



UNIVERSITY OF TUZLA MASTER PLAN

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Table of Contents

1. Introduction	3
1.1. Inclusion and diversity in higher education	3
1.2. Vision, mission and institutional assessment	4
2. The management of inclusive practice	4
2.1. Responsibilities and outcomes	6
2.2. Funding /finances	7
2.3. Admissions processes/outreach plans	7
2.4. Quality assurance of inclusive practice	7
3. Institutional support for inclusive practice	7
3.1. Faculty training/staff training.....	8
3.2. Support for learning (staffing/facilities).....	8
3.2.1. Establishing a competnet center for inter and transdisciplinary research and cooperation (CC) on the University of Tuzla.....	9
3.3. E-learning and technology	10
3.4. Spaces for learning/library and study facilities	10
4. Inclusive approaches to learning, teaching and assessment.....	11
4.1. Learning and teaching guidelines.....	11
4.2. The inclusive curriculum.....	11
4.3. Inclusive approaches to assessment/examinations.....	12
5. Additional information.....	12
5.1. References and websites.....	12
5.3. Ministry contacts.....	13
APPENDIX	14



1. Introduction

Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-regional Peer Learning / INCLUSION is Erasmus + KA2 project (No. 2016-3686/001- 001, 574139 –EPP-1-2016-1-AM-EPPKA2-C BHE-JP) whose implementation began in October 2016.

The project focuses on policy and practical implementation aspects of social dimension in higher education, at selected HEIs in Armenia and Bosnia and Herzegovina. It is a practical example of a comprehensive approach to include stages beginning with access to HE up to the transition to market. More specifically, the project aims at fostering access to/participation in and completion of higher education for persons from vulnerable/underrepresented groups.

The overall objective is to mobilize the HE capacity in Armenia and BiH in contributing to the implementation of the social dimension strategies through capitalizing on knowledge transfer.

One of the specific project objectives is development of a master plan for two HE sectors to foster contribution to implementation of social dimension strategies.

The master plan lays out three dimensions:

1. The management of inclusive practice;
2. Institutional support for inclusive practice, and
3. Inclusive approaches to learning, teaching and assessment.

Each of these dimensions includes certain segments for which the master plan envisages concrete measures.

1.1. Inclusion and diversity in higher education

Increased global interdependencies, ongoing democratisation of higher education, mass social movements, emergence of lifelong learning as a human right, are directly connected to the emphasis on inclusion and diversity in higher education. Higher education has gradually moved away from an elitist and exclusive towards a more democratic and inclusive model.

Inclusive educational model is not only concerned about widening participation. It is also about reorienting the mission, vision and values of educational institutions to better align them with core democratic principles. In this relationship, educational institutions have a valuable role to play in helping strengthen democracy. (P. Blessinger, Creating a culture of inclusion in higher education, 2016).

Inclusion in this project implies a process whereby the University responds to the individual needs of all students by enabling teaching processes, funds and resources to improve equal opportunities. Through this process, the University builds its capacity to accept all those interested from the community who want to attend classes and reduce all forms of exclusion on any ground (Sebba & Sachdev, 1997.; Booth and Ainscow, 1998). Therefore, inclusive education must be a general policy and practice deeply rooted in the curriculum rather than a specific intervention to address the problems of vulnerable groups.



1.2. Vision, mission and institutional assessment

The vision of the University of Tuzla is to conduct relevant activities within the integrated European higher education and research area. Furthermore, it aims to use the research and international achievements as a basis which would provide the students of all three cycles of studies with top-quality education, encourage fundamental research in the fields of natural science, technical science, biomedical and health sciences, biotechnical sciences, social sciences and humanities, thus becoming a major generator of development in the Tuzla Canton in all areas of life, economy, education, health, culture and sports.

The mission of the University of Tuzla is to continuously transfer and develop internationally recognized high-quality of research in the fields of science, art, and higher education in three levels of the Bologna cycle and lifelong learning, by generating, transferring and applying knowledge gained in various science fields and thus position the University (and maintain the position of) the leading higher education institution in the area of the North East Bosnia and Herzegovina and abroad.

In accordance with international instruments that BH ratified, University of Tuzla accepted the concept of non-discrimination as one of the basic principles. Having in mind the international obligation as well as professional qualifications of its staff, the University of Tuzla will direct a part of its activities to the harmonization and improvement of the existing legislative framework relevant for the issue of inclusion of underrepresented groups with respective international standards. University of Tuzla will, with respect to human resource capacities at its disposal, go towards the improvement of the position of students from underrepresented groups.

In order to raise the awareness of teachers and staff who work at the University of Tuzla with students from underrepresented groups, part of the activities will be focused on the modification of existing curricula, referring to the needs of satisfying international standards on inclusive education. Other activities will be focused on the creation of special programs in the field of methodology of teaching which should be adapted to the needs of the mentioned categories of students. UNTZ will participate in all the developmental, preparatory and execution activities by bringing in the wealth of experience in managing social dimension strategies. It will mobilize its students to support with the outreach activities, dissemination, fact-finding and awareness rising among the high school students.

2. The management of inclusive practice

Steering board of the UNTZ is in charge of:

- Adoption of an Annual Report of the University of Tuzla;
- Adoption of the Annual Financial Plan of the University of Tuzla;
- Decides about issues related to students standards;
- Giving guidelines for assessment policy
- Determines an amount of participation and scholarship at all three study cycles;
- Determining the price of services provided by Students Center;

Director of economic affairs of the UNTZ is in charge of:

- Participation in the process of adoption of the Financial Plan of the University of Tuzla;
- Making a decision of using financial, material and human resources at the University



Rector of the UNTZ is in charge of:

- Participation in process of adoption of the Annual Report;
- Determining the price of services provided by Students Center;
- Suggesting measures for promotion teaching process at the University

Senate of the UNTZ is in charge of:

- Adoption of Statute and other legal Acts;
- Adoption of list of obligatory textbooks, manuals and other literature that are used in teaching process, as well as during exams;

Vice-rector for teaching and students affairs of the UNTZ is in charge of:

- Promotion of measures related to regularity and quality of teaching process at the University;
- Coordinate activities related to teaching process and exams;

Dean of the UNTZ is in charge of:

- Managing of teaching process at the Faculty.

Vice-dean for teaching and students affairs of the UNTZ is in charge of:

- Preparing the schedule of lectures and exams;
- Controlling the teaching process at the Faculty.

Director of the students' center of the UNTZ is in charge of:

- Proposing changes and extensions of activities of the Students Centre.

Center for the support of students with special needs of the UNTZ is in charge of:

- Promote equal possibility for all students;
- Promote equal access to all academic programs and activities in higher education to students with special needs;
- Assist students with special needs during their education at the University.

Media center of the UNTZ is in charge of:

- Promoting the inclusive practice at the University.

Quality assurance office of the UNTZ is in charge of:

- Coordinating initiatives for improvement of development programs with the aim of continuous quality assurance and improvement;
- Realization of survey among students, academic and administrative staffs - analyzing students suggestions, as well as preparing measures in order to implement them;
- Training of academic and administrative staffs.

Students' association of the UNTZ is in charge of:

- Represent students at the University,
- Participate in the decision making process at the University.



2.1. Responsibilities and outcomes

- Adoption of an Annual Report of the University of Tuzla for period 2018-2019 - inclusive practice as a priority and condition for accreditation of HEI. (Steering Board; Rector)
- Adoption of the Annual Financial Plan for the University of Tuzla (Steering Board, Director of Economic Affairs)
- Organizing round table on students' standards at the University of Tuzla (Steering Board, Vice-Rector for Teaching and Students Affairs, Vice-Deans for Teaching and Students Affairs, Students' Association)
- Defining assessment policy for academic year 2018/2019 (Steering Board, Office for Teaching and Students Affairs, Faculty Council)
- Determine an amount of participation fees and scholarships in all three study cycles (Steering Board, Government of Tuzla Canton)
- Determining the price of services provided by Students' Center (Steering Board, Rector, Director of Students' Center)
- Implementation of measures provided by Quality Assurance Office (Senate, Rector, Vice-Rector for teaching and Students Affairs, Quality Assurance Office; Students Association; Faculty Council; Academic Staff)
- The initiative for amending the list of obligatory textbooks and manuals, as well as other literature which are necessary for realization of teaching process (Senate, Faculty Council, Office for the Teaching and Students Affairs; Academic Staff)
- Promotion of measures related to regularity and quality of inclusive practice in the teaching process at the University (Vice-Rector for Teaching and Students Affairs; Quality Assurance Office; Vice-Dean for Teaching and Students Affairs, Faculty Council, Academic Staffs)
- Initiating the adoption of the schedule of lectures and exams that will be acceptable for all student categories (i.e. working students) (Office for Teaching and Students Affairs, Vice-Dean for Teaching and Students Affairs, Students Association)
- Proposing the extension of activities of the Students Centre (i.e. extension of assistance to non-traditional students) (Director of Students Centre, Vice-Rector for Teaching and Students Affairs, Rector, Senate, Steering Board)
- Promoting equal possibility and equal access to all students, as well as the promoting activities of the Center for the support of students with special needs (Center for the support of students with special needs, Office for Teaching and Students Affairs; Media Center, Students Association, Academic Staffs)
- Promoting the inclusive practice at the University, as well as establishing partnerships with high schools and relevant state authorities (Media Center, Rector, Vice-Rector for Teaching and Students Affairs, Center for Quality Assurance, Center for the support of students with special needs)
- Training for the academic and administrative staff with the aim to implement the best inclusive practice from the EU HEIs (Quality Assurance Office, Center for the Support of students with special needs, Members of Inclusion project team, Office for Teaching and Students Affairs)
- Survey among students, academic and administrative staffs about measures which are necessary for inclusive practice in teaching process and exams (Quality Assurance Office; Center for the support of students with special needs, Office for Teaching and Students Affairs, Students Association, Academic Staffs)

- Promoting personalized approaches to the students (according to their needs) during the admission and teaching process (Office for Teaching and Students Affairs, Quality Assurance Office, Center for the Support of Students with Special Needs, Media Center, Students' Association)
- Promoting specific approach during the admission process (Faculty Council, Students' Services, Academic staff)

2.2. Funding /finances

University of Tuzla makes a proposal of the financial plan regulating the funds necessary for the implementation of all the activities at the University.

2.3. Admissions processes/outreach plans

Higher education at the University may be undertaken: full time, part-time or distance learning, or by combination two of these modes of studying. Enrollment in the first year of all of three cycles of studying is based on public call that is, according to the Law, announced by Senate.

Each Faculty at the University has its "Open Door Day" with the aim to promote itself and to introduce future students with Faculty's teaching process and program. During the Open Door Day students have the opportunity to visit the Faculty. University/Faculty staff organize brief presentation of our Teaching Plan and Program and all academic staff introduces their selves as well as their teaching courses. We use this Day as a great opportunity to present our results from many different competitions (Balkan Case Challenge, Moot Court Challenge etc). After all presentations and giving the answers, potential students get a chance to see our official rooms. Our target groups get all the necessary information about Open Door Day from the local TV and radio stations. Very important role in this process has Media Center of the University of Tuzla. Namely, this Center gives all information via official web-site.

Special measure that we use is public call to all secondary schools at our Canton with an aim to encourage them to organize visit to our Faculty.

2.4. Quality assurance of inclusive practice

Quality Assurance Office is in charge for coordinating initiatives for improvement of development programs with the aim of continuous quality assurance and improvement. Also, it realizes survey and evaluation among students, academic and administrative staffs - analyzing students' suggestions, as well as preparing measures in order to implement them. With the aim to promote equal possibility for all students and to improve personalized approach to all students, QA Office is in charge for training of academic and administrative staffs.

3. Institutional support for inclusive practice

The university must recognize the importance of lifelong learning in education and training, taking into account the processes of economic and political transition and, accordingly, the need to increase learning capacities. Focus is shifted to student and teacher interaction, which means that the dispositions, skills, knowledge and motivation of both teaching and administrative staff are to accept new approaches to the education of students from different socioeconomic and cultural environments which are key to changing the practice and thus the



outcomes.

3.1. Faculty training/staff training

In that order, following measures are proposed:

- Educate teaching staff about a wider concept of inclusion, and the need to respect inclusive ideology at the UNTZ (Project team, QA staff, Office for Teaching and Students Affairs, Center for the Support of Students with Special Needs (Faculty for Education and Rehabilitation))
- Include a few short educational texts through mail distribution to the teaching staff. In this way, the teaching staff would be introduced to the goals and importance of strengthening inclusion and opening up universities for all, and would be more willing to give lectures that will follow (Project team through the Office for Teaching and Students Affairs)
- Provide training in a way of applying inclusive practice, for each faculty in the time of the Faculty Council Meeting with the goal of delivering information to a large number of teachers (Faculty project team and QA coordinators for each faculty)
- Educate administrative staff on support options for under-represented groups and individuals who appear as potential students or those who are in need during the studies. Hold a lecture for all faculties (Project team,QA Office)
- Develop a brief comprehensive manual with detailed instructions on access, recognition and support for under-represented groups of students (Project team)

The faculties are relatively independent in designing and revising study programs. All programs have recently undergone certain changes caused by the implementation of the Bologna process. Although the curriculum has been elaborated so as to clearly state the competences and learning outcomes of each of the programs, ways of acquiring competencies, while respecting inclusive education, are still not fully included, and those who are properly represented are not respected. Social Inclusion should be an integral part of all programs, in theoretical and practical teaching.

In that order, following measures are proposed:



- Initiate respect for inclusive ideology while innovating the curriculum, in the way of giving different options for performing pre-examination and examinations. Commit faculties to decision-making (Project Team, UNTZ Students Association, Center for the Support of Students with Special Needs (Faculty for Education and Rehabilitation), UNTZ Senate)
- Create a mechanism for identifying specific student needs and a way to oblige teachers to respect them (Project team, Student services, QA staff, Center for the support for students with special needs (Faculty for Education and Rehabilitation))
- Inform the teaching staff about new ways of supporting students in an inclusive environment (Distribution through the Office for Teaching and Student Affairs of the UNTZ)
- Commit faculties to accept specific needs of the students, respect of the identification mechanism and support efforts within the faculty capacity (Project Team, UNTZ Legal Service, UNTZ Senate)

3.2.1. Establishing a competnet center for inter and transdisciplinary research and cooperation (CC) on the University of Tuzla

In a two-year preparation phase, the project team which was consisted of the University of Tuzla (Faculty of Education and Rehabilitation Sciences, Faculty of Medicine, Faculty of Philosophy), Ministry of labor and social policies of Tuzla Canton and non-governmental organization Vive Zene, have prepared elaborates about the needs and possibilities for strengthening the capacities of research, cooperation and innovation of teaching. The initiative and development of the CC is the result of the project activities funded by the Rectors' Conference of the Swiss Universities of Applied Sciences(KFH), Förderfonds FHNW, fondation 3FO and the program "Scientific cooperation between Eastern Europe and Switzerland "(SCOPES) Swiss national scientific fondation (SNSF).

All preparations have been made for the opening of the Center, which aims to encourage the development of research capacities, new models of cooperation and access to teaching, thereby contributing to an improved quality of life and social development towards an inclusive society. The CC will be a platform for exchanging and maintaining acquired knowledge, further developing research activities, strengthening research and associate competencies, building and expanding networks, implementing new teaching methods and approaches.

One of the important goals of the CC is innovation in teaching, with an emphasis on educating students about self-responsibility, self-initiative, and above all in the competencies of cooperation in order to be able to deal with the needs of society as future professionals. Therefore, a change from an authoritarian teaching approach to a participatory and resource-oriented didactic approach is required through:

- New models and forms of teaching and transfer of knowledge through the development of the application of participatory and interactive didactic instruments,
- Ensuring the integration of theory and practice, as well as
- Linking teaching and research by providing students with opportunities to participate in research projects and to make contacts and exchange with practice.

Competent center with its activities will be of use to individuals and institutions which are a part of the University and independent parties by contributing to inovations in solving social challenges. Positive development of the impact on the scientific world, practice, politics and education can be expected in view of improved competencies and their way of acting. CC provides a space for discourse between scientists and practitioners on new and important



issues, theories, methods of analysis, ICT technologies and mixed methods, as well as ethical aspects.

- Through the cooperative approach and education programs of CC, the competencies and expertise of individuals involved as scientists, practitioners or students will be improved in relation to new practice and research methods and approaches and co-production of comprehensive knowledge on the subject matter.
- The relation between theory and practice can be implemented on-site, which speeds up the learning process among all participants.

Competent Center will include all students where language support will be provided, academic writing support, for ICT support, for psychological support. These means of support are beneficial for many students (not only for students with Special Needs or students from underrepresented groups).

3.3. E-learning and technology

Distance learning as a modern form of education is an integral part of the global higher education environment. Some of the e-learning approaches aim to help individuals achieve their full potential and reduce inequality and disparity between individuals and groups. Particular importance is seen in overcoming the structural barriers related to difficulties with weak institutional networks (eg. limited or no opportunities in rural, poorly developed areas), transport problems, but also inadequate or non-existent infrastructure for students with special needs (eg. teaching aids adapted to students with visual or hearing impairment).

At the UNTZ, no distance learning methods have been used so far, and when it comes to this involvement, it represents the use of information and communication technology for the preparation and organization of teaching materials, tracking student attendance, continuous improvement of teaching staff.

In that order, following measures are proposed:

- Develop a strategy for introducing e-learning at UNTZ (Project team, QA center staff (IT Specialists))
- Adoption of the UNTZ strategy (Project team, UNTZ Senate)
- Determine the development phases of e-learning at UNTZ (Project Team, QA Center Staff (IT Specialists))
- Motivate teaching staff for inclusion in the preparatory phase of introducing e-learning through the preparation of teaching units in electronic form and on-line content (Project team, QA center staff)

3.4. Spaces for learning/library and study facilities

The University of Tuzla strives to maintain the level of functionality at all faculties by arranging and maintaining space. Despite design, some areas are a long-term constraint to the development of teaching and research activities, and in particular to the development of inclusive ideology, because they are dispersed at different locations in the city or are housed in rather old and inadequate buildings. The new campus building would have to solve this problem. But as long as a campus is not built, it is possible to establish a room for student learning and stay at a location that would be available to all students. In that order, following measure is proposed:



- Establishment and equipping of a room for student residence and learning (Project Team, Technical Service, Student Center, QA Center)

4. Inclusive approaches to learning, teaching and assessment

Inclusive learning and teaching comprise the ways in which pedagogy, curriculum and assessment are designed and delivered in order to engage students in learning that is meaningful, relevant and accessible to all. It reflects the standpoint that diversity stems from individual differences that can enrich the lives and learning of others. (Thomas, L, May, H., 2010).

4.1. Learning and teaching guidelines

The following measures are proposed:

- Further develop teaching and learning methods (an approach based on learning outcomes) (Office for Teaching and Student Affairs, Quality Assurance Office)
- Provide qualification and training opportunities for higher education teachers on working with diversity (Quality Assurance Office)
- Adopt a range of inclusive pedagogic approaches in order to use them effectively when planning lessons, workshops, seminars (good use of Power Point, provision of clear handouts, use of different discussion techniques) (Academic Staff)
- Involve discussions on individual students' needs in and out of the classroom (Academic Staff, Students' Association)
- Consider work placement opportunities and ensure all students are able to access them (Faculty Council)
- Integrate consideration on additional language classes/academic writing support, if required (Faculty Council, Senate, Students' Association)
- Consider involvement of educational trips and visits which will be affordable/accessible for all students (Students' Association, Faculty Council)
- Create inclusive teaching and learning environment (Faculty Council, Quality Assurance Office, Academic Staff)
- Provide multiple means of presentation (Academic Staff, Quality Assurance Office)
- Provide multiple means of action and representation (Academic Staff, Quality Assurance Office)
- Provide multiple means of engagement (Academic Staff, Quality Assurance Office)
- Provide options for optimizing motivation/self-regulation (Academic Staff, Quality Assurance Office)

4.2. The inclusive curriculum

The following measures are proposed:

- Integrate consideration of developing specific guidelines for curriculum design based on the learning needs of under-represented groups (Office for Teaching and Student Affairs)
- Integrate consideration of revisiting existing modules/programmes looking at inclusive practice (Office for Teaching and Student Affairs, Academic Staff, Student's Association)



- ### 4.3. Inclusive approaches to assessment/examinations

- Integrate consideration of connections between learning methods and the way of assessment (Academic Staff, Faculty Council, Quality Assurance Office, Senate)
- Provide alternative (student-friendly) ways of demonstrating knowledge (written, digital, physical) (Academic Staff, Faculty Council, Quality Assurance Office, Senate)
- Provide specific adjustments to exam procedure for students with special requirements (Academic Staff)
- Integrate consideration on staff evaluating their inclusive practice on regular basis (Academic Staff, Quality Assurance Office)
- Improve the awareness on a range of resources to help with the development of inclusive practice (Academic Staff, Quality Assurance Office)
- Provide syllabus evaluations on accessible practice and the support that we offer to students (Academic Staff, Quality Assurance Office, Center for the Support of Students with Special Needs (Faculty for Education and Rehabilitation))
- Consider involvement of students in identifying any learning barriers (Academic Staff, Students' Association)
- Provide the service on advising students on flexible study modes (Students' Service)
- Assess curriculum and semester schedules in terms of feasibility (Students' Association)

5.1. References and websites

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- inclusion
- students
- community
- learning
- management
- staff
- respect
- purpose
- approach
- feedback
- role
- hopeful
- vulnerable
- mutuality
- comprehensive
- disseminating
- tool kit
- public
- research
- partnership
- multi-stakeholder involvement
- specific objectives
- on the
- the
- community

- ### 5.3. Ministry contacts

- 13

APPENDIX

	<i>Activity</i>	<i>Deadline</i>	<i>Indicator</i>
1.	Defining admission policy reflecting inclusive approach.	July-September 2018.	Guidelines for students, approved admission policy, Open Door Day
2.	Making a proposal of the Financial Plan regulating the funds necessary for the implementation of all the activities at the University.	September 2018 - April 2019.	Approved Financial Plan
3.	Determine an amount of participation fees and scholarships in all three study cycles	July-September 2018.	Decision on participation fees and scholarships.
4.	Public call on the provision of services for students by Students' Center	September – October 2018.	Finalized process of the acceptance/support of students for respective services
5.	Organizing round tables on inclusive education at the University of Tuzla	December 2018.	Minutes of the meetings
6.	Adoption of the schedule of lectures and exams that will be acceptable for all student categories (i.e. working students)	September - October 2018.	Approved schedules.
7.	Establishment of the Competent Center for Inter and Transdisciplinary Research and Cooperation at the University of Tuzla (CC).	December 2018	Approved Elaborate on the establishment
8.	Promoting and providing equal possibility and equal access to all students (i.e. academic writing support), as well as the promoting activities of the Competent Center for Inter and Transdisciplinary Research and Cooperation at the University of Tuzla (CC).	February – March 2019.	Amended Guidelines for students, dissemination (UNTZ web site)
9.	Promoting the inclusive practice at the University, as well as establishing partnerships with high schools and other relevant stakeholders.	November 2018 – February 2019.	Memoranda of understanding and cooperation with respective institutions.
10.	Training for the academic and administrative staff with the aim to implement the best inclusive practice from the EU HEIs.	November 2018 October 2019.	Minutes of the trainings, dissemination via UNTZ web-mail
11.	Development of a questionnaire on inclusive education for staff and students	January 2019.	Data analysis

