings on new methods of teaching.

23. I am constantly improving my skills in foreign languages.
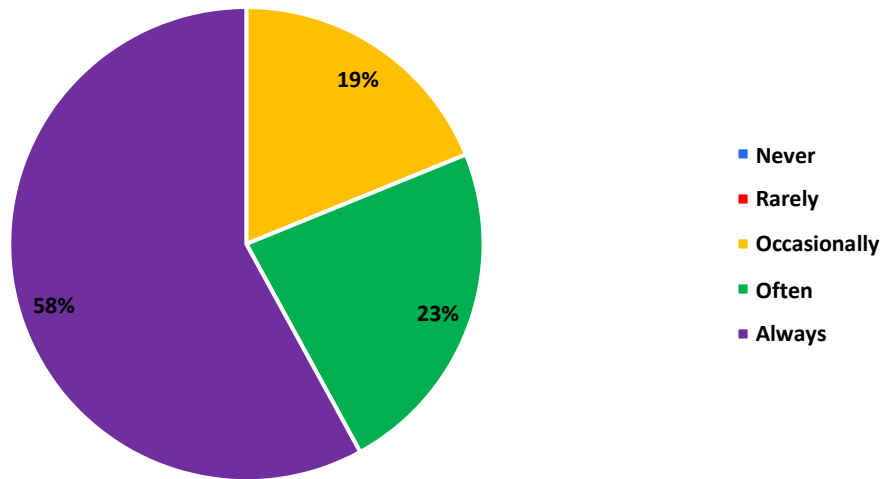
Fig.25. Response: I am constantly improving my skills in foreign languages.

4. Data retention

The fourth part of the questionnaire focused on data retention by the academic staff.

The academic staff constantly keeps record of student activities and updates their lecture/exercise plan, and these records/notes are available to the management at any time if required.
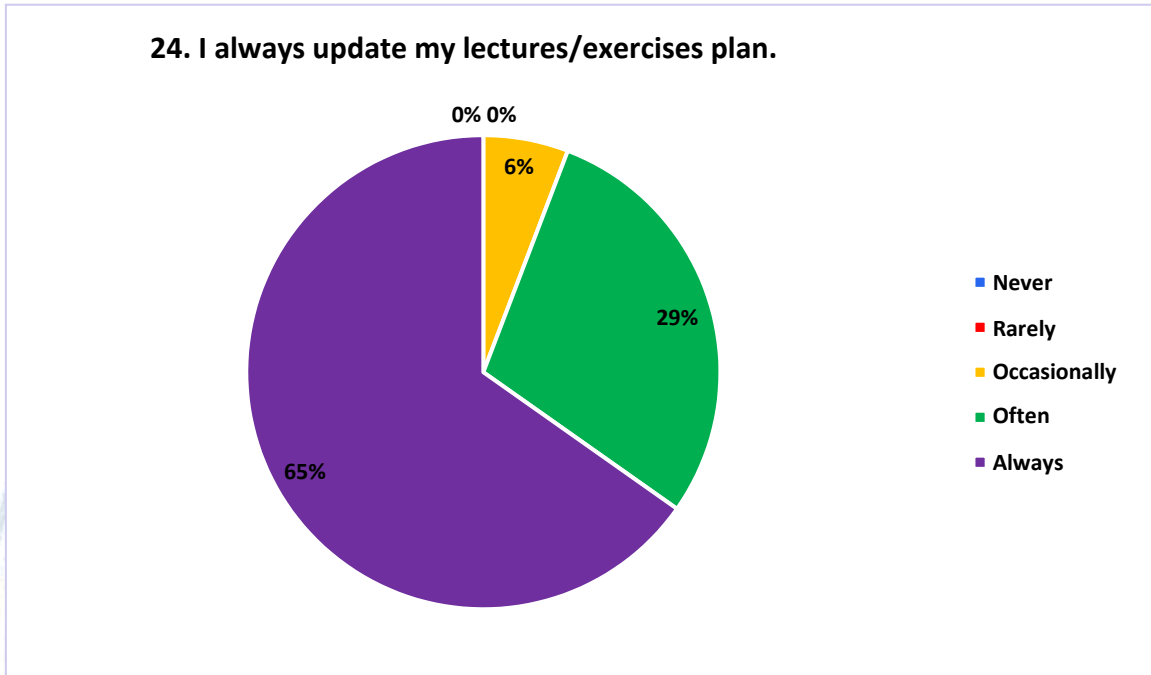
Fig.26. Response: I always update my lectures/exercises plan.
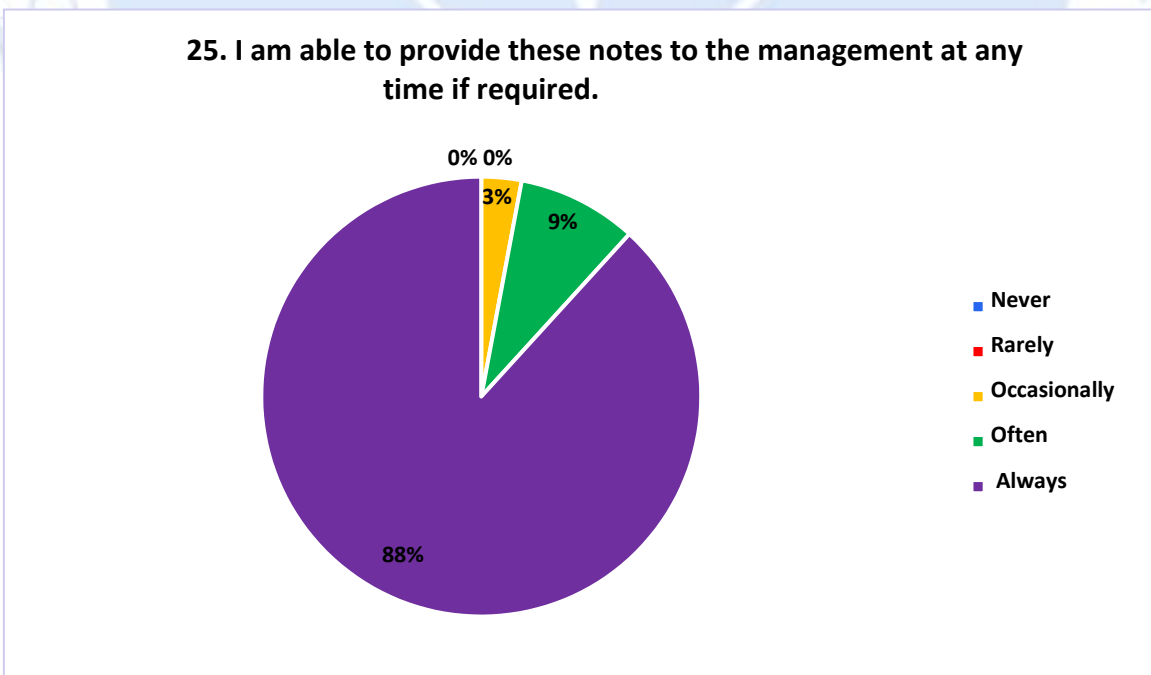
Fig.27. Response: I am able to provide these notes to the management at any time if required.

26. I keep records of students' engagement in findings on research cases, laboratory work results, and paper findings from their study visits, which are included in their final evaluation.
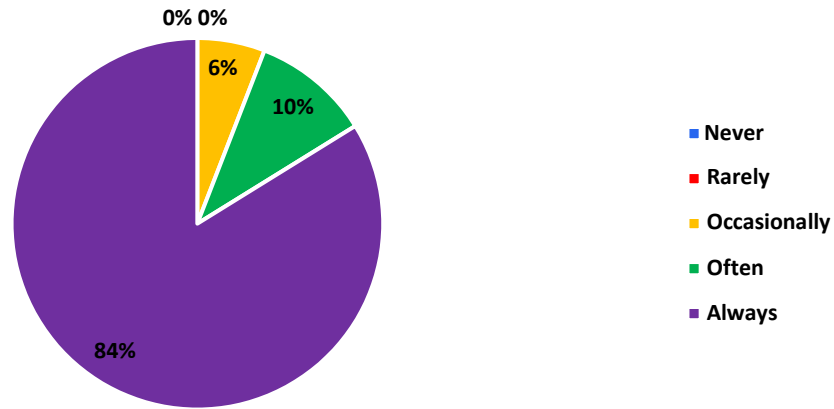
Fig.28. Response: I keep records of students' engagement in findings on research cases, laboratory work results, and paper findings from their study visits, which are included in their final evaluation.

5. Strengths of the academic staff

The fifth part of the questionnaire focused on the advantages of the academic staff.[1]

- Very close with the students and trying to help them in every aspect.
- Teaching experience
- Adapting to the necessary changes within the unit.
- Learning, work, cooperation, correctness and development.
- Long experience (33 years) in teaching. Conducting courses of my narrow field of study.
- Closeness with the students and accepting their remarks and suggestions.
- The lecture methodology is unified with the western ones, since I have completed my postgraduate and doctoral studies in EU countries.
- Respecting the schedule, willing to cooperate openly with students and colleagues, sharing scientific and professional experience, keeping informed of scientific trends in the field

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[1] The answers in Chapter 5 are set out as received from the academic staff.

- English language, research and explanation skills
- Collaborative with colleagues and students, correct, demanding ...
- Communication skills
- Always providing a motivating environment for students of the course.
- My approach to students, willingness to cooperate with staff, readiness for continuous improvement.
- Always trying to keep the class active.
- Long experience in academic and professional life (practical) and their intertwining during academic life in relation to students during the lecture.
- Collaboration with colleagues, students and management in the professional field and academic development projects for the benefit of all
- Practical knowledge, and knowledge of special software for practical work.
- My doctoral thesis, master's thesis and most of my scientific and professional papers belong to the subject areas in which I give lectures.
- Rigorous adhering to the UMIB Statute and Regulations.
- Closeness with students in order to implement as best as possible the syllabus
- As to the subject of Geochemistry, although teaching until June has been conducted through online classes, cooperation and interactive communication with students as well as deepening in a deeper logical sense to increase the ability and skill in learning, for purposes of motivating and encouraging the students for research, has fulfilled the teaching strategy, as provided by Syllabus. For this I am thankful and grateful to the students for active and motivating participation, and in particular I was amazed by their ethical culture and desire to become genuine young researchers.
- Tidy and correct.
- Long experience in the educational process and professional preparation
    - Long experience in teaching, teacher in my field of study, teaching (lecture, exercises/lab/field) always on time; - Correctness, transparency to students' requests and excellent conduct with them; - Correct evaluation for each student; - Use of advanced technology in teaching.
- Background so far, passion and dedication.
- Constantly engaged in scientific research (work) in solving and treating mining problems, both surface and underground mines. Students are always offered high scientific knowledge, together we study certain mining fields in accordance with the syllabi of the courses.
- Conducting lectures and consultations on time
- Adequate training and close communication with students and colleagues
- Proper level preparation as well as many years of experience in higher education
- Knowledgeable in IT, informed about innovations in the field of finance, following development trends, etc.

- Constantly striving for commitment to be at maximum in the service of students
- Ability and willingness to work while upholding the principle of impartiality and objectivity, Willingness to work in challenging conditions, Experience and ability to work under pressure and at different times, Collaborative with students at all times.
- Good knowledge in the field of information technology
- Clear explanation to students and connection to the situation.
- Proactive approach, communication and collaboration, updated lectures, interactivity, keeping up with global mining, energy and environmental related developments, international cooperation and participation in international fora!
- Practical experience in the field of teaching, using the most suitable literature for teaching/student (from foreign languages: English and German).
- Believing that during this semester through the online system I managed at any time to help students with their needs during exercises, seminars or various engagements they had during that period
- Engagement
- Being an assistant as an academic part of the Faculty of Geosciences-University of Mitrovica and at the same time as a doctoral student from the Faculty of Natural Sciences and Engineering-University of Ljubljana, I have been equipped with great knowledge and qualifications. In any case, the opportunity to continue my work and study abroad has expanded my knowledge and provided further progress. This has been very helpful because it made me realize the importance of my field of study in Materials and Metallurgy. In addition to my studies, I also participated in various extracurricular activities to gain more experience and competence. Being a doctoral student as part of the University of Ljubljana, I had the pleasure of working and interacting with diverse people from European Universities, which has made me open-minded and more aware of the many things that need to be taught in the future. Also, this has been a new experience that has provided me with the right skills in the field of metals, such as, research, leadership and communication. Furthermore, I was also involved as a participant in various seminars and conferences in European countries such as: Austria, Slovenia, Germany, Croatia, where I gained an experience of professionalism and responsibility, which was very useful for my future in the field of metals, working in groups, both at work and in research projects.
- Adapting to new situations
- My strengths are that I have constantly made efforts for all students to create a sense of involvement in the class and learning to be as interactive as possible, cooperation with colleagues, etc.
- Communicative, transparent, dedicated, correct ...
- Communication skills, successful management of groups regardless of the number, transfer of knowledge to students in a quality manner, student motivation, etc.
- Explaining problems in the most modern approach

- Updating the contents of lectures with the latest developments; students engagement; open communication and interactive approach; clarification of obligations and deadlines; interactive teaching
- Experience, Knowledge to Date, Motivation, Dedication etc.
- Close to students and always ready to respond to their needs and requests, as well as a collaborator with my colleagues.
- Collaborative
- Ability to connect theoretical learning to practical work
- Communicative, ability to explain difficult topics in a simple, enthusiastic way
- Experience and long-term commitment to teaching.
- Experience in professional work.
- Communication and closeness in convincing students to increase their willingness to learning and they appreciate this especially in the practical part or in the professional research.
- Long experience in academia and industry.
- Free approach to students for discussion, attractive lectures.
- Permanent engagement in working with students, during lectures, exercises, consultations, mentoring their diploma thesis of two levels, etc.
- A new and very necessary experience for other situations of the time
- Long term experience
- Students' assessment as to conducting of lesson classes.
- Good knowledge of technology and foreign languages. Use of technology in the classroom and during virtual classes in conducting the lectures.
- Completion of doctoral studies in a double degree program of Tempus where for each subject we had two professors (one from European Universities and one from the Balkan countries), various researches, meetings with colleagues from different cultures, mobility experience and increasing the level of my skills and knowledge by collaborating with my highly respected mentor from the University of Nice Cote D'Azur, I believe make an important part of my priorities.
- Being open for discussions.
- During my work, I have always tried to put the theoretical part into practice. Sending students to production companies of the nature of the subject that I teach.
- Cooperative, transparent, and always ready to work in a team!
- Communicative and collaborative with colleagues and students on academic issues. Dedicated to teaching, correct in relation to students and colleagues, motivated for continuous professional development.
- Practicing modern methods on learning

6. Needs for improvement:

The sixth part of the questionnaire focused on the needs for improvement of the academic staff.[2]

- I need to improve my English skills.
- It is constant thing to adapt to the needs and requirements that arise
- In scientific publications
- Improving technical and academic conditions for students and educational staff
- Improving foreign language skills and increasing the number of scientific publications.
- Division into research groups and clear defining of research problems of each group
- Writing my books on the subjects/courses, I teach.
- Advancement of pedagogical methods in teaching, advancement in teaching methodology.
- Advanced statistical analysis, training on advanced teaching methods
- Trainings for new teaching methods and trainings (courses) to advance learning of foreign languages
- Not to speak too fast!
- I have a tendency to be very critical of my teaching work in front of students, and therefore spend a lot of time in the work of preparing for the lectures.
- Greater involvement in research projects with other colleagues inside and outside UMIB, involvement in various national and international projects.
- There are always needs for improvements.
- Further advancement in the acquisition of several foreign languages.
- Training in teaching with new technologies
- Teaching trainings.
- Improving foreign language skills and increasing the number of scientific publications.
- Greater attention to publication of scientific research papers.
- A need for supply of laboratory equipment in order to perform as best as possible the exercises.
- In the self-assessment form on 12.02.2020, I presented the needs for improvement related to the strategy of research-scientific activity in the Faculty of Geosciences, as needs necessary to promote scientific research policies and motivational mechanisms for improving the quality of teaching, and teacher and student training as according to European standards.
- Remarks: I think the teaching/learning platform, of course according to the possibilities of the informational services
- on the online system, can be advanced to meet the clear objectives of
- Scientific research and innovation, thus facilitating tasks and responsibilities of the academic staff.

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[2] The answers in Chapter 6 are set out as received from the academic staff.

- Visits to institutions and factories
- Improvement in foreign languages.
- There is always need for improvement, and we must constantly commit to advancing the quality of teaching, and following trend of development in technology with countries in the region and beyond.
- Improving foreign language skills.
- With the advancement of technology and the world trend in the field of mining, there is a need for improvements and additions with new scientific innovations, the application of computer software is necessary to increase the level of teaching and learning.
- To update new knowledge
- There is need for lifelong advancements and improvements.
- Advancement in contemporary teaching methods
- Being equipped with econometric and finance support software as well as creating usname in Turnit for publications.
- In the teaching profession, you have to be flexible on constant basis.
- Raising the level of advancement with modern methods,
- Building of scientific capacities,
- Upgrading teaching methodology.
- Improving English language skills
- Updating the latest news
- Capacity building in the use and application of modern teaching methods.
- Involvement of students in research projects.
- Research and advancement of new methods during lecturing and exercises, trainings, various conferences that will help us improve
- Teaching methodologies
- It has been said that the path to success is guided through study, library, research, This statement is true. Without books, magazines, research and information, there can be no job of professional value or any good research, teaching or researches. Thus, the need to bring new knowledge requires uninterrupted and detailed study and research with an innovative and entrepreneurial spirit required, according to the needs and requirements in the field of Metals.
- In new teaching methods
- Improving working conditions in order to facilitate teaching as well as learning, bringing equipment that facilitate conducting of practical work at FG.
- Continuous professional development ...
- Frequent involvement in training.
- It is needed
- Advanced training for teaching in higher education; Writing skills of EU projects
- Completion of laboratories with new equipment.

- Training on the latest teaching methods and techniques.
- On the use of different computer applications
- Training on new teaching methods
- Always and everyone needs improvement in every field.
- Bigger activities in the field of research.
- Pursuit of advanced teaching practices.
- Over time, any improvement that occurs at work is achieved. Those who work make mistakes and seek support for improvements in work processes.
- To supply our cabinets with the latest technology equipment.
- Laboratory infrastructure to be completed and functional for practical work
- Establishment of the Institute for Scientific Research within the FTU, as well as greater involvement of professors and students in scientific-research work.
- To have more training in new teaching methods, professional training, training related to online teaching and the use of several platforms within the UMS.
- To have more engagements regarding the possibility of exchange of academic staff and students within the Erasmus + project, etc.
- To increase the level of international cooperation.
- While the university obliges teaching and learning, it must first equip all teachers and students with technological equipment (laptops) for a successful teaching/learning process. Not all students and teachers have personal technological equipment
- Laboratory equipment
- Providing us with access to online libraries and international platforms would be more than welcome, as well as training in various fields that support academic work.
- During teaching, I believe it is necessary to use methods that are more contemporary for engaging students in the classroom.
- Wise people are never up with learning; therefore, continuous education is an integral part of the process of continuous improvement.
- The learning process is at a proper level.
- With the development of technology and life in general, we always need improvements.
- Research - scientific work is and will always be part of my academic work, in the development of my profession.
- Maintaining continuous training!
- Timely and correct understanding of new methodologies for scientific research according to the requirements of the time as well as the use of technology offered by the University, useful for academic teaching and learning.
- Application of programming languages

Recommendations

UMIB Quality Office, after reviewing the self-assessment responses of the academic staff in this questionnaire, and after analyzing all questions and comments, at this stage of the development of the institution, recommends to the senior management of UMIB taking of the following steps:

- Providing foreign language courses for academic staff
- Supporting academic staff in scientific publications at home and abroad.
- Supporting academic staff in publishing books covering courses conducted within UMIB.
- Organizing trainings on new teaching methods
- Providing information and opportunities to academic staff on opportunities for scientific publications from the Center for Career Development.
- Establishing a network of academic staff within UMIB to provide opportunities for collaboration.
- Continuous advancement of laboratories and supply of new laboratory equipment.
- Organizing study visits for academic staff and students.
- Establishment of scientific research Institutes within the academic units