**UNIVERSITY OF MOSTAR**



**DEVELOPMENT PLAN**

**2014.-2018.**

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The Development plan has been prepared by:

Prof. Dr. Vlado Majstorović, Rector

Prof. Dr. Snježana Rezić, QA coordinator

Prof. Dr. Vojo Visekruna, Vice-Rector for teaching process and students

Prof. Dr. Dražena Gašpar, consortium members of SHEQA project

Ivana Zovko, coordinator of the International Relations Office

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Foreword

University of Mostar inherited four centuries long history of higher education in Mostar, and today it is one out of eith BiH universities and the only University on Croatian language. Impact of the University on the development of Herzegovina is based on education of professors, teachers, engineers in technical and biotechnical sciences, as well as economists, lawyers, doctors, theologians and artists.

During implementation of major reforms in higher education, recognizable as the "Bologna process", and taking into account the fact that the BiH higher education is based on European humanistic and democratic tradition, the University of Mostar focuses on inclusion into modern European systems of higher education and preservation of its uniqueness and identity.

Following the fact that the University of Mostar is a significant factor in regional development, within long-term plans for its development it is crucial to meet the challenges of time and the needs of the region, both in society and in the academa.

In the past six years powerful integration processes have been initiated within the University through developmental programmes, as well as by developing and modernizing the entire scientific and educational infrastructure, which was achieved through a large investment programme. The student standard of living and studying has been upgraded, and a unique information communication system for the entire University has been developed. A complete system for quality and for the facilitation of ethical culture has been created, and the harmonization of relations within the university community has been set as a top priority. Education programmes have been reformed, the Bologna Process successfully implemented, the credit system (ECTS) and the three-cycle system (undergraduate, graduate and postgraduate- doctoral) have been implemented, while the development of a system for monitoring and providing quality assurance for all programmes and institutions is underway. It will fundamentally change the image of the University, while significantly improving university level teaching, scientific infrastructure as well as the all-around student standard of living and studying.

The Development plan is based on analysis of quality assurance indicators, and the mechanisms for its realization and implementation are ensured, internal personnel shifts notwithstanding. The Development plan will ensure stable development for the University of Mostar through an extended period of time.

Introduction

Mostar and Herzegovina have had a tradition of developing higher education and its institutions since the 19th century. The first school of the university level dates from 1895. That was the Franciscan Theological School, which lasted for four years in the beginning, and later, after 1933, for five years, but two years were studied at other universities. After the Second World War this institution was closed.

The Teacher Training School was established in Mostar in 1950. That was a predecessor of the Faculty of Education, which was divided into 2 faculties in 2002: Faculty of Philosophy and Faculty of Natural Sciences and Education. In 1959 Higher Engineering School was opened in Mostar. After academic year 1970/1971 it grew into Faculty of Mechanical Engineering of the University of Sarajevo, subsidiary Mostar. A year later Faculty of Economics and Faculty of Law were opened. In 1977 these faculties separated from the University of Sarajevo and Mostar became the independent University center.

In 2012 we marked the 110th anniversary of the Franciscan Theological School (root of higher education in these areas) and in 2012, the 35th anniversary of the University of Mostar.

Over 16000 students study today at then faculties and one Academy of Fine Arts of the University of Mostar. Educational process is carried out in more than 100 study groups in undergraduate and graduate and 10 groups in postgraduate teaching. Teaching is conducted by 1000 teachers and associates.

Although quality has always been the basis of the University work and development, institutional and systematic monitoring of quality started in 2004, and it was established also because of the recommendations of the EUA institutional evaluation team. In 2005 the Commission for quality assurance was formed at the University level, and in 2006 Quality assurance office was established and equipped. Quality assurance coordinator at the University level was also elected in that year.

In this introductory part it is essential to point out that this development plan was developed as a part of regular activities coordinated by the Quality assurance office.

**Mission**

The University of Mostar works on building powerful, autonomous and integrated academic community of teachers and associatesresearchers,artists, students and all other employees, incorporated in the international university network.

Mission of the University of Mostar is based on two general characteristics of all higher education institutions: education and scientific research work. These two components are mutually conditioned and connected, but they are often observed separately because of easier analyzing and governing with processes at the University. That is why the mission of the University can be observed through the following two components:

* Education – through teaching and research process, students and the existing higher education staff, in all the areas of teaching which exist at the University in order be productive in their current and future activities.
* Scientific-research work – continuous following and improving of the scientific-research work at the University; training and including bigger number of young people in this process; connecting University with the environment.

Taking into consideration that the University functions in the wider area of the region, its mission is to help the economic, cultural and social development providing the scientific and technical support.

The University of Mostar is open for all students, teachers and associates regardless of their ideological, political, cultural and religious orientation.

**Vision**

Vision of the University of Mostar is to become modern, authoritative and higher education institution number one in the region (Herzegovina,South Dalmatia, Central Bosnia), included in the joint European highereducation area.

Till 2015 the University of Mostar has to transform itself in the institution which will have a leading role in the economic, social and cultural development of the region and BiH. The University educational process has to be recognizable at the local, state and international level. Till integrating into European area of higher education the University of Mostar wants to create preconditions for mobility of students, teachers and associates by strengthening cooperation in BiH, but also with related foreign institutions.In the next 5 years we also want to establish stronger cooperation with economic subjects in the region based on the following three principles:

* Education of students through the practice in economic subjects; getting practical experience of students through professional practice in firms, making graduation, master and doctoral theses based on actual problems of companies, identification of the needs of region and curricula changes with a goal of satisfying the same.
* Scientific-research work and transfer of technologies: doing researches for the needs of economy and transfer of knowledge into economic subjects.
* Lifelong Learning, Open Distance Learning: organizing the aimed subspecialist improving, formed in accordance with the needs of outside concrete orderers, as well as shorter programmes of “periodic refreshing of knowledge”.

SWOT Analysis

The analysis of strengths, weaknesses, opportunities and threats (SWOT) was carried out through a public invitation to all members of the University as well as in smaller groups, mainly University working units. A SWOT analysis of the administrative services was conducted at a board meeting of personal assistants, international relations between coordinators for international relations of university constituents, quality at the Quality Assurance Committee, financial policy at the Lump Sum Committee, postgraduate studies at the Committee for Evaluation of Postgraduate Studies, teaching programmes between vice-deans for teaching and learning, and research between vice­deans for scientific work.

**1. Strengths of the University are:**

* Clear University mission and vision,
* Recognizable identity of the University in BiH and abroad,
* Existing of strategic development plans and development vision,
* Devotion to achieving excellence in teaching and research activities,
* Location advantage – a great part of South Dalmatia (Croatia)gravitates to the University,
* Established international relations and network of internationalcontacts,
* Quality of human resources,
* Established quality assurance system at all the levels of theUniversity,
* Student organization and student participation in all managementbodies of the faculties and University.
* Firm commitment of the University management to change andrestructuring in accordance with changes and movements in theEuropean academic area
* Existing of the necessary critical mass of teachers and associatesready for reform
* Openness of the University to teachers and associates in thecountry and abroad
* Readiness and perseverance in resisting to social pressuresbecause of preserving integrity and dignity of the University,
* Consciousness about own responsibility for its development anddevelopment of entire region,
* Great professional potential of former students in the country andabroad
* Studying of all crucial scientific disciplines at the University of Mostar

**2. Weaknesses of the University are:**

* Insufficiently and inadequately solved funding by the founders –cantons,
* Insufficient home teaching staff, overload with teaching activities,
* Relatively bad motivation and awarding of staff,
* Unfavorable age structure of the teaching and associate staff
* Weak investment in qualifying teachers and associates for usingnew technologies, teaching methods and techniques,
* Lack of quality administrative staff for support in activities ofinternational relations, mobility of students, inclusion in differentinternational networks and projects,
* Inadequate ratio (imbalance) between teaching and scientificresearchactivities at the cost of scientific-research activities,
* Organization of the University as a semi-integrated institutionobstructs the governing with the University as with a whole andrealization of strategic projects,
* Weak follow-up of decisions implementation,
* Dissatisfactory internal communication and coordination betweendifferent organizational levels, especially faculties and University,
* Nonexistence of funds for scientific-research work,
* Dissatisfactory cooperation with economy,
* Inadequate computer and laboratory equipment,
* Dissatisfactory joint infrastructure – nonexistence of center forlifelong learning, center for technologies transfer, etc.
* Insufficient inclusion of students in scientific-research work.

**3. Opportunities:**

* Commitment of entire BH academic community for implementationof Bologna process and inclusion in the European academic area,
* Opening of the access of BiH i.e. BiH academic community toEuropean projects (FP7, Erasmus Mundus, CEEPUS, etc.),
* Constant increasing of the needs of economy for lifelongimprovement,
* Attractiveness of curricula and conditions of studying for studentsfrom entire BiH and wider region,
* Bigger interest of the economy and international institutions forfunding research projects,
* Opening of possibilities for increasing mobility of teachers andstudents through established international networks and projects.

**4. Threats:**

* Understanding higher education as expenditure and not investmentin human resources
* Nonexistence of state strategy of higher education development
* Unfavorable economic situation in the country and lack of materialmeans necessary for changes,
* Constant “brain drain”,
* Uncontrolled expansion of higher education in some parts of BiH atthe cost of quality,
* State nonacceptance of the existence of necessary autonomy of theUniversity in the European sense,
* Insufficient understanding of basic problems of higher education andUniversity from those who make political decisions.

Strategic Goals and Objectives

Study Programmes and Students

Responsible person: Vice rector for teaching process and students

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| Strategic Goal 1: The University that implements quality and efficient education based on learning outcomes and flexible academic profiles through all three levels of university study programmes, oriented towards flexible learning methods and lifelong learning education, in line with the needs of the community, economy and society development. | **Indicator 1.**  Number of accredited first, second and third cycle higher education study programmes |
| Objective 1: To establish a ratio of bachelor and master studies of at least 1:2. | Indicator 1.1  Types of study programmes at the University. |
| Objective 2: To develop at least 50% of flexible academic programmes through which at least 3 academic profiles could be built. | **Indicator 1.2**  Percentage of flexible academic programmes. |
| Objective 3: To establish student/teacher ratio of 15:1 and to achieve ratio between fields not higher than 1:5. | **Indicator 1.3**  Number of students per one teacher |
| Objective 4: To increase the number of students who graduate within term to 60% and insure that 80% of students complete their studies. | **Indicator 1.4a**  Percentage of graduated students per generation.  **Indicator 1.4b**  Average period of studying. |
| Objective 5: To increase the number of multidisciplinary study programmes to at least 20% of the total number of programmes (programmes in which at least % of teachers from other scientific areas are engaged).  Objective 6: To increase the number of teachers engaged in multidisciplinary study programmes to 20%. | Indicator 1.5  Number of programmes with a multidisciplinary approach  Indicator 1.6  Number of teachers involved in multidisc.activities |
| Objective 7: To increase the number of study programmes in one of the world languages to 10.  Objective 8: To establish the Centre for Croatian as Foreign Language | **Indicator 1.7**  Number of study programmes conducted in a foreign language.  **Indicator 1.8**  Establishing the Centre for Croatian as Foreign Language. |
| Objective 9: To structure all study programmes at the University in a way that at least 20% of learning outcomes in each programme develops general competencies. | **Indicator 1.9**  An average percentage of a study programme with learning outcomes which develop general competencies. |
| Objective 10: To build institutional partnerships at the University level and at the level of constituents, with enterprises and public institutions participating in planning, organizing and conducting study programmes. | **Indicator 1.10a**  Number of institutional partnership agreements with enterprises and public institutions.  **Indicator 1.10b**  Number of teachers in nominal academic ranks who are involved in Universityeducation throughinstitutional partnerships |
| Objective 11: To provide accommodation in student dormitories for at least 40% of students who come to study in Mostar.  Objective 12: At least 50% of students involved in organized activities at the University: cultural, social, educational, sporting, etc. | **Indicator 1.11**  Percentage of students who come to study in Mostar accommodated in student dormitories.  Indicator 1.12  Percentage of students in organized activities at the University. |
| Objective 13: E-learning tools are used in at least 50% of each study programme (hybrid teaching or completely on-line teaching). | Indicator 1.13.  An average percentage of study programmes that use e-learning tools |

Scientific Work and Innovations

Responsible person:Vice rector for science and research

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| Strategic Goal 2.A research based university with a defined research profile, centres of excellence, collaborative researches, institutional care for the development of research careers, and a twice as large scientific production. |  |
| Objective 1: To double investment into R&D. | Indicator 2.1  Ratio between financing research and number of teachers |
| Objective 2: A number of research publications published in reputableinternational journals (SCI). This will have to triple by 2015. | **Indicator 2.2.**  Number of articles indexed in SCI. |
| **Objective 3:**To double the number of full-time PhD students, at least 10% of which are financed by the University of Mostar. | Indicator 2.3.  Number of full-time doctoral students |
| Objective 4: To create an institutional framework for collaborative research and initiate at least 4 collaborative programmes at the University level | Indicator 2.4.  Number of collaborative programmes at theUniversity |
| Objective 5: To establish an institutional system for the career development of postdoctorate students which should be based on competitiveness, University strategic focal points and installation grants by 2016. | Indicator 2.5  Number of University installation grants |
| Objective 6: To formulate yearly plans for the popularization of science and establish the appropriate human and material resources for its implementation.  Objective 7.To double the number of institutional popularization activities as well as the number of faculty and students who participate in them by 2015 | **Indicator 2.6**  Yearly plans for the popularization of science.  **Indicator 2.7**  Number of professors and students who participate in institutionally organized popularization activities. |

Capacities - Human, Financial and Material Resources

Responsible person:Vice rector for organization

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| Strategic Goal 3. A University with the highest level of organization and accountability in which the talent and entrepreneurial energy of each individual is expressed (professor, assistant, administrator and student), with transparent processes and people who are equally competitive in the European Research Area and the European Higher Education Area. |  |
| Objective 1: To determine the contents, establish the legal framework and | Indicator 3.1  organize a portfolio by 2015. |
| Objective 2a: A minimum of 50% of assistant professors in the 30-40 year age range.  Objective 2b: To develop and establish promotion criteria of university professors | **Indicator 3.2a**  Share of assistants and research assistants in faculty personnel.  **Indicator 3.2b**  Age structure of assistant professors at the University. |
| **Objective 4:**To develop an organizational framework and financial instruments for establishing independent research careers of postdoctorate students and include a minimum of 10% postdoctorates by 2016. | **Indicator 3.4a**  Organizational framework for the development of an independent research career and financial instruments for postdoctoral students.  **Indicator 3.4b**  Percentage of postdoctoral students who received means for establishing independent research careers. |
| Objective 5: To establish a system and financial instruments for lifelong learning of faculty and non-teaching personnel in 5-year cycles as well as include at least 50% of non-teaching personnel in 2 years | **Indicator 3.5a**  Established system and financial instruments for lifelong education of faculty personnel.  **Indicator 3.5b**  Percentage of non-teaching personnel included in lifelong education. |
| Objective 7a: To determine units of measurement and define the university's capacities for carrying out university study programmes, Lifelong Learning Programmes, research and activities within the community. | **Indicator 3.7a**  A system of measurement for the implementation of programes at the University by late 2007. |
| Objective 8: To establish administrative capacity for managing EU programmes,quality assurance and intellectual property | **Indicator 3.8**  Established administrative capacity for managing EU programmes, providing quality and intellectual property by 2015 |

**Cooperation with society**

Responsible person: Vice rector for cooperation with society and bussines

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| Strategic Goal 4: A university which is actively engaged in industry and community development and which fosters economic and socio-cultural transition into a knowledge-based society |  |
| Objective 1: To triple the number of higher education studies, research reports and expertises for industry and the local community needs.  Objective 2: To conduct at least 5 joint projects in partnership with civil society organisations and/or institutions. | **Indicator 4.1**  Number of studies, elaborates and expertises for the needs of the economy.  **Indicator 4.2**  Number of research projects in partnerships with organizations and/or civil society institutions. |
| Objective 3: To conclude at least 25 counselling services agreements with the economy and the local community. | **Indicator 4.3**  Number of counselling services agreements. |
| **Objective 4:**To develop extracurricular activities and institutionalize them by way of a yearly activity plan and to establish financial instruments for supporting projects which will provide students with experience-based learning through volunteering | **Indicator 4.4**  Number of extracurricular projects under the guidance of students who offer volunteer services within the community |

Inclusion Into the ERA and EHA

Responsible person: vice rector for science and research

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| Strategic Goal 5: A dynamic university actively involved in the European Research Area and the European Higher Education Area, which systematically and in an organised manner fosters internal and external scientist and student mobility |  |
| Objective 1: To increase the number of projects under EU Framework Programmes, ERC (European Research Council) and ESF (European Science Foundation) projects for at least three times and to be a co-ordinator of at least one project.  Objective 2: To establish a functional and self-sustainable institutional system for support in applying and execution of FP7 projects, pre-accession EU programmes and structural EU funds by 2015.  Objective 3: To include at least 5 University scientists in the Joint Research Centre (JRC) activities.  Objective 4: To implement all the Science and Society Action Plan guidelines | **Indicator 5.1**  Number of Framework (FP) and ESF projects at the University of Mostar.  **Indicator 5.2**  Established institutional support system for EU projects by 2015.  **Indicator 5.3**  Number of researchers engaged in the JRC activities.  **Indicator 5.4**  Implementation of the Science and Society Action Plan guidelines. |
| Objective 6: Establishing the Centre for Lifelong Learning by late 2015. | **Indicator 5.6**  The Centre for Lifelong Learning established by late 2008. |

Development plan Implementation

The final operative implementation plan was determined upon holding a public discussion as well as a University Council discussion. We herewith bring the principles on which the development plan for implementation shall be structured. The responsibility for the implementation of this development plan lies with University and university constituents' leadership in the scope of their authorities.

The University of Mostar sets itself 10 benchmark indicators which all constituents must fulfil by 2015. The benchmark indicators will serve for monitoring achievements (internal benchmarking) as well as for comparing to other universities (external benchmarking). The University will inform the public regarding the results of internal and external benchmarking. Thorough development plan discussion, revision or amendment is possible at the end of 2014 and 2016.

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| 1. | Number and structure of students. |
| 2. | Percentage of students who successfully complete their first year. |
| 3. | Percentage of graduates per generation. |
| 4. | Number of defended doctorates. |
| 5. | Number of published papers indexed in the SCI. |
| 6. | Share of assistants and research assistants in faculty personnel. |
| 7. | Percentage of ECTS credits allocated through Lifelong Learning Programmes. |
| 8. | Percentage of employees who have completed systematic training for strategic management. |
| 9. | Total revenue of revenue share from services rendered to the economy and local community and revenue from intellectual property. |
| 10. | Number of FP projects at the University of Mostar. |

The following diagram portrays activities and deadlines linked development plan implementation monitoring.















