



INTERNATIONAL BALKAN UNIVERSITY
Self-Evaluation Report
of the 2022-2023 academic year

Skopje, 2024

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INTRODUCTION

This Summary Report is a result of the self-evaluation process conducted in the period from July to December 2023 at the International Balkan University and refers to the 2022/2023 academic year. It presents a summary of the General Self-evaluation Report of the 2022/2023 academic year, with accompanying Appendices, and is prepared based on the requirements of the Rulebook on the standards and procedures for external evaluation and Self-evaluation, adopted by the National Board for Higher Education on 06.07.2022.

The Self-Evaluation Report is prepared based on the Academic's Yearly Performance Report (AYPER) and the Faculty's Self-evaluation reports. IBU's regulations and rulebooks were used as a source for description and evidence of established procedures, as well as other necessary information from different IBU units. It was also planned to be accompanied with the Student's Satisfaction Survey, which was conducted, but given the fact that the results were not distributed to the Self-evaluation Committee, the survey is not included in this report.

The structure of the report follows the prescribed Rulebook, and thus the gathered information is presented through the following standards: 1) Quality assurance; 2) Study programs; 3) Student-centered learning, teaching and assessment; 4) Student admission, progression, recognition and certification; 5) Teaching staff; 6) Learning resources and student support; 7) Information management; 8) Public information and 9) International cooperation and internationalization. Only the most important information and conclusions are included in this Summary Report.

GENERAL INFORMATION

International Balkan University (IBU) is a private university, founded in 2006, initially with two faculties: Faculty of Economic and Administrative Sciences and Faculty of Technical Sciences. One year later, in 2007, three new faculties were accredited: the Faculty of Communication, the Faculty of Fine Arts, and the Faculty of Languages. The Faculty of Law was accredited in 2015, and the newest units, the Faculty of Dental Medicine and the Vocational Medical School are established in 2021.

As of the 2022/2023 academic year, IBU has 8 Faculties, 1 Vocational School and 1 English Language School, with 40 active and accredited study programs, namely 22 Undergraduate/Bachelor's programs, 15 Graduate/Master's programs, and 3 Doctoral Programs, in a variety of fields.

The quality of education which the International Balkan University provides has been widely recognized and in 2016 IBU was ranked as the best university on a national level in the category of Teaching and Learning by the internationally recognized Shanghai University Ranking, as well as the best private university in Macedonia in 2012. Further more, according to the Report of the State Statistics Office for enrolled students in the academic year 2022/2023, IBU is the largest private university in North Macedonia based on the number of enrolled students, for the third year in a row. IBU is the 4th largest university in the overall list of all public and private universities in the country.

In the 2022/2023 academic year the number of students enrolled in first, second and third cycle studies was as follows:

- First Cycle Studies – 2215 students
- Second Cycle Studies – 98 students
- Third Cycle Studies – 21 students

The number of teaching staff elected in academic titles is 152 and the administrative staff counts 70 employees.

In terms of facilities, all faculties and the Rectorate are located in the Campus in Skopje, which consists of one Rectorate building and two Faculty buildings, which include: 6 amphitheatres, 42 classrooms, large conference hall (for 450 people), 3 laboratories, 3 computer labs, 4 Student Club rooms, and other premises such as offices, meeting rooms, library, sport area, restaurant and coffee area, copy centre, etc.

The classrooms are equipped with computer, LCD projector, microphones, and camera, and additionally amphitheatres with smartboards. Also, the Faculty of Engineering and Faculty of Dental Medicine have on disposal equipment in accordance with the needs and nature of the study fields.

QUALITY STANDARDS AND INDICATORS

Standard 1. Institutional policies for quality assurance

The first standard covers description of the established system of quality assurance, i.e. the tools and procedures used, undertaken measures and actions and the university's dedication in quality improvement.

As part of the quality assurance, IBU conducts the self-evaluation process on a yearly basis. It includes gathering data on individual level from each teaching staff, through the Academic's Yearly Performance Report (AYPER), which is then summarized on a faculty and university level. It also includes Student Satisfaction Survey, through which students assess the teaching staff, quality of courses and their delivery and express opinion on services provided by different university units. This gives additional and valuable perspective on the quality of the education process.

This approach serves as a tool for achieving the following:

- a) Comprehensive data collection from all areas of activity provided through analysis and conclusions about the quality, strengths, and weaknesses of IBU, which serves as a solid base for developing strategic and action plan;
- b) Analysis of students' opinion about the overall quality of the work of IBU, covering the quality of the education process, academic staff, and student services and
- c) The establishment of a framework based on which IBU will be assessed by the external evaluation teams.

From the establishment of IBU until now, 10 Self-evaluation reports have been prepared. This is the 11th report which is compiled according to the Rulebook on the standards and procedures for external evaluation and self-evaluation, adopted in 2022. Due to this, changes in the template of the Academic's Yearly Performance Report (AYPER) were made, with aim to adjust the gather data with the prescribed requirements.

Regarding this standard, the conclusion is that IBU has established procedures which provide the university and its management structures with current and updated information on the overall education

process. The insight gained through the self-evaluation process, underlines the need for further structuring and strengthening of the Quality assurance system, which will make the process even more effective.

Standard 2. Design, approval and monitoring of the study programs

This standard covers regulations on the preparation and approval of study programs in all three cycles, with their description (years of studies, ECTS, number of courses, title, changes in the programs and their further improvement.

During the academic year 2022/2023 were active 40 accredited study programs (22 in first cycle, 15 second cycle and 3 in the third cycle) within all units at IBU. (Table 1)

Table 1. Active study programs in the 2022/2023 academic year

Faculty	Study programs in first cycle	Study programs in second cycle	Study programs in third cycle
Faculty of Economics and Administrative sciences	Banking and Finance	International Economic Relations	Economics
	Management	Business Administration	
	International Economics		
	E-Business		
Faculty of Engineering	Architecture		
	Computer engineering	Computer engineering	Computer engineering
	Civil engineering	Structural Engineering	
	Industrial engineering management	Industrial engineering	
Faculty of Communication	New Media Communications (old)		
	Public Relations and Marketing Communications		
Faculty of Humanities and Social Sciences	Psychology	Clinical Psychology	
Faculty of Art and Design	Graphic Design	Graphic Design	
	Visual art	Visual art	
	Fashion Design		
Faculty of Education	English Language Teaching	English Language Teaching	
	Psychological Counseling and Guidance	Professional Orientation and Career Counseling	
	Turkish Language Teaching	Turkish Language and Literature	Turkish Language and Literature
Faculty of Law	Legal studies	International Law	
	Political science	Criminal law	
		Business law	
		International politics	
Faculty of Dental Medicine	Dentistry		
Vocational Medical School	Nursing		
	Midwifery		

The first cycle study programs are mainly organized as 4-year studies, organized in 8 semesters (exception from this are the programs at DM and VMS). In accordance with the requirements of the Bologna Process, the total number of accumulated ECTS (European Credit Transfer System) is 240 credits. Study programs consist of compulsory (70%) and elective (30%) courses. Elective courses are chosen from the list of courses offered by the Faculty or other units within the University. With this, through the involvement of academic staff of different areas and the use of various resources, the interdisciplinary approach is enabled, offering students the opportunity to acquire a wide range of knowledge and skills in different disciplines, transferable and applicable in their future professions. Additionally, during the 2022/23 academic year Double degree studies, which allow students to study 2 different study programs simultaneously, were introduced. The second cycle studies are with a duration of one year, i.e. 2 semesters and students accumulate 60 ECTS. The level of obtained qualification is VII A. Study programs consist of a total of 6 courses (including compulsory and elective) in the first and second semester. The third cycle study programs have a duration of 3 years, i.e. 6 semesters. The total number of accumulated ECTS during the doctoral studies is 180 ECTS.

Accordingly, it can be concluded that most of the faculties have accredited study programs in the first and second cycle and only three faculties have accredited study programs in all three cycles.

In terms of design and improvement of the study programs, IBU units make constant effort in enhancing the programs in accordance with the demands of the labor market. This is enabled through the work of the Teaching-Academic Collegium which is responsible for suggesting changes and developing programs which will be in line with the requirements of the profession. Besides this, the Board for trust and cooperation established at each of the faculties, gives their opinion on the need of creating new study programs or improving the existing ones. During the academic year 2022/2023, 12 study programs were submitted for the process of accreditation and/or re-accreditation (5 in first cycle, 5 second cycle and 2 in the third cycle).

In summary regarding the second standard, it can be concluded that although IBU offer a wide range of programs, lack of study programs in second and third cycle is notable. Also, constraints related to the process of accreditation of interdisciplinary study programs are noted. The recommendations for further action are in line with the need for establishing a more structured approach in assessing the quality of the existing study programs.

Standard 3. Student-centred learning, teaching and assessment

Standard 3 covers different aspects of the teaching process, such as: the description of the overall organization of the teaching process, applied teaching and assessment methods, use of innovative approaches, practices in monitoring the realization of the education process and analysis of related statistical data, such as: number of students, number of active courses, average grade etc.

The teaching process in the 2022/2023 academic year was well organized and without any difficulties, in accordance with the Annual Academic Calendar. Exception from this was the postponed start of the spring semester, due to the earthquakes in Türkiye at the beginning of February, which affected a significant number of IBU students. This decision was made considering the seriousness of the situation and the students' needs and psychological stress on which the affected students were exposed.

Novelty in the teaching process was monitoring the attendance of lectures through the QR codes, which were generated at the start of every lecture and automatically updated in Hello. This approach facilitates the instructor's job significantly, but challenges appeared in terms of misuse from the side of the students and minor technical issues.

Also, at the end of the Spring semester, a Penalty session was organized, which was not the case in the previous years.

Information regarding the delivery of the study programs/courses and pedagogies applied was gathered through the individual AYPERS. Changes in the template were made, especially in the part of teaching methods and assessment, for the purpose of alignment of the gathered data with the requirements of the Rulebook on the standards and procedures for external evaluation and self-evaluation.

Regarding the applied teaching methods at university level most often used is interactive teaching is (19.5%), followed by traditional ex-cathedra teaching (16.9%). Students' teamwork and engaging in activities such as: preparing seminar papers, presentations or essays are also very often used (14% and 13.1%), followed by semester project and case study (9.2%), mentorial teaching (6.8%) and field work (5.3%). The least used method is laboratory work (3.7%). The category of other teaching methods refers to innovative approaches and it participates with only 2.3%. In Table 2 is presented the use of teaching methods by faculties and at university level (Table 2).

Table 2. Teaching Methods

Teaching Methods										
First Cycle Studies										
Faculty	Teaching ex cathedra	Interactive teaching	Mentorial teaching	Laboratory work	Seminar paper/ Presentation/ Essay	Field work	Semester project	Case study	Students' Team work	Other
FEAS	16%	19%	3%	0%	13%	6%	9%	16%	15%	3%
FENG	8%	23%	15%	4%	9%	8%	15%	8%	8%	2%
FCOM	21.3%	22.1%	6.2%	0%	13.2%	0%	7.0%	14.7%	12.0%	3.5%
FHSS	21%	22%	1%	3%	18%	1%	8%	9%	15%	2%
FAD	18.4%	13.4%	5.6%	6.7%	12.9%	7.5%	11.0%	6.2%	18.3%	0%
FEDU	17.7%	22.7%	4.2%	2.0%	17.0%	3.6%	9.7%	6.6%	14.9%	1.6%
FLAW	16%	20%	7%	0%	18%	4%	5%	13%	16%	0%
FDM	25%	25%	4%	8%	14%	2%	3%	4%	15%	2%
VMS	22.5%	15.0%	6.4%	10.1%	7.1%	7.1%	1.5%	6.7%	13.5%	10.1%
IBU	16.9%	19.5%	6.8%	3.7%	13.1%	5.3%	9.2%	9.2%	14.0%	2.3%

Compared to the previous years (Self-evaluation reports 2020/2021; 2021/2022), there is a significant difference in the teaching methods applied. Namely, the percentage of use of ex-cathedra teaching, which in the previous years was around 30-46%, has decreased significantly to 17%. Interactive teaching is similar, but slightly decreased (23-30% previous years, 19% in 2022/2023). There is a significant increase in the use of semester project, case study and teamwork, whereas mentorial and field work are in the same ranges.

In the second and third cycle studies, the most often used method is also interactive teaching (18.4% and 19% for MA and PhD respectively), followed by preparation of assignments like seminar paper/presentation/essay (17%). Regarding the other methods, teaching ex-cathedra is represented with 15% for MA and 14.4% for PhD, mentorial teaching with 13.3% and 12.4%. Semester project and case studies are more often used at PhD (17.2%; 11%) compared to MA (13%; 8%), whereas teamwork is more applied at MA (8.5%) compared to 3% at PhD. It was also reported that field work is used only at MA studies with 4.8%, while a significant 7.8% of other methods were applied at PhD studies.

Based on the presented data, it can be concluded that the overall teaching process is student-centered and engaging for the students, considering the frequent use of interactive teaching, case studies and students' team work, which displays that the teaching process is not based merely on traditional ex-

cathedra teaching, but that other approaches, which actively engage the students in the teaching process are used, and this is not limited only on interactive teaching.

When it comes to innovative teaching methods, a variety of methods and approaches are applied. Most of them are student-centered, focused on students' active engagement in the process of teaching and learning and oriented in meeting diverse students' needs. After the qualitative analysis, it can be summarized that the following innovative teaching methods were applied:

- **Inquiry-based learning** – making research on a specific topic, case study analysis;
- **Project-based learning and developing products:** developing design, test, advertisement, catalog, legal agreement, model making, market plan, lesson plan, educational material preparing, scientific article, preparing poster, etc.;
- **Use of gamification, online tools and applications:** bookcreator.com, Kahoot, Mentimeter, grammarcheck.com, sketchengine.eu, kiosk mode;
- **Cooperative and interactive teaching and learning strategies:** debates, Jigsaw, Flipped classroom, peer teaching;
- **Experiential teaching and learning:** role play, working with real-case scenarios, group counseling; **Hands-on experience and learning by practicing** - making interview, producing videos, preparing and conducting workshops, 3-D visualization, use of software for data analysis, practicing on manikins etc.
- **Differentiated instruction** – through providing different sources and learning materials like books, scientific articles, presentations, educational videos, visual materials,
- **Self-monitoring and self-reflection** – use of portfolios.

Although a variety of innovative methods are presented, in the total of all applied teaching methods, they represent a very small part (only 2.3%). Also, the detailed analysis of individual Aypers and faculty reports shows noticeable variation in the teaching staff using them, i.e. smaller number of instructors who use a variety or innovative methods within the courses they deliver, and significant part who haven't listed any innovative approach. This draws the conclusion that not all teaching staff is prepared or willing to implement innovative approaches in their practice, which underlines the need for a systematic effort of the university in improving instructor's knowledge and skills in this regard. In the previous reports this need was also noted and still, this continues to be one of the areas for further improvement.

Assessment of knowledge

The assessment process has been organized in accordance with the University's methodology and in timely manner. Regarding the methods of assessment of student's knowledge, gathered data have shown that test type is most often used, followed by a combination of test and essay type of questions. Project is also frequently used, followed by case study and essay test type. Less common methods of assessment are practical work and oral exam.

Analysed from the aspect of assessment method used for different exams, test type is used more often in Mid-term exam compared to Final and Make-up, whereas for the essay type it is the opposite, i.e. it is less used in Mid-term and more often in the Final exam. The same refers to case study and practical work. This can be interpreted through the nature of assessment methods and level of knowledge they assess, due to the notion that the mentioned ones are usually focused on assessing higher-order levels of knowledge and skills.

When it comes to innovative methods and approaches in assessment, qualitative analysis has been made on the gathered data, which can be summarized in the following categories:

- **Assessment of products of students' work** like: lesson plans, developed tests, architectural model, advertisement, research proposal/research article, report related to analysed case study, poster, project assignment, seminar paper, presentation, etc.
- **Assessment of performance:** demonstration of learned skill, classroom demonstration, developing and conducting a workshop, use of rubrics for assessment, work on real-life cases: court cases, solving practical engineering tasks, scenarios in midwifery care, etc.
- **Formative assessment** applied during the semester, through quizzes (different applications are used, such as Kahoot, Automated Self-evaluation in-class, Google forms), reflective activities, group activities, peer evaluation and other.

The data shows that the teaching staff uses innovative assessment methods and approaches, but, same as for the teaching methods, this is partially and applies only for some of the teaching staff.

It can be concluded that in general, the applied assessment methods are not solely focused on examining students' knowledge, but also on their skills, abilities and attitudes, and that formative, as well as summative assessment are used.

Regarding student's average grade and achieved success during the academic 2022/2023 year, analysis shows that in general, the average grade is 7.81. By faculties, the Faculty of Art and Design has the highest grade average, whereas the Faculty of Law has the lowest. (Table 3)

Table 3. Average grade in the academic year 2022/2023

Faculty	First year	Second year	Third year	Fourth year	Average grade
FEAS	8.36	6.95	7.56	7.54	7.6
FENG	7.72	6.8	7	7.9	7.35
FCOM	7.65	7.63	8.07	7.58	7.73
FHSS	7.76	7.61	7.61	8.28	7.81
FAD	8.03	8.77	8.73	8.8	8.58
FEDU	8.12	7.67	8.23	8.53	8.13
FLAW	7.26	6.85	7.24	7.4	7.18
DM	7.24	8.07	/	/	7.65
VMS	7.95	8.7	/	/	8.32
	7.78	7.67	7.77	8	7.81

A valuable addition to the regular teaching process are the activities organized through cooperation with and visit of different institutions from the industry, realized within the framework of the delivered courses (Table 4) and other activities organized by each of the faculties, which refer to organizing seminars, conferences, workshops, visits of and cooperation with institutions, participation in projects etc. These activities are presented in detail in the Faculty reports., whereas in Table 4 is presented the summary number of organized activities.

Table 4. Teaching through cooperation and practice in the academic year 2022/2023

Faculty /Activity	Visits to industry companies	Guest lecturing	Fieldwork	Visits to Governmental/ Non-governmental institutions	Visits to Professional organizations	Visits to schools	Total
FEAS	2	2	1	4		1	10
FENG	7	6	12	5	1		31
FCOM		3	1	1			5
FHSS	1	1		2	1		5
FAD	3	5	10	2	2	2	24
FEDU		7	1	4	5	1	18
FLAW		9	2	4	2		17
DM							
VMS			4				4
Total	13	33	31	22	11	4	114

These activities provide the students with the opportunity to gain different types of experience and to connect with the real context of the future profession. They also prove once again the commitment of the university for action and impact not only in the academic community, but in the business and social sector as well. Important to mention is that these cooperations are enabled through the numerous Memoranda of cooperation which IBU has signed with different institutions. So far, IBU has signed 39 memorandums, and the intentions are in a direction of enlarging this network, and thus making IBU to be more recognized among the community and different sectors. These types of activities should be encouraged in the future, with the intention of enlarging the network of relevant institutions and organizations.

Besides the abovementioned, some other difficulties can be noted. They are related with the significant number of students who are employed (full- or part-time) which threatens regular attendance and participation in classes. Academic dishonesty also continues to be a threat for accurate assessment.

Standard 4. Student admission, progression, recognition and certification

This standard covers the procedures of student admission, monitoring student progression, regulation on recognition of prior learning and certification.

The quota of freshman students is determined in the accreditation and approved by the Board of Accreditation. An important benefit for the students in the last years has been the scholarship program, which represents a crucial part of IBU's mission and underlines the University's determination of being a socially responsible higher education institution.

The overall process of registration and following students' progress is done online through the Hello platform. Additionally, all other necessary services from other administrative units like Student

Affairs Office (SAO), Finance and Accounting Office (FAO), Legal Affairs Office (LAO), International Relations Office (IRO) etc. are also accessible online.

Statistical data

The total number of students in the academic year 2022/2023 in the first cycle studies was 2215 students, of which 52.1% are male, and 47.8% female.

The number of graduated students is 315 (presented by study programs in Table 5) which is significantly higher compared with the previous academic years. Students who have dropped out are 37 in total, whereas the dropout rate is highest after the first year of studies (Table 6).

Table 5. Graduated students by study program in 2022/2023 academic year

Study program	Academic year				
	2018/19	2019/20	2020/21	2021/22	2022/23
International Economic Relations	8	13	13	5	10
Information Technology	5	4	1	1	0
Industrial Engineering	4	1	2	1	1
English Language Teaching	3	1	0	1	0
Graphic Design	5	7	7	5	10
Visual art					4
Public Relations	14	6	13	14	20
New media and communication					4
Architecture	29	33	25	29	57
Civil Engineering	3	4	3	7	8
Computer Engineering	6	18	10	18	31
English Language Teaching	14	17	17	17	38
Turkish language teaching					9
Management	12	11	9	7	14
Political Studies	2	2	9	3	6
Legal studies					48
Psychological Counseling and Guidance	2	11	13	3	10
Psychology	15	25	23	31	45
Total	122	153	144	142	315

Table 6. Dropout students per study year

Academic year	In the first year	Number of students that dropout after			Total
		1 th year	2 nd year	3 rd year	
2022/2023	2	25	7	3	37

Based on the abovementioned, it can be concluded that the number of students is constantly increasing. The efforts for further improvement in regard to this standard should be focused on providing systematic support for students who struggle with academic progress, due to different reasons (academic, financial difficulties, personal issues, working during the studies, etc.), whereas threats are related to the decreased number of high-school students on national level and the increased number of young people/potential students that choose to study abroad.

Standard 5. Teaching staff

The standard of teaching staff covers issues related to employment processes, working conditions, qualifications of the teaching staff, their engagement (teaching and scientific) and professional development.

The total number of teaching staff members at IBU is 152 (69 males and 83 females) (Figure 1), of which 102 are full-time employed (18 full professors, 20 associate professors, 32 assistant professors, 28 teaching assistants, and 4 lecturers). The number of part-time teaching staff is 50 (9 full professors, 6 associate professors, 13 assistant professors, 12 teaching assistants, and 10 lecturers) (Figures 2,3,4)

Figure 1. Teaching staff by gender

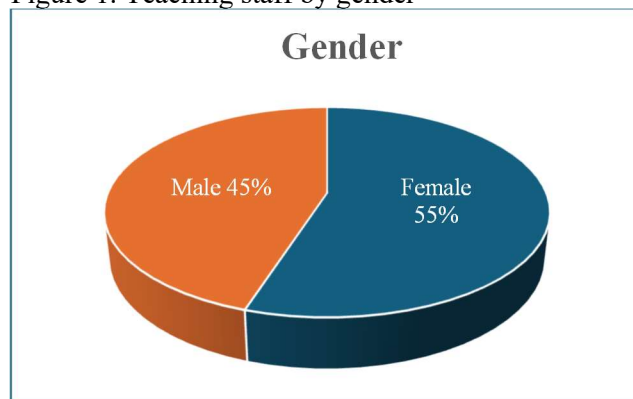


Figure 2. Teaching staff by status

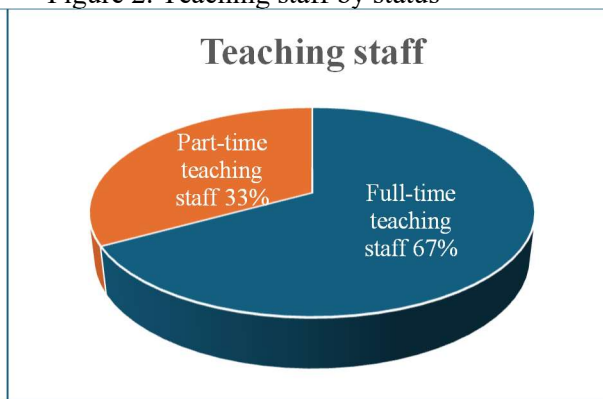


Figure 3. Full-time staff by titles

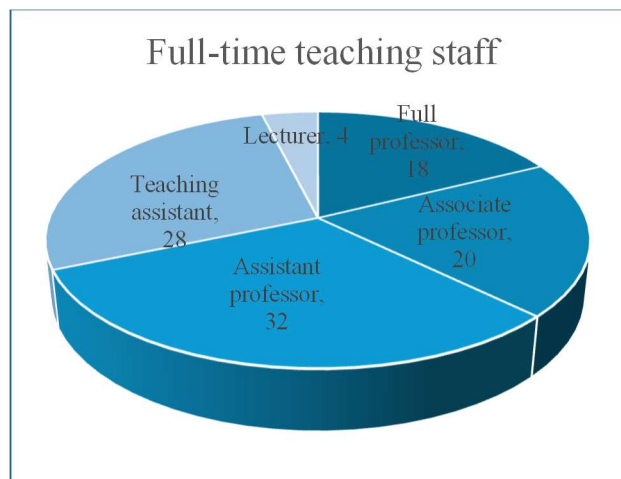
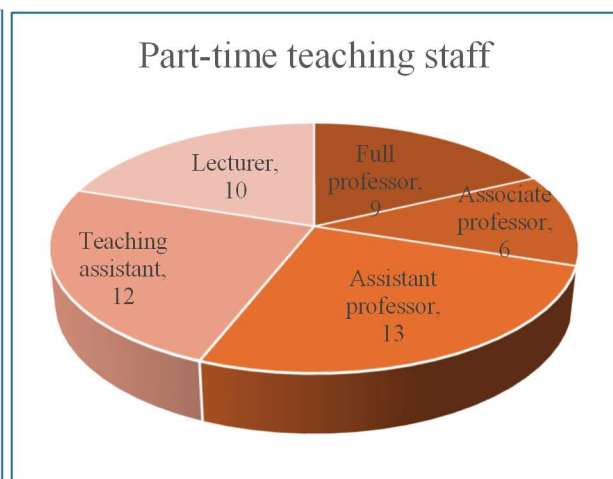
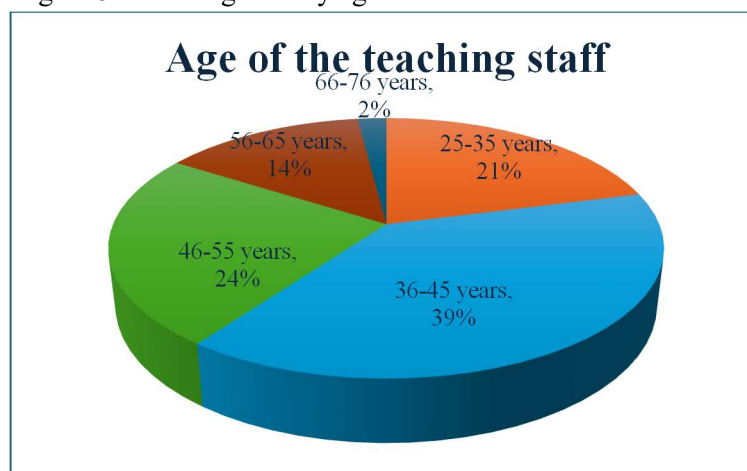


Figure 4. Part-time staff by titles



Regarding the age structure, 39% are between 36-45 years old, 24% are aged between 46-55, 21% are between 25-35, 14% are between 56-65, and only 2% are between 66-76 years of age. (Figure 5)

Figure 5. Teaching staff by age



One of the challenges that IBU is facing is a lack of full-time employed staff and difficulty of recruiting a quality and adequate teaching staff, with solid knowledge of the English language, as a prerequisite for participating in the teaching process.

Publications and research activities

The total number of published articles and books (Original Scientific, Review, Short Scientific Professional, Conferences with presented papers, published books) in the academic 2022/2023 is 531 works. In total 172 papers are published out of which 77 are subject to review and indexed in at least one electronic database, such as: EBSCO, Emerald, Scopus, Web of Science, Journal Citation Report, SCImago Journal Rank, etc, 85 are subject to review and which has an international editorial board, and 10 papers are subject to review and published in a Member State of the European Union and/or the OECD. Regarding the books, 15 are published elsewhere, 10 are reviewed and published in a Member State of the European Union and/or OECD, and 27 are published as book chapters. There were 153 conference participations and

74 activities in workshop presenters/organizers. In Table 7 is presented a summary of the number of published works per faculties.

Table 7. Number of published papers

Number of published papers at IBU in academic year 2022/2023											
Number	Classification of publications	FEAS	FENG	FCOM	FHSS	FAD	FEDU	FLAW	FDM	VMS	TOTAL
1	a) Scientific journal in which published papers are subject to review and indexed in at least one electronic database, such as: EBSCO, Emerald, Scopus, Web of Science, Journal Citation Report, SCImago Journal Rank etc.	9	13	2			23	13	11	6	77
	b) Scientific journal in which the papers published are subject to review and which has an international editorial board, involving members from at least three countries, where the number of members from one country cannot exceed two-thirds of the total number of the members.	18	8	1	6	2	10	20	14	6	85
	c) Scientific journal in which the papers published are subject to review and published in a Member State of the European Union and/or the OECD.		3			1	1	2	2	1	10
	d) Book or part of a book reviewed and published in a Member State of the European Union and/or OECD.		1		1	1	1	7			11
	e) Yearbook of reviewed scientific papers presented at international academic gatherings where members of the programme or scientific committee are from at least three countries		11	1	1	1	5	3	1		23
	f) Translations of works in areas established by the National Council for		1		2				1		4

	Higher Education and Scientific Research										
2	Book published elsewhere		5	1			8	1			15
3	Book chapter		1			1	17	6		2	27
4	Conference participation	17	50	9	3		36	20	16	2	153
5	Workshop presenter/organizer	3	8	2	2		10	1	17	31	74
6	Book/Journal Editor; Co-editor	10	3	1			3	4	2		23
7	Book/Journal Reviewer, Critique	10	7		1		7	2	1	1	29
Total published papers, books, and conference participation with presented papers		67	111	17	16	6	121	79	65	49	531

Significant contribution to the publication activities are the 6 journals which are issued by the faculties of IBU.

The efforts for improvement in this aspect should be focused on increasing the support for the academic staff for scientific work, in terms of increased budget for research activities, providing more research facilities, access to quality databases, more financial resources for participation in international conferences or publishing papers in Journals with Impact factors and increased opportunities for research projects.

Other activities performed by the teaching staff

Besides teaching and research activities, the teaching staff is engaged in other various activities, through which the scientific work is presented to the broader community. They are presented in Table 8.

Table 8. Total number of other academic accomplishments at IBU in the academic year 2022/2023

Num ber	Classification of publications	FEAS	FENG	FCO M	FHSS	FA D	FEDU	FL AW	FD M	VM S	TOTAL
1	Conference organization board (scientific, organizational committee, etc.)	5	9				2	11	11	2	40
2	Conference/Workshop/Seminar attendance (no paper presented)	4	48		1		6	13	3	16	91
3	Professional Interview, Blog, Magazine column	1	3		22		4	3	15	3	51
4	Reviewed University, Higher Education Textbook										0
5	Reviewed Secondary and Primary School Textbook										0
6	Other Educational Material (specify)		3	5			2	5		9	24
7	Encyclopedia, Dictionary, Lexicon, Manual, Atlas, Map			1			5	1			7

8	Doctoral Dissertation (*refers to preparing own dissertation)	1	3						1	2	7
9	Final Research Report							1			1
10	Project Documentation (preliminary design, working design)		5				2	1	3	2	13
11	Expertise, Arbitration Decision						2	3			5
12	Artistic Work		1								1
13	Artistic Performance		1					5			6
14	Exhibition Catalogue		4								4
15	Scientific or Documentary Film, Sound or Video Recording			1			4			3	8
16	Software		1								1
17	Patent										0
18	Monographs and Other Completed Works		1				2	1			4
19	Invited Lecture at another University/Institution	6	4	1			4	5	1	2	23
20	Media promotion of IBU	1	1	6			2	20			30
21	Mentoring										
	a) Diploma project	14	66		23		20	51			174
	b) Master thesis	4	16		4		6	2			32
	c) PhD thesis		1								1
22	Committee member for defense										
	a) Diploma project	31	114	2				90			237
	b) Master thesis	7	17					8			32
	c) PhD thesis										0
23	Other Performed Works (Memoranda of cooperation, committee member, preparing accreditation etc.)	8	21						1	3	33
24	National and International Project	9	13		2		2	8	4	9	47
	Total Additional Activities	91	332	16	52	0	63	228	39	51	872

Standard 6. Learning resources and student support

This standard covers University's resources provided for learning and student support, including: infrastructure, technical resources, administrative units, and other services, such as: student clubs, Career and Alumni center etc.

During the 2022/2023 academic year, the infrastructure capacities of IBU have been strengthened, especially in Block A. The network infrastructure has also been significantly improved. The full list of premises and technical equipment is presented in the complete Self-evaluation report.

Significant achievement is the establishment of the Digital library, IBU Data Sciences and artificial intelligence learning center and the Innovation centre.

In terms of student services, significant improvements have been made. Namely, in the Students' Satisfaction Survey Report for the academic year 2021/2022 was noted the need for enhancing student's social life. This has been addressed through the work of student clubs. Namely, 18 different student clubs exist now, each one actively partaking in events, tournaments and competitions. The total number of organized events for the period of 2022/23 is 50.

Additional benefit for the students has been the Orientation week, which was organized in the days at the beginning of the academic year, and was intended for first year students.

Furthermore, activities for establishing Student assembly and the Student Ombudsman have been taken, through the preparation of the Rulebook on the Work of Student Ombudsman and the Statute of Students' Assembly and the further activities are expected to be implemented in the following period.

Beside this, continuous student support is provided through the work of different IBU units, including Student Affairs office (SAO), Finance and accounting office (FAO), Legal Affairs office (LAO) and the Hello platform. Additional assets represent the existing Digital library, Graphic design laboratory, laboratories for engineering, as well as the Data Sciences and artificial intelligence learning center, Alumni centre and the Innovation centre, which were established during the 2022/2023 academic year. The English Language School and CELTA centre continue have continued their successful work.

The recommendations for future activities should be on providing additional capacities for educational and social activities for the students and staff and the role Student Assembly and Student Ombudsman needs to be more pronounced.

Standard 7. Information management

The International Balkan University meticulously collects information in all areas of activity. This information is carefully analyzed and serves as a basis for further planning. In terms of data protection, the Legal Affairs Office has established procedures related to the work of the Student's Affairs Office which enable protection of all sensitive and personal information.

Regarding this standard, further activities should be oriented on providing and use of modern information technologies and solutions which will contribute to systematic collecting of all necessary data and their effective use in improving the overall work of the institution.

Standard 8. Public information

The public is informed in an objective and timely manner about the University's activities. The most important communication channel is the website where detailed and accurate information, for the students as well as for the public, is provided.

Besides this, following the current trends in media communication, IBU is present on all social platforms, like Instagram, LinkedIn, Facebook, Twitter, etc. Additionally, online Weekly Bulletin is available.

Standard 9. International Cooperation and Internationalization

In recent years, IBU has established itself as one of the most successful higher education institution in the country, based on the Erasmus+ Student Exchange program. Institution's dedication in this aspect is seen through the increase in the number of agreements and memoranda for understanding and cooperation signed with other institutions and bodies, which amounts 39 on national and more than 400 on international scale. In the 2022/23 academic year more than 20 students were involved in international projects, 13 students conducted Erasmus+ Student Mobility for Studies, and 8 students conducted Erasmus+ Student Mobility for Traineeship. Additionally, 2 successful Erasmus+ International staff Weeks were organized in the fall and spring semester.

CONCLUSION

Based on the presented information, it can be concluded that during the 2022/2023 academic year, International Balkan University recorded significant achievements and improvements in its overall work. Some of the most important are the following:

- Increased number of enrolled and graduated students;
- Increase in the number of full-time teaching staff;
- Significant number of scientific publications;
- Modernization of the Campus and fully equipped new premises;
- New digital library;
- Established Alumni Centre and Innovation Centre;
- Numerous newly established student clubs and
- Improved network infrastructure.

This once again reaffirms IBU's orientation toward continuous growth and dedication in delivering quality higher education, with the final aim of improving the overall quality of education.

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