

INTERNATIONAL UNIVERSITY OF SARAJEVO

**INTERNATIONAL UNIVERSITY OF  
SARAJEVO**

**Strategic Plan for Period 2016-2021**

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- BOARD OF TRUSTEES -

No: IUS-UO 01-523/2016

*Based on the Decision on Criteria for Accreditation of Higher Education Institutions in Bosnia and Herzegovina of the Agency for Development of Higher Education and Quality Assurance of BiH No. 01-50-633-11/10 from July 12 2010, the Board of Trustees of the International University of Sarajevo (hereinafter: IUS), at the session held on December 15, 2015 adopted the following:*

Strategic plan for the period 2016-2021 of INTERNATIONAL UNIVERSITY OF SARAJEVO:

## **Preface**

IUS has experienced great transformation in the past 12 years of its existence. It proved to be an institution which can meet challenges, overcome problems and improve itself. In the last 12 years most of the resources, material and human, were spent on institution building processes. Two new faculties were established, a number of new study programs, new Centers and auxiliary departments and units. By the end of 2015 these processes are mostly finished. For the first time in its history IUS is in position to consider important questions of its mission and vision. What kind of institution IUS wants to be? How it can contribute to the society and world? What is its position in an academic world? These questions have to be addressed in order to make IUS vibrant place where science, culture and art are meeting in creative and inspiring way.

The future will bring new challenges. IUS will need to be re-accredited as an institution by the state agency in 2018. The study programs have to obtain state accreditation. In addition, IUS has a goal to obtain external accreditation for at least 3 study programs by an ENQA –listed agency. The accreditation processes require IUS to act as “One IUS” in order to be successfully fulfilled. The overall result will be more visible and attractive study programs, but also more efficient administration that can effectively support educational processes in IUS.

IUS is facing increasing competition for high quality students. It will have to find new ways to attract students and possibly look for new markets. In order to be competitive, the quality of education and research has to be exemplary. IUS position in ranking lists is important in this respect, especially for enrollment of international students. This plan sets number of goals and actions accompanied by list of priorities and initiatives designed for IUS to successfully meet these challenges.

Sarajevo, 31.12.2015

Prof. Dr. Yucel Ogurlu

Rector

## **Mission, Vision and Core Values**

### **MISSION**

The mission of IUS is to produce science, art, and technology and present it to the benefit of humanity; to educate free-thinking, participating, sharing, open-minded individuals who are open to change and improvement and who have the ability to transform knowledge into values of importance for themselves and the community. International University of Sarajevo (IUS), with its identity as an international institution of education and research is cooperating with universities in the region and in other countries in order to provide a peaceful and comfortable atmosphere of learning for students from a wide geography.

The following seven (7) key dimensions of IUS mission are as follows:

- ✓ Continuous improvement of quality culture;
- ✓ Internationalized Higher Education;
- ✓ Integrity with High Ethical Values to perform in society;
- ✓ Interdisciplinary programs;
- ✓ Intercultural Competency;
- ✓ Civic Engagement;
- ✓ Comprehensive Excellence.

### **VISION**

The vision of IUS is to become an internationally recognized institution of higher education and research and a centre of excellence and quality through the shared efforts of the founders, academic and administrative staff, students and all stakeholders.

IUS aims at becoming the major hub in Balkans for bridging the East to the West as a leading international institution of higher education and research centre with comprehensive excellence and quality whose students are lifelong learners, inter-culturally competent and well-developed leaders in socio-economic development of societies.

## Aspiration of the International University of Sarajevo

This Strategic plan puts forth an overarching aspiration for the IUS:

*to become widely recognized as the best university in Bosnia and Herzegovina and in the region, and a model university for the interweaving of liberal education and fundamental knowledge with practical education and impact on societal and world problems.*

To reach this IUS needs to:

(1) *Focus on strong or potentially strong academic programs* that are strategically important to the university and maintain areas of excellence within each of the basic academic groupings,

(2) *Build greater connectivity among the academic units* by developing new integrations, boundary-crossing structures, and productive synergies.

(3) *Increase the size and quality of faculty* by enveloping multi-year hiring plans while giving *priority to recruiting anchor faculty* and new Ph.D.s and “rising stars” for each program and *improving faculty retention* (competitive hiring, promotion and evaluations).

(4) *Implement strategically focused, cost-effective enhancements of the infrastructure* and better data, criteria, and procedures for evaluating and tracking the quality of research, scholarship, and creativity.

(5) *Implement strategically focused changes* to improve organizational processes and structures that manage, allocate, and monitor resources important to fulfill the university’s academic mission.

(6) *Improve student admission policies* to attract larger number of the best and most dedicated students.

## Executive Summary

This strategic plan defines the main directions of development and sets priorities for "One IUS". It develops a number of specific objectives and actions aiming to enhance excellence of the university.

### **IUS Main Goals:**

- Enhance institutional capacity to act as a unit, and mobilize all stake holders around selected goals.
- Provide all students with an education that is innovative, distinctive, and of the highest quality.
- Enhance efforts to recruit, nurture, and retain a diverse faculty and an excellent, diverse staff.
- Strengthen the public engagement of the IUS education and research.
- Establish and maintain organizational structures and processes that promote and support academic excellence.
- Respect and develop ethical values.

### **IUS Strategic Initiatives and Actions**

#### **1. Accreditation and IUS rankings**

- Move IUS to first position in BiH and among 1000 first ranks in reputable university rankings of the world.
  - Obtain accreditation (by an international accreditation agency) at least 3 (three) programs, one from each FENS, FASS and FBA.
  - Obtain recognition/accreditation of IUS diplomas in selected countries – 5 at least- (non Helsinki signatories countries).



## **2. Faculty excellence**

- Identify strategically important faculty deficiencies and develop multi-year hiring plans to increase the quality and size of faculty.
- Give priority to recruiting anchor faculty and new Ph.D.s and “rising stars” for each program.
- Improve faculty retention so they stay at IUS for at least 5 years (competitive hiring, promotion and evaluations).
- Improve publications record (1-2 SCI or equivalent paper/academics/year).
- Make policy for the academic staff to be able to spare more time for academic research, balancing the Educational and Research activities.
- Explore possibilities for establishing a budget for academic research in the region respective to social and cultural structure.
- Measure and assess the performance of faculty using performance criteria.

## **3. Educational Excellence**

- Identify and support programs that have potential to become leaders in their disciplines or fields.
- Ensure consistent implementation of learning outcomes based curriculum.
- Measure and assess the educational technology.
- Create a culture that supports excellence in teaching in all academic units.
- Increase the educational impact of international opportunities and experiences for staff and students.
- Strengthen the capacity of graduate and professional programs to recruit and educate a diverse body of the very best students.

#### **4. Excellence in Research**

- Uplift at least one IUS program to position of leadership in its area.
- Improve services for the administration and support of research grants (including government, foundation and industry funding).
  - Maintain and selectively improve the core infrastructures for research, including in particular libraries and shared research facilities.

#### **5. Excellence in Public Engagement**

- Make public engagement a distinctive feature of education at IUS.
- Strongly connect public engagement to on-campus research and educational strengths.

#### **6. Staff Excellence**

- Attract a talented and diverse workforce to IUS.
- Be an exemplary employer across the entire spectrum of staff.

#### **7. Excellence in Organization and Governance**

- Create general guidelines for organizational stewardship.
- Improving quality management with continuous updates.
- Improving the social and cultural infrastructure for students, increasing the number of activities by improving dormitory facilities and supporting the formation of a strong team in a sport the student body has great interest.

## **OBJECTIVES**

The International University of Sarajevo is conceived as a dynamic and a forward-looking institution that intends to achieve a specific character through:

Education, research and training spanning contemporary information sciences and administrative disciplines, fundamental and social sciences, humanities, arts, applied sciences and engineering;

Providing a diverse and interactive curriculum, bridging traditional boundaries between subjects, to educate students for life in a rapidly changing world;

Emphasizing interdisciplinary studies especially in profiles important for democratic and contemporary economic development in the region;

Efficiency, organization and creativity adopted from the American educational system, combined with the breadth and depth of knowledge of the traditional and contemporary European system which has been established on European Higher Education Area

Establishing a research based structure, thus increasing connections between academic, industrial and service sectors;

Assuring openness to students and scholars from all over the world, adhering to highest academic values and criteria;

Assuring international accreditation for IUS diplomas and certificates;

Continuation of academic and scientific co-operations with other universities;

Creating attractive conditions for visiting academicians interested in studies of regional societies and cultures.

## 1 Preamble

International University of Sarajevo (IUS) is growing rapidly, and with this public responsibility to which university committed in its mission statement. IUS is a unique institution which from its beginning has been oriented to offer students challenging and inspiring education. Our aim is to enrich students with aspirations, knowledge and skills which will allow them to succeed in rapidly changing interconnected world. Our students are thought to "*dream no small dream*". They are entrusted with feeling that they are just a part of the global society, and understanding what it means to be a good member of local community, the country and the nation.

*This strategic plan* defines the main directions of development and sets priorities for IUS in the next 5 years. The focus is on university-wide goals and actions that crosscut the boundaries of academic and administrative units (Faculties, Programs and Centers). The challenges and opportunities of IUS's changing environment suggest the need for enhanced institutional capacity to act as a unit, that is, to chart strategic directions and mobilize all its resources around those directions.

The further investment in campus, growing infrastructure costs of research (e.g., libraries, research facilities) require an institutional response that sets priorities and ensures support is cost-effective.

IUS's goal to become financially self-sufficient creates a need to rethink how the university fulfills and revitalizes IUS's unique commitment to public engagement and whether present structures and practices will be adequate in the future. Institutional, university-wide strategies and directions will help IUS to meet such challenges effectively over the next five years and take advantage of opportunities for academic enhancements.

The highest overall priority proposed for the next five years is to ***enhance faculty excellence***. Along with a faculty excellence priority, special emphasis should be given to promoting and recognizing excellence and leadership in research, creativity, and graduate education. Improving the quality of research and graduate education is critical for ensuring a place among the top universities in the region.

These emphases can and should be pursued with a parallel focus on enhancing the teaching of undergraduates. *Excellence in teaching* is an integral component of faculty excellence, and this plan affirms IUS's commitment to have faculty who achieve excellence in both research and teaching. Research and teaching quality should be inextricably bound together at IUS. In the context of these overarching priorities, the plan proposes seven strategic initiatives over the next five years.

The Strategic plan, does not identify development and research directions of academic units or IUS research themes for the future. These areas are certainly important and worthy of the great attention. The discussions on the selection of the research directions, their sustainability, their interdisciplinary impact across the university are left to the implementation stage of this plan and to wider discussion of all IUS stakeholders. While preparing this Strategic plan we did not have needed capacity to thoroughly and fairly assess a full range of thematic options, much less to choose among them.

This plan, among all issues related to the student experience on campus gives primacy to faculty teaching. The IUS has achieved great success in creating a rich and varied living-learning environment for students. It should keep it up. *With that success as a foundation, this plan calls for a shift of focus to the excellence of faculty teaching for the next few years. During this planning period IUS must become the most attractive point in Balkan countries for exceptional students and rising star faculty.*

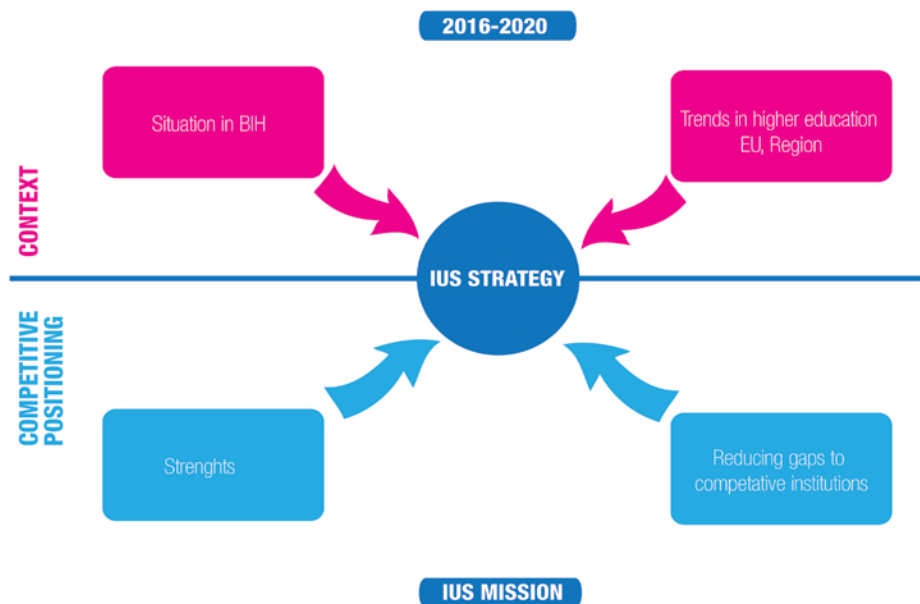
This strategic plan serves as "a measuring stick" for progress of university. It allows us to know where are we now, where do we want to be in five years from now and how are we going to measure our progress. At the implementation phase of this plan a core set of metrics for assessing institutional progress toward key priorities will be developed. These include the number of top-ranked programs; student learning outcomes; student surveys; amount and nature of faculty hiring; the age distribution of faculty; diversity of the faculty, students, and staff; library rankings; sponsored research, and faculty and staff compensation. Such metrics need to be supplemented with qualitative assessments by academic units and regular reviews of academic programs. The implementation of this plan gives opportunity to "get everyone on the same page," which means that "One IUS" works towards achieving the same aims. Finally, we want to communicate the message

and publically invite everyone to participate and contribute to IUS vision and to maximize our overall success.

## 2 The IUS and its Environment

This section describes the external and internal environments in which IUS is expected to operate in the near future. It is a selective treatment of those environments. Topics include how the world is changing, what these changes imply about abilities or competencies students need today, and IUS’s main strategic challenges and broad directions.

The organization of IUS is unique among universities in BiH. The faculties are organized around study programs but not around departments. This offers possibility of synergy of different areas of study and better usage of university resources. At the same time, such institutional flexibility poses a danger that IUS can be perceived as a collection of academic units. IUS aspiration is to be a perceived as a whole, greater than the sum of its parts.



## 2.1 Student Competencies in 21th Century

Among many things said about 21th century, one is certain: This is a period of major transformation, social, economic, and political. These include processes like economic globalization, interdependencies among countries, the change of the traditional employment contract, and the capacities of people to interact with others who are different or distant from themselves. Other changes involve physical or biological resources (e.g., climate change, sustainability, energy issue, food resources, health and well-being). These changes will have deep implications on higher education today. First, students have to have a wide general knowledge of the world in order to be prepared for unexpected job or career changes, to be adaptable, and finally to be able to understand and participate constructively in solutions to community, country and world problems. Second, in the aftermath of information technology revolution it is even more critical than in the past for countries to have educated citizens that can understand and assess vast amount of complex information and make sense on its usage for their own and the benefit of the society. It is obvious that institutions of higher education have to prepare their students for the complex and changing demands of careers in today's challenging global environment and empower them for the lifelong learning. In order to address these issues IUS students should foster a wide range of abilities, some of which extend beyond formal classroom work. These include, but are not limited to abilities to: *be independent and proactive, understand the values and beliefs of multiple cultures, act ethically and with high moral standards, participate in community and civic affairs and engage with social problems, use knowledge in their own lives and pursue lifelong learning, develop leadership and teamwork skills, care for themselves and manage physical and emotional needs responsibly.*

These abilities have direct relevance to many of the changes in the world noted above, and thus it is reasonable to infer that IUS students need preparation in these skills for successful lives, professionally and personally. This makes outside-of-the-classroom educational experiences increasingly important to the development of such abilities. To conceptualize learning outcomes in more comprehensive terms, the university has developed a set of core competencies, distinguishing academic and personal abilities, as

follows: (1) *Academic Competencies: disciplinary knowledge, critical thinking, communication skills, scientific and quantitative reasoning, self-directed learning, information literacy, engagement in the process of discovery or creation* (2) *Personal Competencies: multicultural competence, moral and ethical awareness, self-management, community engagement.*

## **2.2 IUS Strategy 2011 – 2016: Lessons Learned**

The Report on Fulfillment IUS Strategy 2011 – 2016, prepared in November 2014, has helped us to understand and assess the level of achievements and measure the progress of our higher education institution in that period.

IUS Strategic Plan 2011-2016 was based on sixteen (16) strategic objectives and covered seven (7) different areas. By analyzing the accomplishment of strategic goals set in the IUS Strategic Plan for 2011-2016, the following conclusions could be drawn:

- Some objectives were vague and needed to be reformulated for better understanding.
- The new strategy need to provide guidance to all IUS stakeholders based on the set of clear performance indicators to monitor its implementation.
- The former strategic plan was only communicated to the certain extent. The new Strategic plan is to communicate the message and publically invite everyone to participate and contribute to IUS vision and to maximize our overall success.





June 2009



June 2015

## 2.3 How this Strategy was made

### 2.3.1 Consultations with Stakeholders and Public

The preparatory actions commenced in November 2014 with the adoption of the *Action Plan on Drafting for IUS Development Strategy 2016-2021*. By his Decision, dated November 17, 2014, Rector appointed the *Committee for IUS Strategy Development* (hereinafter the “Committee” consisting of 13 IUS staff members who took an active role in preparation of this Strategy, especially by analyzing the current situation, BH, region and EU context in higher education and providing their feedback and input. The committee was chaired by Rector. This decision has been amended by Rector’s decision to revise membership of the Strategic Management Body dated April 20, 2015.

Revised membership included 12 members. In the course of 2015 the Committee operated in *20 working groups* (WG) which all researched and provided their feedback on delegated topics. The committee met five times and each WG provided its feedback and input to the strategy. In order to reach all IUS employees an email survey was organized which was led by General Secretariat. In this way, all IUS employees were given a chance to contribute to IUS Strategy.

At the meeting with Rector, which was held on Nov 12, the student representatives also discussed the strategy draft and contributed to the strategy from their perspective.

Meanwhile, extensive meetings were held with external stakeholders, as follows:

- *Governmental sector:*
  - Sarajevo, July 22, 2015,
  - Sarajevo, February 5, 2015.
- *Industry:*
  - Sarajevo, February 5, 2015.
- *Chambers of commerce:*
  - Sarajevo, April 6, 2015,
  - Sarajevo, April 21, 2015,

- Sarajevo, May 19, 2015,
  - Sarajevo, July 22, 2015,
  - Sarajevo, November 5, 2015.
- *International community (EU office in B&H):*
- Sarajevo, April 6, 2015,
  - Sarajevo, May 19, 2015.

In addition, a Strategy draft was shared with to BH Agency for Higher Education and Quality Assurance, whereby their opinion was obtained. Finally, the strategic document was thoroughly discussed among the IUS Board of Trustees members at their meetings as follows:

1. Sarajevo, June 12, 2015,
- 2, Istanbul, November 7, 2015,
3. Istanbul, December 5, 2015.

The Board of Trustees provided enormous qualitative input to this Strategy by analyzing the document and providing broad strategic directions. Foundation also provided support to Strategic Planning text regarding to financial issues.

### **2.3.2 Legislation Framework**

In the process of the Strategic Plan creation, the following documents were consulted:

1. EU Commission eleven (11) priorities for higher education;
2. Analysis of QA Trends in Higher Education in the EU, South-East Europe and Bosnia and Herzegovina, WUS Austria, June 2009;
3. Decision on the Criteria for Accreditation of Higher Education Institutions in Bosnia and Herzegovina (Official Gazette of BiH, No. 75/10);
4. Decision on the Addendum of the Decision on the Criteria for Accreditation of Higher Education Institutions in Bosnia and Herzegovina (Official Gazette of BiH, No.44/13;

5. Strategic Plan on Development of Higher Education in the Sarajevo Canton, 2010-2015<sup>1</sup>
6. Strategic Directions of Higher Education Development in FBiH, 2012-2022.
7. Inter-institutional agreements through Erasmus+ (2015-2021), MEVLANA.
8. Recommendations, Strategic Development of Higher Education and Qualification Standards, EU and Council of Europe (2015).

### **2.3.3 Implementation, Monitoring, and Evaluation**

Monitoring and fulfillment of the set strategic goals is defined in the *Procedure for Developing, Adopting, Monitoring and Fulfillment of the Strategic Goals* (2011). The aforementioned document allows for a possibility to renew or to update all the elements of the Strategic Plan in order to respond to new challenges and opportunities noted in regular self-evaluations at IUS. Any changes to this Strategic Plan are subject to approval by IUS Board of Trustees.

### **2.4 IUS's Strategic Challenges**

This plan assumes major challenges for IUS over the next five years, some external and some internal.

1. Intense competition for students—at all levels.
2. Limitations on tuition revenue. This will induce a need for stronger connections across programs and faculties to rationalize financial resources.
3. Intense competition for faculty. This will increase as IUS is set to grow further in the next 5 years.

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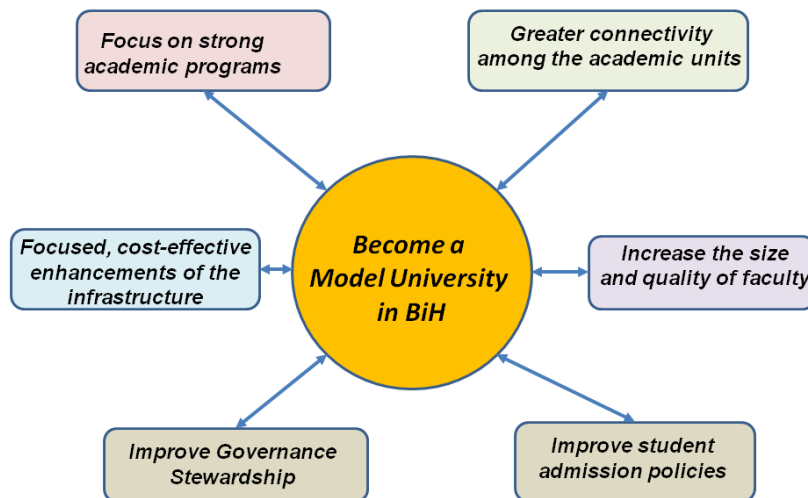
<sup>1</sup> Though this document is outdated, it provides long-term strategic directions in terms of HE development in the Sarajevo Canton

4. Increasing infrastructure costs (libraries, research facilities) of high-quality scholarship and teaching, making strategic choices necessary to determine where to invest limited resources and where to disinvest.

5. Unbalanced distribution of students among educational programs creates additional challenge to find ways for university wide access to the courses and possible creation of flexible paths that allow shaping of individual educational paths.

## 2.5 Broad Strategic Directions

Following are strategic themes that identify broad directions for responding to the challenges in IUS's changing external and internal environment. These themes are manifest in several objectives and actions proposed in subsequent sections of this plan: *Focus, Adaptability, Coordination, Efficiency.*



*To become more focused*, it is necessary to make difficult choices about which academic areas or units to emphasize and which to de-emphasize; what to keep and strengthen; what to downsize or eliminate. These choices need to be made while preserving IUS's original vision.

*To become more adaptable*, IUS's administrative arrangements and structures need to be more flexible, to be evaluated and changed on a continual basis, and to have fluidity so that they do not become set in stone.

*To introduce more coordination*, the institution needs more permeable boundaries and connectivity across academic fields, disciplines, programs, and academic units, so that both students and faculty can cross these boundaries or transcend them when opportunities to enhance academic excellence emerge and also to ensure that the university uses its intellectual resources efficiently and effectively.

*To be more efficient*, IUS needs to examine administrative structures and policies carefully, with an eye toward creating a tighter fit between our methods of accomplishing tasks and the institution's goals and aspirations. Greater focus and connectivity are essential to preserve and enhance academic excellence, greater adaptability and efficiency are especially critical to the stewardship of resources. Implementation of these broad directions would need to respect and affirm the longstanding principles of collegiality and shared governance.

## 3 Accreditation and University Ranking

### 3.1 Introduction

On its path toward excellence in education International University of Sarajevo is committed to quality assurance of its study programs. This plan proposes two courses of action: 1) obtain national accreditation of its study programs in accordance with current legislation framework and BH regulation and practice; and 2) obtain external accreditation of IUS study programs by an independent, qualified accreditation organization in accordance with internationally recognized higher education standards.

### 3.2 Objectives and Actions

**Objective 1:** Move IUS to first position in BiH and to among 1000 top universities in reputable ranking list of the world.

**Indicators:** Moved to first position in ranking list BiH and among 1000 top universities in reputable ranking list of the world.

**Actions:**

- a) Analyze available ranking list and criteria upon which they are formed, and propose list of actions and measures aiming in improvement of IUS ranking position.
- b) Explore possibilities to increase visibility of the University (optimization of official web site, dissemination of information on IUS research, project activities, etc.).

**Objective 2:** Accredit by an international accreditation agency at least 3 programs, one from each faculty (FENS, FASS and FBA).

**Indicators:** Completed accreditation of 3 study programs, one from each faculty (FENS, FASS and FBA).

**Actions:**

a) Make appropriate revisions in courses and learning outcomes across the university to realize core academic and personal competencies. *Academic Competencies:* disciplinary knowledge; critical thinking; communication skills; scientific and quantitative reasoning; self-directed learning; information literacy; engagement in the process of discovery or creation; *Personal Competencies:* multicultural competence; moral and ethical awareness; self-management; community engagement.

b) Form accreditation committees and select study programs to be accredited by an international accreditation agency.

c) In 2016 start process of accreditation by accreditation agency that is member of The European Association for Quality Assurance in Higher Education (ENQA).

d) Share accreditation experience among study programs by applying changes that will arise from accreditation process on all study programs simultaneously. In this way study programs will be ready for future accreditations.

**Objective 3:** Obtain recognition/accreditation of IUS diplomas in selected countries – 3 at least- (non-Helsinki and ENIC-NARIC signatories' countries.)

**Indicators:** IUS diplomas recognized by state bodies of the targeted countries.

**Actions:**

a) Make analysis and research on the target countries.

b) Research the procedures and processes (legal, financial and other) required for diploma recognition.



- c) Hire recruiting companies for IUS promotional activities in the target countries.
- d) Apply for recognition and follow up on application.

### **3.3 Conclusion: Accreditation and University Ranking Priorities**

Once accredited, the chosen study programs will forge the path for all current and future study programs offered by IUS. The expected spillover effect will increase the quality of the University as a whole. The Strategic Management Body defined by IUS Statute will closely monitor the Strategy implementation and provide steering of the actions towards improvement of the University ranking.

The Strategic Management Body will analyze the Key Progress Indicators (KPI) and submit Progress Reports on fulfillment of the Strategic Plan to the Board of Trustees twice per year, at the end of spring and fall semesters.

## **4 Faculty Excellence**

### **4.1 Introduction**

IUS has to renew the faculty ranks proactively, given anticipated high fluctuation of academic staff over the next ten to fifteen years. It is essential to anticipate intense competition for faculty and to design recruitment process that will result with the right people into the right jobs. This section emphasizes these issues.

### **4.2 Objectives and Actions**

**Objective 4:** Increase the size and quality of faculty in strategically important academic areas.

**Indicators:** Keep "student/academics ratio" to internationally accepted level. Study programs that are considered strategically important for the University will have priority. Implement new recruitment procedure that will ensure that the best candidates are chosen. Write six month performance report for all new staff.

**Actions:**

- a) Design a recruitment procedure which will ensure that the best candidates are chosen. Priority should be in recruiting anchor faculty and "rising stars" for each program.
- b) Improve faculty retention so they stay at IUS for at least 5 years (competitive hiring, promotion and evaluations).
- c) Empower departments by hiring qualified and sufficient number of academic staff in accordance with demand.

**Objective 5:** Develop and implement policies to retain highly valued faculty.

**Indicators:** Define a list of awards or benefits that will be offered to over-performing staff. Criteria for getting extra benefits have to be clear and measurable. Decision on granting extra benefits to over-performing staff will be made once per year at the end of calendar year. Invest carefully into new research facilities based on merit which have to include research record of staff that will use new facilities.

**Actions:**

- a) Enhance efforts to retain highly valued faculty by ensuring that they have strong support for their research, teaching, and public engagement.
- b) Make efforts to retain early- to mid-career faculty who are “rising stars” or highly promising or accomplished for their career stage.
- c) Link faculty benefits to performance as researchers and teachers that is determined by continually assessing process.
- d) Continue the publication of refereed journals at university.
- e) Encourage academic staff to publish their works in university publications (at least one in-house publication published by IUS per year.
- f) Publish the suitable graduate thesis (at least one publication per year)

**Objective 6:** Improve publications record (1-2 SCI or equivalent paper per professor per academic year)

**Indicators:** At least 1 SCI or equivalent paper per professor per academic year)

**Actions:**

- a) To make it more attractive, revise the incentives scheme for research and publication activities.
- b) Continue the use of the incentives schemes for papers (verbal, poster, video etc.) presented under the IUS name in national and international congresses.

**Objective 7:** Make policy for the academic staff to be able to spare more time for academic research, balancing the Educational and Research activities.

**Indicators:** Reduce teaching load for staff, if possible, who are active in research (at least one SCI publication per year), or are implementing externally funded projects that bring financial benefits for the University. Analyze and improve administrative procedures related to implementation of projects and research-related activities.

**Actions:**

a) Take actions to adjust faculty load in accordance with Higher Education Standards (MONKS).

b) Establish or strengthen administrative units and eliminate administrative barriers that may to impose unnecessary bureaucratic constraints on faculty.

**Objective 8:** Establish a budget for academic research based on the research relevance and productivity.

**Indicators:** Approved budget for the academic research.

**Actions:**

a) Make analysis on required budget for the academic research.

b) Propose the budget to Board of Trustees.

### **4.3 Conclusion: Faculty Priorities**

Hiring the best academic staff and keeping them at IUS for period longer than 5 years are the two highest priorities here. Across the next ten years, it is reasonable to expect a significant increase of new faculty to be hired. It is of critical importance to build a system which will ensure that these two priorities are fulfilled in the future.

## 5 Educational Excellence

### 5.1 Introduction

The emphasis of this section is (a) the excellence of faculty teaching, (b) international and public engagement aspects of education, and (c) the health and well-being of students. Faculty teaching is a component of the faculty excellence priority of this plan; involvement in international and public engagement experiences enables students to take full advantage of IUS's educational breadth; and health and well-being are foundations or pre-conditions for academic and life success. IUS has many outside-the-classroom educational and co-curricular activities (students clubs and associations) beyond those treated in this plan. While such existing strengths should be maintained and nurtured, this strategic plan argues that, for the next five years, the university should give special attention to enhancing faculty teaching, enriching opportunities in the international and public engagement arenas, and promoting students' overall health and well-being. The health and well-being of students deserve special attention, because increasing reports indicate that excessive stress is negatively affecting students' learning.

### 5.2 Objectives and Actions

**Objective 9:** Ensure consistent implementation of learning outcomes based curriculum.

**Indicators:** Define learning outcomes for three cycles of study programs. Learning outcomes have to be defined in a process that will include program and faculty staff, and finally evaluated by QA Office. Defined learning outcomes have to be approved by Faculty Councils. QA Office will monitor implementation of learning outcomes and advice staff in their preparation.

**Actions:**

- a) Make appropriate revisions in courses and learning outcomes to realize core competencies.

b) Be accountable for setting and defining Learning Outcomes (LOs) and provide its meaningful implementation, whereby the LOs are in line with National Qualifications Framework and/or the Framework for Qualifications of the European Higher Education Area.

c) Involve QA Office in all aspects of Learning Outcomes implementation and evaluation.

d) Make appropriate revisions in courses and learning outcomes to realize and set core competencies for all graduates:

- *Academic Competencies*: disciplinary knowledge; critical thinking; communication skills; scientific and quantitative reasoning; self-directed learning; information literacy; engagement in the process of discovery or creation;

- *Personal Competencies*: multicultural competence; moral and ethical awareness; self-management; community engagement.

**Objective 10:** Create a culture that supports excellence in teaching in all academic units.

**Indicators:** QA Office will revise assessment procedures and propose new measures that will improve quality of teaching. At least one workshop or seminar will be organized per year that will address topics of teaching and new pedagogies. Establish reward that will be given to best teacher and staff that promote pedagogical innovations. Revise current advising system and propose possible improvements.

**Actions:**

a) Keeping the academic staff per student ratio at the preferred standard. Also, reflect the need to cover disciplines that are offered at IUS.

b) Ensure that all academic units have a robust form of assessment that generates full information, includes some type of student feedback and peer assessment, and provides feedback to teachers that enables them to improve their teaching continually.

c) Organize workshops and seminars by QA Office to enable easy access to new pedagogies and “best practices” for being effective teachers.

d) Recognize and celebrate in new ways pedagogical innovation and strong teachers who are responsive to students and rigorous in their approach to teaching.

e) Ensure that academic leaders (deans and program coordinators) communicate clear expectations about the importance of teaching and advising, and that they hold programs and individual faculty responsible for demonstrating teaching effectiveness (e.g., rewarding excellent teaching in resource allocations and salary decisions).

f) Continue activities to develop international academic accreditation and cooperation

**Objective 11:** Increase the educational impact of international opportunities and experiences for staff and students.

**Indicators:** Establish active cooperation with at least one partner university that is internationally recognized. Increase staff exchange and students in both directions, from and in IUS, annually by at least 20% starting from 2015.

**Actions:**

a) Ensure that faculty participation and involvement in international programs (including study abroad) are sufficient to promote and sustain high-quality educational experiences for students.

b) Create inter-university collaborations with good universities abroad in order to foster two-way flows of students, while being selective about the number of such programs.

**Objective 12:** Promote the health and well-being of students as a foundation for academic and life success.

**Indicators:** Center for psychological support for students. Organize at least two seminar/workshop annually on topics that address student health and well-being. Invest into sport facilities. Support field trips organized by academic members.

**Actions:**

a) Promote a campus-wide culture in which asking for help is a sign of wisdom and strength.

b) Ensure that there are sufficient resources for proactive outreach and intervention and timely availability of services to students experiencing excessive stress or showing evidence of mental health issues.

c) Ensure that faculty, as teachers and advisors, recognize the importance of student health and well-being for learning, academic success, and general success in life.

d) Develop new ways to foster closer ties between faculty and students (e.g., through improved advising), and a stronger sense of community among students within and outside of their formal class work.

e) Develop more effective ways to ensure students have access to advising of high quality by, for example, developing “best practices” for faculty advisors, clarifying the appropriate role of faculty advisors, and making better use of the internet to compile information for students.

**Objective 13:** Strengthen the capacity of graduate and professional programs to recruit and educate a diverse body of the very best students.

**Indicators:** Increase number of high quality PhD students with fellowship. Re-design part of the web site that refers to graduate programs. Annually analyze impact of graduate programs in form of reports.



### **Actions:**

- a) Make fellowships more widely available to a well designed selection system for entering Ph.D. students, especially in disciplines or fields that are high in quality and important to the university.
- b) Develop a stronger, more organized web presentation on graduate education at IUS that highlights IUS's research infrastructure, its distinguished faculty, and the opportunities for collaborative and interdisciplinary work.
- c) Consolidate graduate fields or reorganize small fields into clusters if and when such reorganizations have a strong academic justification, create a "critical mass" of graduate students, and enhance the research of Ph.D. students.
- d) Develop regular mechanisms at the institutional level for assessing the quality and impact of graduate programs.
- e) Encourage faculty to actively involve undergraduates in their research projects.
- f) Consider commencement of enrollment to the Civil Engineering Program for the academic year 2016/2017
- g) Perform market research on opportunities for establishing new faculties, academic departments and centers in line with the demands in the region.
- h) Start enrollment of students to the newly established Faculty of Education.
- i) Develop attractive educational programs in addition to current programmes, to increase the vocational skills of our students.

### **5.3 Conclusion: Education Priorities**

Improving teaching, enhancing the diversity of the student body and nurturing student health and well-being are the priorities proposed by the Strategic Plan for the next five years. However, all of the objectives are important to improve in education area. IUS should strive for a commitment to excellence in teaching. This requires a university-wide cultural shift. Specifically: (1) Creating a culture of support for teaching across each and

every academic unit of the university, by consistently aligning symbolic signals, assessments, opportunities for innovation, faculty rewards and recognition, and the teaching components of graduate education.

## **6 Excellence in Research**

### **6.1 Introduction**

This section sets objectives and related actions that should result in raising the quality and stature of selected program to a position of academic leadership and of providing support for research in a strategic and cost-effective way. The latter is particularly important because of the increasing costs of research, the competitive environment for external support for research, and the financial pressures on areas with less potential for external funding (i.e., humanities and the arts).

### **6.2 Objectives and Actions**

**Objective 14:** Uplift at least one IUS program to position of leadership in its area.

**Indicators:** Study programs at IUS will make strategic plans for enhancing or achieving academic distinction and leadership. Better data, criteria, and procedures for evaluating and tracking the quality of research and creativity of academic units and study programs will be devised. Invest into programs that proved to have potential to become leaders in their disciplines or fields.

**Actions:**

- a) Identify and support programs that have potential to become leaders in their disciplines or fields.
- b) Develop better data, criteria, and procedures for evaluating and tracking the quality of research and creativity of academic units and study programs.
- c) Require programs to develop strategic plans for enhancing or achieving academic distinction and leadership.

d) Selectively invest in programs that demonstrate the greatest capacity to build on current strengths and achieve new intellectual heights in research and graduate education and disinvest in those with the lowest capacity.

**Objective 15:** Improve services for the administration and support of research grants (including government, foundation and industry funding).

**Indicators:** IUS will establish Project Management unit with experienced and competent head. The current financial accounting and administration system that support research and projects will be revised in order to make it better and more efficient.

**Actions:**

a) Identify and eliminate administrative barriers to successful competition for external funding.

b) Ensure that the regulatory requirements are adequately met, but be careful not to impose unnecessary bureaucratic constraints on investigators.

c) Establish clear expectations, qualifications, and competencies for research administrators and train or hire highly qualified individuals to serve in these roles.

d) Effectively participate in advocacy directed at funding agencies in support of the needs of higher education, principles of academic freedom, and capacities to conduct fundamental research.

**Objective 16:** Maintain and selectively improve the core infrastructures for research, including in particular libraries and shared research facilities.

**Indicators:**

**Actions:**

a) Assess how the university libraries are supporting the research and scholarship of faculty.

b) Examine and track the library needs of students and faculty to ensure strong services to support their academic work.

c) Review the university's investments in shared research facilities on a regular basis to ensure that these facilities maximize impact on the productivity and reputation of the university in national and regional domains.

d) When investing central resources to support shared research facilities, give priority to those facilities that have external matching funds and those that serve multiple research groups on and off campus in order to enhance IUS's academic stature.

e) Improve the laboratories and increase their utilities in academic research

f) Increase the equipment capacity of the laboratories

### **6.3 Conclusion: Research Priorities**

The Strategic Plan recommends three interrelated priorities for research. First and foremost is to selectively nurture and build national and regional leadership in at least one scientific area. Focus is needed in order to achieve this goal. Building innovative bridges across different programs at IUS may be critical (e.g., physical and life sciences, life and social sciences, humanities and the social sciences). This is a longer-term priority, whereas the next two address immediate problems or needs. Those immediate problems involve the university libraries, shared research facilities, and support for externally funded research grants. The university library and shared research facilities need special attention over the next five years because of financial pressures on these core infrastructures and the changing and varied needs across disciplines and fields. Given the prospective costs of such facilities, the university needs to be focused and strategic in how it defines and works to meet the current and future needs within and across disciplines and fields. Finally, it is important to make expeditious changes in how the university supports and administers external research grant funding (see relevant action items). Solving such problems should yield benefits in the form of greater external research funding that could offset the additional costs required.

## **7 Excellence in Public Engagement**

### **7.1 Introduction**

Public engagement points out to the proactive involvement of academic members, students, and staff designed to have an impact on the world outside the university, from local to global communities. It defines ways in which IUS's faculty, staff, and students make meaningful contributions to local, societal, and global issues (e.g., problems of environmental sustainability, health, and poverty), from participating in public dialogue or the performing arts to applied research and formal extension programs. Defining the university's outreach mission as "public engagement" is an important step towards fulfillment of the university mission.

### **7.2 Objectives and Actions**

**Objective 17:** Make public engagement a distinctive feature of education at IUS.

**Indicators:** Increase number of projects that will serve public. Engage Project Management Office in public engagement related activities. Collect all relevant information about public engagement/internship opportunities and publish it on IUS web site.

**Actions:**

- a) Explore and assess whether or how engaging the world can become a more integral component of educational programs across campus.
- b) Ensure that it is easy and efficient for students to become aware of and access information about public engagement opportunities (e.g., service learning, internships) that serve their educational goals.
- c) With industry cooperation programmes, increase the opportunities for internship while pursuing a degree

d) Within the framework of industry cooperation, analyze the needs of industry and offer employment guaranteed vocational programmes.

e) Develop better institutional mechanisms for coordinating off-campus, non-classroom teaching and field-based or service learning opportunities for faculty and students.

f) Evaluate the organizational structures through which IUS makes available internships, educational work opportunities, and other off-campus learning to determine how they can be improved.

g) Improve the promotional activities according to the outcomes of analysis done in the targeted regions.

h) Improve the webpage design and regularly update its content.

i) Examine the existing contracts and efficiency of the promotional-marketing activities in the target countries.

j) Take part in national and international educational fairs with the provision that academicians take part also.

**Objective 18:** Strongly connect public engagement to on-campus research and educational strengths.

**Indicators:** Make Alumni database and use it for finding new opportunities for public engagement/internship projects. Make cooperation with several schools in B&H in which academic staff will be engaged aiming helping and increasing quality of education in these schools.

**Actions:**

a) Support the graduates in finding work in Bosnia and Herzegovina, Turkey and in the region.

b) Devise a new internship system in addition to the current one.

- c) Promote and support collaborations between faculty and local schools that contribute to the quality of education in Bosnia and Herzegovina.
- d) Strengthen collaborations with IUS alumni in order to promote and enhance the public impact of faculty research on the world.
- e) Find new ways to work with IUS alumni to expand the opportunities of students to engage the world (e.g., through internships, having alumni speak in classes, etc.).
- f) Enhance activities of ELS and LLC so they are active throughout a year.

### **7.3 Conclusion: Public Engagement Priorities**

Public engagement refers to activities, formal and informal, with varied ties to academic strengths on campus. In the absence of an assessment, it is difficult to make firm judgments about which types of activities and programs are most important and which are less important for the future. The most immediate and fundamental issue, therefore, is expressed by "Objective 3" more specifically:

(1) Implement a rigorous assessment of the quality and impact of all public engagement programs with the purpose of deciding where to invest and where to disinvest in the future. This assessment should be framed by a broad, inclusive concept and definition of public engagement that gives particular weight to how well public engagement connects to the research and educational strengths.

(2) Make public engagement a more integral component of IUS education and research across campus. This may not apply equally to all programs, but it should be pursued where feasible and, again, with a broad, inclusive definition of public engagement. This should enhance the distinctiveness of education and research at IUS by taking better advantage of the fact that IUS is foundation university with a substantial public service mission.

(3). Providing guidance to the industry by becoming a supplier for their demands through technological innovations.

## 8 Staff Excellence

### 8.1 Introduction

Staff excellence is a critical component in virtually all of the university's academic and nonacademic activities. Staff are essential to achieving the central mission of the university. Many staff, in fact, have daily contact with students and contribute significantly to the overall educational experience of students (e.g., in career, health, counseling, and advising services). IUS's core values suggest the creation and maintenance of a workplace that provides respect, dignity, and fairness to all employees across all job classifications and units.

### 8.2 Objectives and Actions

**Objective 19:** Attract a talented and diverse workforce to IUS.

**Indicators:** Revise salary policy for administrative staff. Connect staff benefits to performance evaluation. Revise and improve Rule book on systematization of working places by defining skills and competences needed for each position and accurately define positions to reflect expected outcomes. Re-define organizational scheme by determining the exact decision makers and their responsibilities and tasks.

**Actions:**

- a) Reward staff who do additional duties and who continue to excel during difficult times.
- b) Clearly define skills and competences needed to excel in administrative positions and accurately define positions to reflect expected outcomes.
- c) Provide staff annual performance reviews that accurately and honestly assess performance in current positions and identify development plans for growth.
- d) Align annual and ongoing salary increase programs to performance, and maintain a clear focus on a total compensation philosophy that will attract and retain top talent.



- e) Create accurate position descriptions so that new hires understand their positions and see career opportunities for the future.
- f) Review and revise the managerial system (departmentalization, tasking).
- g) Determine the exact decision makers and their responsibilities.
- h) Plan troubleshooting, solution finding, evaluation and education meetings with the participation of academic and management staff.
- i) Make decisions regarding the academic staff, the managerial staff and the student body in a timely manner and in sufficient detail to the relevant party or parties.
- j) Realize activities that aim building an institutional culture.
- k) Empower both academic and administrative departments by hiring sufficient number of staff according to demand.

**Objective 20:** Be an exemplary employer across the entire spectrum of staff.

**Indicators:** Organize annually at least 2 courses/workshops/trainings for administrative staff. Establish award for distinguished members of administrative staff that will be awarded annually.

**Actions:**

- a) Recognize and celebrate the value and contributions of staff across all job groupings or classifications.
- b) Organize short courses and training to develop needed skills and competences by using university staff and infrastructure (in-house training plan).

### **8.3 Conclusion: Staff Excellence Priorities**

Quality of staff has impact on several key areas of university work. Staff support in managing educational and research processes in the University is of key importance. The way staff operate has a direct impact on the student experience. This implies that staff excellence

deserves attention and it must be integral part of overall strategic plan. The focus is on training and assessing staff work on regular basis. The University has to make well-thought plan how to provide needed training in order to enhance staff efficiency and quality work. In the same time, the rewarding system has to promote responsible and professional work at IUS.

## 9 Excellence in Organizational Stewardship

### 9.1 Introduction

Excellence in Organizational Stewardship defines processes and structures that manage, allocate, and monitor resources that are important to fulfill the university's academic mission. These are creating conditions for fulfilling the primary academic goals and strategic initiatives of the plan. This section begins with a set of general guidelines and then focuses on three resource areas: budget and finance; capital projects and physical facilities; and information technology.

### 9.2 Objectives and Actions

**Objective 21:** Create general guidelines for organizational stewardship.

**Indicators:** Number of targeted activities, staff self- evaluation reports especially within ISO 9001 tracking system.

**Actions:**

a) Make all staff aware of university strategic goals and align support operations with the core academic mission and university strategic plan by maintaining clear priorities, metrics for assessing them, and appropriate internal controls.

b) Develop and improve the skills of unit leaders to promote and manage change, especially given the need for continuous improvements in administrative and academic functions.

c) Support and, where feasible, strengthen informed, collaborative, and transparent decision making.

**Objective 22:** Improving quality management with continuous updates.

**Indicators:** Established system of quality assurance internal controls.

**Actions:**

a) Periodically analyze expenses with focus on possible optimization in budget processes.

b) Ensure that there are effective internal controls, sufficient transparency, and appropriate “checks and balances” to prevent excessive financial commitments and overspending.

c) Seek to balance the need for purchasing efficiencies through centralization with an allowance for flexibility and individual solutions necessitated by the diverse array of products and services utilized in academic units.

d) Ensure effective financial planning for construction projects, guaranteeing that budget effects, including ongoing facilities operations and maintenance costs, are known, understood, and agreed upon, and that a specific and approved funding plan is in place, before they are initiated.

**Objective 23:** Improving quality management with continuous updates

**Indicators:** Obtained certifications for ISO 10002 Customer Satisfaction System, SR 10 Responsibility Management System and ISO 31000 Risk Management System.

**Actions:**

a) Apply for ISO 10002 Customer Satisfaction System, SR 10 Responsibility Management System and ISO 31000 Risk Management System.

### **9.3 Conclusion: Organizational Stewardship Priorities**

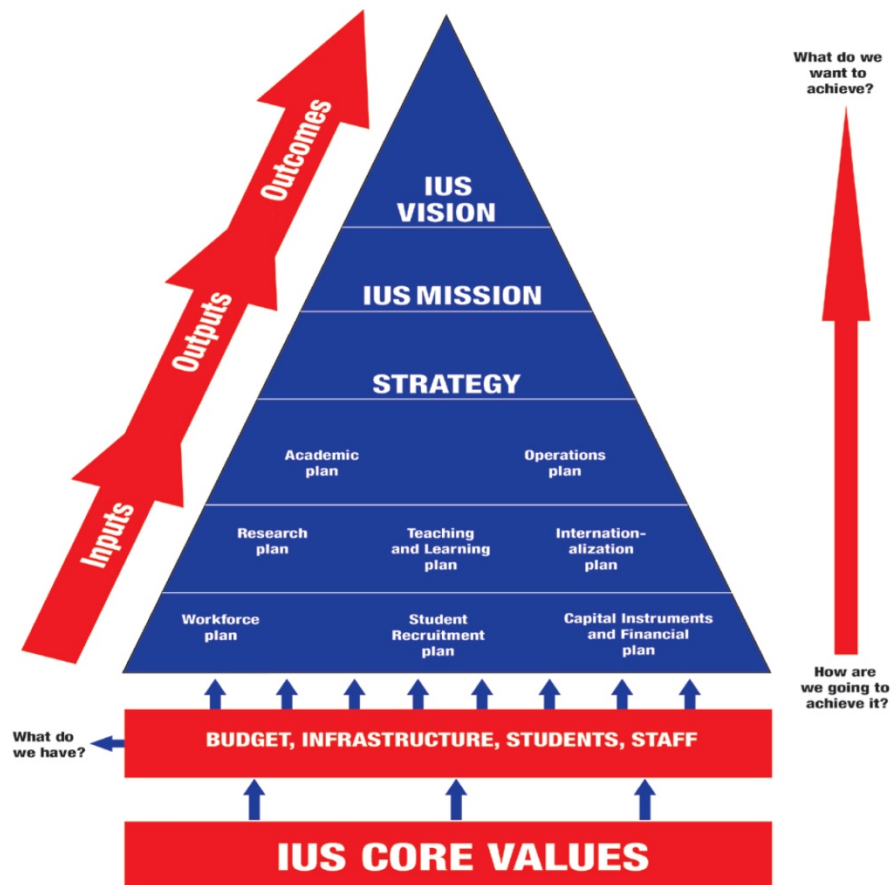
Stewardship is an important prerequisite for creating condition for academic excellence and crucial to generate resources for implementing priorities of this plan. Rigorous and effective stewardship of the university’s financial resources, with appropriate “checks and balances,” is critical to IUS’s ability to achieve its core mission. Adaptability and efficiency are the strategic themes of particular relevance to the effective stewardship of university resources.

## 10 Conclusion: IUS in period 2016-2021

IUS can succeed only if there is enough competent, highly motivated staff that will carry out these processes. It is especially important to improve faculty retention so that competent academic staff remain at IUS for at least 5 years. Administration staff excellence is equally important and it goes hand in hand with the faculty. The benefits of staff have to be linked to staff performance and evaluation results.

This strategic plan defines priorities, objectives and actions aiming to reach a new level in all fields of university life. It defines reachable and measurable goals that will guide IUS to its ultimate goal

*to become widely recognized as the best university in Bosnia and Herzegovina, and a model university for the interweaving of liberal education and fundamental knowledge with practical education and impact on societal and world problems.*



# APPENDICIES

# APPENDIX

## MASTER ACTION PLAN

Activities		TIME LIMITS ACCORDING TO ACADEMIC YEAR/SEMESTER										Key Activity Holders	Financial investments (ESTIMATION, BAM) for 5 Years
		2016		2017		2018		2020		2021			
		I	II	I	II	I	II	I	II	I	II		
<b>Objective 1.</b>													
a)	Analyze available ranking list and criteria upon they are formed, and propose list of actions and measures aiming in improvement of IUS ranking position.	X	X	X	X	X	X	X	X	X	X	Rectorate, QA	0 KM
b)	Explore possibilities to increase visibility of the University (optimization of official web site, dissemination of information on IUS research, project activities, etc.)	X	X	X	X	X	X	X	X	X	X	Secretary General	10.000 KM
<b>Objective 2.</b>													
a)	Make appropriate revisions in courses and learning outcomes across the university to realize core academic and personal competencies. <i>Academic Competencies</i> : disciplinary knowledge; critical thinking; communication skills; scientific and quantitative reasoning; self-directed learning; information literacy; engagement in the process of discovery or creation; <i>Personal Competencies</i> : multicultural competence; moral and ethical awareness; self-management; community engagement	X	X	X	X	X	X	X	X	X	X	Rectorate, Deans, Coordinators	0 KM
b)	Form IUS accreditation committee and select programs to be accredited by an international accreditation agency	X										Rectorate	0 KM

c)	In 2016 start process of accreditation by accreditation agency that is member of The European Association for Quality Assurance in Higher Education (ENQA).	X	X									Rectorate, QA, Deans, Program Coordinators	124.000 KM
d)	Share accreditation experience among study programs by applying changes that will arise from accreditation process on all study programs simultaneously. In this way study programs will be ready for future accreditations.	X	X	X	X	X	X	X	X	X	X	Rectorate, Deans, QA	0 KM
<b>Objective 3.</b>													
a)	Decide on what countries are of crucial interest for IUS	X										Rectorate, IR Office	0 KM
b)	Make a Plan of Action which focuses on each country specifically	X										Rectorate, IR Office	0 KM
c)	Apply for recognition in line with the above Plan	X	X	X	X	X	X	X	X	X	X	Rectorate, IR Office	5000 KM
<b>Objective 4.</b>													
a)	Design a recruitment procedure which will ensure that the best candidates are chosen. Priority should be in recruiting anchor faculty and "rising stars" for each program.			X	X	X	X	X				Rectorate, Deans	0 KM
b)	Improve faculty retention so they stay at IUS for at least 5 years (competitive hiring, promotion and evaluations).		X	X	X	X	X	X				Board of Trustee, Rectorate	Depends on how many new academics will be hired
<b>Objective 5.</b>													
a)	Enhance efforts to retain highly valued faculty members by ensuring that they have strong support for their research, teaching, and public engagement.		X	X	X	X	X	X	X	X	X	Rectorate	500.000KM



b)	Make efforts to retain early- to mid-career faculty who are “rising stars” or highly promising or accomplished for their career stage.			X	X	X	X	X	X	X	X	Rectorate, Deans	0 KM
c)	Link faculty benefits to performance as researchers and teachers that is determined by continually assessing process.		X	X	X	X						Rectorate, Deans	Depends on the incentives deserved according to IUS regulation
<b>Objective 6.</b>													
a)	To make it more attractive, revise the incentives scheme for research and publication activities.		X									Rectorate	0 KM
b)	Continue the use of the incentives schemes for papers (verbal, poster, video) presented under the IUS name in national and international congresses.	X	X	X	X	X	X	X	X	X	X	Rectorate	Depends on the incentives deserved according to IUS regulation
<b>Objective 7.</b>													
a)	Take actions to adjust faculty load in accordance with Higher Education Standards (MONKS).				X	X						Rectorate, Legal Department	0 KM
b)	Establish or strengthen administrative units and eliminate administrative barriers that may to impose unnecessary bureaucratic constraints on faculty.	X	X	X	X	X	X	X	X	X	X	Rectorate, Secretary General, Deans	0 KM
<b>Objective 8.</b>													
a)	Make analysis on required budget for the academic research.	X		X		X		X		X		Rectorate, Deans	0 KM
b)	Propose the budget to Board of Trustees.	X		X		X		X		X		Rectorate	0 KM
<b>Objective 9.</b>													

a)	Make appropriate revisions in courses and learning outcomes to realize core competencies.	X		X		X		X		X		Rectorate, Deans, Coordinators, QA	0 KM	
b)	Be accountable for setting and defining Learning Outcomes (LOs) and provide its meaningful implementation, whereby the LOs are in line with National Qualifications Framework and/or the Framework for Qualifications of the European Higher Education Area.	X		X		X		X		X		Rectorate, Deans, QA	0 KM	
c)	Involve QA Office in all aspects of Learning Outcomes implementation and evaluation.	X	X	X	X	X	X	X	X	X	X	Rectorate, QA	0 KM	
d)	<p>Make appropriate revisions in courses and learning outcomes to realize and set core competencies for all graduates:</p> <p><i>Academic Competencies:</i> disciplinary knowledge; critical thinking; communication skills; scientific and quantitative reasoning; self-directed learning; information literacy; engagement in the process of discovery or creation;</p> <p><i>Personal Competencies:</i> multicultural; moral and ethical awareness; self-management; community engagement.</p>	X	X	X	X	X	X	X	X	X	X	Rectorate, Deans	0 KM	
		X	X	X	X	X	X	X	X	X	X	X	Rectorate, Deans	0 KM
		X	X	X	X	X	X	X	X	X	X	X	Rectorate, Deans	KM
<b>Objective 10.</b>														
a)	Keeping the academic staff per student ratio at the preferred standard.							X	X	X	X	Board of Trustee, Rectorate	Depends on how many new academics will be hired	

b)	Ensure that all academic units have a robust form of assessment that generates full information, includes some type of student feedback and peer assessment, and provides feedback to teachers that enables them to improve their teaching continually.				X	X	X	X	X	X	X	Rectorate, Deans, QA	KM
c)	Organize workshops and seminars by QA Office to enable easy access to new pedagogies and “best practices” for being effective teachers.				X		X		X		X	Secretary General, QA	2000 KM
d)	Recognize and celebrate in new ways pedagogical innovation and strong teachers who are responsive to students and rigorous in their approach to teaching.									X	X	Secretary General, QA	0 KM
e)	Ensure that academic leaders (deans and program coordinators) communicate clear expectations about the importance of teaching and advising, and that they hold programs and individual faculty responsible for demonstrating teaching effectiveness (e.g., rewarding excellent teaching in resource allocations and salary decisions).			X	X	X	X	X	X	X	X	Rectorate, Deans, Coordinators	0 KM
f)	Increase number of publication items in the Library.			X	X	X	X	X	X	X	X	Rectorate	500.000 KM
g)	Obtain a full membership in European University Association (EUA).										X	Rectorate	40.000 KM
<b>Objective 11.</b>													
a)	Ensure that faculty participation and involvement in international programs (including study abroad) are sufficient to promote and sustain high-quality educational experiences for students.			X	X	X	X	X	X	X	X	Rectorate, Deans	0 KM

b)	Create inter-university collaborations with good universities abroad in order to foster two-way flows of students, while being selective about the number of such programs.			X	X	X	X	X	X	X	X	Rectorate, IR Office	0 KM
<b>Objective 12.</b>													
a)	Promote a campus-wide culture in which asking for help is a sign of wisdom and strength.	X	X	X	X	X	X	X	X	X	X	Rectorate, Secretary General	0 KM
b)	Ensure that there are sufficient resources for proactive outreach and intervention and timely availability of services to students experiencing excessive stress or showing evidence of mental health issues.	X	X	X	X	X	X	X	X	X	X	Rectorate, Secretary General, Deans	0 KM
c)	Ensure that faculty, as teachers and advisors, recognize the importance of student health and well-being for learning, academic success, and general success in life.	X	X	X	X	X	X	X	X	X	X	Rectorate, Deans, Student Centre, SACHS	0 KM
d)	Develop new ways to foster closer ties between faculty and students (e.g., through improved advising), and a stronger sense of community among students within and outside of their formal class work.	X	X	X	X	X	X	X	X	X	X	Rectorate, Deans, Student Centre, SACHS	0 KM
e)	Develop more effective ways to ensure students have access to advising of high quality by, for example, developing “best practices” for faculty advisors, clarifying the appropriate role of faculty advisors, and making better use of the internet to compile information for students.					X	X	X	X	X	X	Deans	0 KM
<b>Objective 13.</b>													
a)	Make fellowships more widely available to entering Ph.D. students, especially in disciplines or fields that are high in quality and important to the university.				X	X	X	X	X	X	X	Research Center	10,000 KM

b)	Develop a stronger, more organized web presentation on graduate education at IUS that highlights IUS's research infrastructure, its distinguished faculty, and the opportunities for collaborative and interdisciplinary work.				X	X	X	X	X	X	X	Rectorate, Secretary General	0 KM
c)	Consolidate graduate fields or reorganize small fields into clusters if and when such reorganizations have a strong academic justification, create a "critical mass" of graduate students, and enhance the research of Ph.D. students.				X	X	X	X	X	X	X	Rectorate	0 KM
d)	Develop regular mechanisms at the institutional level for assessing the quality and impact of graduate programs.				X	X	X	X	X	X	X	Rectorate, QA	0 KM
e)	Encourage faculty to actively involve undergraduates in their research projects.				X	X	X	X	X	X	X	Rectorate	30.000 KM
f)	Enrollment to the Civil Engineering Program for the academic year 2016/2017 will be assessed based on the student potential.		X									Rectorate	50.000 KM
g)	Perform market research on new departments.					X	X					Rectorate	0 KM
h)	Start enrollment of students to the newly established Faculty of Education.											Rectorate	0 KM
<b>Objective 14.</b>													
a)	Identify and support programs that have potential to become leaders in their disciplines or fields.			X	X	X	X	X	X	X	X	Rectorate	0 KM
b)	Develop better data, criteria, and procedures for evaluating and tracking the quality of research and creativity of academic units and study programs.			X	X	X	X	X	X	X	X	Rectorate, Deans, QA, Research	10,000 KM
c)	Require programs to develop strategic plans for enhancing or achieving academic distinction and leadership.			X	X	X	X	X	X	X	X	Rectorate	0 KM

d)	Selectively invest in programs that demonstrate the greatest capacity to build on current strengths and achieve new intellectual heights in research and graduate education and disinvest in those with the lowest capacity.						X	X	X	X	X	Rectorate	100.000 KM
<b>Objective 15.</b>													
a)	Identify and eliminate administrative barriers to successful competition for external funding.			X	X	X	X	X	X	X	X	Rectorate, Project Office Secretary General	5,000KM
b)	Ensure that the regulatory requirements are adequately met, but be careful not to impose unnecessary bureaucratic constraints on investigators.			X								Rectorate, Secretary General, QA	0 KM
c)	Establish clear expectations, qualifications, and competencies for research administrators and train or hire highly qualified individuals to serve in these roles.				X	X	X	X	X	X	X	Rectorate, Research Centre and Project Office	0 KM
d)	Effectively participate in advocacy directed at funding agencies in support of the needs of higher education, principles of academic freedom, and capacities to conduct fundamental research.				X	X	X	X	X	X	X	Rectorate, Secretary General, Project Office	0 KM
<b>Objective 16.</b>													
a)	Assess regularly how the university library are supporting the research and scholarship of faculty.		X	X	X	X	X	X	X	X	X	Rectorate, Secretary General	0 KM
b)	Examine and track the library needs of students and faculty to ensure strong services to support their academic work.	X	X	X	X	X	X	X	X	X	X	Rectorate	0 KM
c)	Review the university's investments in shared research facilities on a regular basis to ensure that these facilities maximize impact on the productivity and reputation of the university in	X										Rectorate	0 KM

	national and regional domains.												
d)	When investing central resources to support shared research facilities, give priority to those facilities that have external matching funds and those that serve multiple research groups on and off campus in order to enhance IUS's academic stature.	X										Rectorate	200.000 KM
<b>Objective 17.</b>													
a)	Explore and assess whether or how engaging the world can become a more integral component of educational programs across campus.				X							Rectorate, Deans	0 KM
b)	Ensure that it is easy and efficient for students to become aware of and access information about public engagement opportunities (e.g., service learning, internships) that serve their educational goals.				X							Rectorate, Deans, Student Center	0 KM
c)	Develop better institutional mechanisms for coordinating off-campus, non-classroom teaching and field-based or service learning opportunities for faculty and students.					X						Rectorate, Deans, Student Center	0 KM
d)	Evaluate the organizational structures through which IUS makes available internships, educational work opportunities, and other off-campus learning to determine how they can be improved.			X	X	X	X	X	X	X	X	Rectorate, Student Center	0 KM
e)	Improve the promotional activities.	X	X	X	X	X	X	X	X	X	X	Rectorate, IT	500.000 KM

f)	Improve the webpage design and regularly update its content.	X	X	X	X	X	X	X	X	X	X	Rectorate, Secretary General, IT, PR	0 KM
g)	Sign agreements for promotional-marketing activities in the target countries.				X							Rectorate	0 KM
h)	Take part in national of international educational fairs with the provision that academicians take part also.	X	X	X	X	X	X	X	X	X	X	Rectorate	30.000 KM
<b>Objective 18.</b>													
a)	Support the graduates in finding work in Bosnia and Herzegovina, Turkey and in the region.	X	X	X	X	X	X	X	X	X	X	Rectorate, Secretary General, Alumni	0 KM
b)	Devise a new internship system in addition to the current one.			X								Rectorate, Student Center	0 KM
c)	Promote and support collaborations between faculty and local schools that contribute to the quality of education in Bosnia and Herzegovina.				X							Rectorate, Secretary General, PR	0 KM
d)	Strengthen collaborations with IUS alumni in order to promote and enhance the public impact of faculty research on the world.					X						Rectorate, Student Center	0 KM
e)	Find new ways to work with IUS alumni to expand the opportunities of students to engage the world (e.g., through internships, having alumni speak in classes, etc.).				X							Rectorate, Student Center	0 KM
<b>Objective 19.</b>													
a)	Reward staff who do additional duties and who continue to excel during difficult times.	X										Rectorate	10.000 KM



b)	Clearly define skills and competences needed to excel in administrative positions and accurately define positions to reflect expected outcomes.		X									Rectorate	0 KM
c)	Provide staff annual performance reviews that accurately and honestly assess performance in current positions and identify development plans for growth.	X										Rectorate, Secretary General, QA	0 KM
d)	Align annual and ongoing salary increase programs to performance, and maintain a clear focus on a total compensation philosophy that will attract and retain top talent.						X					Board of Trustee, Rectorate	0 KM
e)	Create accurate position descriptions so that new hires understand their positions and see career opportunities for the future.					X						Rectorate	0 KM
f)	Review and revise the managerial system (departmentalization, tasking).						X					Rectorate, Secretary General	0 KM
g)	Determine the exact decision makers and their responsibilities.		X									Board of Trustee, Rectorate	0 KM
h)	Plan troubleshooting, solution finding, evaluation and education meetings with the participation of academic and management staff.	X	X	X	X	X	X	X	X	X	X	Rectorate, Secretary General	0 KM
i)	Make decisions regarding the academic staff, the managerial staff and the student body in a timely manner and in sufficient detail to the relevant party or parties.	X	X	X	X	X	X	X	X	X	X	Rectorate	0 KM
j)	Realize activities that aim building an institutional culture.	X	X	X	X	X	X	X	X	X	X	Rectorate	0 KM
<b>Objective 20.</b>													
a)	Recognize and celebrate the value and contributions of staff across all job groupings or classifications.	X	X	X	X	X	X	X	X	X	X	Rectorate, Secretary General	0 KM

b)	Organize short courses and training to develop needed skills and competences by using university staff and infrastructure (in-house training plan).	X	X	X	X	X	X	X	X	X	X	Rectorate	0 KM
<b>Objective 21.</b>													
a)	Make all staff aware of university strategic goals and align support operations with the core academic mission and university strategic plan by maintaining clear priorities, metrics for assessing them, and appropriate internal controls.	X	X	X	X	X	X	X	X	X	X	Rectorate	0 KM
b)	Develop and improve the skills of unit leaders to promote and manage change, especially given the need for continuous improvements in administrative and academic functions.	X	X	X	X	X	X	X	X	X	X	Rectorate, Secretary General	0 KM
c)	Support and, where feasible, strengthen informed, collaborative, and transparent decision making.	X	X	X	X	X	X	X	X	X	X	Rectorate	0 KM
<b>Objective 22.</b>													
a)	Periodically analyze expenses with focus on possible optimization in budget processes.	X	X	X	X	X	X	X	X	X	X	Foundation, Rectorate, Secretary General	0 KM
b)	Ensure that there are effective internal controls, sufficient transparency, and appropriate “checks and balances” to prevent excessive financial commitments and overspending.	X	X	X	X	X	X	X	X	X	X	Rectorate, Secretary General	0 KM
c)	Seek to balance the need for purchasing efficiencies through centralization with an allowance for flexibility and individual solutions necessitated by the diverse array of products and services utilized in academic units.	X	X	X	X	X	X	X	X	X	X	Rectorate	0 KM

d)	Ensure effective financial planning for construction projects, guaranteeing that budget effects, including ongoing facilities operations and maintenance costs, are known, understood, and agreed upon, and that a specific and approved funding plan is in place, before they are initiated.	X	X	X	X	X	X	X	X	X	X	Rectorate	0 KM
<b>Objective 23.</b>													
a)	Apply for ISO 10002 Customer Satisfaction System, SR 10 Responsibility Management System and ISO 31000 Risk Management System.									X	X	Rectorate, Secretary General, QA	30.000 KM

## APPENDIX STRATEGIC PLAN SUMMARY CHART

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**This Strategic plan puts forth an overarching aspiration for the IUS:**

*to become widely recognized as the best university in Bosnia and Herzegovina, and a model university for the interweaving of liberal education and fundamental knowledge with practical education and impact on societal and world problems.*

### **Achieving IUS 2021 vision will mean:**

*Focus on strong or potentially strong academic programs*

*Build greater connectivity among the academic units by developing new integrations, boundary-crossing structures, and productive synergies.*

*Increase the size and quality of faculty*

*Implement strategically focused, cost-effective enhancements of the infrastructure*

*Implement strategically focused changes to improve organizational processes*

*Improve student admission policies to attract larger number of the best and most dedicated students*

*The IUS Strategy 2016-2021 overarching ambition is to move IUS to the first position in BiH universities rank*

### **Between 2016 and 2021 we will:**

*Enhance institutional capacity to act as a unit, and mobilize all stake holders around selected goals.*

*Provide all students with an education that is innovative, distinctive, and of the highest quality*

*Enhance efforts to recruit, nurture, and retain a diverse faculty and an excellent, diverse staff*

*Strengthen the public engagement of the IUS education and research*

*Establish and maintain organizational structures and processes that promote and support academic excellence.*

### **To achieve these outcomes we will**

Move IUS to first position in BiH and among 1000 on the reputable university ranking list(s) of the world.	Obtain accreditation (by an international accreditation agency) at least 3 (three) programs, one from each FENS, FASS and FBA	Obtain recognition/accreditation of IUS diplomas in selected countries –3at least- (non Helsinki signatories countries).	Identify strategically important faculty deficiencies and develop multi-year hiring plans to increase the quality and size of faculty.	Give priority to recruiting anchor faculty and new Ph.D.s and “rising stars” for each program.	Improve faculty retention so they stay at IUS for at least 5 years (competitive hiring, promotion and evaluations).	Improve publications record  (1-2 SCI or equivalent paper/academics /year)	Make policy for the academic staff to be able to spare more time for academic research, balancing the Educational and Research activities
Explore possibilities for establishing a budget for academic research in the region respective to social and cultural	Identify and support programs that have potential to become leaders in their disciplines or fields.	Ensure consistent implementation of learning outcomes based curriculum.	Create a culture that supports excellence in teaching in all academic units.	Increase the educational impact of international opportunities and experiences for staff and students.	Strengthen the capacity of graduate and professional programs to recruit and educate a diverse body of the very best students.	Uplift at least one IUS program to position of leadership in its area.	Improve services for the administration and support of research grants (including government, foundation and industry funding).
Maintain and selectively improve the core infrastructures for research, including in particular libraries and shared research facilities.	Make public engagement a distinctive feature of education at IUS.	Strongly connect public engagement to on-campus research and educational strengths.	Attract a talented and diverse workforce to IUS.	Be an exemplary employer across the entire spectrum of staff.	Create general guidelines for organizational stewardship.	Improving quality management with continuous updates	Improving the social and cultural infrastructure for students, increasing the number of activities by improving dormitory facilities and supporting the formation of a strong team in a sport the student body has great interest.