

Faculty of Information Systems

Strategic Plan

2026 – 2030

Summary

(Revised – 2025)

Information Systems Background

The general aims of the program are to equip graduates with the theories and practices of modern information systems and services at the national, regional and international levels. The programme enables students to gain an understanding and knowledge of important facets of information systems, information system design and information system organization and management. Computer-based information systems have become a critical part of the products, services, operations, and management of organizations. The effective and efficient use of information and communications technologies is an important element in achieving competitive advantage for business organizations and excellence in service for government and non-profit organizations.

The philosophy, methodology and the structure of the program has evolved in the context of the Nations Education Strategy, Market Demand, Industry Requirements, ACM and IAIS. Consultations with the existing students have been an important input. The Study Commission has also taken into great consideration both the Kosovo business outlook and employment outlook studies where existing businesses and workers have given ideas as to where the next orientation of education program should be as well as given important inputs regarding the kind of skills that a student would need to succeed in contemporary information systems programs.

As far as comparability with local international programs, the study designs at UBT have taken into consideration the feedback from staff and students, recent developments in information and communication technologies, information systems and security, the needs of Kosovo' market as well as curricula from foreign universities.

The program accommodates a wide diversity of backgrounds and learning environments. The curriculum is appropriate for: new secondary school graduates, professionals seeking to upgrade their skills and professionals from other fields seeking a change in careers. There are several typical job profiles in professional application of the program:

- ✓ Information Systems: application developer/consultant, business analyst/consultant, business process engineer, systems analyst/consultant/developer, programmer analyst, software engineer, and database administrator.
- ✓ Data Communications and Networking: network administrator, network engineer, network analyst/consultant, and data communications specialist.
- ✓ Information Management: business analyst/consultant, knowledge manager, IT project manager, business intelligence consultant, and ERP consultant.

VISION

Information Systems program commitment to offering the most innovative and modern educational services in Kosovo with focus teaching, learning and research within an inclusive student and staff centered environment to increase the sustainability of the organization and to be the leading Information Systems school on the Balkan region in order to support the social, technological and economic development of the region.

MISION

Provide the most advanced knowledge in all dimensions of Information Systems by offering academic education in a local environment with international expertise. Preparing the graduates for the local and global labor market by offering knowledge from different fields of technology, engineering, information security, digital business models, marketing, innovation and entrepreneurship. Besides the professional knowledge, also, to enable the graduates to continue on further academic studies.

Information Systems Faculty Structure

The Information Systems Faculty is led by the Dean and assisted by 2 program coordinators, and assisted by several other teaching assistants with various faculty duties. QA Assurance office within the faculty is an important part of the monitoring process. Information Systems Faculty works under the College umbrella where UBT is governed by: UBT Governing Board, Academic Council, President and Executive Council. Every statutory body has standing and ad-hoc structures, sub-committees and working groups. The Governing Board is collectively responsible for the management and control of affairs of the College and for ensuring that an effective system of internal control and representation is implemented in the institution.

Information Systems Faculty continues its growth and be important part of the UBT College and its wider. Ecosystem. Main Information systems products and service relate to higher education and research.

Information systems Faculty is responsible for unit academic strategy, student examination, teaching and learning, research and development, links with industry, operational and procedural aspects including quality policy implementation. Faculty Councils are composed ex officio by program chairs, Faculty management, staff representatives, student representatives and industry representatives. Information Systems faculty has attracted students from various areas of Kosovo/ Presevo valley/ Macedonia and Albania with the mix of both genders. The provision of education activities has been catered and tailored to meet the demands of contemporary developments in the industry and society. The organization operates in two locations and branches, with its infrastructure housing one the largest libraries in Kosovo and laboratories with PC's and software (KaliLinux/SAP/Microsoft ERP Dynamics/Packet Tracer/Stata/SPSS/Virtualization/C#/MSSQL/ etc).

Study Areas

Information Systems is based on continued collaborative relations with other providers of higher education within Kosovo. This has covered joint project in access, teaching and learning innovations. Information Systems has contributed positively and sought to advance a reputation of integrity, quality and reliability by maintaining also strong links with relevant professional bodies which are nurtured through the academic departments and at program level. Such links will be maintained and strengthened, where consistent with our educational philosophy and pedagogical approaches and where they will be beneficial to learners and graduates. As a Dept of Information Systems we provide data and actively participates in several national and international level such as: conferences, technology festivals etc.

In terms of contribution to UBT Goals and National goals, Information Systems plays an important role, both in developing the ecosystem giving people hope through supporting their journey to attain qualifications, engage in research, development work or entrepreneurial and technological endeavor. Information Systems has contributed to enhancing employability prospects and personal fulfilment for various segments of the population availing of our services.

Industry Analysis

Faculty of Information Systems has large number of PHD staff that is highly committed to contributing inside the faculty and outside with the industry by monitoring the developments in the context of internal and external environments. Maintaining strong links with various industries gives a better prospects of new opportunities for the students, program development, jobs, research and other benefits for the society.

Information Systems study offer and students orientation is closely linked to job creation trends in the past decade. Close links with the career office, industry and market demands from various companies make Information Systems study programs high in demand. Worth mentioning that companies have easier access to UBT due to less bureaucratic steps, also UBT is well centered in innovative campus surrounded by business in the local area but also regional brand name makes it easy for the students to easily get jobs/ often there is no students available when industry requires them. Our offer has been markedly unique for its focus in industry value add skills and teaching philosophy.

Information Systems attracts most capable and motivated students. As a conclusion, the general perception of our programs from stakeholders are considered to be a distinct and quality oriented. Industry employers view our graduates as a primary choice when offering employment opportunities. The industry highly views and trusts our education system and skills that we provide in our area of operations. Our graduates not only that have an average of 98% employment rate post-graduation but also have been able to get quality and high incomes jobs in the software development companies, banking sector, consultancy, public institutions and civil society organizations. Our focus on improving business practices and systems through academic programs, research and certification programs contribute to increasing business systems and processes at a time when the industry is trying to realign itself into the global business cycle.

Information Systems Strategic Objectives

In delivering the mission statement for the benefit of students and all other stakeholders, the institution (UBT) has identified several strategic objectives:

- (i) achieving academic excellence - the institution aspires excellent quality standards and consistent active learning approaches which offer authentic experiences and an inspiring, values-based learning environment to a diversity,
- (ii) developing research, innovation and social responsibility - offer innovative ways for learners, spin-in and spin-out companies as well as external clients to engage with enterprise supports and applied research, thus creating new knowledge and new employment,
- (iii) creating a positive working and learning environment- the institution aims to offer a high-quality and supportive working and learning environment for all types of students (full-time, part-time, priority groups) and staff,
- (iv) maintaining and increasing internationalization and regional partnerships - formation of the new local and international higher education alliances and continued excellent performance against international and regional efficiency and effectiveness benchmarks and
- (v) partnering with the community - will continue to forge strong links with industry and wider society, which will be supported through mainstream funding, alternative income streams and volunteering arrangements in order to provide service to industry and the community at institutional, staff and student level.

In this section, we will provide the related parts of institutional research plan of UBT and show in what perspective the research priorities and research outcomes of Information Systems cohere with the institutional research plan of UBT.

In the field of research, UBT aims to become in certain profile areas the leading innovation motor for Kosovo, based on a sound expertise in applied transdisciplinary research. This objective coheres with the **general strategic objectives of UBT**, which are below:

1 Achieving Academic Excellence - The institution aspires excellent quality standards and consistent active learning approaches which offer authentic experiences and an inspiring, values-based learning environment to a diversity

2 Developing Research, Innovation and Social Responsibility - Offer innovative ways for learners, spin-in and spin-out companies as well as external clients to engage with enterprise supports and applied research, thus creating new knowledge and new employment

3 Creating a Positive Working and Learning Environment - Creating a Positive Working and Learning Environment Aims to offer a high-quality and supportive working and learning environment for all types of students (full-time, part-time, priority groups) and staff

4 Maintaining and increasing internationalization and regional partnerships - Maintaining and increasing internationalization and regional partnerships Formation of the new local and international higher education alliances and continued excellent performance against international and regional efficiency and effectiveness benchmarks.

5 Partnering with the community - Partnering with the community Will continue to forge strong links with industry and wider society, which will be supported through mainstream funding, alternative income streams and volunteering arrangements in order to provide service to industry and the community at institutional, staff and student level.

As it can easily be seen above, the second strategic objective of UBT is related with research, and research strategy of the institution has been mapped taking that objective into account.

Moreover, UBT`s research objective is consistent with the mission of the institution which is `offering a dynamic and innovative 21 centuries academic environment`.

UBT`s mission for research is

- Strengthen the disciplines as foundations of scholarly enquiry
- Bridge the disciplines
- Facilitate basic through applied science and scholarship
- Enrich society with results of research and scholarship

In addition, **UBT`s vision for research** can be summarized as follows:

The UBT is a scholarly community that serves the larger community by advancing, sharing and applying knowledge, and by facilitating the development of thoughtful, creative, adaptable, contributing and humane citizens. As an established and highly successful research-led University, we (UBT) will be the top University in Kosovo in terms of our research excellence. We will be internationally renowned for our world-class activities in a number of strategically selected disciplinary areas. We will be recognized as possessing an outstanding, supportive research environment that assists us in attracting staff and research students of the highest profile.

Key Strategic Research Goals of UBT are presented below and Faculty of Information Systems follows and develops according to its mission/vision and role:

- To be internationally renowned for our world class activities in a number of strategically important centers of excellence, whilst simultaneously demonstrating excellence across a broader range of disciplinary areas;
- To be recognized internally and externally for the provision of outstanding research leadership, infrastructure, facilities, and support, and be admired for our creativity in developing and supporting new talent and initiatives;
- To substantially increase our share of external research grant income, in order to provide a sustainable funding base for our research;
- To attract increasing numbers of high quality postgraduate research students, and provide them with a stimulating and supportive research environment and training;
- To have active engagement with a number of key strategic partners from across the Region, Europe and the world and be increasingly sought out by potential collaborators, partners, funders, policy makers, and the media, so that we increasingly shape the external research agenda.

Information Systems Contribution to Research Goals

As they are provided in the Information Systems SER the research priorities of IS department can be found below:

I	Relevant Centers of Excellence	<ul style="list-style-type: none"> • Centre for Cybersecurity and Privacy • CERT – Computer Emerging Response Team • GIS – Spatial Data Infrastructure Center
II	Key research clusters	<ul style="list-style-type: none"> • Management of Information Systems • Information Security Data Mining and Big Data Analytics • Information Systems Security and Assurance Management • IS Functions and Roles • Information Systems development methodologies • Health Information Systems • Digital Business and Innovation • Cloud Security and security of virtualized systems • Digital forensics • Applied Cryptography • Privacy Protection • Geo-Information Systems • Spatial Data Infrastructure tools and techniques • Information Security • Knowledge Management • E-Health • Data Protection and Privacy • Algorithms and Data Structure • GDPR – Personal Data Protection

		<ul style="list-style-type: none"> ● Industry 4.0 ● Spatial Data Infrastructure management ● Internet of Things ● Big Data Analytics ● Information Security Maturity Models ● System Engineering ● E-commerce ● IT Innovations
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These priorities are in line with the general strategic objective of the institution that is related with research

Developing Research, Innovation and Social Responsibility

Focusing on these priorities enables institution both create theoretical knowledge and jobs at the same time. This can explicitly be seen in the explanation of the strategic objective related with research:

‘Offer innovative ways for learners, spin-in and spin-out companies as well as external clients to engage with enterprise supports and applied research, thus creating new knowledge and new employment’

IS Interdisciplinary studies being a crucial aspect of Research in general at UBT, IS academic and research staff members are encouraged to participate in the research activities of other disciplines`. This also coheres with the previously stated UBT mission for research.

Action Plan

Achieving Academic Excellence - The institution aspires excellent quality standards and consistent active learning approaches which offer authentic experiences and an inspiring, values-based learning environment to a diversity

Teaching and Learning

- Continue to develop and assess effective coursework, both in the major and general education which provides knowledge, skills and perspectives that will be required of a productive 21st Century global citizen.
- Employ effective cutting-edge technologies in the teaching and learning process.
- Foster development of critical thinking, information literacy, computer competency, writing, reading, and visual and oral communication.
- Increase the number of new positions in addition to the replacement of any retiring, non-retained or non-returning faculty.
- Recruit and retain faculty who demonstrate excellent and innovative teaching skills.
- Support collaborations that create linkages between academic and experiential learning.
- Encourage experimentation and risk taking in teaching and learning.

- Provide faculty development programs that enhance teaching skills and celebrate teaching best practices and achievements
- IS will enrol and graduate more degree-seeking students at the graduate level and enhance the quality of graduate degree programs
- IS will match up to 5 additional externally funded graduate research assistantships with institutionally supported and competitively awarded graduate research assistant appointments, aligned with challenge areas, annually by 2030.
- All graduate degree programs will undergo systematic review and, if appropriate, redesign to ensure that they are structured to meet the diverse career paths of today's students between 2026 - 2030
- Each student at the undergraduate level will engage in at least one sustained curricular or co-curricular high quality, high impact practice, demonstrated to positively affect educational or personal development, each year.
- At least 70% of undergraduate students will demonstrate sustained campus and community engagement by annually participating in one significant student engagement activity or leadership role, and attending 20 or more College events annually by 2030.
- The student is central to everything we do and our core function is to provide the learner with an excellent educational experience which achieves the mission to foster the professional, intellectual, social, cultural and personal development of the individual. The goals and objectives throughout this strategic plan articulate and intends to deliver on this mission.
- Information Systems will attract capable and motivated students. This goal will be reflected in metrics broken down by academic area, such as first preference and acceptance ratios, as well as links with second-level schools. Growth capacity may vary depending on available staff and physical resources as well as student demand for courses and the wider landscape. Absolute targets will be adjusted annually depending on a range of uncontrollable factors such as funding allocations, student contributions, staffing quota and the social and economic position of the country. For the master students/ attract best and motivated.
- Information Systems will be known for the provision of lifelong learning opportunities to facilitate learners seeking to engage with education on a part-time or flexible basis. This will include evening programmes, special purpose awards, outreach programmes, on-line delivery, labour market activation programmes, and work-based learning and hybrid models supported through technology. Such lifelong learning opportunities will be made available to individual learners, industry, public bodies, communities and professional institutions.
- Information Systems will maximize its scope for internationalization through collaborative and transnational provision of degree programmes with preferred international partners as defined under national policy/ target to have at least 5 double degree programs available.
- Information Systems has embraced a distinctive and agile educational philosophy, cognisant that our graduates will need to function in the regional workplace as well as the global workplace and wider community.
- Information Systems has an educational philosophy of active learning which is described in its Teaching, Learning and Assessment Strategy document (TLA) and

captured in the UBT Compendium of Active Learning Strategies available to all staff. UBT will continue to embed and implement this strategy in academic programme delivery and development across the wider organization. The College fosters creative, innovative and independent thinking and enhances employability prospects through equipping the learner with transferable skills as well as excellent knowledge and competencies in their own field.

- This Strategy of active learning will be supported with appropriate facilities and technology and state of the art equipment and materials both inside the classroom and outside it, such as the Computer Centre and the Library and Information Resource Centre. Active learning can take place in any setting whether it is a laboratory, a studio, a work placement, a self-directed group or individual assignment accessed remotely, or an interactive lecture. Such facilities and technologies may include relevant Virtual Learning Environment (VLE) and social or professional networking platforms. Staff development (such as further qualifications) in pedagogical approaches and diversity of learning styles underpin the TLA philosophy.
- Information Systems seeks to maintain and build a balanced portfolio of modularized undergraduate programmes which maximizes opportunities for students and which supports the distinctive profile and viability. Future new undergraduate programme development may take place in cognate disciplines in our existing domains, or in non-cognate and new niche domains subject to market potential and available staff expertise and physical resources. This portfolio should serve as a catalyst and a driver for the sustainable economic, social and cultural development of our state.
- Information Systems will ensure the continuing relevance of programmes to national and regional needs in an innovative manner, through consultation and engagement with industry and the community, involving needs analysis and market research feeding into the development and review of our programmes. Such engagement will include multinational companies, indigenous SMEs, the rural economy, the community and voluntary sector and relevant agencies. Graduates will be actively involved in such an analysis, e.g. through focus groups and surveys.
- Information Systems will maintain and continuously improve engagement with industry and society in the delivery of programmes, for instance through guest lectureships and local industry and community. In turn, UBT also offers significant external certification e.g. through professional bodies, enhancing the value of the qualification obtained by the graduates.

Developing Research, Innovation and Social Responsibility

- Provide spaces for group and collaborative study, including “smart” group meeting rooms.
- Offer small, medium, and large venues for hosting cultural and learning communities
- Support the creation of a knowledge society by working with firms and public sector.
- Prioritize research and cluster activities to maximize opportunities for research groups to create appropriate critical mass

- Enhance and build relationships and partnerships with stakeholders in industry, academia and the public sector to increase combined research capacity and strengthen the commercialization process;
- Foster mechanisms of technology and knowledge transfer
- Create an integrated research and studies quality assurance framework compliant with international best practice;
- Support programmes in delivering on research element;
- Strengthen the link between research and teaching
- Foster interdisciplinary and transdisciplinary and expand the potential for sustainable development through external funding and/or commercialization of its research outputs.
- In the context of our research priorities and our role as a catalyst for economic development, will focus on building alliances with key external stakeholders. The stakeholders include national and international research centres, government and funding agencies, industry partnerships.
- Many of the processes of research are embedded in the curriculum. Teachers may show this link through their teaching methodologies and their involvement in research activity. The promotion of active learning in students, with an emphasis on the identification of interesting, cutting edge problems, problem-solving techniques and team-working can act as a preliminary to the research process.

Creating a Positive Working and Learning Environment

- Transform the current information and data centres “the library of the future,” one that pushes the technology envelope and, as appropriate, brings together elements that currently reside in various units of the campus to create a hub for the benefit of students, faculty, and community users.
- Expand collection of resources and data bases related to regional, national, and international interests
- Maintain and update learning materials
- Communicate efficiently and effectively with learners, alumni, employers, staff, stakeholders and the wider population using the most appropriate media. This reflects college’s commitment to providing stakeholders with accurate and accessible information about our provision, procedures and performance; and our commitment to raising our profile regionally, nationally and internationally.
- We will use a marketing strategy to reflect a multi-campus situation and a wide range of programme offerings. This strategy will use selected media for distinct market segments and use tools such as Customer Relationship Management Systems to ensure focus.
- We will celebrate our strengths and successes, underpinned by internal newsletters and a media and PR policy consistent with mission, vision and values.

- We will further develop and reinforce the overarching brand identity and the strong sub-brands within it, particularly the Research Centers and Enterprise Centers.
- There will be focus groups of key external stakeholders to ensure our programmes, services and communications are effective.
- Teaching staff embrace and are committed to communication that involves listening and understanding, as well as sending out messages which are accurate, courteous and timely.
- IS Website and portals will become dynamic and interactive platforms, moving away from the traditional, flat presentation of information. They will make greater use of multimedia and will become the main vehicles for the broadcast of mission, work and interaction with its internal and external communities.
- We will continue to develop the Virtual Learning Environment to underpin our pedagogical strategies and our learner supports. This will build on the existing student portal and information literacy programmes.
- There are both technical and human sides to systems which must support the smooth operation of the faculty. Such systems will continuously evolve and improve, in keeping with latest insights and technologies and may be subject to periodic business process reviews.
- Student administration processes and procedures will be learner-friendly and accessible.
- The effective management of administrative information and the capacity to translate that information into actionable organizational intelligence will be underpinned by the development of the management information systems.
- The Faculty has developed strategies and policies for maintaining the current staff, academic and professional development of staff, and policies to attract better qualified staff in the context of permanent staff of the institution. Special importance also, is dedicated to balancing gender, policy selection, promotion, retribution and teaching workload and scientific-research. Also, an emphasis is being put in attracting young and talented staff with qualifications from renowned education centers worldwide.
- Staff development is the principal mechanism by which we ensure that all staff are able to carry out their role within the organisation to the best of their abilities and meet the objectives of the subject department or team. The Faculty is committed to providing appropriate and continuous opportunities to staff throughout to undertake staff development. The following principles are the bedrock of this policy: Equality of access/parity of treatment for all staff; Using our talents to the full; Personal and professional development of the individual; Commitment of resources where the needs of the Faculty are the greatest
- To this end, at the faculty level/ and the College expects to: (a) Conducts staff performance and development review discussions in line with procedures and calendar, (b) establish staff development needs across the institution, (c) allocate appropriate resources to staff development in the context of the annual planning cycle, (d) record, review and evaluate staff development activities and (e) report to Faculty Council on an annual basis. Staff, on the other hand, will (a) maintain a personal development plan, (b) offer staff development

mentorship to colleagues where possible, (c) and undertake further development opportunities.

- If a member of staff is required to undertake training, the Faculty will normally support all training costs. It will also contribute to costs when member of staff is presenting a paper at a conference in the Kosovo or abroad. Faculty participates with 50 percent of the cost if staff chose to attend conferences. If a member of staff wishes to register for a higher degree of relevance to their work or their professional development, the Faculty will normally assist towards funding on an annual basis. Particular emphasis is placed on supporting postgraduate, research and professional qualifications as the faculty wishes to enhance the skills and qualifications of staff.
- There are both technical and human sides to systems which must support the smooth operation of the Faculty. Such systems will continuously evolve and improve, in keeping with latest insights and technologies and may be subject to periodic business process reviews.

Maintaining and increasing internationalization and regional partnerships

Maintaining and increasing internationalization and regional partnerships Formation of the new local and international higher education alliances and continued excellent performance against international and regional efficiency and effectiveness benchmarks.

- A commitment to developing international opportunities both ‘at faculty and College’ and across the world to create a truly connected and culturally responsive institution.
- A commitment to embed international themes, including sustainability and global citizenship, across all of our programme curricula, teaching, research and innovation.
- A commitment to offer all students the opportunity to have an international experience.
- A commitment to the quality and alignment with our mission and values of all existing and potential international activities over quantity and financial drivers.
- A focus on developing our international footprint through partnerships and/or student recruitment in key areas, specifically Western Balkan Area and from Europe Area.
- A recognition that world-class college by their very nature are international in scope, reach and impact and that ensuring the highest quality of our international activities and connections is paramount.

Partnering with the community

- UBT College faculty, staff, and students are known nationally and internationally for discovering, applying, testing and sharing knowledge and creative works that expand understanding and positively impact lives and society.

- Research and creative activity demonstrates impact on the state's and the world's pressing challenges through application of our discoveries in communities, industry and organizations, as well as through academic indicators of the expansion of knowledge.
- Faculty and UBT together along will foster four challenges to regional and global needs: Caring for our environment: environmental science, design, engineering, architecture and social structure; Promoting wellness in our communities: access and equity in education and health outcomes, community-based participatory research, biomedical sciences and entrepreneurship; Food and fuel security: sustainable food systems, precision agriculture, energy production, transmission and storage; Securing the future: cybersecurity, governance and public policy
- Will define external outcome measures that reflect success in the challenge areas, e.g. changes in relevant state-wide indicators, and will monitor these for demonstrated research-related improvement by 2030.
- Will enhance education of undergraduates and graduate students through increased participation in research, creative and entrepreneurial activities by 10%.
- Expand the Information System's role as a leading regional center with a proactive agenda for educational, social, and economic advancement.
- Expand the central clearinghouse to advance partnership development between the Faculty and the communities it serves.
- Build new opportunities and expand on existing collaborations for faculty, staff, and students to contribute to community advancement, including addressing community economic, social and cultural issues.
- Improve and expand programs that address lifelong learning needs of individuals.
- Engage our communities in the life and mission - its students, faculty, and staff in the life of our communities.
- Increase involvement of alumni, retirees, community leaders and others through service on boards, speaking engagements, mentoring programs, and philanthropic opportunities.
- Promote community and relationships through increased attendance and participation at academic, cultural and other events.
- Actively promote the Information System's visual identity and protect the UBT "brand."
- Build more bridges between and among our communities to create a culture of engagement, inclusion, and belonging.
- Expand collaborations with local schools and school districts to increase awareness of college programs and improve the "culture of going to college" among area elementary, middle, and high school students.
- Bring community individuals and organizations to campus for cultural, educational, and athletic activities
- Expand and foster student exchange agreements, internships, and service learning opportunities within our communities
- Offer support to new enterprise through the distinctive accommodating the full spectrum of low to high risk/reward profiles within our areas of academic and business support expertise. We aim to roll out the business support across our

campus in involving numerous partnerships with relevant State agencies and authorities as well as with private enterprise.

- Through the supply of graduates and interns, make a major contribution to the knowledge base and innovation in our region and beyond. We will regularly monitor this through our graduate surveys and liaison with industry throughout our catchment area.

Risk Assessment

The institution has a Risk Assessment and Management Policy to regularly assess both internal and external risks and propose the mitigating measures and structures. The institutional risk assessment procedure is performed and reviewed annually. The UBT Internal Auditor is responsible for implementing the policy and oversee the risk assessment matrix and risk mitigation plan of the institution. The institutional risk assessment policy categorizes risk into:

	Risk	Description
1	Strategic risk	Assessment of risks that impede the achievement of strategic goals and competitive environment.
2	Financial risk	Assessment of market and investment risks
3	Operational risk	The systems implementation involved changes to business processes with respect to transaction processing by decentralized department administrators and staff
4	Compliance Risk	Compliance with externally imposed and internally adopted policies and procedures on management, teaching, research and communication.
5	Reputational Risk	Assessment of external and internal risks that may affect the institutional brand

The annual risk assessment process at UBT is designed to evaluate the drivers of risk or factors that introduce a risk to its operating environment. Risks are initially categorized into strategic, financial, operation, compliance and reputational risk. Risks are then evaluated on the basis of likelihood of occurrence: high, medium and low. An Annual Risk Assessment is performed by the UBT Internal Auditor. The Annual Risk Report and Review serve to dynamically model and simulate the effect of each risk so that the risk owners can produce mitigating actions. A full Risk Management Action Plan is produced annually and distributed to risk owners in the organization. Based on the current risk assessment exercise, the institution is challenged by the following risks:

		Description	Category	Level
1	<ul style="list-style-type: none"> • Emerging Educational and social challenges 	<ul style="list-style-type: none"> - Tendency for E-education - Desire for external education systems 	Strategic	H

		<ul style="list-style-type: none"> - Human capital flight due to EU Visa Liberalisation - Falling student numbers due to demographics 		
2	<ul style="list-style-type: none"> • Inability of Governance of education sector in Kosovo 	<ul style="list-style-type: none"> - Political turnover creating instability in education sector governance and rules - Excessive red tape 	Strategic	H
3	<ul style="list-style-type: none"> • Quality of education in Kosovo 	<ul style="list-style-type: none"> - Student applicants struggling in science, engineering and mathematics - Kosovo has the lowest PISA attainment in Europe 	Strategic	M
4	<ul style="list-style-type: none"> • Increasing Student Expectations 	<ul style="list-style-type: none"> - Students expectations are increasing - Student ability and willingness to pay for tuition stagnant 	Strategic	M
5	<ul style="list-style-type: none"> • Increased Regulatory Scrutiny and Accountability 	<ul style="list-style-type: none"> - Frequent external accreditation create excessive burden - Frequent inspections - New Administrative Instructions every single year 	Compliance	H
6	<ul style="list-style-type: none"> • Ethics and Intellectual Property Rights 	<ul style="list-style-type: none"> - Prevalence of plagiarism among staff and students in Kosovo - Institutional products and services copied by the competitors - Technology driving unethical behaviour among students 	Compliance/ Reputational	M
7	<ul style="list-style-type: none"> • Financial Student Fees and Obligations 	<ul style="list-style-type: none"> - Students failing to meet tuition fee obligations 	Financial	M
8	<ul style="list-style-type: none"> • New Technologies in education 	<ul style="list-style-type: none"> - Implementation of new technologies in education management make operations vulnerable to technical failures 	Operational	M
9	<ul style="list-style-type: none"> • Human Resource Management 	<ul style="list-style-type: none"> - Emerging demands for PhD staff for programs risk teaching quality - Emerging demands for staff certification by KAA pose risks for programme operation – accreditation withdrawal due to faulty documents 	Operational	H
10	<ul style="list-style-type: none"> • Decentralized Responsibility 	<ul style="list-style-type: none"> - Decentralized responsibility creates additional risks for 	Operational	M
11	<ul style="list-style-type: none"> • Electronics Records 	<ul style="list-style-type: none"> - Student electronic records and data 	Operational	L
12	<ul style="list-style-type: none"> • New construction and concerns of 	<ul style="list-style-type: none"> - Emerging demands to meet excessive infrastructure investment 	Strategic	H

	excess physical capacity				
13	• New branch creation	<ul style="list-style-type: none"> - UBT Branches create reputational challenges - Perceptions that branches are not as good as the center 	Strategic Reputational	M	
14	• Unfair competition	<ul style="list-style-type: none"> - Race to the bottom in student tuition fees - Free publication education in social sciences in regional centers 	Strategic	L	

Key performance indicators

Are part of the overall strategy to monitor program progress and take the necessary measures to ensure sustainability, achievement and process orientation.

KPI includes:

- **Candidates** (Number of applicants, performance, attendance, improvisation degree, alumni success, career opportunities, etc.)
- **Teachers** (Staff performance, training, dedication, mobility, participation in scientific activities, etc.)
- **Infrastructure** (Laboratories and classrooms meet standards, reflection for improvement, etc.)
- **Networking** (With other universities, industries etc.)
- **Projects and partnerships** (measuring year-on-year achievements) etc.

Annual Work Plan

Information Systems has a separate document describing activities in semestral work plan that follows all its activities.

1. Teaching: Student Recruitment and retention		
Goal 1: Recruit high-potential students		
Strategies	Metrics	Timeframe

		2026-2030	
1.1	<i>Establish admission criteria to identify students who are prepared for the programs</i>	<ul style="list-style-type: none"> • Program admission criteria implemented • Competitive score in national tests 	Continues
1.2	<i>Select recruitment strategies that help bring in diverse students</i>	<ul style="list-style-type: none"> • Demographics reflect the population of the region in terms of gender, background and ethnicity 	Continues
1.3	<i>Establish scholarship support for incoming students</i>	<ul style="list-style-type: none"> • Establish the Financial Aid package • Cooperate with industry for further assistance • Cooperate with institutions and donors to bring underrepresented students (ex. Women) 	Continues
1.4	<i>Promote UBT Programs as a career to prospective students</i>	<ul style="list-style-type: none"> • Student-led efforts at recruitment through existing and alumni • Presentations at high schools • Community groups forums 	Continues
1.5	<i>Provide students early and sufficient exposure to program to make informed decisions</i>	<ul style="list-style-type: none"> • Mentoring programme established • Career service established 	Continues
II. CURRICULUM DEVELOPMENT			
Goal 1: Prepare professional and qualified alumni			
2.1	<i>Provide periodic audit and evaluation of the curriculum to ensure that it includes national and international standards</i>	<ul style="list-style-type: none"> • Accreditation of programmes • Student surveys • Industry experts represented • Evaluation Plan established • Curriculum audit practice established • Peer-to-peer support • Participation and integration in international associations 	Yearly/ or as accredited
2.2	<i>Foster membership in community of practice and national research organizations</i>	<ul style="list-style-type: none"> • Majority faculty become members of local and national, policy-making institutes 	Continues

	<ul style="list-style-type: none"> • Students become part and participate in research 	
2.3 <i>Develop written and oral communication for students</i>	<ul style="list-style-type: none"> • Oral and written communication workshops held annually • Presentations in local and national seminars and events 	Continues
2.4 <i>Build a scholarly environment to expose students to the possibilities for career development</i>	<ul style="list-style-type: none"> • Independent credits for students engaged in research • Regular briefings about career development 	Continues
<p>Goal 2: Provide opportunities for students to expand their practical learning in a broad spectrum of practice settings and with a variety of clients</p>		
2.5 <i>Provide learning opportunities in private sector</i>	<ul style="list-style-type: none"> • All students experience placement in a workplace 	2026-2030 Continues
2.6 <i>Develop and extend the list of institutions and partners for cooperation</i>	<ul style="list-style-type: none"> • Number of contracts with partners' sites increased 	Continues
2.7 <i>Establish national and international exchange programmes</i>	<ul style="list-style-type: none"> • Number of agreements at the national level • Number of agreements at the international level 	Continues
<p>III. IMPROVING RESOURCES/WORK ENVIRONMENT</p>		
<p>Goal 1: Strengthen the development of physical, fiscal, and infrastructure to support learning</p>		
3.1 <i>Enhance resources and space of the institution</i>	<ul style="list-style-type: none"> • Faculty satisfaction report • Student annual surveys 	Continues
3.2 <i>Improve information access through the library and information technology development</i>	<ul style="list-style-type: none"> • Increased funding to support instructional equipment • Increased funding to support library • Increased funding to support the development and 	Continues

	integration of technology in the curriculum		
3.3	<i>Maintain faculty/student ratio as per accreditation instructions</i>	<ul style="list-style-type: none"> • Increase faculty members as students' increase • Maintain 1:9 ratio of faculty/students 	Continues
3.4	<i>Provide competitive faculty and staff compensation</i>	<ul style="list-style-type: none"> • Staff salaries comparable to local market 	Continues
3.5	<i>Provide technological resources for improved learning/teaching</i>	<ul style="list-style-type: none"> • Offer informatics courses for all students • Hand-held technologies and software integrated into the curriculum 	Continues
3.6	<i>Establish faculty and staff development plans</i>	<ul style="list-style-type: none"> • Faculty participate in external cooperation schemes 	Continues
3.7	<i>Provide ancillary and clerical support staff</i>	<ul style="list-style-type: none"> • Number of support staff increased in line with faculty development • Clerical staff each attend a development opportunity annually 	Continues
3.8	<i>Expand physical capacities</i>	<ul style="list-style-type: none"> • Building expansion plan approved by the board • Building expansion in line with faculty and student increase 	Continues
IV. RESEARCH AND DEVELOPMENT			
Goal 1: Promote a research environment			
4.1	<i>Provide financial and administrative support to faculty for sustained scholarly activities</i>	<ul style="list-style-type: none"> • Salaries comparable with benchmark institutions • Annual meetings for guidance on research • 25% staff provided some release time for research • Research infrastructure developed • Research themes and processes established • Editorial support established 	Continues

4.2	<i>Provide internal support for research</i>	<ul style="list-style-type: none"> • Establish monthly interactive seminars to present research • Development of initiatives by research division to stimulate research • Peer review system established • Mentorship programme established 	Continues
4.3	<i>External resources for supporting research</i>	<ul style="list-style-type: none"> • Increase in resources for supporting faculty and staff to develop research skills • Increase faculty participation in external conferences and symposiums 	Continues
4.4	<i>Increase the visibility of research</i>	<ul style="list-style-type: none"> • Increase the number of qualitative and quantitative presentations • Develop a communication strategy for research 	Continues
Goal 2: Establish partnerships with outside agencies and industries to undertake creative initiatives to meet local and national education needs			
4.5	<i>Initiate cooperative agreements with community institutions, community agencies and education institutions</i>	<ul style="list-style-type: none"> • Establish cooperation agreements with Municipal Directorates, Industry and other associations 	Continues
V. COMMUNITY ENGAGEMENT			
Goal 1: Develop partnerships to provide educational services to meet needs of clients in the local community			
5.1	<i>Conduct community needs assessment regarding type and number of partnerships</i>	<ul style="list-style-type: none"> • Current partnerships database • Annual review of partnerships with faculty and staff 	Continues
5.2	<i>Interface with local and national media to enhance interest in business as a career</i>	<ul style="list-style-type: none"> • Number of articles and stories 	Continues

5.3	<i>Establish career fair to increase the marketability of graduates internships</i>	<ul style="list-style-type: none"> • Number of graduates finding work after studies 	Continues
5.4	<i>Promote faculty appointments in local and national policy making panels</i>	<ul style="list-style-type: none"> • Number of faculty in high level positions and policy-making panels 	Continues