



INSTITUTIONAL DEVELOPMENT PLAN OF THE UNIVERSITY OF TUZLA

INTRODUCTION BY THE RECTOR



The institutional development plan of the University of Tuzla has grown out of the two-year project entitled *Strategic Planning of the Institutional Development Plan* conducted by the University in 2001 and 2002 under the World Bank sponsorship. In July 2001, the University presented the Statement on internal planning¹, whereby the intention of producing the plan, thus setting the basic guidelines for the development of the University, was clearly highlighted.

Phase one of the strategic planning activities started in early 2002. Conferences were organised focusing on the ECTS, QA, the autonomy of the university, funding and self-sustainability of higher education, university management evaluation seminars, distance-learning seminars and presentations, extracurricular academic student activities, all-life education and registration of students into a particular university database. National and international experts thus presented their respective experiences in academic reform, establishment and adjustment of the region's higher education to the European standards, which are also undergoing reform.

The Institutional Development Plan aims at realising the proclaimed desire to have a European future for the University of Tuzla. Based on concrete data, estimates and assessments, the Plan provides an overview of the vision for the five forthcoming academic years, in an attempt to achieve its ultimate goal in 2010 - integration into the European academic area on the partnership basis.

We are fully aware that many new generations to become part of the education system within our Departments, by benefiting from knowledges and information we are currently offering them, will be determining our future in the first half of the 21st century. Although facing difficulties just as the rest of the Bosnian-Herzegovinian society is, as a starting point for our mission we are taking an optimistic position towards the future, having defined it as follows: "The transfer of the most contemporary skills and knowledges to the current and future experts to further govern social changes in the Tuzla region and in Bosnia-Herzegovina in the first half of the 21st century". This is our aim which will be inspiring all of our endeavours and projects in the following several years, thus leading to a new vision for the University of Tuzla - a University integrated into the European higher education system, featuring its structure, functions and attributes as found in most modern universities. It will be a University to take the burden of its social role and responsibility, not only in Tuzla Canton and Bosnia-Herzegovina, but also in South-eastern Europe.

¹ The Statement on Internal Planning is attached hereto as Appendix 1. It is a constituent part of the Institutional Development Plan, serving as a starting point for its development.

Through presenting its first Institutional development plan, the University of Tuzla enters a brand new phase of defining its development. There will be annual evaluation of the presented goals and activities. There will also be regular analysis of the fulfilment of the objectives. On the basis of the methodology elaborated in the Plan, the planning horizon will be broadened by defining new aims and activities for the following one-year planning period, thus producing clearly stated goals for the following 3-5 years. The University will, in that way, have its revolving plan, and the follow-up activities will be known at least 3 years in advance.

Therefore, the idea behind this Plan is to become lasting, unfinished, in other words, continually unfinished - it is to be updated and upgraded at all times, time and time again... The first version of the Institutional Development Plan was adopted by Senate of the University of Tuzla on 19 February 2003, and by the Steering Board of the University of Tuzla on 26 February 2003. The first public discussion on the Plan with students and academic staff occurred at the presentation held on 28 February 2003, entitled "Where Is the University Headed"

By means of this publication, the University presents the vision of its own development to both academic and general public. We welcome any and all ideas and comments, given the nature of the Institutional Development Plan - that of an open book.

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INTRODUCTION

1.1 The University of Tuzla - the history, reform initiated

The University of Tuzla comprises eleven faculties with 34 departments, the possibility of obtaining 42 diplomas, a total of 10,615 students, 988 members of the teaching staff of various professional background, as well as some 211 administrative employees. Twenty-eight years of development of higher education and research institutions preceded the establishment of the University; therefore, we can nowadays speak of some 45 years of forming engineers of mining, 44 years of creating engineers of technology, 43 years of creating professors and teachers in various fields, 42 years of forming experts in the machine engineering field, and 31 years in the electrical engineering field.



It all started in 1958, when a two-year undergraduate college of mining and technical sciences was established upon the request by Bosnian-Herzegovinian mines. Some 158 students were enrolled as part of the first generation. In the following academic year, the first group of students of technology at the Faculty of Technology was enrolled, as a branch of the University of Sarajevo. The first PhD degree was obtained as early as in 1962. The Mining College grows into the Faculty of Mining in 1960. Also in 1960, a two-year pedagogical college starts operating, encompassing 71 full-time and 236 part-time students. In 1961, a two-year economics and commerce college opens in Brcko with some 56 full-time and 155 part-time students. In Tuzla, a branch of Sarajevo University's Music Academy was established. Further development of the higher education system in north-eastern Bosnia was dictated by the needs and the dynamics of both economic and social development of the region. Therefore, two-year colleges grew into faculties, with new faculties being established, and the institutes further focused on new areas of interest. In 1969, the two-year pedagogical college became the Pedagogical Academy, whereas the Economics and Com-

merce College became the Faculty of Economics in 1976. The electrical engineering department was founded as a separate unit of Sarajevo University in 1972.

The establishment of the Medical Faculty in 1976 was tantamount to enormous change in the higher education system in the region. It was a turning point from which access has been enabled to multidiscipline studies, thus gradually abandoning the prevailing technical profiles the University had been creating. The establishment of the University was a necessity, not only in order to keep the momentum of the development of the higher education, but also to ensure further cultural and social transformation of one of the most populated regions of Bosnia-Herzegovina.

The University of Tuzla was founded in 1976. It was preceded by the establishment of the Community of higher education and research institutions in north-eastern Bosnian in 1972 and the Consortium on development of high and higher education and research in Tuzla. By a decision made by Tuzla municipality's administration on 15 April 1975, the Initiative Board on the establishment of Tuzla University was established, comprising 104 members, chaired by the board president, academic Ismet Mujezinovic. The Agreement on the Merging into the University was signed on 18 November 1976 in Sarajevo, whereas the opening ceremony was held in Tuzla in 18 December 1976.

Later developments, such as the establishment of the Faculty of Defectology and transforming of the Pedagogical academy into the Faculty of Philosophy in 1993, the establishment of both English and German Departments, and the Departments of Journalism, Psychology and Pedagogy, respectively, and the foundation of the Drama Arts Academy, lead the University into a new development phase, which should result in creation of a critical mass of humanistic intelligentsia in the Tuzla region.

Bosnia-Herzegovina's becoming part of the international community, acceptance of completely new and different standards in all fields has meant for the University of Tuzla multiple reform of both organisational structure and management as well as updating educational and research methods and programmes. The focus has now been placed on becoming part of the international academic community through various research projects and programmes. Starting the summer university, which now has a seven-year old tradition, is one such typical project. Bringing the curricula in compliance with the European curricula has been ongoing through various Tempus programmes, in which all faculties of the University are included. Students in Tuzla have the possibility of attending lectures by many visiting professors from the United States, Austria, Italy, Germany etc. Professors from Tuzla attend as visiting professors many American and European universities, are published internationally and attend high-level international symposiums. The University is providing scholarships to students who have shown academic excellence in their previous academic year, thus encouraging them to start their academic career upon completion of studies. The University is also funding teaching assistants' postgraduate studies and their obtaining master's and doctoral degrees. Postgraduate studies are available at all faculties. Our up-to-date achievements have brought us closer to the European small university model, capable of undergoing any possible transformation of the hig-

her education in Bosnia-Herzegovina, given its quality values. The University of Tuzla is nowadays one of the institutions without which it would be inconceivable to imagine Tuzla as a city, including the region. Some 13, 091 persons have obtained two-year higher education degrees, and some 8,693 higher education degrees at this University. There have been 534 Master degrees obtained, as well as 237 doctoral degrees.

The activities carried out at the University so far indicated that there has been awareness raising in the university academic community of the necessity of changes in all areas of the University's operation. At this moment, the readiness to implement changes is prerequisite for organisational growth and achievement of top quality, whereas on the individual level, changes create space for an individual's professional and personal development.

While implementing the changes, the following six phases should be considered:

- First, an active management of changes by creating the University's development strategy
- Second, keeping all members of the academic community, and others participating informed of the causes for change and the changes themselves
- Third, setting priorities in changes, both at the University level and at other constituent units' level
- Fourth, development of realistic operational dynamics plans, testing particular measures in order to identify obstacles in implementation
- Fifth, implementation of measures into a system, monitoring and evaluation of effectiveness, as well as flexible dealings with changes
- Sixth, looking into a new development cycle

The University of Tuzla initiated reforms much earlier than other universities in the region. There were intensive discussions in the late 1990s on a new organisational model, resulting in a clear vision of an integrated university. Therefore, the Law on Higher Education and, more particularly, the Law on the University of Tuzla defined the centralisation of the management structure in its entirety. In September 2000, the faculties lost the status of legal subjects, and the University of Tuzla started to implement the organisational reform.

In implementing the reform, the University has organised numerous activities, and issued a number of documents relating to the organisation and a more efficient management and administration over an integrated university, as follows:

- The organisation and systematisation, a University level document
- The proposal to the Ministry for adopting the Standards and norms in higher education, with a high level of compliance with the European standards in higher education, although these are not uniform across Europe
- The book of rules on salaries, a University level document
- The teaching staff ethics code
- The students ethics code
- The Book of rules on professional and academic development
- The book of rules on undergraduate, postgraduate studies and conditions for obtaining respective academic degrees

- Information database on staffing and the needs for successful teaching, on the basis of which calculation of salaries is done for the entire University, including the visiting teaching staff
- Particular methodology on writing reports on appointment of members of the teaching staff
- Particular range of tuition fees for postgraduate studies and doctoral dissertations
- The book of rules on scholarships for undergraduate and postgraduate students

The following activities have been implemented:

- Stabilisation of the achieved level of development of the University of Tuzla, from the aspect of the organisation, financing, and the scope of scientific research work and teaching activities
- Analysis of the current situation from the aspect of the available premises at the University, a more advanced use of existing space and new modalities of joint use of space, equipment, laboratories, library and other teaching aids, in line with the norms and standards
- Analysis of the current staffing situation, and activities aimed at improving the quality and increasing the number of teaching staff, including hiring more junior staff selected amongst the recent successful graduates, their training and provision of funding
- Analysis of financial investments into facilities, equipment and information systems
- Access to internet has been made available for all users at the University (both employees and students)
- Rational teaching process costs
- Promoting activities on provision of additional sources of funding and motivating the faculties to make adequate use of their knowledge and abilities through research work, projects, etc.

Today, the University of Tuzla has a modern management structure. The central management structure (the management team) is shown on diagram 1.

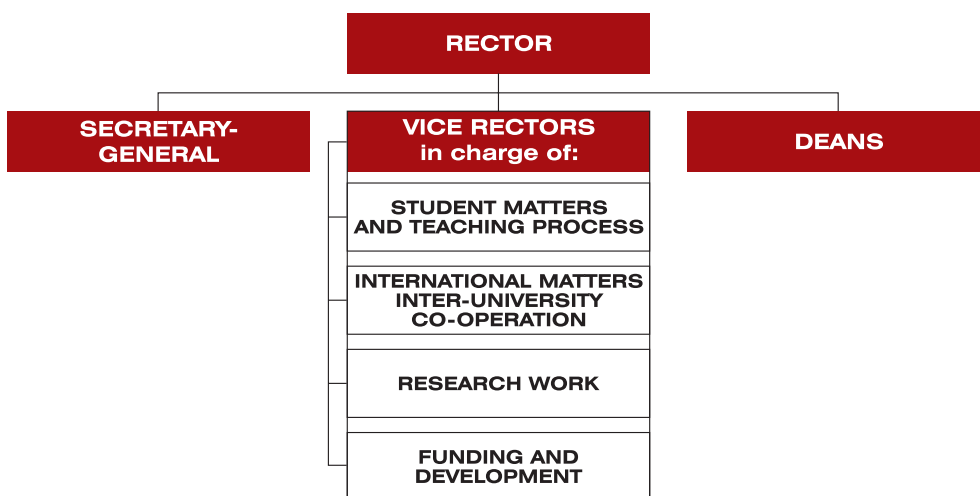


Diagram 1: The management team of the University of Tuzla

In addition, the University of Tuzla has established a separate Finance Service (composed of an independent Finance Office and Accountancy Office), the Legal and Personnel Office, the Cabinet of the Rector, comprising the Offices for Public Relations and the Protocol, as well as the technical and supplies office, with all the works performed at the University level for the purposes of all of its member-faculties, the Student Centre, and, of course, the University itself (the Office of the Rector).

This has significantly reduced the number of administration employees. Each faculty generally has 3 administration officers: a technical secretary, an assistant cashier (one per 2 faculties, in principle), and an assistant secretary-general (one per 2 faculties, in principle).

The process of stabilisation of such an organisational structure has been finalised. There is now a clear distinction between the works to be performed by faculties independently of the university and the works performed by the faculties and the university together. The academic community has entirely accepted the model of the disbursement of income. In that way, the first cycle of the reform has been brought to its end, leaving before the University of Tuzla new reform cycles, which, in principle, could be broken down into two linked groups:

1. achieving an accelerated development
2. standardisation based on the European higher education standards

1.2. Parameters and planning prerequisites

The basis of any planning is surely the current situation, as well as looking into all possible parameters that could affect the future developments. There are many parameters that fall outside the University's domain of influence. Therefore, any decisions based on parameters that are not entirely foreseeable will be based on assessments. For those reasons precisely, the Plan will be analysed on a regular basis, in order to revisit particular procedures. To a certain extent, it will be optional.

1.2.1. The assessment of the current situation

- Within its 34 departments, the University has organised the programmes of study conducted at 11 faculties, comprising some 10,600 students
- The programmes of study are conducted by 405 members of the teaching staff, who are employed by the University, and an additional 181 members of the visiting teaching staff. In addition, there are 211 staff members performing various administrative, technical and other related duties
- There is a continuum in the work of the University. Although many teaching staff members left during the war, the University managed to maintain its teaching staff nucleus, which has now even been extended to a certain extent. However, there is a clear need for more teaching staff members to meet the needs of both programmes of study and research work at the University.
- Inadequate facilities, insufficient classroom space, the location of faculties/the academy, all impede the activities for the teaching staff and students

- The lack of modern equipment and teaching aids, for both education and research, irrational use of existing equipment conditioned by previous organisation and improper location of the faculties.
- Insecure financial situation at the University, because the Canton finances salaries and part of running costs. No adopted norms and standards, affecting the quality of division of existing means, and the failure to define the realistic cost of studying.
- The level of equipment and knowledge in possible use of modern information and communication technologies is not at a satisfactory level, also seriously affecting the quality of education and research, including any possible innovations in the area. Activities taken in this regard have already proven successful.
- The situation with regard to the libraries is not at a satisfactory level. It is based on a very modest and anachronistic library scope, without a more significant approach towards periodicals.
- The University has started to use the synergetic effects of the a consistent unit following many modern universities throughout the globe, which results in a more rational organisation, human resources, administration and a unified management of the University.



The level of development that the University of Tuzla has achieved so far represents an important step forward both in quantity and in quality as compared to the University founded in 1976. The current situation represents the transition status, calling for stabilisation and maintenance of the continuum of the work bearing in mind all resource available to the University in these dramatic changes of both the organisation and management. Much of the change is already behind us, and there is a clear vision of an efficient and modern university that will respect, recognise and accept the universally-accepted international quality standards.

The establishment of the institution of the university is one of the keys to a successful university. It is affected by legislative developments, and its organisation model is in line with the modern standards, its promotion and implementation of modern rules and principles of management, improving the technology level, and utilising modern information technologies.

1.2.2. Constraints

In addition to the initial parameters, for which there will have to be a great deal of progress in the initial period to catch up in the development direc-

tion, the factors that affect quality planning also affect the development of the University and the implementation of the plan, and may be divided into two groups: internal readiness of the academic community to accept changes and external factors.

Regardless of it being conditioned by the post-industrial revolution (senior members find it difficult to adjust to) or purely for conformist reasons (loss of previously attained undeserved privileges), the internal readiness of the academic community to accept changes is unpredictable and may affect the reform. The University's Management has undertaken serious steps in the reporting period in order to promote the transition, giving stimulus to advancement of junior professionals. However, resistance is still present.

Another constraint is the insecurity of the funding realised by the University, particularly in relation to the cantonal budget crisis. The problem has been so evident that the management of the University has had to provide for budget reserve for emergency situations, such as settling the heating costs, or electricity costs when public utility companies would cut the supplies due to unpaid bills), in order for the delivery of curriculum not to be disrupted, which, in turn, affects long-term financial planning. In addition, the University of Tuzla is prohibited from obtaining loans by various by-laws issued by the Federation BiH government (based on questionable constitutional basis), which affects the development of the University.

1.2.3. Setting

All processes at the University occur in a rather politically and economically unstable setting, reflecting on all university processes. Insufficient legal infrastructure, unstable revenues, social deviations, economic transition and restructuring of economy in the region, the conception and quality of secondary education, impede the reform of the university.

Reaching a higher degree of autonomy will be of benefit. First and foremost, this includes the reform of the budgetary financing of the University. In order to reduce the effects of outflow of budget lines foreseen for overcoming budget crises, the University of Tuzla is strongly advocating the establishment of a Higher Education Fund, which would comprise all public revenue in proportion to the higher education, which would be used for financing the University. Such a model would make disable the financial pressure by the authorities upon the University and provide for a more direct fashion of financing.

A logical consequence of the stagnation in economic development is a reduced scope of research (both: applied - commercial and basic), which results in a twofold effect on the University - reduction of revenues and reduction of the scope of research work. This problem has been partly removed by internationalisation and the possibility of accessing international funds encouraging research; however, still requires significant action locally.

The University of Tuzla must find a way to place all these negative effects on the margins, so as to reflect as little as possible. As much as it may seem

unreachable, this goal is not a non-realistic one. With its organisation, and its internal norms and standards, the University can find the place it rightfully occupies in its setting. The best illustration for that is the fact that absence of laws or lack of clear legal provisions for quality standards setting is not an obstacle for the actions the university is undertaking in relation to self-evaluation and external evaluation. In addition, given its social role, the University can also influence on the authorities for a proper dynamics of legislative developments of most importance to its development.



2. MISSION STATEMENT

The basic mission of the University of Tuzla is to train the youth into competent and qualified experts ready to enter the job market of the 21st century, both locally and internationally. All particular goals are based on the mission, most important of which are the University's path towards becoming a European and international institution. As an academic community comprising free individuals - teachers, researchers, artists and students, any university represents the most advanced part of a society. It is only natural to expect from a university to play the role of the creator of a productive vision of the future:

The University of Tuzla should represent an institution of authority, education and science, exhibiting high moral and professional standards in all of its activities. The University should play the role of a competent and unanimous supervisor in its respective areas of expertise. In addition, the University should be an autonomous, open, integrated academic community of teachers-researchers, artists and students, incorporated into the international university network.

Through various processes of organising the delivery of the curriculum and providing for quality curriculum, selection of new members into the teaching staff, the University should be the appropriate forum where a productive vision of the future is to be created. The University should demonstrate its social role, as well as be able to secure a position in the society that would be adequately acknowledged in both the Bosnian-Herzegovinian and European societies.

The University of Tuzla can only play the social role it has if it ensures its influence on the society, technology and science in Bosnia-Herzegovina.

In the following seven years, the University of Tuzla is expected to:

- Be the foundation of the system of permanent education by focusing on strengthening the postgraduate studies of relevance to social development, while trying to meet the regional and European standards
- Be a recognisable nucleus of both scientific and artistic work to gather national and international actors and teams around quality and challenging projects
- Be the institution responsible for development of an evaluation model and quality assurance in higher education

The University would therefore be able to follow-up on its basic tasks, as follows:

- Through educating and creating various professional profiles, contribute to improvement of general conditions of living for all citizens
- Through training future university teachers and researchers who are to contribute to the development of the higher education system and science in general
- Through connecting people, knowledge and information within the academic community, as well as other social sub-systems, so as to encourage the establishment of a society based on knowledge, learning and tolerance

3. STRATEGIC GOALS

Achievement of the Bologna process goals at Tuzla University, presented in this plan, should result in the following: establishment of a university meeting European and international standards, which would, as at 2010, be a medium size university comprising 13,000 to 15,000 students in some 50 departments, with flexible programmes of undergraduate and postgraduate studies, including doctoral studies, and the mobility of its students, the teaching staff, and researchers. The University should have complete autonomy from external factors, implementing its activities within an annual budget of ca. 40 million KM per academic year, which should suffice for quality teaching and research.

Willingness and capability for change is (sine qua non) of a modern University.

The decade-long stagnation in the development of the universities in Bosnia-Herzegovina is additionally burdened by the phenomenon known as “brain drain”, outdated programmes of study, outdated research equipment and teaching aids, unstable sources of funding, and, above all, an unstable political and economic setting. The stagnation itself clearly dictates the need and velocity of the university’s transition. Today’s position of the universities in Bosnia-Herzegovina is completely incompatible with the way European universities are organised, thus requiring strategic changes and radical reforms. The direction of the reforms is mainly determined by the existing consensus of all social groups in Bosnia-Herzegovina on its proclaimed European future. This direction is also determined by the European higher education transition.

Namely, the start of the new millennium has marked dramatic changes at the universities across Europe and around the world. The changes include organisation, management, and a more efficient achievement of tasks of a university system, all of which are consequences of political, social and economic changes in Europe in the last decade of the last century. These changes are quite different in type and scope, whereas the time within which to implement them is shorter with every coming day. Naturally, by getting a bit deeper into the core of the problem, and its implementation, we begin to realise that the changes are fairly complex. Globally speaking, there is no unique model according to which the mode of study and the curriculum are made, nor a particular organisation including the duration of studies, and academic degrees obtained by studying. On the contrary, variety in all the listed areas is encouraged, as long as it leaves room for the basic trends of adjustment of activities.

By seeking to create a balance between the promoted variety of university offers, cherishing own cultural specificities, social and natural resources, on the one hand, and the realistic need for the mobility of students, teachers and researchers, conditioned by the harmonisation of higher education, and accelerated by the European integration, on the other, the European academic community has reached a model of establishment of the European academic area and human relationships which should find their place in the academic world. The model, also known as the Bologna process, is based on various documents, some of which include the following:

- Magna Charta Universitatum, Bologna, 1988
- The Sorbonne Declaration on the harmonisation of the higher education structure, Paris, 1998
- The Bologna Declaration, 1999

The implementation of these documents should result in the European higher education realm by 2010. If the dynamics and the variety of reform at Tuzla University should be able to coincide with that of the European academic area, the University of Tuzla would be an equal partner to all European universities in the global European academic area. By achieving this goal, the social role of the University would be fulfilled, thus making the University one of the first institutions in Bosnia-Herzegovina to meet the European Union standards.

That is why the Bologna process is the proper response to the question of how to establish and further develop the inevitable link between Bosnian-Herzegovinian and European universities.

It is based on the Bologna process that all universities in the countries in transition should implement reforms which comprise four basic grounds, as follows:

- Autonomy of the university
- Organisation of the university
- Bringing the curricula closer to the European ones, and introduction of the European Credit Transfer System (ECTS)
- Introduction of the quality assurance system and standardisation

An additional task for the universities in Bosnia-Herzegovina, in order to catch up with Europe, is to find the ways to produce answers to two basic questions:

- How to resolve the funding, and
- How to activate research work?

3.1 Autonomy of the University

Acknowledging that the university autonomy is the starting point in any university reform, the University of Tuzla organised a conference on the autonomy of the university in October 2002, which saw presentations of many American and European universities autonomy models. Most Vice-Chancellors of South-Eastern Europe Universities and all Vice-Chancellors of Bosnian-Herzegovinian universities took active participation, too. One of the outcomes of the conference was a Declaration on the autonomy of the university of Tuzla². The Declaration is the key autonomy document standard in the region. Based on the Tuzla 2002 Declaration, the following is an overview of the particular goals on the path to achieve the autonomy of the University of Tuzla.

The University of Tuzla has formed an integral management structure, thus meeting one of the fundamental conditions to achieve autonomy as set by Magna Charta Universitatum, in that way also meeting European standards. On the other hand, Tuzla University has legal grounds to establish the full academic autonomy and freedom. The Law on Higher Education of Tuzla Canton, and the Law on the University of Tuzla provide the guarantees for the autonomy of the university.

Problems relating to disruption in autonomy of the university, including attempts of politicisation of the University are mainly due to individual incidents, or those of incompetent authorities. In a broader sense, any such incidents are unlawful, however, the University is still not at a stage where it could resist them. Precisely for those reasons, the University must be able to obtain standard university autonomy. Such autonomy will enable an accelerated development, independent of political and economic power outside of the University, which clearly defines the rights and responsibilities of the University to independently decide upon:

- Its internal structure/organisation
- The curricula/programmes of study and their delivery

² The 2002 Declaration on the Autonomy of the University of Tuzla is attached hereto, as Appendix 3, and is a constituent part of the Institutional Development Plan

- Selection of members of the teaching staff and other university staff
- Proposing and adopting the budget (within the limits set by the government)
- Realising additional university's income (within general recommendations of the government)
- mid-term and long-term strategy on development investments
- international university co-operation

Since any autonomy is based on financial autonomy, the University should also have its financial autonomy, in addition to its academic autonomy, which includes:

- clearly defined (budgetary) sources of funding in order to meet the objectives set, quality and quantity-wise
- liberalisation of the allocation of adopted budget lines within an independently established university budget
- responsibility for the rational use of allocated funding, in line with the relevant legal provisions, and the university's strategies
- seeking other (own) sources of funding

3.2. Structural reform - integrated university

As stated previously, Tuzla University has ended this part of the reform and is the only integrated university in the Balkans. The effects of the reform so far have proven invaluable. The University of Tuzla has started to use the synergetic effects of a consistent entity just like most other universities in the world, which significantly reduces the difficulties in the organisation, the staffing/personnel potential, administration and a centralised management.

An integrated university is expected to produce a better quality of studies and research work, thus increasing the compatibility and competition nationally and internationally, a more optimal way of organising the academic performance and rational activities. This, in turn, would help achieve the standard degree of both autonomy of the university and the complementary autonomies of its constituent parts. In the future, it is necessary to continue the stabilisation of the centralised management structure. The University should also continue to develop its various nuclei. There is already a Centre for Distance Learning; establishment of the IT Centre is underway (in this academic year), the ECTS Centre, the Quality...Centre etc. The University should also initiate discussions on the structure, role and competencies of the central management body - the Steering Board, as well as the central academic institution - the Senate.

3.3 ECTS and QA

Establishment of the European Credit Transfer System (ECTS), which will include a radical reform of the University curricula, and the quality assurance (QA) system, represent the core of the academic reform. Introducing these systems will help initiate a thorough revision of the current situation, modernisation and adjustment to European standards of each particular curriculum. It will also mean a radical change in the philosophy of studying,

the duration of studying, the mobility of students, researchers and teachers. The University of Tuzla organised a roundtable on the “European Credit Transfer System and quality assurance at Tuzla University³” on 9 July 2002, whereby various European and domestic experts discussed the most appropriate model of introduction of both the ECTS and QA into the universities in Bosnia-Herzegovina. As a starting point, they used the current situation. Given the importance of the ECTS and QA in the reform, there will be significant and regular follow-up on the two systems. These will be discussed in detail in the section on the specific activities on strategic goals.



3.4. University funding

Considering this issue to be of crucial importance for its future, the University organised a conference on the “Funding and self-sustainability of the University⁴”, whereby domestic and international experts from the region agreed on the basic model of the funding of higher education in the region.

In the current circumstances of higher education, given the constitutional solutions, the financial burden on the Canton is too large to manage a technologically and economically efficient self-sustainable higher education system. The only efficient way to manage a higher education system is to ensure financial encouragement. This implies a flexible and realistic funding system of the higher education and research work, based on high quality and quantity standards. The financial autonomy of the university presupposes the freedom of the university to seek additional sources of funding. This can be a result of particular measures of the rational market within the higher education system, or a bit of encouragement for private investments in higher education.

³ The “European Credit Transfer System and Quality Assurance for the Future of the University” Round table Conclusions are attached hereto as Appendix 2, and are a constituent part of the Institutional Development Plan, serving as a starting point for further considerations presented in the Plan.

⁴ The “Funding and Selfsustainability of the University” Conference Conclusions are attached hereto as Appendix 4, as a constituent part of the Institutional Development Plan.

While consolidating the finances, the University should develop activities of securing additional sources of funding and motivating the faculties to make the best use of their knowledge and ability in research work, projects etc, in order to improve their financial situation. In addition to relevant legislative support required, this calls for their financial independence.

Both the standard of those employed by the University, particularly the teaching staff, as well as that of the students, are ongoing problems which are directly linked to the future of the University. The interest in academic work depends on this standard; it is of crucial importance for the stay of staff members within the University, and their academic work at the University.

The following activities have been undertaken in the most recent period:

- Promotion of activities relating to securing additional funding to faculties so they can make adequate use of their knowledge through research, projects etc.
- securing of funding required for improving the study standards, and partial coverage of tuition fees by students (“the participation”)
- establishment of the fund for talented undergraduate and postgraduate students (scholarships of 1,000 KM, funded postgraduate study for all academic staff totalling 7,500 KM, as well as expenses incurred in the course of doctoral studies (the final presentation) for all academic staff, in its full amount of 12,000 KM)
- by looking into the existing markets, established the possibility of studies for own purposes to include such students who did not qualify based on their academic record but wish to study however
- encouraged and assisted students participation in finding solutions to all problems relating to organising any of the student activities

3.4.1. Strategic steps

1. The basic condition for change, which affects the improvement in the funding system of the University of Tuzla (as a state university) is the change of line of thinking according to which the funding secured for higher education is a reproductive consumption, which requires decrease of budget. On the contrary, the funding secure for higher education should be seen as a long-term investment into the economic and social development, implying change in the logic of funding, and, in the long-run, calls for more serious state funding for support to education in general.
2. Regardless of the rate of its own income, the basic source of funding of the University of Tuzla should still be the (cantonal/state) budget, amounting to 70% of the University’s needs. It should include salaries, compensations, material expenses, the required levels of scientific, artistic and exert work, the work of the services that provide for an uninterrupted work of the university, the working and living standard of its staff and students, scholarships, financial support for scholarships and the development of the university. Allocation criteria must be made for a successful realisation of this. Should higher education be raised to the Federation BiH/state level, criteria and the model of state funding would have to be made, accompanied by the appropriate funding formula, as is typical in the EU.

3. Today's system is quite unjust and often inappropriate. The University receives funding on the basis of a system that reproduces the inherited situation, showing no compliance with the changes and no encouragement to rationalisation. This particularly relates to the funding of the so-called material expenses. An adequate change of the funding system is actually a calculation of the realistic study cost per student for each particular faculty and degree, followed by precise and specific expenses and realistic standards of programme implementation. Such a calculation is prerequisite for the funding model, determining the tuition fees for the students who are funding their own studies and for foreign students. It is also a starting point for determining the (possible) participation by students - the tuition fee. The determined cost of study would serve as a criterion on the University's budget allocations. The criteria could, in time, be updated, thus reflecting the quality of the delivery of the curricula.
4. There are budget cuts every day, while the University is becoming more and more dependant of other sources of funding. The so-called own income of the University is more of a consequence of insufficient state funding rather than a result of the market orientation the University may have taken. Most of the income comes from part-time undergraduate studies, postgraduate studies and student participation, as well as own needs' studies, starting this year, various donations and other income. Most of expenses occur in relation to delivery of curricula. The University makes use of its own income in accordance with the prescribed structure of the planned use of such income, mainly through funding most of material expenses, capital investment and equipment, increasing of the level of standard of studies etc.
5. Having said that, it is necessary to provide the University with the freedom to realise, spend and keep own income, while at the same time encouraging the University and its constituent parts to realise their own incomes.
6. Any undergraduate student financial participation should be determined on the basis of the realistic cost of study. It should be followed by the state system of financial support provided to such students.
7. Realisation of own income coming from postgraduate studies, specialist education programmes, research on the market, counselling etc. should be based on market relations and the University's right to freely dispose of such income in line with its goals and strategies.
8. The funds for the development should be integrated into the overall funds allocated to the University, so that the University can take full responsibility for its own development, thus increasing the degree of autonomy it has. The University disposes of a great deal of capital equipment that is becoming out-of-date. Therefore, there is a clear need for making up for such loss of value, and for appropriate follow-up in terms of educational technology. In addition to the autonomous considerations of the University on its capital investments, calculation and amortisation at the level of the University should be considered.
9. The issue of provision of funding for the student standard is to be addressed as an integral part of the University funding system.

It is necessary to integrate these solutions into relevant legal regulations and appropriate by-laws. The University cannot undertake all of the listed activities on its own, that is to say, without the support from its own environment, and the joint efforts of all parties interested.

3.5. How to activate research work?

The basic starting point for a modern concept of the development of the University is the determination that the University is an institution that should provide for the following:

- Education - transfer of knowledge
- Research - production of knowledge
- Proving - application of knowledge

Obviously, these activities overlap, which practically confirms the unity of both teaching and research work and their working together towards inevitable value. University teachers are scientists, for “the best university teaching is the scientific work”.

Without scientific activities, the University does not have the required academic potential serving as an element of criticism in the process of education, and is, therefore, merely a descriptive and interpretative school. The University must be able to produce academic values based on the motivating power coming from various scientific activities. Only in such conditions can the University serve as a guarantee for raising and training new generations of intellectuals who will be taking the responsibility over the future of the society.

The scientific research at the University has not found its position in the systematic approach towards the university organisation, and is primarily based on the individual approach. The approach is supported and maintained by a small nucleus of personnel, ensuring the minimum of development of the academic nuclei, thus creating a range of scientific nuclei at the University. The greatest shortcoming in this systematic addressing to issues of concern is the insecure funding of research, thus limiting the systematic approach to research in general.

The current condition of the equipment and laboratories is not at a satisfactory level. This is primarily due to the low level of economy, as well as the general attitude of the society at the state/FederationBiH level, towards science and the university. Lack of appropriate strategies leads to a very unsuitable climate for taking on more creative roles of the university towards economy and the society. At the same time, scientific research in the stable societies are increasingly taking on the catalytic role, making the university the core institution for the development of other environments and societies.

The basic reason for that is the fact that there is no funding of research and scientific work, because public funding sources have not been established after the war. Research institutions were devastated during the war and have not been part of any reconstruction programmes. The private sector is not interested in investment into research work. The co-operation between the

industry and the university in research projects has not been established after the war due to the disempowered industry. Local companies have insufficiently invested in the absorption of new technologies for the very same reasons. Foreign investments amount up to 2.5% of the GDP and have not resulted in technological transfer. There has been no licensing of foreign technologies after the war, either. Intellectual property has not been protected, for the state authority for patents and stamps, although it exists, has no legal status. Outside of the academic circles, electronic mail is not used sufficiently. The use of the internet for electronic purchase, customer services and suppliers relations is at a very low level. Total costs of research and development (excluding the military), which, before the war, reached 1.5% of the GDP, is not even shown in the official state statistics. Few computers are available, only 30 per 1,000 people. The same goes for cellular telephones, only 1.05 per 100 people. There are few internet users, only 5,700 per 1 million people. The university has been heavily affected by the war. Its revival has been left out of the Priority Reconstruction Programme PRP1).



Through provision of training to staff, the required personnel potential is created. However, this is not enough. By definition, potential is just an ability to perform certain work. Therefore, it is necessary to create and develop mechanisms and instruments to make a creative work possible for the personnel.

The University of Tuzla should undertake the following actions in the following 5-year planning period (5 academic years), so as to encourage the NIR:

- Inter-university and international co-operation within BiH, including various regions and EU member-states
- Incorporating the NIR capacities of the University of Tuzla, as well as research units, into international programmes (Tempus, PHARE, INCO Copernicus, Eureka, COST, ACE, etc.)
- Transfer of new technologies and incorporation of strategic investors into economic privatisation in Tuzla Canton
- Building infrastructure in industrial areas, to help support development of the so-called small industry

- Building research infrastructure for control of medicines and launching medicine production
- Promotion of programmes offering new products and services (chemistry, new materials, health tourism, food stuffs)

3.6. From goals to actions

In the coming period, the University of Tuzla aims at straightening its organisational structure, functions and personnel, which equals the stabilisation of the achieved level of development, appropriate equipment, and modernising all of the organisational units of the University, rational use of human resources and facilities, and establishment of the organisation with the optimal technological/economic criteria.

Having said that, following are the University's goals:

- Standard university autonomy
- Financial autonomy of the university
- Establishment of the permanent education system and its development
- Radical changes of the curricula and adjustment to European curricula
- Changes in the delivery of the curricula, and establishment of the teaching process based on student needs
- Application of information technologies
- Development of quality assurance system (QA)
- Creation of new partnerships with the economy, the government, the neighbouring education systems, non-governmental organisations, civilian and cultural institutions
- Ensuring high standard and criteria of university life, thus becoming equal partners to most universities in Europe
- Maintaining the lead position in the teaching process and education in general
- Modernisation of infrastructure

The Plan will show that the listed goals are achievable. The Plan will produce the fundamental guidelines for management of changes, based on the following short-term goals:

- Stabilisation of the achieved level of development, from the aspect of the organisational structure, the scope of research and teaching process, and funding
- Maintenance of the continuum of work of the University and its further institutional development
- The organisation of the University must ensure a more firm and professional structure of the University, planning and establishment on the university basis, a more rational use of the budget; in addition, it must provide for a flexible structure of the teaching process and strengthen the efficiency and public relations. The organisation of the University must be arranged in such a way to provide for a consistent management over the University as an entity.
- Passing the programme of implementation of the entire system of informatisation of the University and its faculties, including opening up towards external networks, and the implementation of the "distance learning" programme

- Initiative for amendments on the Law on Higher Education and adoption of standards and norms in higher education
- Analysis of the current situation in the field of available facilities at the University, a higher degree of rational use of and new modalities of joint use of facilities, laboratories, equipment, and other teaching aids, in line with standards and norms
- Ongoing activities on securing the funds required for investments into facilities, equipment, information technologies, and communication systems, including the university library
- Organisation of the teaching process within relevant departments, joint laboratories for affiliated departments, for a simplified, more rational use of equipment, as well as its modernisation
- Analysis and definition of the appropriate tuition fee participation for securing funds to meet the needs of material expenses incurred while delivering the curricula
- Analysis of the current personnel situation and the activities aimed at improving the quality and quantity of teachers and their assistants, including appointment of junior members of the teaching staff selected out of the most recent graduates, providing them with training, and the related provision of funds for those purposes



- Preparation of both short-term and long-term training programmes for the junior members of the teaching staff
- Promotion of the institution of visiting professors at the university
- Provision of scholarships to talented students through the Scholarship Fund
- Appointment of junior teaching assistants from the pool of senior undergraduate students
- Creating conditions for objective acknowledgement and appointment of teachers and their assistants
- Including students in the process of evaluation of the pedagogical skills of teachers and their assistants
- Promotion of the University's work, the University's investments into improving the equipment in general, and a better working environment for all employees, and their living standard
- Creating better conditions for students and securing a better student standard, with external support
- Working on creation of standards for an improved setting both at faculties and at student hostels

- Creating conditions for the impaired students to study
- Improvement of student services through the internet, application procedures, deadlines, timetables, office hours, e-mail communication with the student affairs unit and teachers etc.
- Securing the funds and the support for student-initiated activities and projects: focused meetings, roundtables, magazines, concerts, shows, exhibitions, lectures, various cultural and arts events, sports clubs and events



4. SPECIFIC ACTIVITIES

4.1. Academic plan⁵

The current situation calls for significant innovations within each particular programme of study, and their updates based on the most recent developments and results of various research throughout the world. To achieve this, in addition to the efforts put in by individuals, and their own creativity, any possible progress must include radical changes of the system and the structure of studies.

Further transformation and reform of the University of Tuzla includes the following activities in the forthcoming period:

- Updating the programmes of study/curricula
- Introduction/establishment of the European Credit Transfer System (ECTS). There are ongoing activities on the new curricula and introduction of the ECTS.
- Establishment of the Quality Assurance Centre. There is ongoing training of personnel on self-evaluation and quality assurance. Every 2-5 years, the University will conduct self-evaluation exercises, in which students must take active participation.

The essence of the idea of the academic plan is a radical change of the curricula, its structure, type and philosophy, introduction of the ECTS, QA and management of the quality of university activities. The change of curricula will aim at shortening the programmes of study and their respective structure. The plan aims at promoting the adjustment of our higher education system with the European one. Here arise two fundamental questions:

- Acceptance of a system based on two education cycles - undergraduate and postgraduate. To be entitled to apply for the latter, the former must be completed. Although most European universities follow the 3+2 formula (given their inheritance), in view of the current situation of the universities in BiH, most agree that the undergraduate cycle should last for four years. The second cycle that results in the Master's degree or a doctoral degree, as in many European countries, could last from one to three years.
- Acceptance of a system of acknowledged and comparable academic degrees and introduction of diploma supplement, in order to support employment of "European citizens" and international competitiveness of the higher education system.

⁵ A detailed academic plan, the plan to consist of the entire curriculum for each particular department will be attached to each particular faculty's institutional development plan.

An idea to think about (optional to the idea stated above)

Undoubtedly, the dilemma on the duration of studies will be present for awhile in BiH academic public. However, the reform of the curricula in general should take the direction of shortening and simplifying the structures of studies. With regard to that, the University is seriously considering the option of introduction of high education schools (5-semester, or possibly 6-semester programmes of study) in all departments. With the passage of time, these programmes could grow into the Euro-pean university system baccalaureates. Continuation of study from such a school to a higher education institution of the same profile should be made possible (without additional exams, verifications, etc.). In that way, the current (essentially 5-year studies) may grow into postgraduate studies (Master's degree), whereas the current postgraduate studies would actually be doctoral studies, with the necessary changes to the pyramid included, naturally.

The University of Tuzla is nearing the completion of the process of preparation of new curricula in almost all of its departments. There are intentions to complete the establishment/development of its structure in the phase one of the planning (5 years), and to establish new department on the needs basis only.

It is also necessary to realise the decisions of the Senate of Tuzla University in the forthcoming period, relating to the activities on the establishment of new and transformation of the existing departments, and sharing the initiative with the Education Ministry, for the following faculties/departments:

Drama Arts Academy

- Department: directorship
- Department: production

Faculty of Defectology

- Department: Behavioural Disturbances

Faculty of Electrical Engineering

- Department: Communications

Faculty of Philosophy:

- Department: Social Welfare
- Department: Elementary School Teaching (transformation from a 2-year to a 4-year programme of study)

Faculty of Machine Engineering:

- Department: Mechanotronics (mechanical electronics)

Faculty of Technology:

- Department: Food Engineering (to be transformed from the Chemical-technological department)

Establishment of new organisational units:

- Medical High School/Faculty
- Faculty of Pharmaceuticals

There is a particular regulation on the non-productive departments, meaning that the departments offering undergraduate studies with less than 20% first year students enrolled than planned do not organise the teaching process. The low level of interest in particular studies has thus affected some departments, and they will have to be transformed.

4.2. ECTS

While supporting the general principles outlined by the Sorbonne Declaration, the University of Tuzla must take on the challenges required to create a modern university ready to become part of the European family:

- Acceptance of a system based on two education cycles - undergraduate and postgraduate. To be entitled to apply for the latter, the former must be completed. There is general agreement on the duration of this cycle lasting for four years. The second cycle that results in the Master's degree or a doctoral degree, as in many European countries, could last from one to three years.
- Acceptance of a system of acknowledged and comparable academic degrees and introduction of diploma supplement, in order to support employment of "European citizens" and international competitiveness of the higher education system.
- Introduction of the credit system (ECTS), as the most appropriate means for a broad exchange of students
- Promotion of the mobility of students, teachers and researchers
- Promotion of the European co-operation in quality assurance, in order to develop comparable criteria and methodology
- Promotion of the required European dimension in the higher education, especially in the area of curricula, interinstitutional co-operation, mobility and integrated programmes of study and research. All future programmes should, therefore, be internationally applicable.



These efforts are fully compliant with the efforts put in up-to-date, including the encouragement received so far. It is very clear that the University of Tuzla wants to enter the open university labour market, where students and teachers could freely move about.

The mobility of students and teachers is one of the forms of globalisation at universities that promotes the universal mobility within a university, as well

as amongst the universities nation-wide and internationally. Obviously, each particular university should retain its specificity and should strive for its recognition and identity through its various university, educational and scientific programmes. A successful co-operation and mobility of students and teachers is motivated by the introduction of appropriate mechanisms and good system organisation, the ECTS.

Essentially, the credit represents a very simple tool with which to establish a link between institutions. This makes it possible for students to consider a wide range of studies and places of study, as well as recognition of what they learnt while studying at the different universities through a joint standard: grades and credits. A grade is a means used for the recognition of the higher education system, but also the recognition of oneself at the same university. The grading system does not, however, regulate, nor balance, the contents, structure and equivalence of the programmes of study. On the contrary, it promotes the variety and flexibility of the programmes, and improves the success of studying and passability of exams, making it possible for a rational use of human resources and facilities to occur. The added value in postgraduate studies is that there are options of creating interdisciplinary and multidisciplinary higher education study programmes. In such an open and free system, the students could select the best from the offer, and match their interests. Bearing in mind that the ECTS is not just a means for bringing each individual university closer to the European integration process in the field of higher education, but also a means for recognition of academic concepts at universities within one state, and particularly within one university, the Senate has initiated the project of introduction of the ECTS.

Currently, the studying model at Tuzla University is determined by the rules and is not flexible, except for the part relating to talented students. Namely, a student cannot select courses, without difficulty, offered within a programme of study other than their own within a department, let alone at a different faculty. On the other hand, students do not have the option of selecting teachers. Students will be entitled to select their own optional courses and teachers. Student evaluation of teachers has been initiated but not completed and arranged to be taking place periodically. By introducing the mobile system of studying and grading, there will be improvement of the quality of both study and studying and an increased responsibility on the individual student. This model encourages quality, competition, elitism and diversity. The ECTS also encourages university teachers and students to take a more active role both within their home universities and abroad.

The university of Tuzla must be able to complete the activities in the forthcoming period on passing the new curricula and introduction and implementation of the ECTS (see timeframe and summary of activities).

4.3. Quality assurance

Any university is recognised on the basis of the existing level of a system that ensures the quality of the delivery of the curriculum, considering the outputs and related inputs that the university is making in its society. Following the global trends in higher education is a very important aspect

of work, as well as raising the awareness and culture that brings added value to the overall quality of studies. In order to integrate into the European academic area, the University must take such steps.

Quality assurance in higher education includes the following procedures, including accreditation, monitoring and evaluation of activities in higher education:

- Authorisations of the institutions for operation in higher education
- Passing of new curricula
- Evaluation of institutions (structure, management, teaching process, research)
- Adherence to and application of the criteria for appointment of teachers
- Evaluation of teachers and students

The current situation is characterised by the following:

- Insufficiently defined procedures of accreditation and evaluation, resulting from the absence of legal regulations and institutions at the state/Federation BiH level



- Resistance on the part of the academic community to changes, resulting from the absence of appropriate quality management, presence of ignorance and organisation of a “disintegrated” university
- Admission policy affecting the quality of the teaching process, the absence of clearly defined standards and norms
- No mobility of students (and teachers) within the university, resulting from rigid curricula, and clear distinction lines between the faculties/departments and their programmes of study
- Activities of teachers and other professionals are not adequately evaluated when appointing teachers to particular posts
- Absence of ongoing monitoring

- No standardised mechanism to recognise and appreciate quality work. Levelling of activities is still one of the keys to a successful operation of the University.

Proposed measures for the establishment of the quality assurance system are as follows:

- Include the academic environment and other actors into the activities of quality assurance
- Drawing up recommendations for changes in legal provisions and by-laws
- Conduct regular evaluations of the faculties (organisational units), the curricula, the teaching process and teachers
- Opening up the process of self-evaluation of the faculties
- Organise seminars, training sessions, and pilot assessments aiming at further training of personnel in the field of self-evaluation and quality assurance
- Establishment of the Quality Assurance Centre, and appointment of a co-ordinator for QA (both at University and faculties level)
- Inclusion into international projects in the field of university education quality
- Inclusion of students into the process of building the self-evaluation and QA, ongoing
- Making it possible for the University to take part in the network of European activities in the field of QA



4.4. Timeframe and a summary of the activities

The timeframe and a summary of the activities are shown in the table (Table 1) below:

	2002/2003.	2003/2004.	2004/2005.
ECTS	Complete works on new curricula	Introduce experimental ECTS Improve English language teaching First diploma supplements	Expand ECTS Test ECTS within Tuzla University Introduce the unique registry of students (ISDS computer database)
QA	Do self-evaluations (students and teachers) Start activities on founding the QA Centre	Standardisation of studies Standardisation of research Foundation of the QA centre Accreditation of the University in B&H	Development of the QA Centre Preparation for the international verification
ANY OTHER BUSINESS		New departments Introduction of 5 semester studies	New departments

	2005/2006.	2006/2007.	2010.
ECTS	Introduction ECTS to all Departments Include other B&H universities into the academic mobility programme (ECTS exchanges)	Expand the academic mobility programme to include other South-Eastern countries (where affiliated languages are spoken) Start academic mobility programme in countries (where non-affiliated languages are spoken)	Complete ECTS implemented
QA	External accreditation of the University (at least SE Europe) Preparations for the international verification	Further develop the activities	Full international verification and accreditation of the university
ANY OTHER BUSINESS	New departments First graduate students (2 year studies)	New departments First graduate students (5 semester studies)	Study formula compatible with the EU: 3+2+3

Table 1.: An outline of the key activities in the planning period

4.5. Delivery of curriculum

New knowledges and the velocity of the development of new technologies all affect the knowledge making it outdated and not adequate to meet the requirements of the modern world . Therefore, higher education must become key to permanent education. This means thorough changes in undergraduate and postgraduate studies.

The goal is to establish more flexibly shaped general programmes and a variety of study options.

Provided there are general undergraduate studies, postgraduate studies should be focused on the programmes offering diversity, which must include a wide range of specialist programmes. The University must have a market orientation. It must be able to offer, for the purpose of external interest, short programmes of targeted specialist training, as well as those of “regular freshening of knowledge”. In such a way, the University will take over the role in raising the education level in the country, secure a better horizontal and vertical mobility of studies, be able to efficiently respond to the rapid changes, while at the same time tailoring education to the needs of the users.

The following is to be expected, should the objectives set be achieved:

- Internationally applicable programmes reliant on the outputs of science, technique and social relations; programmes that enable efficient incorporation into the European labour market, a speedy achievement of a high level of skills and their application
- Two-way communication in teaching, putting more focus on the role of the teacher and their responsibility over students; ongoing monitoring
- The sort of teaching that ensures students better understand what they are taught, building self-confidence and the feeling of success
- A creative and critical position/attitude of students towards academic contents, development of democracy and flexibility, and tolerance towards the new and diverse
- Increase interactive and cognitive teaching, particularly on various project
- Keeping the curricula updated on a regular basis
- Availability of textbooks and new technologies in the teaching
- Regular monitoring of educational needs for particular types of permanent education
- Introduce modern technologies such as “distance learning” and multimedia presentations
- Creating possibilities for interdisciplinary programmes of study on the student-driven needs

By developing such a concept, the sort of teaching focused on students and their needs could be facilitated.

The specificity of particular studies and the varying degrees of equipment and staffing affect the quality of studies at the University making it unbalanced. Standardisation of studies, a uniform development of the faculties and improvement in the university education quality on all levels is an ongoing task.

The transformation and reform of the University, its international verification, market orientation and the increasing financial competition call for initiation of the process of evaluation and accreditation in higher education. One of the key tasks on the path to assure/acquire quality is international comparability and transparency. Only international comparison can produce a more realistic assessment of the quality of work of the University.

In Bosnia-Herzegovina, there are no laws that secure quality assurance in higher education. However, the absence of such laws or clear legal regulations should not be an obstacle for some activities that the University could undertake in order to improve the quality of studies, self-evaluation and external evaluation. The international support would most certainly be greater if the University should be able to fully demonstrate the use of objective evidence of the quality of education.

In order to improve the delivery of the curriculum, it is necessary to:

- Eliminate the current impediments and difficulties
- Increase interactive and cognitive teaching, and project work
- Get on board as many relevant personnel and external experts, to contribute to the ongoing dialogue on the development and evaluation of the curriculum
- Update the curriculum on a regular basis
- Make textbooks available, by producing university textbooks (as a teacher responsibility), by obliging the teachers to publish their works on the internet (to improve availability of their works to students)
- Establish a University Publishing Fund, using own funding
- Introduce new technologies into teaching
- Create new standards and norms
- Set up a system of regular (ongoing) monitoring of the students' progress in the course of a semester, considering student's outputs in tutorials, homework, projects, tests, followed by taking the final exam right upon completion of course
- Transform courses into smaller units to occupy one semester instead of two (of particular importance to ECTS)
- Make distance learning an option, including e-mail communication with teachers and the student affairs/admin unit
- Incorporation of distinguished visiting professors into teaching, particularly into postgraduate studies with at least 10% coverage of postgraduate studies conducted
- Increase the passability of students from the first to the second year through a system of programmed and guided measures

The role of the teacher should be changed in accordance with the adopted concept of the teaching process, known as "student-focused". A university teacher must be willing to receive training and develop professionally. There are, however, difficulties that stand in the way to a successful work, and are conditioned by external factors mainly. In that regard, it is necessary to:

- Work on the creation of appropriate working conditions by introducing modern technologies into teaching and making more investments into equipment and teaching facilities

- Redefine the duties and responsibilities, as well as teaching norms, given the new direction the teaching is taking
- Regular/ongoing training of teachers
- Promote the model of junior teachers through the foundation of the university teaching improvement/promotion centre
- Form the improvement/promotion criteria for teachers (requiring clearly a more efficient role in creating textbooks, training junior teachers, laboratory work, software, etc.)
- Encourage the University-facilitated inter-university exchange of and co-operation amongst teachers
- Apply external and internal evaluation of the delivery of the curriculum

It is important to secure for transparent criteria for selection and appointment of members of the teaching staff, and promoting the teachers, for these are the only formal actions currently in relation to the outputs and the assessment of the quality of teachers in higher education.



The current staffing situation at the University, particularly its age structure, is calling for active and urgent solution of this issue. An environment should be made for junior talented teaching assistants to be engaged, an endeavour which is to be supported by the University itself, and all levels of local authorities and international institutions responsible for higher education and its transition.

Funding should be secured for the junior teaching assistants who have opted for a university career, and for their further training. Part of the funding could potentially come from the funding that originates from the income coming from research.

4.5.1 Action plan on further development of curricula delivery

- pursue to encourage the interdisciplinary nature of the delivery of the curricula, as well as research

- eliminate the old curricula which are repeatedly used, particularly the internationally irrelevant textbooks
- introduce the student-orientated studying, instead of the teacher-orientated one
- make use of alternatives to the ex-cathedra teaching approach, such as group work, project work, seminars based on resolution-finding
- students are making use of the textbooks written by their teachers, thus not making use of other textbooks limiting their knowledge in that way
- all universities are limited by the low academic level of the students coming from the secondary-school system. This requires more advancement in the teaching methodology, co-operation with schools and teacher training institutions
- a vast number of students spend rather extended periods of time to complete their studies. Coupled with the unreasonably high rate of dropping out from the university, this indicates that the universities are not quite efficient when it comes to the fulfilment of their primary role
- there are a number of students at the university who are enrolled, but are not attending lectures or seminars, nor taking the exams. Such students should be registered as inactive and therefore dismissed from the university
- there is an Inter-university Co-operation Office at the University of Tuzla, encompassing both the co-operation within Bosnia-Herzegovina and abroad, holding a very important position in the University's structure. The aim is to provide a positive position for the University within the activities relating to the international development and internationalisation of the University of Tuzla

4.6. Postgraduate studies

Currently, there are 17 postgraduate programmes of study offered by the University of Tuzla, as follows:

Drama Arts Academy:	Theatre and drama
Faculty of Economics:	Marketing Finances
Faculty of Electrical Engineering:	Energy Conversion Electroenergetics Systems Technical Computer Science Biomedical Engineering
Faculty of Philosophy:	History of BiH Postmodernist Literature
Faculty of Physical Education and Sports:	General Courses
Faculty of Machine Engineering:	Industrial Engineering
Faculty of Medicine:	General Courses
Faculty of Natural Sciences and Mathematics:	Geography: Population and settlements Stanovništvo i naselja (geografija) Physics: General Courses
Faculty of (Coal)Mining, Geology and Construction:	Geology Construction

Activities for the opening of graduate school at Faculty of Special-education as well as for the opening of a new graduate program - Mining and Geotechnics - at Faculty of Mining, Geology, and Civil Engineering are being conducted. Graduate programs (presently not active) are available at the Faculty of Chemical Engineering. Modern programs (significantly more modern than undergraduate ones) are general characteristic of all graduate schools at the University, and this tendency should be continued.

The goal of opening a graduate school at every department by the end of the 2003/2004 academic year is being defined here as a specific activity. This would conclude the cycle of university education and of research of all areas of interest of University of Tuzla.

4.7 Research Work

The foundation of the University's mission lies in the unity of both teaching and research processes as an inevitable academic value. The current state of research, generally considered to be at an unsatisfactory level, and the global ideas aiming at activating research, have been presented in the preceding chapter. The ideas primarily relate to the treatment and role of research in the society, and are University needs-driven. Following is an outline of the specific activities the University is planning to undertake, starting from the general objectives:

- Strengthen research and educational programmes in quality, scope and contents
- Systematically create and promote the international indicators of academic visibility in the evaluation of scientific developments at the University
- Strengthen the co-operation with the existing institutes
- Ensure conditions for minimal scientific activities ("blue sky - research") by the university teaching staff
- Balance the development of scientific fields and branches given the current lack or excess of scientists and experts in particular fields
- Institutionally encourage knowledge transfer towards the economy, as well as spin-off projects (direct application of knowledge)



Firstly, the University will advocate for the integration of scientific institutes in Tuzla Canton into the University, in order to extend the base of the current academic staff and academic programmes, as well as to obtain direct academic gain in the form of facilities and operational laboratories.

The existing institutes have been part of the University ever since the latter was established. However, as part of the concept of a disintegrated University, they have become independent, and have been partly privatised in the course of the societal transition. Provided there is acceptance of the University lifestyle and work by scientific institutes and the obligation to build on the own teaching activities and taking active participation in undergraduate courses of study, the University would be ready to embrace the institutes as its constituent parts without imposing subordinate relations or raising the issue of their ownership structure.

Secondly, the University will establish its own Research Fund which will be of a revolving nature, and will be governed by the principle of project clearance. Therefore, it will initially encourage projects of expert, development and applied research, which would, in turn, enable renewing the funding into the Fund. In addition, the Fund should facilitate the inclusion of students, in particular of graduate students, into scientific and expert research. Along with the establishment of the Fund, the University will advocate for systematic provision of (minimal) funds for each member of the teaching staff (initially for each Department). Individuals would complement such minimal research budgets with their own research accomplishments.

Thirdly, the integrated university concept means no overlapping. Therefore, integration should be continued along such lines and particularly encouraged when it comes to grouping research capacities. This will lead to a more rational use of resources, as well as improvement in quality and competitiveness of research work, and will improve co-ordination and exchange of ideas. A bureau should be the essence of this conception, as the research unit of a Department. A higher degree of research organisational structure should be represented by Research Development Centres, as interdisciplinary units, whereas the highest form of research structure should be the institute, as a separate constituent unit, which may be a legal subject on its own.

4.8. Student Population

The process of transition which the University of Tuzla is currently undergoing has caused a significant increase in the number of enrolled students. In the 1999/2000 academic year there were 5,282 enrolled students, in 2000/2001 there were 7,508, whereas in 2001/2002 academic year there were 9,016. In the current academic year there are more than 10,500 enrolled students. Such a significant rise (100% in 3 academic years) is a product of opening of new departments for which high-school graduates originating from this region were traditionally interested. Earlier, students from this area went to other universities in order to study at these departments. Besides this, recent research shows a higher interest of high-school students in receiving university education (this is mostly due to the high unemployment rate, and students who enrol at a university because they cannot get a job).

At the same time, the number of students who graduate from the University has only slightly increased since it is this year that the new departments will enter their finishing year for the first time. If this trend continues, it will make the University grow each year, which should in fact be prevented

for valid reasons (excessive workload for teachers and lack of facilities). This plan intends “to put a stop” to the number of students at some 13,000-15,000 by gradually reducing the number of enrolled students and increasing the number of graduate students.

It has been observed that more than 40% of enrolled students never graduate. This needs to be changed by making enrolment policies more strict and by increasing the number of students who pass the exams. This may be achieved through work with mentors at every department throughout the entire course of study at the University.

The basic relationship between students and members of the teaching staff needs to be a relationship of partnership and reciprocity. Students must become equal participants in the teaching process, they must start actively contributing, promoting the changes, and advocating new initiatives in the academic community and wider.



For the realisation and achievement of these goals, it is necessary:

- to respect students' personality, students' needs, interests, and rights
- to provide for a democratic atmosphere
- to establish a two-way communication between all participants in the teaching process
- to involve students into the decision-making process
- to provide students with the possibility of consultations and support for their work
- to stimulate the development of social values and various skills
- to stimulate students to take part in international student exchange programmes

The outcome of this type of relationship between students and the teaching staff are:

- self-respect and self-confidence of students when it comes to possibilities of achieving their own potentials
- possibility of fulfilling various students needs through different types of activities
- the readiness of students to take responsibility for their own learning and education
- the readiness of students to continue their relationship with the University after the graduation
- the motivation of students to work with their teachers on research and scientific projects, as well as projects for improvement of teaching

The exact indicators of number of student population are presented in section 8. Statistical Data on Students

In the following seven years, the University should triple the number of students who graduate from the University. Actually, the first results of the measures for increasing the number of students who pass the exams should be visible in the year 2006 - which is when the students who enrolled in this academic year should graduate. In addition, the University is not planning significant changes in the number of registered students, bearing in mind that the interest of students in studying at technical faculties will increase in the planned time even though it is significantly low due to the clash in economy. New departments (the opening of new departments is an exclusive product of research in interest amongst young people) will also attract students, and this will bring stabilisation to the faculties for which the interest is not very high at present. Certain departments will, of course, be closed.

The method for calculating the number of students who enrol each academic year is that the University according to its potentials (facilities and teaching staff) makes a proposal which is subject to verification of the founder (which is the government of Tuzla Canton). Experience has shown that the founder regularly requires higher number of students. This means that our society expects from the University to enrol higher numbers of students. This is not surprising - for example, in the 2001/2002 academic year, there were more than 8,000 high-school graduates in Tuzla Canton, and a year later the University enrolled around 2,400 freshmen. This rise in interest in receiving higher education is also a result of stagnation in industry, because after graduating from high school there are very low chances of finding employment for these students so instead of waiting for 4 years to get a job they choose to study at a university. It should be expected that the economic reforms will cancel this trend.

The only legitimate social interest must be presented through the number of graduate students and not through number of enrolled students. This is why the University, in order to justify social expectations, must RAISE THE NUMBER OF GRADUATE STUDENTS. The facilities the University presently has at disposal, together with the plans for development presented in this paper, at the end of this planned period, will be able to accommo-

date a total of 15,050 students without a considerable change in the number of students who enrol for the first time. Funds from the quadrupled university budget will be used for providing better studying conditions, so the University will be able to offer high quality teaching and research.

4.9. The Structure of the University and Human Resources

It is normal that various units like faculties, institutes, bureaux or laboratories carry out university activities. The autonomy of these units is understood as well as the autonomy of every individual, but they cannot have the sort of autonomy that would enable them to independently negotiate their position and the budget with the government. Furthermore, these units are not allowed to make decisions on their being part of the University or on their establishment as independent legal institutions which would in their own way follow their own goals. Without challenging the rights of universities and governments to organise their own system of university administration, Magna Charta Universitatum promoted the minimal degree of integration of universities believing that only those universities which have the possibility of defining their objectives and priorities, which make strategic decisions, make contracts and award financial resources at the same time working in the best interest of the whole institution, may be called autonomous. Only those universities which are able to work as single units can successfully work surrounded by knowledge and new challenges of creating common space of European higher education. For this reason, an integrated university is being recommended as the most suitable form of university organisation. All universities are urged to carry out the reforms as soon as possible and to develop their own model of organisation. This model would suit the size and characteristics of universities and it would fulfil the basic criterion of integration which is the first step to autonomy.

Of course, such a major organisational reform includes division of the activities on those which should be conducted at the level of university and on those which should be conducted by its more or less autonomous units, which depends on the university's mission and status. For realisation of this type of mission it is important to achieve the balance between activities integrated at the level of university and decentralised activities at the level of organisational units. Each activity should be organised in an optimal way remembering the principle of autonomy of the University, as well as the principle of autonomy of organisational units' activities and acknowledging the autonomy and academic freedoms of each individual. An integrated university does not mean a centralised university.

With the new organisation of the university, the degree of financial and business autonomy of faculties would not be severely affected (at least not considerably), while their willingness to work on different plans would be supported. The funds from the university budget would be distributed among all organisational units of a university. Organisational units would continue to manage their direct income but they would, according to an agreement, give 15% of this income for common needs connected to various university activities.

	Number of employees		
	Employed	External associates	TOTAL
Full professors	39	40	79
Associate professors	67	29	96
Assistant professors	115	49	164
Language instructors	-	3	3
Senior teaching assistants	98	38	136
Teaching assistants	86	22	146
University-level specialist's training	22	-	22
Advanced specialist's training	28	-	28
Intermediate specialist's training	54	-	54
Unskilled workers	61	-	61
Dormitories	46	-	46
TOTAL:	616	181	797

Table 2: Number of employees and associates at the University according to their qualifications

Within the structure of all employees at the University external associates make up 22.71%. Average net salary at the level of the University in 2001 was 639.28 KM, and within the first half of the 2002 it was 645 KM. In regard to the qualifications of the employees this average is very low. If we take into consideration that, in past two years, qualification structure changed in that today there are more employees with higher qualifications, then it can be concluded that, actually, a certain drop in average salary occurred.

New organisational structure of both teaching and non-teaching staff, introduced after the integration is already giving results in the rationalisation of human resources and in certain qualitative shifts. Every month, around ten teachers or associates get promotions despite the strict criteria for promotion (the strictest criteria in Bosnia and Herzegovina developed according to the rules of the University). This shows how the University is directing its energy towards the progress. The University established a special revolving fund for awarding members of teaching staff with scholarships for graduate and doctorate studies.

These positive tendencies should be continued. *The Fund needs to become more stable. The non-teaching staff should, in the future, receive the same attention as it is obvious that without competent and qualified administration it is impossible to run the University (strengthening the PR work, especially the groups for fund-raising and for activities on www-support, etc.).*

Certain new centres, along with the already existing ones, need to be established in the future. Modern times, new organisation and new scope of work demand the establishment of new centres. The Centre for Standardisation and Safety of Food could be the best example of partnership between the academic community and economy. This partnership would present itself through applied research on the one hand, and permanent education on the other. However, the Centre for Registration and Surveying of Students is the priority. Introduction of the ECTS is inconceivable without computerised data base on students, their courses, and their movements within and outside the

University. This actually concerns the system of data bases “Informacijski sistem dodiplomskih studija - ISDS” (“Computerised Undergraduate Studies System ISDS”). This system automates and stores all data on students and communication activities with them throughout undergraduate studies for all faculties and departments at a university (this includes various data: basic data, enrolment, group arrangements, applications, exams, transferring students, etc.). The basic idea of this system is for all data to be stored in one data base to which all authorised employees would have access. In this system, the communication between a student and the student service would be possible through the use of a computer (studomat, mail, or www). Introduction of this type of a system, training of the staff for its use, and data entering is a priority.

4.10. Public Relations

The University of Tuzla is well-known in the neighbouring areas. Having been accomplishing excellent results in the processes of transformation and reformation, it has drawn the attention of the academic circles, the public, and the UN representatives to itself. The Law on the University of Tuzla and the resolution of its organisational problems have been noted by the European University Association (earlier known as CRE) as well as many other universities across Europe. Maintaining the relationship with these institutions is a duty of the University and all its employees. The basic aim of this activity is establishing a positive attitude of the public towards the University of Tuzla, it being founded by the basic mission of the University. Of course, public relations need improvement and this improvement could be achieved by constant and systematic work by using available university resources.

For successful realisation of the university public affairs it is necessary to create a strategy where the following university values will be recognised:

- the University of Tuzla has a vision
- the University of Tuzla is the first Bosnian university to initiate the reform and the process of transformation (organisation, autonomy, quality, credit system,...)
- an open institution
- the summer university
- purchasing of modern equipment
- introduction of the information systems
- extra-curricular activities, culture, sport,...

Unfortunately, the University of Tuzla has to struggle with the perception dating from the previous regime that it is a provincial university - it is not. This prejudice needs to be overcome and this is one of the most difficult things to do because it involves dealing with human consciousness, which changes very slowly.

All this time University of Tuzla has been forming its image working with the public in general. This activity should be continued but, first of all, focus should be on the relationships within the academic community, especially on the relationship between teachers and students. The focus should also be put on the compliance with the Code of Conduct for teachers and stu-

dents, the loyalty to the University, the exchange of information, and the respect of members of the academic community. In the following period, it is of the special university interest to develop relationships with the public and the economy, as well as relationships within the academic community i.e. the University itself.

The University of Tuzla is an institution with an obligation to influence the whole educational system. It is the interest of the University to have good students enrolled. The University must work on the development of an active relationship with the neighbouring educational institutions. Because of this, the following activities need to be conducted:

- to establish closer working relationship with the Ministry of Education, Culture and Sports as well as with the Pedagogical Institute with the aim of assisting in the teacher training process, of helping in creating curriculum, of organising permanent education, of organising conferences, etc.
- to resolve, in the following period, the relationship with the University Hospital Centre with the help of the Ministry of Education, Culture and Sport and the Ministry of Health. The aim of this is to secure unity of teaching and research work within these two institutions.
- to support the opening of The Institute of Applied Social Research. The institute would conduct public opinion polls, market research, and public relations work. Under commercial conditions it would work on marketing campaigns, surveys on the electronic media, campaigns for political parties, scientific research, providing services for non-government organisations...
- to organise teams to work on the improvement of pre-school, primary and high school education
- to take part in various scientific, cultural, sport, and educational activities in Tuzla Canton and Bosnia-Herzegovina
- to continue the relationship with schools, to award distinguished schools and teachers, to stimulate talented students
- to continue with "Otvoreni Univerzitet" ("Open University") event which attracts students and, at the same time, promotes the University itself and its organisational units
- to continue with the affirmation of educational and cultural values
- to organise exhibitions, concerts, plays, sporting events, etc. These events should be taking place on a regular basis

For advancement of the University's position in the region the following steps should be taken:

- to create a Public Relations service
- to support the establishment of the Multimedia Centre as well as the establishment of own media: newspaper, radio, TV, www, bulletins, etc., by using the University resources with the assistance of the local and regional media
- to create closer working relationship with the media; to provide conditions for student practice; to create a weekly show, to work on a creation of educational shows which would be presented on the media
- to create visual identity of the University by means of producing an adequate reference book; to create tourist guides of Tuzla with university campus shown

- to organise sporting and cultural events at the university level and under its patronage (regatta at the Modrac Lake, sport tournaments and competitions between universities). Universities from Bosnia and Herzegovina and abroad would take part in these events, for example universities from Osijek, Zagreb (Croatia), Pecs (Hungary), Maribor, Ljubljana (Slovenia), etc.
- to organise concerts, exhibitions, plays, etc. at the Drama department building
- to create promotional material: flags, T-shirts, baseball caps, scarves, badges, etc.

Regular informing, development of communal spirit within the University, highlighting the advantages of cooperation and successful relationship within the integrated university is the strategic goal of this activity. Each individual affects the making of the university image by his/her professional, social, cultural, and individual activities and, in this way, represents an active participant in the process of public relations.

The University needs to work on developing the relationship with the economy. This work should be done through the activities, which are the result of hard work, enthusiasm, and good will of certain individuals. These activities would neither require any special financial investments nor organisational changes with partners and some of them are listed below:

- exchange of personnel, organisation of conferences, joint use of resources, joint projects
- writing graduation diploma as well as master and PhD theses in cooperation with the economy solving the exact scientific problems
- joint activities on defining student practice and on providing conditions for their realisation
- the internship during undergraduate and graduate studies beneficial to both sides
- sending young teaching personnel as well as personnel for scientific research to companies, institutes, bureaux, etc. and vice versa, securing, in this way, two-way exchange of personnel

4.11. Locations and Facilities

The activities aimed at enlarging the university buildings and for their rational use, planned in accordance with the analysis conducted in the present situation of university facilities, in the short-term (by 2005) are:

- finishing the building of the auditorium at Medical school/Special-education faculty building
- adaptation of the building “stara posta/biblioteka” (“old post office/library”) at Skver (close to city centre) for the needs of the Drama department. This building was given for use to the University of Tuzla by the municipality of Tuzla
- obtaining DTV Partizan building from the municipality of Tuzla; its reconstruction and adaptation for the needs of the newly-established Faculty of Physical Education and Sports
- reconstruction of Studentski dom I (Dormitory I), expanding its capacity and improving student standard

- rationalisation of laboratory rooms and formation of common university laboratories (physics, biology, chemistry, electrical engineering,...) in the mid-term period (until 2010):
- building three auditoriums in the annex to the Faculty of Science
- building another floor at the Faculty of Philosophy; moving out the primary school and moving in the Faculty of Electrical Engineering
- moving the rector's office to the present Faculty of Electrical Engineering building
- construction of an annex to the Faculty of Electrical Engineering building with library and reading room
- building an auditorium and additional buildings at the University Hospital Centre for the needs of Medical school; moving of the Medical school
- founding university campus
- finding adequate space for the Faculty of Defectology
- building an additional object next to the building of the Faculty of Mining, Geology and Civil Engineering for the needs of the Department of Civil Engineering
- placing the Faculty of Economics in one of the buildings more centrally in the city area

4.12. Information Technology

The use of information technology may improve the work of university services thus facilitating the work of teachers and students. The application of this technology can save money, too. In addition, to work with more than 10,000 students and around 1,000 teachers and associates is becoming impossible without this technology.

The greatest importance of the information technology lies in its use in teaching and research processes as well as in their transformation process. Information technology transforms teaching into learning and teacher into mentor. The use of this technology secures the flow of information and knowledge.

The University of Tuzla has already started the activities on the application of information technology:

- all employees in every university building (faculties and dormitories) as well as from home, are provided with internet access
- the web site of the University has been created; by this the information about the University and its activities became available to the local and external public at www.untz.ba
- the University has been purchasing computer equipment, various computer programs and applications, and it has been providing support for their use
- Centre for On-line Learning is being established and within it the centre for multimedia presentation
- computer programs for work of student services have been installed at all faculties, and their networking is the next step
- every faculty owns at least one computer laboratory and virtual reality library-reading room, with internet access

- realisation of a pilot project of introducing studomat, a machine for communication between students and student service, is in progress

The forthcoming period will bring the following:

- establishment of “Informacioni sistem Univerziteta ISUT” (“The University Information System ISUT”) which will connect all organisational and administrative activities, and enable work of all services
- active stimulation of pilot projects connected to innovative application of information technology

Constraints:

- a great number of teachers is not familiar with information technology (IT) and, therefore, are not using IT
- lack of the government support of IT, fear of use of IT, unawareness that IT is a means for future progress. For these reasons the government is not willing to give financial support for program of application of IT
- insufficient university funds, or even complete lack of them, for the application of IT
- lack of support for university development, permanent teacher education and application of new educational technologies

Strategic steps

- promotional activities and rising of consciousness about the importance and the role of the University and about the possibilities of IT application
- teacher, student, and administrative personnel training in use, application, and possibilities of IT (to secure that 35% of personnel can use IT and that all students obtain equal training through their courses).
- to present positive examples and to make positive atmosphere within the University and outside of it with the complete exploitation of all the existing resources
- to create the plan for development of the basis for information technology and to ensure, through certain activities, that the government provides financial support needed for IT development



In quite a short period (2 years), the University made a great shift towards the introduction of IT:

- more than 300 brand-name computers have been bought- one purchase of 150 brand-name computers

- the framework of information network with internet access and capacity of 256 i.e. 512 kbps has been established
- computer laboratories have been opened at all faculties
- the University and all faculties have their web sites
- finances and book-keeping service are connected into network with adequate software
- data base on teaching staff is being finished
- student services are equipped with computers and adequate software, etc...

From these facts the future activities emerge, as well as very short deadlines for their implementation:

- to purchase at least 200 computers a year for the teaching purposes and students, so that the University would have on average one computer per 5 students by 2010.
- to complete the network and connect the University by means of optical cable (in this academic year: to finish the network in the buildings of Medical school and Faculty of Chemical Engineering as well as in the dormitories I and II; next year: optical cable along the riverbed of the Jala)
- to increase the speed of the connection to at least 1,024 kbps (next year or may be even this year- this would be decided according to the use of the network after connecting Faculty of Science to it).
- to create data bases on the following:
 - personnel (both teaching and non-teaching, coverage of lectures...)
 - students
 - projects
 - facilities (their use, time-table)
 - finances
 - property
 all these data bases will be connected into one system. Deadline: the end of the following academic year
- to continue with work on developing web sites (introduce daily update at all sites - university and faculty ones). Deadline: the end of this academic year
- the entire internal communication will be done through e-mails; each employee will receive an e-mail address in the form of firstname.lastname@untz.ba; Deadline: the end of this academic year; the plan for next year is to award each student an e-mail address in the form of number_of_index@untz.ba
- to install IP telephone system (after the installing of the optical cable)
- training of personnel (training needs to be available to every person employed at the University).

All these activities for achieving the goal of “computerising the whole University” will be conducted by the centre established for this purpose.

4.13. Libraries

The present situation with the libraries at University of Tuzla is unsatisfactory. During the war period libraries did not purchase new materials so the present collection of books that library owns is either out of date or obsolete.

te. But, it is believed that the University of Tuzla possesses good foundation for the development of library services which would be used by students, teachers and researchers.

The library at the Faculty of Philosophy owns 34,852 books from various fields, the library at the Faculty of Mining, Geology and Civil Engineering owns 10,100 catalogued books, the library at the Medical School/Faculty owns 1,532 books out of which 946 are monographs, the library at the Faculty of Chemical Engineering owns around 3,000 books, the library at the Faculty of Electrical Engineering owns around 1,200 books, etc... So, students, at their disposal, have around 50,000 books and a number of scientific magazines, as well as more than 200,000 books in the National and University Library Tuzla.

One librarian is employed in each of the five mentioned libraries and each library is equipped with 6 computers which are connected to the internet. Efforts are being made to open libraries at other five faculties which would be equipped with 6 computers with the internet connection.

Wishing to get the things rolling, the University held a conference named "The Library and the University " on 9 December 2002. The conference provided ideas for the improvement of libraries. The ideas for improvement are presented here together with the plans of the University for opening the Central University Library:

- to open libraries with reading rooms which would be equipped with computers and would have internet connection (6 computers on average) at all faculties - deadline: the end of the 2003/2004 academic year
- at faculties with up to 1,000 students one librarian must be employed, while at faculties with more than 1,000 students two librarians must be employed - deadline: the end of the 2004/2005 academic year
- library working hours will be adapted to meet student needs
- faculty libraries are able to and, actually, should use on-line publications offered at www
- the librarians, as qualified and competent individuals, (the librarians will be either professional librarians or people of other professions- for example a BSc in electrical engineering will work as a librarian in the library at the Faculty of Electrical Engineering) will be in charge of purchasing new books. Purchasing of mandatory textbooks, which is defined in the university curriculum, is a priority. The aim in this planning period is to equip every faculty library with textbooks defined in university curriculum. Libraries will, beside textbooks, purchase and collect:
 - books like encyclopaedias, lexicons, dictionaries, bibliographies, etc.
 - major works from all or certain areas of science and culture
 - classic scientific and literary works
 - publications of universities from Bosnia and Herzegovina and abroad; technical reports, projects, patents, and standards
 - MA and PhD dissertations as well as senior theses defended at the University (i.e. faculty)
 - magazines - international and local, as well as other periodicals
 - audio-visual material - CDs, video tapes, movies, LPs, etc...

- by the year 2010 the University will establish the Central University Library (to be placed in the annex to the Faculty of Electrical Engineering). The Library will have ca. 150,000 different books and ca 1,000 periodicals. The University will also improve the existing libraries which will, by the same year, each have ca. 10,000 books and ca. 200 periodicals. The increase in library collections will be standardised according to the number of enrolled students, and it will amount to three books on each freshmen yearly.
- librarians will, additionally, create a catalogue of library collections, publish bibliographies of works of teachers and students, publish bulletins with information about new books, secure exchange of book collections with libraries in Bosnia and Herzegovina and abroad, update library data bases, and perform some other activities. Librarians will be in charge of decision making about all work in libraries, respecting the academic form of running a library
- earlier librarians were regarded as administrative personnel, but in the future they must be regarded as irreplaceable members of the teaching staff
- during the current and the following academic year the University will conduct the training of librarians (series of seminars, conferences and practical work at the National and University Library Tuzla) in cooperation with the National and University Library Tuzla and the National and University Library of Bosnia and Herzegovina, all librarians will be urged to pass the test for librarians required by the relevant law
- the University will secure access to CORBIS programme because it is compatible with other Bosnian libraries, with the aim to connect all libraries at the University - deadline the 2003/2004 academic year
- as of next year the University will start to invest in the libraries 1% of the funds from its budget and this percentage will increase each year. After 2010, the University will be spending 5% of the funds from its budget on the needs of libraries.

4.14. International Relations and Academic Exchange

Cooperation of the University with international institutions is conducted at three mutually connected levels:

- individual cooperation- i.e. cooperation between individuals, usually teachers. This type of cooperation is the founding for every other type of cooperation, and out of it other types of cooperation develop, for example cooperation in research, university organisation, etc.
- institutional cooperation - it is common for universities to co-operate among one another. With the wish to make their cooperation more formal they sign cooperation contracts. Experience has shown that these contracts are sometimes the basis of valuable projects
- joint work on projects - this is the most valuable form of cooperation. International institutions and governments of some countries support these projects. These projects may be scientific or organisational (Tempus, Socrates, etc.).

The University of Tuzla has signed contracts with:

- Rochester Institute of Technology, the USA

- University of Pecs, Hungary
- University of Barcelona, Spain
- University of Ankara, Turkey
- Josip Juraj Strossmayer University Osijek, Croatia
- University of Maribor, Slovenia
- Philips University Marburg, Germany
- Academy of Mining and Metallurgy Krakow, Poland

Apart from the Office of International Relations, the international cooperation also includes the Office of Scientific Research, which works on research projects. Those projects are very often sponsored either by international organisations, or they may involve cooperation with foreign researchers working on the projects. These two offices have established a very close cooperation, with their main task being that of informing each member of the academic union of the ongoing projects, scholarships, and also the possibilities of mutual research work.

The following are some of the experiences regarding academic exchange:

- The exchange of visiting professors represent the widest form of academic exchange, seeing that a significant number of visiting professors are teaching at the Tuzla University. Many professors from other universities in Bosnia and Herzegovina come to teach at Tuzla University (and vice versa), whereas some come from Croatia and Serbia; we seldom have professors from other countries outside the region of the former Yugoslavia teaching here in Tuzla. This form of cooperation partly stems from the sort of the need, namely the need for professors at Bosnian universities, whose number is scarce; it is also a question of prestige. We tend to organise lectures of world-famous professors at the Tuzla University approximately once a month.
- The academic exchange (mainly of professors) is also established through projects and scholarships (the Tempus projects, Fulbright scholarships, and the like).
- Exchanges of students are very seldom, with undergraduate students very rarely being given the opportunity to participate in them. The main reason for this is that such a situation is quite possibly the consequence of the present state of Bosnian universities. The lack of awareness of the importance of gaining international experience may also be one of the possible reasons for this. I am not certain that our students are truly interested in these exchange programs. By this I do not wish to criticise the students, but the teaching staff. It is the professors who ought to develop this type of awareness with their students.
- A rather small number of international students are currently studying at Tuzla University; almost all of them are coming from the former Yugoslavia.

The systematic error in this is that the current system stimulates neither the students nor their professors to join the academic exchange programme. Our students may in these circumstances complete up to two years of studying at an international university, with the question still remaining whether their accomplishment will be recognised and ratified here upon their return. Also, internationally gained experiences of professors are

rarely valued when they are to be promoted. The absurd is that no university in Bosnia and Herzegovina could be claimed to be a xenophobic environment; to put it simply, the lack of awareness of the importance of internationally gained experience is still present and is one of the main causes for the present state of Bosnian universities. It is clear that comprehensive reforms need to be taken to change the present state. There is no doubt that these reforms will take a long time until they are fully put into effect, the first reform being that of changing the old attitudes towards internationally gained experience.

So far, the international cooperation and academic exchange in the South-eastern Europe have been merely a kind of help to the region's universities, rather than true cooperation of equal partners. Once the universities enter the process of reforms, they may become interesting for other aspects of cooperation as well.

Great changes are expected in the fields of international cooperation and academic exchanges after the introduction of the ECTS, especially after it is fully implemented at all universities in Bosnia and Herzegovina and in the region as well. The main purpose of the ECTS is the mobility of students. This mobility should start at the university itself, and it will enable students to choose courses from different departments at one university. The students will be able to transfer their credits from one university to another, at the beginning only in Bosnia, and afterwards at other countries' universities as well.

The introduction of the ECTS is expected to help expand the academic exchange in the south-eastern Europe, because one of the advantages of the ECTS in this region are the similarity and the mutual understanding of the south Slavic language groups. The ECTS will enable us to experience entirely new types of relationships and cooperation between the regional universities.

As for the international cooperation outside the region, it is essential to stress the importance of the English language, which all students should be able to study at their universities. The University of Tuzla is working hard to establish the Centre for Foreign Languages with modern phonetic laboratories. The centre will be useful to students of the University of Tuzla as well as to international students and visiting professors, for the last two having made special programmes for studying Bosnian language.

4.15. Non-Academic Support to Students

Students studying at Tuzla University are associated with many different unions (some of which are occupational unions, students' unions of respective universities, etc.). The most influential union is the Students' Union of Tuzla University. The University itself does not interfere with the organisation of such unions as it respects the students' autonomy and their freedom of joining up with the unions. Students, with the help of the SUS (the Association of Students' Unions), have independently organised a conference on student affairs. The University will support such initiatives in the future as well, and also, it will make considerable effort to improve the students' living standard,

as well as students' extra-curricular activities. It is logical that the organisation of University is being followed by the Student Union.

4.15.1. The Improvement of Students' Living Standard

The standard of our students would improve best if students worked. Work of two to four hours a day should not affect the fulfilment of academic obligations that students have. The problem is how to find jobs for students, given the unemployment rate in Bosnia and Herzegovina. The first step would be to set up a Students' Service, as well as to help students find occasional part-time jobs.

The setting up of this service could be done with minimal costs (what is needed is merely an office, a desk and a chair, a computer and a phone line, with one employee). The service could support itself either by membership fees or by taking a percentage from each completed job, or both. The service would function on a simple principle: with the help of the University, it would conclude contracts with as many firms as possible. When such firms need workers, they would inform the Students' service, which would then, following a certain criterion (perhaps the accomplishments during the studying), distribute jobs to students and pay them money on their current accounts.

The University itself will distribute jobs to students as well, bearing in mind that the students be given jobs that are similar to their occupation (the best students having the average mark 9,00 and higher are being elected as research assistants, can be involved in scientific research projects (particularly in professional project), students can be part-time engaged in web design, lab jobs within the Centre for Information Technology, Centre for Distance Learning, Centre for Observing Air Pollution (already achieved), libraries, sports association, clubs, restaurants, etc.) so that the students could obtain some experience.

4.15.2. Dormitories

The dormitory of Tuzla University is actually older than the University itself. It was founded in 1959 and at present it accommodates 395 students, with 1,500-2,000 meals a day. It also provides different types of entertainment. The dormitory occupies three buildings: P-I has the capacity of 279 beds, and it has a large restaurant and a kitchen. It also houses refugees as well; P-II is at present day a collective refugee centre. The third building, P-III, has the capacity of 208 beds.

The plan is that the dormitory returns all these capacities to the basic owner, the University of Tuzla. The first step would be to move the refugees out, after which complete restoration of the building P-II and a partial one of the building P-I could be performed. Building P-III, which has more than 7,500 m² of space, is equipped with all the necessary paraphernalia (all rooms have a bathroom, double rooms have balconies, etc.). This building is also suitable for transformation into a hotel, mainly to accommodate the visiting professors.

4.15.3. Cultural Contents

The University's cultural club "Zvonko Cerić" has been active for 22 years, with more than 350 students taking part in the drama theatre, and also in the folk, popular, and jazz music orchestra, as well as in the jazz and acrobatic rock-and-roll dancing, in stringed instruments orchestra and in the folklore ensemble. The University of Tuzla is giving considerable support to the cultural club, and it will continue to do so in the future as well.

Students also come together at the Academy of Drama Art. The University is also making efforts to help complement the cultural offer of the city and the Canton (philharmonic, opera, and rock concerts were organised several times, famous plays were also put on, etc.).



4.15.4. Sport Activities at the University - a Vision of Development

The sport development plan is only one part of the all-including development plan of the University, which includes its modernisation and its bringing closer to the world's standards. Bearing in mind that sport, especially the University's one, is the best representative of a society, serious consideration is being given to make use of human and material prerequisites for a qualitative promotion of the University not only on a local basis, but also on an international one. The basic steps through which this development should take place are: firstly, the improvement of sport classes at universities, as well as the organisation of talented students into different sports groups. Teachers would be responsible for the organisational and the practical parts of this process. Secondly, the University needs to form the Sports Union and the University's Team, which would represent it in various sporting events and competitions.

This development plan should be the continuation of the already initiated activities regarding the setting up of a hierarchical sports principle at the University. The realisation of this plan started in the academic 2001/2002 year. In the tradition of the leading universities in the U.S.A. and in the rest of the world, we have formed the University's basketball team "Student", whose main goal is to gather talented students and active players into a team to represent the University of Tuzla in all activities which involve sports. Having seen the positive effects of this project, we intend to expand it, especially through the affirmation of the University's Sport Union.

This Union should be on top of the sports hierarchy at the Tuzla University. The first part of this project would consist of the following University's sports clubs: the basketball club "Student", water and winter sports clubs, handball and indoor soccer clubs, table tennis and tennis clubs, fitness club, and finally the recreational club, whose members would be citizens and children. Some of these activities have already been put into motion, like the founding of the basketball club "Student", as well as of the Rowing section. Handball and winter sports clubs are currently in the process of foundation.

The sports hierarchy would be founded on qualitative sports activities and lectures for the freshmen of all universities. Sport activities should be organised on such a principle which would enable students to take part in those activities in which they are interested, especially by forming sections which would help gather together students with similar interests. Almost all faculties at the University of Tuzla have included sports activities into their respective curricula. The newly-established Sports Faculty needs to organise this whole project of introduction of sports on all universities, as well as to form different sports clubs and sections. The introduction of sports classes to the curricula of faculties should help students to accept recreation as a necessary and additional stimulant which would enable them to overcome the obstacles in studying.

Our students have so far competed in basketball, handball, chess, athletics, and indoor soccer for the second year in succession. Also, there are plans on organising the Students' Basketball League at the University of Tuzla. Apart from recreational competitions at the faculty and the University level, effort has been made to the formation of the University's basketball team, which should - by the end of this academic year - take part in the tournament which would gather all basketball teams of all universities in Bosnia and Herzegovina. There is an initiative that the Tuzla University organises the first "Univerzijada" (universities' Olympics) during the next academic year.

There are several things which need to be taken care of in order for these plans to be fulfilled. Firstly, it is imperative that we reconstruct the University's Recreational Centre and its facilities, so as to make them a symbol of the University's sport. The reconstruction implies the expansion of the Centre, the replacement of the parquet (which has become worn-out over the twenty years of consistent use), and also the building of additional facilities (like, for instance, the fitness centre, which could be placed below the audience stands, then a small diagnostic centre, and possibly a place for students to live in). The reconstruction of the Centre would produce excellent conditions for trainings and workouts of the basketball and handball teams, as well as of the fitness centre. Some of these activities may grow into a source of financing, which is needed for the realisation of all sporting events. Also, the sports centre "Partizan" should be renounced to the University of Tuzla, so that students of the Sports Faculty are able to have their classes at this Centre. "Partizan" would also be suitable for the realisation of sporting and recreational events of the University's Sports Union. The location of the Centre is ideal for recreation and the activities of the soccer team.

The opening of the boarding school for student athletes is a very important assignment. Student athletes who are members of the University Athletic

Association will be accommodated at one section of the dormitory or at other locations, for example in the section of the University hall; accommodation and food will be provided at the boarding school. In the last academic year 4 basketball players of the University Basketball Club “Student” had this status, but it is necessary to find an adequate solution for opening of the boarding school for the larger number of students (for example 50 students or 15 rooms). Only full time and exemplary students will have accommodation and food free of charge. Student athletes’ living standards in the boarding school should be a stimulus to the other students and should serve as an example to show how society takes care of these healthy people. Because we know from our own experience that student athletes, members of their university teams, are role models for other students.

In the end, it is important to indicate that all these activities, excluding the reconstruction of the sport hall, do not require considerable financial investments (for example: in his first season University Basketball Club “Student” had minimal budget, but it achieved its aims). Some clubs will have some self-supporting programmes. One example of such programmes is a fitness club which would be under professional supervision open to public. Other sport clubs will also be able to use the university fitness club and university sport halls. Under the supervision of professional trainers, sport schools for young children will be organised, where only excellent programmes will be used. Not only parents but also children will realise the importance of sport activities. They will also realise how it is important for children to become involved in sport activities as earlier as possible. Another programme will be organised within the scope of Water Sports Club, Winter Sports Club, so that swimming and skiing schools will also be open to public. We can conclude that the development of sport at the University or Tuzla is multilateral.

Activities planned for the next period:

- organising physical training teaching for students by means of recreational activities and competitions and also specific group activities at the faculties
- organising competitions and the University league, which should become traditional, but only as extracurricular activities; so that certain space could be left to students who do not want to participate in competitions, but they want to be involved in recreational activities.
- organising sport clubs at the University of Tuzla; these clubs will represent the University in sport associations and also competitions with other universities or other sport clubs.
- organising services open to public (recreation in the fitness club, swimming school, skiing school and rowing school); these services will be of high quality, and also it is important to mention that sport schools for young children (all-round sport schools) will also be organised.
- founding the boarding school for student athletes (for 40 to 50 of them), then organising their sport and student lives and also observing their progress
- founding university teams, which would represent the University at the University Games of Bosnia and Herzegovina, but also at the international sport competitions of the universities (our basketball club has already been invited to participate in the competition that will take place in the Netherlands; this club has already competed with the representatives of

international peace-keeping forces and the representatives of SFOR at the military base “Eagle”)

- initiating international sport cooperation and founding the university teams of Bosnia and Herzegovina, organising the University Sport Association within the scope of Alpine - Danube - Adriatic Regional Cooperation and participating the University Representation of Bosnia and Herzegovina in World University Games
- founding a marketing-managerial agency within the scope of the University Sport
- Association, which would be in charge of financing of the sport clubs
- employing a professional from the sphere of sport; this person would be responsible for monitoring and directing all sport activities at the University according to the policy of the University or the present systematisation (for example at the Faculty of Physical Training and Sport); in this way the professional would be responsible for the realisation of the above mentioned tasks.



5. PLANS OF THE FACULTIES

According to the presented methodology and the policy of the development of the University during the next academic year, all faculties should formulate their own plans for the institutional development which will involve not only professors, students and lecturers, but also scientific research, the condition of the laboratory equipment, present condition of the libraries... Faculties should point out clear visions of their development, the transformation of the outdated and unattractive departments. New departments should be founded and contemporary scientific researches should be conducted and students should be involved in scientific researches. Faculties should also point out other activities important for their future. Discussions concerning incomes obtained from scientific research should also be involved in the plans.

After formulating the plans on the level of each faculty, this plan will be evaluated according to its realisation and ultimate goals. The plans of the faculties will become integral part of the evaluated IDP.



6. FINANCIAL RESUME

For the realisation of this plan considerable funding is required, above all capital investment in the improvement of standard and the quality of teaching process and research at the University. Therefore, incomes will be discussed here in particular.

According to the present state as a starting base for every analysis, it is evident that the University mainly retains the level of incomes obtained from the budget (approximately 9,5 million KM) and also that the Canton does not fulfil its duties entirely, especially those concerning material costs. Namely, the Canton only finances so-called “basic costs” - salaries and partly material expenses, while the finance for the development (the improvement of educational system, the support to the scientific research, capital investments, scholarships, awards for students) is obtained by the University itself. The ratio of the income obtained from the budget and the income ensured by the University is roughly (75:25) %. It is also evident that the incomes obtained from donors are in decline and that the University acquires its incomes mainly by incomes obtained from tuition fees, enrolment fees, part-time studying fees, fees on postgraduate studying etc...) and incomes obtained from scientific research.

ASSUMPTIONS:

1. Complete equivalence of a budget year and academic year (presented data are obtained from the budget years, annual financial reports, financial report for the period of six months) can be assumed.
2. In the next five years, the University will maintain the same percentage of incomes from the budget in proportion to the total budget. Every year the Cantonal budget will be increasing for about 7% because of increased industrial production and inflation. We can assume that financial inflow from budget will also increase for 7% per year.

Considering the above mentioned assumptions as realistic, four basic goals are being defined for the next period:

- I. **Present incomes obtained from the budget should be retained and if possible increased regardless of their allocation.**

Proclaimed fiscal and macroeconomic policy and finally socio-economic logic impose that in the next few years allocations will be in decline whilst income will be in incline and a better financial discipline will be established. So that finances can be directed to development and investments. In that case, in the next five years, the University and educational

system in general can count on the increased finance obtained from the budget. However, this plan does not count on this pretty certain increase, because it should be realistic and objective (at the moment problems concerning the collecting of public revenue are evident, but they should be eliminated in the next five years because of the introduction of VAT, etc... - and that should be a good position for the University).

However, the University counts on the increase of GDP (at the higher rate caused by lower base), and also counts on the increased allocation from the budget at the annual rate of 7% (cumulative taxation to the benefit of the university education and also the increase of GDP).

II. Increase incomes obtained from the scientific research annually at the variable income rate up to 20%.

This assumption is also realistic because in the past period incomes obtained from the scientific research were reduced primarily because industry was in collapse (applied research). By initiating the production as a result of which scientific research, especially professional engineer research will be on the increase and also economic researches concerning market survey, public opinion survey, etc.) university scientific research will be reactivated. This will be particularly evident after investing of the foreign capital (the University of Tuzla has already had two such projects, for example foreign capital investment in the factory TMD in Gradačac initiated scientific research at the Faculty of Mechanical Engineering).

As far as the fundamental research is concerned, increased number of these researches is evident particularly because of the access to the international research funds. It is expected that the national research fund will also be formed. National foundations that stimulates fundamental researches are gradually being formed.

III. Increase incomes obtained from the students

In general, the University counts on increasing its own income gained from students in the end of the day, primarily due to the increased number of students and also the social standard; when the issue of tuition fees stops being a social issue, the students will be in a position to pay through tuition fees.

Introduction of the ECTS will bring students from other countries to study at the University of Tuzla (probably not in the next 5 years but definitely in the next 10 years). Their arrival will definitely increase the income of the University (the Bosnian language courses, accommodation, etc.) whether they will totally finance their studies or the costs will be regulated by the international agreements or agreements among universities.

It is important to raise the awareness that studying is not free of charge. It would be very helpful if the Canton would transparently donate finances to the University (for 50% of the best students costs should be paid totally, while for the other 50% only half of the costs should be paid). But the University does not have influence on it.

IV. Incomes obtained from donations should be stimulated (economy, Alumni, scholarships for designated purposes, etc.)

Based on the presented objectives, the University's incomes are estimated by academic year as follows:

	2002/03 academic year	2003/04 academic year	2004/05 academic year	2005/06 academic year	2006/07 academic year	2010 academic year
budget incomes	13,38	14,43	15,43	16,51	16,51	21,65
incomes obtained from scientific research	1,87	2,06	3,42	4,15	4,15	9,80
scholarships (postgraduate and doctoral studies)	3,4	3,77	4,14	4,51	4,15	6,20
other incomes	0,70	1,00	1,50	2,00	2,00	2,00
TOTAL:	19,35	21,8	24,49	27,17	27,17	39,65

Table 3: The income of the University by academic year

7. STATISTICAL DATA ON ACADEMIC STAFF

A SURVEY OF TEACHING STAFF - CURRENT STATUS REGULAR TEACHERS VISITING TEACHERS TOTAL

	REGULAR TEACHERS							VISITING TEACHERS							TOTAL	
	FP	AP	AsP	SA	TA	tea	as.	FP	AP	AsP	SA	TA	tea	as.	tea	as.
Drama Department	2	-	8	-	4	10	4	1	1	3	-	1	5	1	15	6
Defectology Dpt.	2	4	12	7	11	18	18	5	3	7	-	-	15	-	33	18
Economics	6	4	5	9	4	15	13	2	-	-	-	1	2	1	17	14
Electrical Engineering	2	5	10	17	9	17	26	-	2	3	-	-	5	-	22	26
Philosophy Faculty	2	2	9	6	15	13	21	11	13	14	7	8	38	15	59	36
Physical Education	1	3	4	6	3	8	9	1	2	1	-	-	4	-	12	13
Mechanical Eng.	2	5	8	7	6	15	13	4	1	1	5	4	6	9	21	22
Medical School	7	18	28	16	7	53	23	1	-	1	23	-	2	23	55	46
Faculty of Science	2	6	7	4	15	15	19	10	4	7	-	-	21	-	36	40
MGC	7	10	16	14	9	33	23	4	3	11	3	8	18	11	51	34
Chemical Engineering	6	10	8	13	4	24	17	1	-	1	-	-	2	-	25	17
TOTAL:	39	67	115	98	86	221	184	40	29	49	38	22	118	60	339	244

legend:

MGC - Mining, Geology and Civil Engineering • **FP** - Full Professor • **AP** - Associate Professor

AsP - Assistant Professor • **SA** - Senior Teaching Assistant • **TA** - Teaching Assistant

tea. - teachers • **as.** - associates

Table 4: A review of the teaching staff at the beginning of the fall semester of the academic year 2002/2003

Discussion - starting points for planning:

1. The University employs a total of 583 teachers and associates, of which 405 are regular teaching staff, and 178 are external associates. The analysis does not include laboratory technicians (intermediate specialist's training).
2. The University has a greater number of teachers and associates (amongst regular teachers as well as amongst external associates, and in total). This is the consequence of the measures designed to stimulate associates' advancement (graduate studies and PhD research paid by the University, adequate norms of teachers on the whole, dismissal of associates

who do not make any advancement (43 associates were dismissed this year, because their contracts expired and did not meet the requirements for renewal - they failed to get promoted to higher academic ranks), etc...). However, this state of affairs needs to be changed. As for now, the general rule is one teacher - one course, but this rule does not apply to associates - it is possible that associates be chosen for, or to cover more than one course of study.

3. A large number of external associates among associates at Medical School/Faculty (23) are a product of the selection criteria for clinical courses - obligatory specialisation in this area of study, along with graduate studies. This trend is going to continue, since these associates are mostly employed at the University's Clinical/Hospital Centre, but they all usually engage in research at their clinics and the University, publish papers and, as a rule, fulfil the requirements for promotion to higher academic ranks.
4. More recently founded departments at the Faculty of Philosophy, the Faculty of Science, Civil Engineering Department of the Faculty of Mining, Geology and Civil Engineering, and even departments of the Faculty of Special Education, require a great number of external associates (118 in total, which makes up 66.29% of all external associates engaged). This phenomenon of external associates predominating at newly founded departments is logical, but it is going to have a downward trend in the planned period. The number of external associates actually represents an indication of the composition of our employees (we exactly know where we need to take on more people).
5. The process of creating a new faculty is long-lasting. It takes 9 years to produce one teacher, and at least 19 years to produce one full professor.
6. Only in this academic year, 11 professors are expected to advance from the rank of associate professor to full professor (if they do not meet the criteria for promotion to full professor, they are again appointed to the same position - associate professor, for five years' duration), seven assistant professors will qualify for promotion to full professor, etc... From the existing base, the University will continue to reinforce the body of teachers, and associates will be selected from student population (the requirement which is regulated by law is that students must have average grade higher than 8.00 in order to qualify for the position of teaching assistant), so that by the year 2010, the University will have the complete teaching staff necessary for quality teaching and research. Visiting professors will then only be engaged for reasons which may be called "prestige".

ACADEMIC STAFF MOVEMENT BY ACADEMIC YEAR

The data in the tables below are based on the assumption that all those who fulfil the temporal requirements for promotion (spending four or five years appointed to one academic rank), will fulfil the remaining requirements as well. These data are taken from Tuzla University's academic staff records.

2002/2003	Increase (advancements to higher ranks)					Total number						
	FP	AP	AsP	SA	TA	FP	AP	AsP	SA	TA	tea.	as.
Drama Department					+2	2	-	8	-	6	10	6
Defectology Dpt.	+2	+2			+2	4	6	12	7	13	22	20
Economics	+1	0	-1		+2	7	4	4	9	6	15	15
Electrical Engineering	+1	0	-1		+1	3	5	9	17	10	17	27
Philosophy Faculty					+5	2	2	9	6	20	13	26
Physical Education	+1	0	0		+2	2	3	4	6	5	9	11
Mechanical Eng.					+2	2	5	8	7	8	15	15
Medical School	+3	+1	0	-3	0	10	19	28	13	7	57	20
Faculty of Science	+2	-2		+3	+1	4	4	7	7	16	15	23
MGC					+1	7	10	16	14	10	33	24
Chemical Engineering	+1	-1			+2	7	9	8	13	6	24	19
TOTAL:						50	67	113	98	106	230	204

2003/2004	Increase (advancements to higher ranks)					Total number						
	FP	AP	AsP	SA	TA	FP	AP	AsP	SA	TA	tea.	as.
Drama Department					+3	2	-	8	-	9	10	9
Defectology Dpt.				+3		4	6	12	10	16	22	26
Economics	-1	+1		-1	+3	6	5	4	8	9	15	17
Electrical Engineering		+2	-1	-1	+2	3	7	8	16	12	18	28
Philosophy Faculty		+3	-3	+5	+1	2	5	6	11	21	13	33
Physical Education					+3	2	3	4	6	8	13	14
Mechanical Eng.		+2	+2	-2	+3	2	7	8	5	11	17	16
Medical School	+2			-2	+2	12	19	28	11	9	59	20
Faculty of Science					+4	4	4	8	7	20	16	27
MGC	+2	-2	+2	+2	-2	9	8	18	16	8	35	24
Chemical Engineering				-1	+3	7	9	9	12	9	25	21
TOTAL:						53	73	113	101	128	239	229

2004/2005	Increase (advancements to higher ranks)					Total number						
	FP	AP	AsP	SA	TA	FP	AP	AsP	SA	TA	tea.	as.
Drama Department		+1	-1		+2	2	1	7	-	11	10	11
Defectology Dpt.			+1	+5	-3	4	6	13	15	13	23	28
Economics				+2	+2	6	5	4	10	11	15	21
Electrical Engineering	+1		+1	-1	+2	4	7	9	15	14	20	24
Philosophy Faculty		+2	-2	+5	+1	2	7	4	16	22	13	38
Physical Education					+4	2	3	4	6	12	9	18
Mechanical Eng.		+1		+2	+1	2	8	8	7	12	18	19
Medical School	+1	+2	-2	+1	+1	13	21	26	12	10	59	22
Faculty of Science	+2	-1	-1	+1	+4	6	3	7	8	24	16	32
MGC		+2	-2		+3	9	10	16	16	11	35	27
Chemical Engineering					+4	7	9	9	12	13	25	25
TOTAL:						57	80	107	116	149	244	265

2005./2006.	Increase (advancements to higher ranks)					Total number						
	FP	AP	AsP	SA	TA	FP	AP	AsP	SA	TA	tea.	as.
Drama Department					+3	2	1	7		14	10	14
Defectology Dpt.			+1	+1	+1	4	6	14	16	14	24	30
Economics	+2			-1	+2	8	5	4	9	13	17	22
Electrical Engineering		+2	+1	-3	+4	4	9	10	12	18	23	30
Philosophy Faculty			+2	-1	+4	2	7	6	15	26	15	41
Physical Education			+1	-1	+5	2	3	5	5	11	10	16
Mechanical Eng.	+1		+3	-4	+4	3	8	11	3	16	22	19
Medical School		+6	-3			13	27	23	12	10	63	22
Faculty of Science	+2	-1	-1	+1	+3	8	2	6	9	27	16	36
MGC	+1	+3	-2		+2	10	13	14	16	13	37	29
Chemical Engineering			+2	-2	+3	7	9	11	10	16	27	26
TOTAL:						63	90	111	108	180	264	288

2006./2007.	Increase (advancements to higher ranks)					Total number						
	FP	AP	AsP	SA	TA	FP	AP	AsP	SA	TA	tea.	as.
Drama Department		+3	-3	+2		2	4	4	2	14	10	16
Defectology Dpt.		+1	+2	-1	+1	4	7	16	15	15	27	30
Economics		+1		+1	+2	8	6	4	10	15	18	25
Electrical Engineering		+1	+2	-1	+2	4	10	12	11	20	26	31
Philosophy Faculty		+2		+6	-3	2	9	6	21	23	17	44
Physical Education		+1		+3		2	4	5	8	11	11	17
Mechanical Eng.			+1	+1	+2	3	8	12	4	18	23	22
Medical School	+2	+3	-1	+1	-2	15	30	22	13	8	67	21
Faculty of Science		+3		+2	-1	8	5	6	11	26	19	37
MGC	+1	+2	+3	-5	+2	11	15	17	11	15	43	26
Chemical Engineering		+2	-1		+2	7	11	10	10	18	28	28
TOTAL:						66	109	114	111	189	289	300

Tables 5 - 9: Overview of academic staff movement between academic years 2002/03 and 2006/07

Wrap-up - increase in teaching staff:

	FP	AP	AsP	SA	TA	tea.	as.	TOTAL
2002/2003 (beginning)	39	67	115	98	86	221	184	405
2002/2003 (end)	50	67	113	98	106	230	204	434
2003/2004	53	73	113	101	128	239	229	468
2004/2005	57	80	107	116	149	244	265	509
2005/2006	63	90	111	108	180	264	288	552
2006/2007	66	109	114	111	189	289	300	589

Table 10: Overview of academic staff movement by academic year

Discussion:

1. By the academic year 2004/2005, the University will have managed to succeed in reversing the rate of teachers to associates (the number of teachers will be greater than the number of associates, which is logical, since teachers are selected from the body of associates).
2. In this planning period, the University will have as many academic members staff employed on a regular basis as it now has in total (regular employees + external associates).

CONCLUSION

Should this trend continue, in 2010 the University will have (this is an estimate, because one selection cycle is shown here) 413 teachers and 381 associates, which amounts to a total of 794 teaching staff members in the University's employ. A University such as projected here will be able to successfully enter the European academic area.

8. STATISTICAL DATA ON STUDENTS

	2001/2002		2002/2003			2003/2004			2004/2005		
	No.	G	F	No.	G	F	No.	G	F	No.	G
	1	2	3	4	5	6	7	8	9	10	11
Drama Department	30	7	12	35	6	8	37	8	7	36	8
Defectology Dpt.	605	67	71	609	95	60	574	60	60	574	100
Economics	1993	140	454	2307	200	400	2507	140	350	2707	250
Electrical Engineering	521	33	108	596	45	100	651	30	150	771	40
Physical Education	336	28	93	401	30	80	451	30	70	481	40
Philosophy Faculty	2874	120	818	3572	250	750	4072	250	650	4472	300
Mechanical Eng.	243	24	56	275	24	50	301	24	75	352	30
Medical School	646	46	110	710	22	100	788	25	90	848	30
Faculty of Science	949	30	267	1186	30	200	1356	45	180	1486	50
MGA	449	29	102	522	30	100	592	30	100	662	20
Chemical Engineering	370	58	78	390	60	70	400	20	70	450	15
School of Pharmacy	-	-	-	-	-	-	-	-	50	50	-
Higher Medical School	-	-	-	-	-	-	-	-	100	100	-
IN TOTAL:	9016	582	2181	10615	792	1918	11741	662	1952	13031	883

	2005/2006			2006/2007			2010		
	F	No.	G	F	No.	G	F	No.	G
	12	13	14	15	16	17	18	19	20
Drama Department	15	43	8	15	50	10	20	50	8
Defectology Dpt.	60	534	50	100	559	50	120	700	50
Economics	300	2757	200	300	2857	300	400	3000	350
Electrical Engineering	150	881	60	150	971	70	200	1000	90
Physical Education	70	511	80	80	511	65	100	600	70
Philosophy Faculty	500	4672	550	550	4672	600	700	4000	600
Mechanical Eng.	75	397	35	100	462	40	100	600	40
Medical School	80	898	70	100	928	70	120	1000	80
Faculty of Science	150	1568	70	170	1668	100	200	1500	150
MGA	100	742	50	120	812	70	150	1000	90
Chemical Engineering	100	535	40	120	615	50	150	800	60
School of Pharmacy	50	100	-	100	200	-	100	400	-
Higher Medical School	100	200	-	100	300	-	100	400	100
IN TOTAL:	1750	13898	1213	2005	14665	1425	2460	15050	1688

G graduated students

F freshmen (enrolling in the first year for the first time)

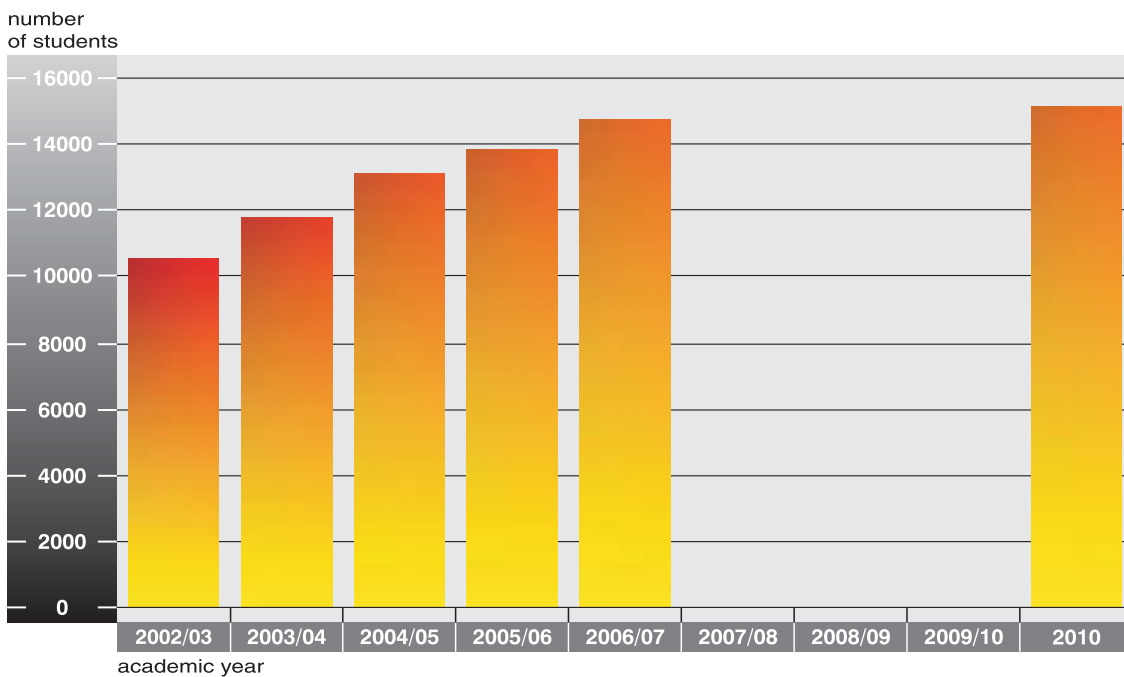
No. the total number of students

Table 11: Student population movement by academic year

Statistical data on students are given for particular academic years in table 11. The student distribution pattern is shown in graph 1.

- This projection is based on the essence of the Institutional Development Plan (IDP): to maintain the number of freshmen, but to increase the examination pass rate and graduated students number.
- The estimate of the number of graduated students is proportionate to the enrolment (and student numbers in particular years) with the presumption of linear growth in examination pass rate, which is expected due to the measures in the IDP section on Teaching and Students.
- It is estimated that new faculties and departments will be opened at the University.

The outflow of students is not considered in this projection, except the outflow of graduated students. For this reason, it is advisable that the total number of students always be decreased by 10 to 15% - these are students who leave the University in order to be transferred to another university, or due to any other reasons.



GRAPH 1: STUDENT POPULATION MOVEMENT OVERVIEW
PER ACADEMIC YEAR

9. FINAL CONSIDERATIONS

The basic aim of this Institutional Development Plan was to assess the possibility of the University of Tuzla to join the European academic area in 2010. This goal on the one hand, and the current state of affairs on the other, have determined all of the other planning parameters.

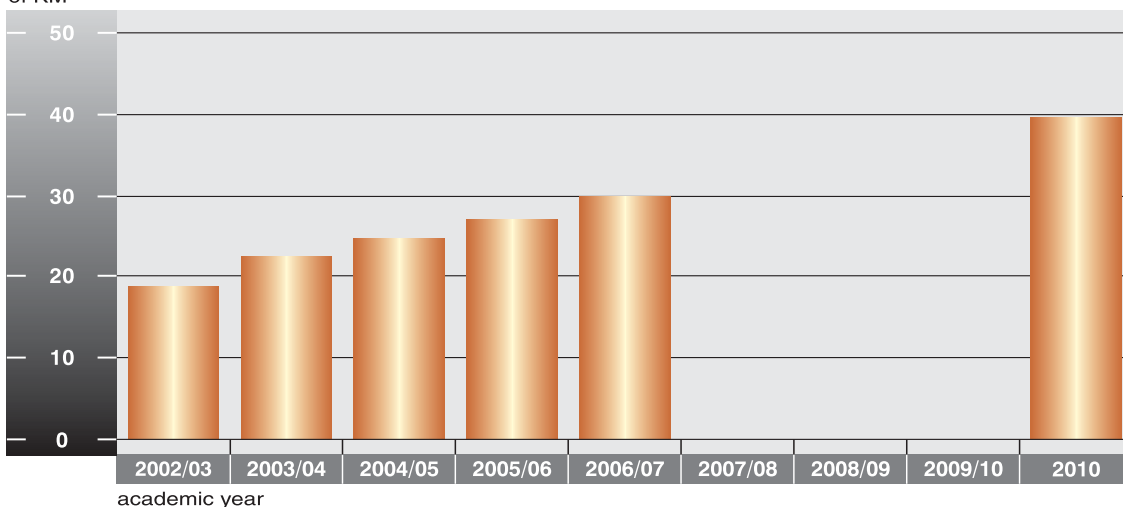
	Number of students	Total income (million KM)	Income per one student (KM)	Academic staff			Number of students per academic staff member (workload)		
				Teachers	Associat.	Total	Stud./ teacher	Stud./ associate	Stud./ academic staff member
2002/2003	10.615	19,35	1.822,89	230	204	434	46,15	52,03	24,45
2003/2004	11.741	21,8	1.856,74	239	229	468	49,12	51,27	25,08
2004/2005	13.031	24,49	1.879,36	244	265	509	53,40	49,17	25,60
2005/2006	13.898	27,17	1.963,43	264	288	552	52,64	48,26	25,17
2006/2007	14.665	29,95	2.042,28	289	300	589	50,74	48,88	24,89
2010	15.050	39,65	2.634,55	413	381	794	36,44	39,50	18,95

Table 12: Interrelation of basic IDP parameters

As far as the student population movement trend is concerned (graph 1), it may be observed that the number of students will increase in the first five academic years and that this increase will be limited in the remaining five years. First of all, this is the effect of reform (an increase in examination pass rate, which will translate into a greater number of graduate students per year. The Plan shows that the goal of having an equal number of admitted and graduate students will not be attained in this planned period, but there is a noticeable trend towards the balance.

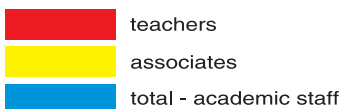
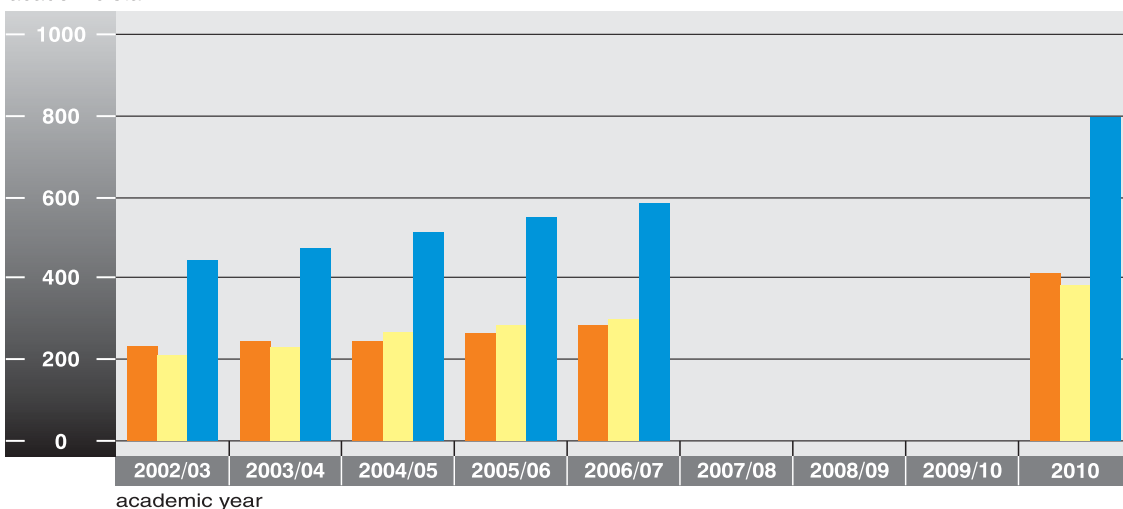
Income increase has linear growth (revenue increase per student is also given) and this growth will continue after the year 2010 as well (graph 2), so that the University will be able to improve continuously the quality of teaching (and research in particular).

in millions
of KM



GRAPH 2: UNIVERSITY INCOME TRENDS BY ACADEMIC YEAR

number of
academic staff

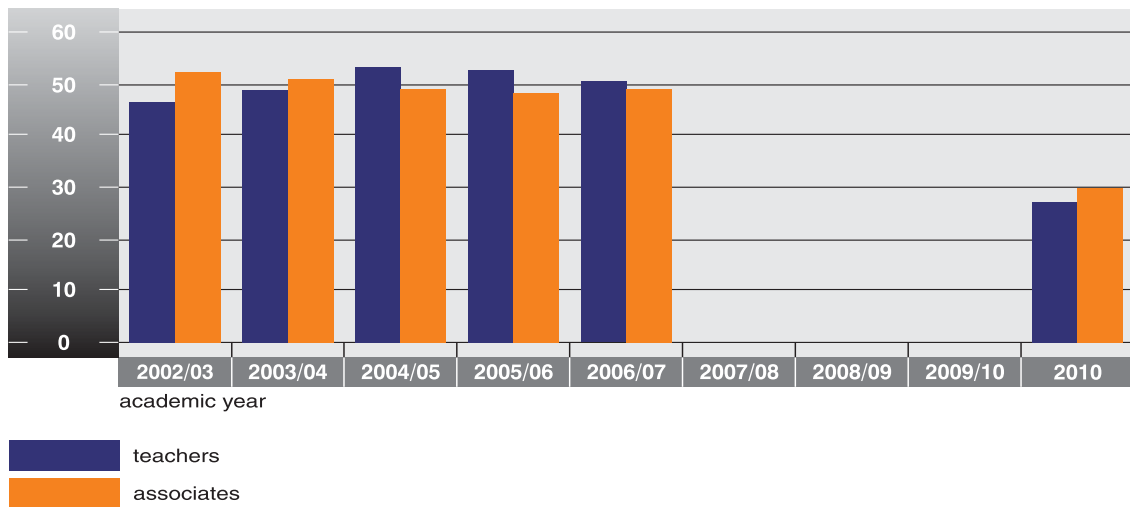


GRAPH 3: ACADEMIC STAFF MOVEMENT TREND BY ACADEMIC YEAR

The reforms that were started in 2002 will show first results, when it comes to the teaching staff, in the academic year 2005/2006 (graph 3), which is logical, since five years is the standard cycle of advancement to a higher academic rank. Up to the academic year 2005/2006 the increase in the teaching staff (especially teachers) will not be linearly followed by an increase in the number of students, but after 2005/2006 (when the

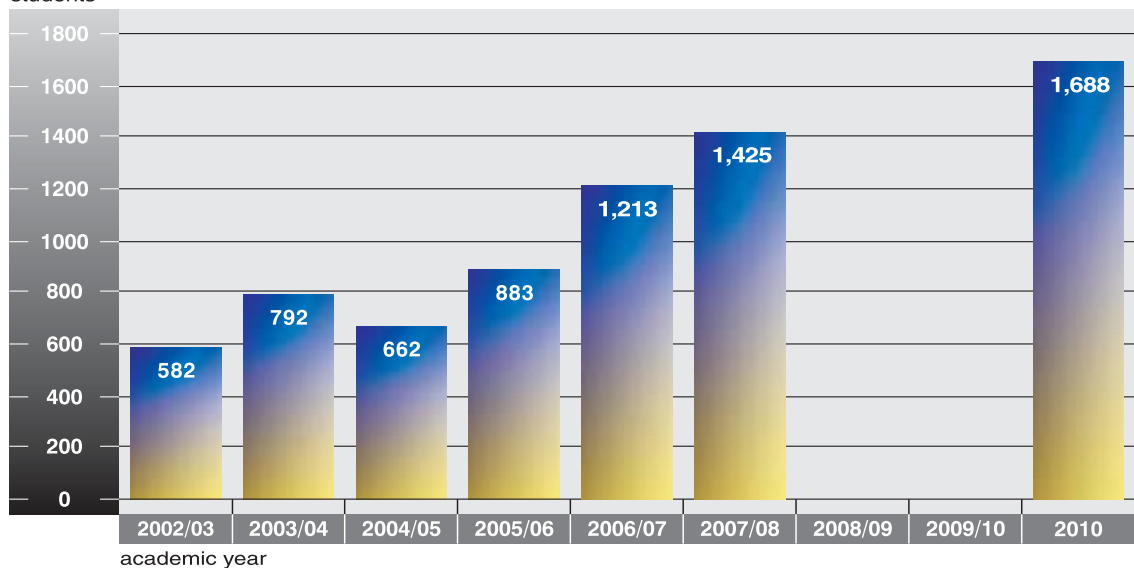
current senior teaching assistants will have fulfilled the requirements for promotion to assistant professors, etc...), the trend will be reversed and the number of students per teacher will be diminishing each year (graph 4). This trend will stop at an average of 36.44 students per teacher (the size of one class), or 18.95 students per teaching staff member, which will enable mentorship and a large examination pass rate.

number of
students
per academic
staff member



GRAPH 4: ACADEMIC STAFF WORKLOAD RATE MOVEMENT TREND BY ACADEMIC YEAR

number of
graduate
students



GRAPH 5: GRADUATE STUDENTS PROJECTION BY ACADEMIC YEAR

The correlation of the basic planning parameters - student number, University's revenue and the number of teaching staff (the correlation is given in the table) show the consistency of the Plan and the fulfilment of its main requirement - feasibility. So, in essence, the increase in student number is followed by an increase in revenue and the number of teaching staff, all with satisfactory and acceptable trends.

This Institutional Development Plan precisely shows that the initiated reform is heading in a desirable direction and that, with the continuation of the reform, the implementation of the Bologna process will have been made possible by 2010, i.e., simultaneously with the other Universities in Europe.



Appendices

APPENDIX 1

STATEMENT ON INTERNAL PLANNING

(JULY 2001.)

ON THE UNIVERSITY OF TUZLA

The region of Tuzla is a well-known salt - and coal-mining area. Natural resources and mine and salt exploitation following World War II provided the intensive industrial growth (energy, chemical, metal processing etc.), therefore, in short time, Tuzla found its place among the largest industrial centres in the country.

Rapid economic growth, higher social potentials, a sense of importance of education, knowledge and culture, constantly asked for the new forms of education and improvement. Already in the 60s, as a result of economical and social needs and determination to bond education and economy, two-year colleges and four-year colleges were formed, as well as the Institutions for Scientific Research:

1. Two-year College of Mining was founded in 1958.
2. Faculty of Technology, founded in 1959.
3. Faculty of Mining and Two-year college of Education, founded in 1960.
4. Two-year college of Economy and Commerce in Brčko, with its department in Tuzla in 1961.

In the upcoming years, departments of Academy of Music and Faculty of Electrical Engineering from Sarajevo were also established in Tuzla.

In that way, Tuzla, along with its surroundings, as well as the community are all gaining new potentials in education and scientific-research and entering processes of development in the broader socio-political community.

Intensive general and socio-economic development, increasing needs for personnel and requirements for faster development and better organisation, as well as the tighter connection between the university education and research on one side and economy on the other, brought about the adoption of a very important document. It was called "Basic social stances and standpoints on developing, financing and organising university education and research institutions in the Northeast Bosnia region", adopted in June 1971.

Shortly afterwards, in January 1972, the Association of Institutions of Higher-Education and Research Centres was founded in Tuzla, and in March 1972, the Consortium for Development of Two-year college level, Higher Education and Research Centres was also founded in Tuzla.

Joining the Association of University Education

Members of the Association were: the Faculty of Technology, the Faculty of Mining, the Institute for Mining and Chemical - Technological Researches in

Tuzla, the Teacher-training College in Tuzla (Pedagogical Faculty), two-year college of Economy and Commerce in Tuzla and the Federal Centre for Education and Protection in Industry and Mining, also in Tuzla.

Later on, departments of Academy of Music and Faculty of Electrical - Engineering from Sarajevo also joined the Association. The extensive preparations on joint Association and Consortium meetings during 1974, brought about: Middle-term Development Programs till 1980, Program for the Development of High - Education Institutions in the Northeast Bosnia, Program for Improvement of Students' Standard and Housing Program for the Association Members.

In the Programme for the Development of Higher - Education Institutions a many suggestions were made based on strategic plans for economic development, i.e. on the needs for personnel in number and profile, being the common ground for balancing the capacity in university education. This capacity of development was brought into accord with the Republic plans for university education. The Association and the Consortium led the activities in further improvement and integration of classes at faculties and started uniting the publishing activities. Based on the all above-mentioned activities and positive experiences, Tuzla Municipality created on 25 April 1975, the following:

The Basis for constituting the University of Tuzla and appointed Initiative Board for Constituting the University, chaired by Mr. Ismet Mujezinović, academic. The Basis for constituting the University of Tuzla established that the most important tasks of the new University should be the coordination and improvement of scientific-research; providing for the development of high-education and research institutions according to the needs of economy and other public areas; joint use of human resources; combining and joint usage of means of work; strategic education of future professors; organising and improvement of publishing, furthermore, joint use of sole library and informative and documentary centre, cooperation with other universities in country and abroad, connecting with economy and socio-political communities.

Higher education institutions and Research centres joining the University of Tuzla

After meeting all the necessary conditions in November 1976, a Self-management Agreement was signed on Higher-education Institutions and Research centres joining in University of Tuzla. At the first University Assembly meeting, held on 15 December 1976, University Departments were formed and the first rector was elected. On 18 December 1976, a special ceremony was held, officially announcing that University of Tuzla was formed and started its work.

Clearly, this was a period of intensive economy growth, large number of personnel, and supplement of equipment for this institution and widening of the research organisations. This period is also marked by the joined activity of higher-education institutions and research organisations. As a result of these activities, Faculty of Electrical and Mechanical Engineering was formed in 1987 (out of the existing Faculty of Electrical Engineering and transformed Mechanical Major at Faculty of Mining and Geology) with two departments: Electrical engineering and Mechanical engineering, redirecting courses at Fa-

culty of Economics in Brčko by forming the Business management department in 1989; establishment of Informational, Data and Analytical Centre in Tuzla in 1976; furthermore, Institute of Economy in Tuzla in 1977; foundation of the Institute for Chemical engineering in Tuzla in 1987 (out of the existing Institute for Mining and Chemical-geological Research founded in 1960); the Institute for Economics in Doboj founded in 1978; Institute for Protection and Education formed in 1978, functioned already in 1961, under the name of Federal Institute for Protection and Education in Mining and Industry; as a part of Institute for Construction, Construction Materials and Non-metals in Tuzla in 1984.

During 1991, the University of Tuzla was composed of the following faculties:

1. The Faculty of Economics in Brčko,
2. The Faculty of Electrical and Mechanical Engineering in Tuzla,
3. The Faculty of Medicine in Tuzla,
4. The Teacher-Training College in Tuzla (Pedagogical Academy/Faculty)
5. The Faculty of Mining and Geology in Tuzla,
6. The Faculty of Technology in Tuzla,
7. The Economics Institute in Tuzla,
8. Informational, Data and Analytical Centre (IDAC) in Tuzla
9. The Institute for Economics in Doboj
10. The Institute for Construction, Constr. Materials and Non-metals in Tuzla
11. The Institute for Protection and Education in Tuzla
12. The Mining Institute in Tuzla
13. The Students Dormitories Centre in Tuzla
14. The University Library in Tuzla.

Since this University was tailored to meet the social needs and has succeeded in establishing its form and structure on this area, it was evident that the University would achieve appropriate goals and the results were not left out.

FORMING AN INTEGRATED UNIVERSITY

An idea of an integrated University emerges

Integrated University, like many other Universities in Europe and the USA, was just a vision of a few professors, created immediately after the establishment of the University. Each and every meeting with representatives of other Universities, outside the borders of ex-Yugoslavia, showed a great difference between Yugoslav Universities, that were, more or less, a voluntary association of independent faculties and foreign Universities, that were basic higher-education subjects with large competencies in management and many other research and educational subjects. Of course, in the socialist Yugoslavia with its self-rule political system concept, as well as its educational subsystem, these ideas could not be brought into public. The so-called unity system of work as a basic postulate of self-rule directed that the finances for faculties are collecting in special Association for Higher Education (the whole of Bosnia and Herzegovina) and the members of the Association were the representatives of faculties, businesspeople and politics. This Association financed the faculties one by one and the Ministry of Education controlled its work. The University was financed out of the contributions from the faculties and the faculties were members of the University. The role and competence of the University was that

of consulting, appointing boards for election of new or promotion of the existing professors, as well as of boards for dissertation. This concept of a University was not changed significantly, even by the new Law on University from 1990 in the then Republic of Bosnia and Herzegovina, just before the war. The outbreak of the (in spring 1992) and continued war activities completely changed the role of the University of Tuzla, for this institution had to adapt to the new circumstances. In a single day (15 May 1992), 130 ethnic Serb professors and associates of left the University, and that process continued during the war. During the siege of Sarajevo, every connection between the University of Tuzla and the corresponding institutions in the capital city ceased instantly, therefore stopping the financing process, the supervision etc. The war also meant that many young people were to join the army.

All of the above-mentioned tasks were taken upon by the University. The University is planning and rationally assigning the teaching personnel throughout the faculties. The University is a place where special scheme is made out for students who are on the front lines, but are also attending the lectures. Since the employees received no payments for three years, the University was a place where aid and donations, from within the country and abroad, were collected and evenly distributed to all faculties. International and any other cooperation between faculties and teachers is being planned and realised at the University, their visits to other Universities are approved, foreign delegations and their aid (computers, laboratory equipment, books, publications) are being received and distributed. In one word, the University of Tuzla, unwillingly, becomes an integrated subject of the entire university education in this area and that is the first, successfully completed, test of the integrational role of the University.

Beginning of the Summer University as a separate event

During the war, more precisely in 1994, encouraged by YSY, an NGO from Amsterdam, the Netherlands, a group of professors and students from the University of Tuzla made a short tour throughout Europe and its Universities, where they tried to explain the situation in B&H and asked European universities to come and help the University of Tuzla. A result of that and other similar actions is a special manifestation, called the Summer University. The Summer University gathers a few hundred students and several tens of professors from all over the world. The University make sue of this annual event to hold a special conference on work improvement at the University. So, in 1998 professor Kralj, former rector of the University of Ljubljana, Slovenia, was invited to address the university staff on the reform of his university and the advantages of an integrated university. Later on, this was a signal for some professors, gathered around the rector's cabinet, to think about, study and assert the idea of integration of the University of Tuzla. These discussions provoked interest at every faculty, and Tuzla Canton Ministry of Education showed great interest and took part in the further processing of the idea. Great encouragement for this idea came from professor Guy Haug from CRE Geneva and professor McKenzie from RIT USA who gave lectures at the Summer University in 2000. They presented both European and the US experiences and parts of the Bologna declaration relating to the role and the importance of the University in Europe and in the world, in general. During the discussion various opinions were stated. Some said that the University of Tuzla still does not have the necessary prere-

quisites; that it means loss of legality for faculties, loss of financial independence and dean's competence. The others spoke of benefits, being the pleaders of the idea, saying that the integrated University provides a better chance for rationalisation of research and teaching processes (by forming joint departments), rationalisation of finances and reunion of some sectors like service sector, computerisation and other.

Drafting the Law on Higher Education and the Law on the University

These discussions resulted in a decision by the Cantonal Government (Tuzla Canton) according to which a law should be created, allowing the basics and the autonomy for the integrated university and its academic freedom. The Ministry of Education formed a special working group, with members of the University in it. The working group put forward the first version of these laws. Draft law was put out on the public debate throughout various institutions within the University. Each faculty discussed the law, including the Scientific-research University Council and the University Senate, as well as separately organised public meetings. Radio stations were also the places for confrontation of different opinions.

Ultimately, the Cantonal Assembly Legislation Committee accepted the text of this Law, slightly changed but with the same concept and delivered it to Cantonal Assembly for adoption. In 1999, Tuzla Canton Assembly adopted the Law on Higher Education and anticipated the possibility of creating public, as well as private universities. The Law on the University of Tuzla followed, whereby the Cantonal Assembly took upon a role of the founder of the University in Tuzla, as a public institution, established the management of the University (appointing a board and its members is within the competence of Tuzla Canton parliament), the Assembly finances the University, but it also leaves the chance for the University to do fund-raising externally by co-operating with industry or other social subjects.

UP-TO-DATE ACTIVITIES ON STANDARD CONSTITUTION OF THE INTEGRATED UNIVERSITY

In accordance with the Constitution of the Federation of Bosnia-Herzegovina, and the Constitution of Tuzla Canton, as well as the Dayton Peace Agreement, higher education is under the jurisdiction of Tuzla Canton only. Furthermore, from 1 January 1996, the government of Tuzla Canton is financing both faculties and the University (salaries and other costs). The Law on Higher Education would legally regulate this area. The activities in this field have already started.

Draft Law was made at the University of Tuzla in 1996 whereby the Law organises the University similar to other European universities. It was forwarded to the Ministry of Education and then to Tuzla Canton Government. The procedure lasted for 3 years and Tuzla Canton Assembly adopted the Law on University Education on 19 July 1999.

The new Cantonal law said that the University was a legal subject and that the faculties and institutes were parts of the university as its constituent

units. According to this law, on 22 September 1999, Tuzla Canton assembly adopted the Law on the University of Tuzla. Tuzla Canton assumed the responsibility for the faculties; the university and the student centre and the University of Tuzla are founded as legal subjects with the faculties and Student Centre as the constituent unit of the University.

According to the law, a Board of Directors was founded by Tuzla Canton Assembly and the Statute of University was made on 29 February 2000, as key foundation documents of the University. When the Statute was made, the Rector was elected, as well as deans of faculties and the director of the Student centre too; the University of Tuzla was registered in court. The Cantonal Court in Tuzla registered the University of Tuzla (No. U/I 31500/99) as a legal subject with faculties and the Student Centre as its parts, constituent units on 22 September 2000.

The University of Tuzla then started its work in full action and created all the necessary assumptions for its work according to the new law.

The Board of Directors passed several acts:

- Principles/terms of reference of the University of Tuzla
- Book of Rules on salaries and other incomes.
- Book of Rules and Procedures of work
- Book of rules and regulations on internal organisation and systematisation inside the University
- Book of rules and regulations on acceptance terms, criteria and procedures of students accommodated at the student centre and the University dormitory
- Organising regulations for undergraduate and postgraduate studies and necessary terms for PhD degree in University of Tuzla
- Book of rules and regulations on training of employees
- Decision on expenses of postgraduate studies and master's and doctor's degrees (MAs and PhDs)
- Terms of reference for the Board of Directors.

The University Senate, according to its competence, made several decisions:

- Code of Conduct for teachers
- Methodology for preparing the proposals for the selection of candidates in science, educational, artistic or research associate profession
- Decision for establishment of science fields within the University and for organising department sections at the University's faculties
- Decision on organising the courses at the University

Wishing to bring the transition to its end, the management of the University of Tuzla will prepare the standards and norms for university education and forward them to Tuzla Canton Government for adopting, hoping that that wrap up the University's action that was required in this direction.

DIRECTIONS FOR FURTHER ACTIVITIES AIMED AT ESTABLISHING THE INTEGRATED UNIVERSITY

The current situation at the University of Tuzla:

- The University of Tuzla has 32 studying profiles available at 9 faculties where 7,500 students are studying

- Currently, 310 teachers and associates give lectures at the University as well as 237 visiting teachers and research assistants. In addition, 235 people are working at the University on administrative, technical and other jobs
- During the war, the University organised lectures although many teachers and assistants had left; during the war the university preserved its qualified personnel and managed to increase it
- Highly developed international cooperation is a foundation for successful transformation of university into a contemporary institution for education and research
- Numbers of teachers and associates are insufficient considering the number of students.
- Inadequate and insufficient space for faculties and their bad location, thus making activities for teachers, associates and students more difficult
- Modern teaching aids are missing and the existing is being used irrationally because of bad organisation and location of faculties
- Unstable financial situation of the University because the Canton finances the university and its expenses. Norms and standards do not exist and that is the reason why the distribution is not always the best.
- This University is still not using synergetic effects as the modern universities world-wide, so the organisation is not rational, potentials in personal and equipment are also not used economically, the administration is unsuitable
- Curricula are limited within a faculty so it is impossible to choose interdisciplinary studies. As a consequence, degrees are not valid outside the B&H borders
- Equipment and knowledge for use of information and communication technologies are inadequate, seriously affecting the quality of research studies or any innovations
- Lack of activities in resolving the problems of student standard; extracurricular activities.

Perspectives

- The achieved level of development of the University is a good foundation for the stabilisation and further improvement
- Two developing strategies up to 2015 have been created by the Canton and the second strategy phase is created by the University of Tuzla. The strategy is promoted and it is open for public. The University of Tuzla has the most competencies in creating the strategy, it is the most rational in its appliance or its realisation and, after all, the most competent in field of university education.
- The Law on the University and the organisational solution of this institution was brought to attention of CRE and many other Universities from Europe and Bosnia and Herzegovina
- Foundation of the Council for Higher Education and a will of several universities from abroad, as well as international institutions to help facilitate the transition process, could lead to a more concrete and better assistance in the University's reconstruction.

The starting point is a modern concept of university development as an institution that could provide:

1. transfer of knowledge - education
2. application of knowledge - approval
3. production of knowledge - research.

Naturally, these activities overlap and are parts of each other, which actually represents the unity of education and research.

Some basic activities of the University of Tuzla in the forthcoming period include:

1. stabilisation and continuity in the work of the University of Tuzla and its further institutional development
2. further rational transformation and reformation of University of Tuzla
3. acknowledgement/recognition of quality in studying
4. acknowledgement/recognition of scientific research
5. financial consolidation and financial independence of the University of Tuzla
6. interuniversity cooperation

STABILISATION AND CONTINUITY IN THE WORK OF THE UNIVERSITY OF TUZLA AND ITS FURTHER INSTITUTIONAL DEVELOPMENT

Plan of activities:

- Creation and adoption of Standards and Norms in the higher education, whereas European standards should be fully respected, although these are not equalised even throughout Europe
- Stabilisation of the achieved development of University of Tuzla from organisational aspect, volume of scientific research and finances
- Creation of list of needs and announce vacancies for teachers and assistants
- Analysis and definition of the register participation, with the money from the participation to be used for the teaching expenses
- Financial plan for investment in buildings, equipment, informational systems and books for library
- Constitution of informational system of University (finances, student record office, library fund, personnel data, curricula, planning space, schedule, apartment allocation policy, acquisition and storage)
- Program for implementation of this informational system of the University towards faculties and outside networks and realisation of the distance-learning project
- Forming Rector's Cabinet (chief of Cabinet, Chief of protocol, public relations, secretary)
- Foundation of the University Media Centre (students newspapers, Student radio on-line issues and programs, foundation of Centre for democracy and freedom of speech, foundation of Internet centre, activities on promotion, round tables, projections, seminars, foundation of Publishing centre for publishing books, forms, indexes, registers, degrees, memorandums and other promoting material)
- Make connection to internet available at the most favourable conditions to both employees and students
- promotion of activities in collecting other means of financing and motivation to faculties to worth their knowledge throughout research studies, projects and other activities

The University as an institution of great autonomy is fully responsible for:

- the quality and accreditation in university education
- the concept of joint activities inside Bosnia and Herzegovina, which will strengthen the compatibility of quality.

TRANSFORMATIONS AND REFORM OF THE UNIVERSITY

Further transformation and reform of the University will include the following activities:

- Innovation and synchronisation of the curricula. Speed up the creation of new curricula at the University. These must be compatible with the text books for the relevant courses, and must be refreshed for every course. Accomplish the flexibility of curricula that will enable quality maintenance
- within the University, create a unit for quality assurance. Every second or at least every fifth year self-evaluation should be done. Ensure the training of personnel who will lead the self-evaluation and quality exercises. Students must be involved in these activities
- Adopt the system of education based on two cycles: undergraduate and postgraduate. Duration should be based on the European intentions (the 1997 Sorbonne Declaration and the 1998 Bologna declaration), and the second cycle should finish with the master's degree or doctor's degree.
- Foundation of the ECTS credit system as a precondition for international cooperation and recognition of our exams and degrees in the European academic area. This credit system enables good choice of course and increases the individual interest in application which will lead to rationalisation, faster ending and lower price of study.
- Instead of the current study regime - a student without any sufficient possibility to choose, as well as closed studies within just one faculty, together with the implementation of the credit system better conditions will be made to enable every student choose courses from the other faculties at the University (or wider) and a certain number of points will be given necessary to graduate at the student's home faculty. This is a great chance for students to create their education according to their needs.

According to the activities up to now in terms of legal regulations, the University of Tuzla has created the basis for the implementation of the credit system of studies. According to the adopted documents (the Law on Higher Education, the Law on the Public Institution of the University of Tuzla and the Regulations of the University of Tuzla) the most important task is the change of curricula.

The task includes comparison of curricula with the ones from universities from developed Europe but also the USA. There is no doubt that there is no synchronised system of university education in Europe, but the flexible study and credit system enable students movement during undergraduate study, as well as postgraduate study.

Considering the fact that the University of Tuzla has signed bilateral contracts with several universities in Europe, including some TEMPUS projects in inter-universities cooperation, in next two years system of undergraduate study should be standardised with the system in Western Europe, particularly in terms of:

- Duration of study
- Curriculum
- Criteria for election of teachers and assistants

- Organisation, rules and curricula for postgraduate study (MA, PhD degrees)
- The organisation of the University must enable consistent management of University in its entirety. The management of the University must ensure stronger and more capable structure of the University, planning and ordering on university level, more rational and efficient use of budget, fastening the mobility of students and teachers, enable more flexible lectures and strengthen the efficiency and external relations of the University.
- The organisation of the University in its basic chairs, in joint laboratory for technologically similar faculties enables easier and more rational completing of equipment, its rational use, easier and simpler substitution and modernisation.
- Lines and activities of transformation and reform of the University must be based on the following:
 - Institutional autonomy
 - Guaranteed academic freedom
 - Integrated education and research
 - New rules on the management based on elements of financial competition
- Activities in creating the environment for objective remuneration and election of teachers and assistants including:
 - Analysis of temporary personnel situation at the University
 - Development of short-term and long-term programmes for training of junior university personnel
 - Promotion of the model of visiting professors at the University
 - Including students in evaluation of pedagogical qualities of teachers and assistants. Anonymous polls for students after every course are quite common in the world and it should be here too.
- Current personnel situation at the University, especially when it comes to age structure and creating conditions for younger, asks for active and urgent solution not only from the university but also from all levels of government and international institutions with a role in the transition
- Supply new finances for education of young associates who are willing to pursue university career. Expenses could be partly covered by research studies-related incomes.

PROMOTION/ACKNOWLEDGEMENT OF QUALITY IN STUDYING

In Bosnia and Herzegovina there are no laws for assurance of quality of higher education. Absence of laws or clear legal provisions for establishment of quality should not be the obstacle for certain activities that University should take according to self - evaluation and techniques of external evaluation. International support would definitely be stronger if the university were able to demonstrate objective evidence of quality education.

The following activities are herewith proposed:

- Opening the process of self-evaluation of a faculty
- Organisation of seminars, trainings and pilot projects in education of personnel in the field of self-evaluation and quality assurance
- Creation of a unit for assurance of quality and electing a co-ordinator for quality assurance
- joining international projects on quality of university education

- including students in the process of self-evaluation and quality assurance
- ensure the possibility of participation of the University in a wide network of European activities in field of quality assurance.

PROMOTION OF SCIENTIFIC RESEARCH

Research institutions were totally destroyed during the war and are still recovering after the war. Public financing sources for research were not re-established after the war. Private sector does not invest in science studies. Cooperation between industry and University in science projects was not re-established after the war because industry is still not working. Companies are investing little in absorption of new technologies for same reason. Foreign investments are only 2.5% of GDP and cannot cover technological transfer.

All countries with commodity economy have funds for promoting research in companies (private as well) and funds for scientific research at the Universities. In Bosnia and Herzegovina before the war the capacity of these funds was 1.5% GDP. It is very wrong to think that because of privatisation such funds should not exist. In activating and realisation of these activities, the following measures should be taken:

- Form the Cantonal fund for promoting research projects
- The Fund should have the following features:
 1. fund capacity should be 1.5% of canton GDP
 2. one part of the capacity should be allocated for free programmed research at the University, and the other for application of these projects
- tasks of the Federal government:
 1. Encourage cantons to form their own funds for promoting research and its capacity should be 1.5% of canton GDP
 2. Federal research politics should be realised with federal law about research studies and creation of funds for stimulation of research
 3. Tax refund (return of taxes) which will help research and development
 4. create a Federal Promotion Fund for projects of two or three companies from several cantons.

FINANCIAL CONSOLIDATION AND FINANCIAL AUTONOMY OF THE UNIVERSITY OF TUZLA

In the financial consolidation, activities should be developed for supplement of extra source of financing in order to motivate the faculties to benefit from their knowledge through research studies, projects and similar activities which will lead to improvement of the financial situation. It means, with some legal solutions, a certain financial independence.

In the upcoming period, the following activities should be undertaken:

- ensure permanent source of financing
- initiate reappraisal of pensions for university professors

- election of retired professors into emeritus professors
- come to efficient solution of housing problem
- create credit fund for apartments
- strengthen students' role in solving the problems of their activities, standard, finances and create a law on student standards
- start the activities on financing the scholarships and loans for successful students.

Reconstruction of the University is not part of the Priority Reconstruction Program (PRP1). The destruction of the University during the war jeopardised not only the buildings of the University, but the quality of education as well, reduced the number of personnel, so in future the remaining personnel will not be able to create competitive goods and services for international market. For that reason, a new PRP2 should be established in amounts equal to those in PRP1, actually 1 billion a year, and it would last at least for three years, until the end of 2003.

INTER-UNIVERSITY COOPERATION

Cooperation with the universities across Europe and other countries in the rest of the world is very important for the University of Tuzla, as well as for other universities in Bosnia and Herzegovina. This aim cannot be accomplished instantly and there must be a timetable of activities with real financial plans, highlighting the priorities and expenses.

Former international cooperation of the University of Tuzla and accomplished results represent a good foundation for the realisation and achievement of these aims (Rochester USA; Universities of Ankara, Pecs, Barcelona etc.).

In the following period, contacts should be created with the universities in the region, including contacts with the universities of countries that are members of the Stability Pact for South-eastern Europe, cooperation with European universities and universities from other parts of world.

In addition, international cooperation should be intensive towards international institutions, associations of universities, science institutions and endowments.

Cooperation with other B&H universities should define a development strategy for university education, should help in establishment of state or entity funds, its legal defining, should adopt standards in education, should adjust curricula for better cooperation and mobility of students and should establish the Rectors' Conference for Bosnia and Herzegovina.

APPENDIX 2

THE ECTS AND QA CONFERENCE

CONCLUSIONS

Tuzla, 9 July 2002

We, the participants of the Roundtable on “The European Credit Transfer System and Quality Assurance”, following comprehensive presentations and considerations by international and local experts on the ECTS and following the related discussions, acknowledging that there are no final and universal models in education that are acceptable everywhere, determined to fully implement the reform in the higher education system in Bosnia-Herzegovina, herewith pass the following conclusions:

1. We express our determination when it comes to the implementation of the Bologna Declaration, and encourage the authorities in Bosnia-Herzegovina at all levels to create the conditions for meeting the Bologna requirements. We demand fulfilment of all legal requirements for the reform of the higher education system (passage of relevant legislation).
2. We express our willingness to implement the reform of the university, particularly the delivery of the curricula simultaneously with gradually introducing the ECTS. We are in agreement as to each university having to retain its individuality. We encourage the universities in B&H to initiate restructuring and creating integrated universities, thus reducing the burden currently borne by students, as well as reducing the duration of studies. In particular, we draw the attention of the public to the fact that introduction of new curricula should refresh the teaching units. In addition, it should not necessarily mean keeping the existing teaching units and adding new ones. The participants believe this to be the shortest way towards the implementation of the Bologna process.
3. Acknowledging the model accepted by most universities in the European Union, according to which undergraduate studies lasts for 3 years, the participants of this roundtable believe that, within the first phase of the transformation of the universities in Bosnia-Herzegovina, the studies duration formula that should be acceptable is that of 4 years, followed by introduction of adequate academic titles for graduate students.
4. We believe that the purpose of the introduction of the ECTS is the increase in the mobility of students. Therefore, we hold that the new curricula ought to be internationally applicable. Fully aware of the difficulties such as language barriers and financial problems, we encourage the universities to adopt such curricula exactly for the abovementioned reasons.
5. We appeal to all institutions to express their appreciation of the university's academic status, in their fullest capacity. Of particular importance is the need of financial autonomy of the university, its market orientation and determination, given their significance as determined by the Bologna process.
6. These conclusions are to be shared with all relevant bodies responsible for the reform of the universities across Bosnia-Herzegovina, and the public.

APPENDIX 3

DECLARATION ON AUTONOMY
OF UNIVERSITIES

TUZLA 2002

We, the participants of the International Conference on University Autonomy,

- *Starting from the basic values of ethical and intellectual freedom, promoting ethical values of teaching;*
- *Supporting the proclaimed orientation of our governments to approach European integration, having in mind that this orientation also means the readiness to apply European standards in regions wherever it is possible at the moment;*
- *Aiming to establish institutional university autonomy in the region, considering that the mutual interest of a state and a university is to establish the most appropriate legal frameworks to have recognised the role and the place of a university in a modern society and to be harmonised with European legislation, accepting the spirit of all European and global university conferences, especially the following:*
 - *Grand Charter of European Universities - Magna Charta Universitatum, Bologna, 1998*
 - *Global Declaration of Higher Education, Paris, 1998*
 - *Joint Declaration on Harmonisation of Higher Education Structure, Paris, Sorbonne, 1998*
 - *The Bologna Declaration, Bologna, 1999*
- *Challenging the entire academic community, especially the representatives of authorities, to accept these and other international conventions as the standards of university autonomy*
- *Intending to establish partnership and cooperation with the authorities aiming to achieve general consensus about the autonomy issues*
- *Intending to implement the Bologna process and join the European Community of universities in 2010*
- *Respecting all the differences between the universities in the region; the differences in their position in the society, their organisation and their establishment, the differences in their size and the vision of their own future, the differences in the level of autonomy that these universities have managed to obtain in their countries, the differences in the level of democratisation of countries in the region and the treatment of universities by a society and authorities;*

- *aware that the university autonomy has been violated in most countries in the region, knowing that the relation between governments and universities has been disturbed or inadequately defined, being aware that the university autonomy does not exist at all in some areas;*
- *Considering that the university autonomy is a prerequisite for strong development of universities*

have with pass the following

DECLARATION ON AUTONOMY OF UNIVERSITIES

Tuzla 2002

1. Each university has rights and responsibilities and is independent within its bodies. It should not be under the influence of political authorities or other centres of political or economic power outside the university. Each university has the right to decide on its internal structure, the election of university teachers, associates and other university staff, curricula and other issues concerning the teaching process; scientific research-its kind, size and expenses; to propose and establish its own budget within the resources provided by the government and also with additional resources gained in the market or in some other way stipulated by the law; to decide about strategic issues of its development, inter-university and international cooperation. The authorities at all levels are appealed to provide the rules allowing these standards of university autonomy.
2. The basic principle of university autonomy is rather undermined by the internal structure of university itself. Normally, the activities of a university are performed in a number of units, such as faculties, institutes, departments and laboratories. Maintaining their autonomy is important as well as the autonomy of each individual; however, those university units can neither have an autonomy that would enable them independent negotiations with governments about their role and the budget, nor can they decide whether they belong to the university nor they are to become legal entities which would follow their own aims in their own way. Having not denied the rights of universities and governments to organise their own system of university management, Magna Charta Universitatum proclaims a minimal degree of university integration, considering that only universities which have the possibility to define their tasks and priorities, bring strategic decisions, make contacts and assign financial resources having in mind the whole institution, are to be considered autonomous. Only universities that are able to act as united institutions, can successfully work in the knowledgeable society and answer new challenges of creating the united European higher education area. Therefore, the integrated university is proclaimed as the most suitable form of university structure, and all universities are invited to carry out reforms and create their own model of structure typical by its specific characteristics and size, satisfying the basic criterion of the integration as a prerequisite for the autonomy.
3. We promote international students mobility as a form of knowledge globalisation, scientific research and teaching processes. Having encouraged the diversity of universities we emphasise an orientation for introducing

the ECTS - European Credit Transfer System at all universities. Herein we underline the advantage of linguistic similarities within the South Slavic group of languages; therefore we encourage such mobility projects.

We also point out the readiness for recognition of diplomas and teaching staff within the academic community in the region, whereas we appeal to the governments to legalise this issue, shorten the procedures necessary for any diploma verification and abolish administrative obstacles.

We point out the significance of updating curricula, the need to introduce new academic knowledge and courses, and keep in touch with trends of contemporary science as well as the significance to provide and monitor quality control mechanisms in all aspects of university performance, and introduction of quality control mechanisms. In this sense the governments are appealed to bring legislation in order to determine and establish standardisation, certification, and accreditation of universities.

4. Having challenged the students to become active participants in academic future, universities pledge to provide total independence and autonomy of student unions. We also support the involvement of students in university management.
5. We appeal to all universities in the region to accept these principles and sign this declaration.
6. We appeal to governments at all levels to harmonise their legal regulations with the principles of this declaration as soon as possible.
7. Signatories of this declaration will hold a meeting each year from now on to revise the implementation of this declaration, as well as all important issues referring to university autonomy.

Tuzla, 22 October 2002



APPENDIX 4

CONCLUSIONS OF THE CONFERENCE ON FUNDING AND SELF-SUSTAINABILITY OF UNIVERSITIES

Participants of the international conference on Funding and Self-sustainability of Universities

- Agreeing upon the fact that the standard academic and financial autonomy is the base of each higher education reform in South-eastern Europe,
 - Having expressed the position that only universities which have at least a minimal degree of integration are able to bring and implement their strategic decisions independently, implementing their social mission in this way,
 - Having supported all forms of cooperation, including local, inter-university, regional and international cooperation, here with come to the following conclusions:
1. Universities in South-eastern Europe are traditionally non-profit organisations funded mostly by the state budget or local budgets. The budgets should remain the basic sources of funding of universities. The optimal rate of funding, regardless the model of funding, is 70% from the budget sources and 30% from non-budget sources, such as:
 - Student participations and scholarships
 - Commercial research
 - Donations
 - Other incomes
 2. The chosen model of funding of higher education should be based on the following criteria:
 - The funding base should be the real cost of study per student. The criteria of funding should be brought by the government, and universities should be consulted previously
 - In order to perform the teaching process and research supported with the sources sufficient for maintaining the quality of all academic activities, universities should not enrol the students in the programs that do not fulfil the quality criteria. In cooperation with the universities, governments should adopt the standards and the scale of norms for performing the activities of higher education
 - Budget income should cover the material costs of university and minimal salaries of university staff
 - Part of the budget income intended for higher education should be forwarded to universities in a more direct way. Having in mind that the autonomy of academic community is socially justified, the universities should

be funded via funds for higher education. The budget sources should be transferred directly to these funds.

3. standard European principle is that higher education should be based on research. Universities have to enable all teacher and researchers to get introduced with the newest research achievements in their branches. Therefore, universities are interested in establishing the permanent government funds for science. The universities and other research institutions with their projects should apply for these funds.
4. These conclusions are to be presented to all relevant actors involved in higher education reform, and to the public

Tuzla, 12 December 2002



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