

UNIVERSITY OF „VITEZ“ IN VITEZ



**DEVELOPMENT STRATEGY OF THE UNIVERSITY OF VITEZ
2019.-2027.**

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Authors:

Prof. Dr. Kadrija Hodzic, vice-rector

Prof. Dr. Lazo Roljić, dean of the Faculty of Information Technology (FIT)

Doc dr. Ibrahim Opohođaš, Faculty of Business Economics (FPE)

Mr. Adnan Pirić, Center for Quality Improvement

Amra Kraksner, Institute of University

White Paper by Jacques Delors - Important Guidelines for the Future of Education:

- Encouraging the acquisition of new knowledge
- Brining education closer to the business area
- Suppressing social exclusion
- Developing the ability to adequately use European languages
- Equating capital investment and investment in education.“

(European Commission, 1996)

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Background

1. Reasons and fundamental commitment for the development of the Development Strategy of the University of "Vitez" for the years 2018.-2027.

The accredited University / University "Vitez" (hereinafter UNI), during the second half of 2016 and the first half of 2017, launched *an internal dialogue about the prospects of its development as a basis for establishing the Development Strategy by 2025*. This dialogue was realized in the form of three preparatory workshops where the Rector, Vice-Rector, Deans and Vice-Deans, certain professors and associates appointed before their faculties, as well as representatives of the Center for Quality and the Institute of University took part. The fourth, final workshop was held on March 10, 2018 with participants of the expanded composition of the Senate of the University / University "Vitez".

In addition to the recommendations from the Final Report of International and Domestic Experts on Quality Evaluation and Quality Assessment and Recommendation on Accreditation of the University / University, as well as on the basis of the UNI Action Plan on the Implementation of the Institutional Accreditation Recommendations of the University, the workshops expressed a commitment to open up further perspectives on sustainability and development of the UNI as a small, open entrepreneurial university, which includes:

⇒ improving the quality of education and research, in this case adapting to the labor market, which implies *the satisfaction of the users - students* (education and training of students for solving complex challenges in the modern business world) and stronger involvement in *scientific and research projects* in the field of higher education development and quality assurance.

⇒ integrating into the European Higher Education Area through the application of common standards set by the Bologna Declaration, and through the intensive cooperation of UNI with universities in BiH, the environment, the EU and the world in general, as well as the business community in Bosnia and Herzegovina.

The workshops focus on UNI's basic concept as an open entrepreneurial university on the challenges of the labor market in BiH and the environment, focusing on:

- The quality and attractiveness of the teaching-scientific process to the UNI under the motto: **"What this University can offer, others can not"** (activities that distinguish the University and make it distinctive in the eyes of the user-students and the general public).

- **Partnership** (cooperation with universities in the environment and the world, participation in educational and scientific research programs in the EU, cooperation with the business community of BiH):

- **Lifelong learning**, starting with the promotion of the achievements of various scientific, professional and traditional provenances, short courses, summer schools and others.

2. Development Strategy of the University of "Vitez" for the period 2014-2027

The development strategy for the period 2019-2027, for the University of "Vitez", brings in the penultimate year of the previously adopted strategy. Namely, in August 2014, the University adopted *The Strategy of the University of "Vitez" for the period 2014-2020*. (hereinafter: the Strategy).

In the previous Strategy, in determining its strategic objectives, the University used a SWOT analysis, as well as identified problems and recommendations for addressing them. On this basis, five strategic objectives of the development of the University were defined:

- (1) ... quality education at all levels of study ... focusing on lifelong learning in line with the needs of the economy and the community;
- (2) ... developing scientific-research work, encouraging the development of the Institute for Scientific Research work through the development of scientific projects in cooperation with the economy and the community
- (3) ... a high level of organization and responsibility;
- (4) ... involvement in economic development and community development; assisting the transition to a knowledge-based society;
- (5) ... systematically and organically support the mobility of teachers and students.

In the implementation of the Strategy to date, within these five strategic objectives of the University, the following operational objectives have been met:

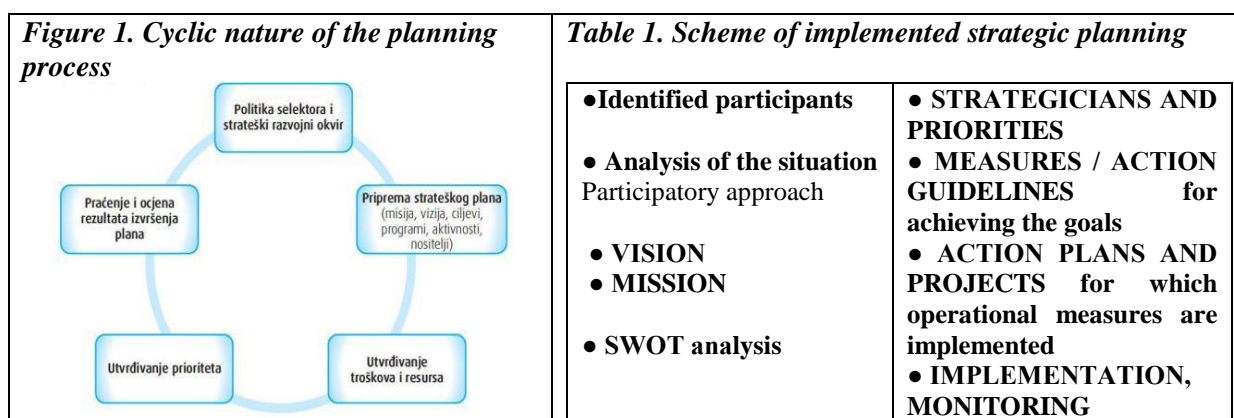
- in the context of cooperation with the economy: contracts have been concluded on the performance of professional practice,
- in the context of the reform of study programs: new directions were reduced or introduced at all faculties of the University / University,
- new modules of non-formal education have been introduced, which are specifically implemented in the Lifelong Learning Program,
- in the context of the image of the University - continuous organizational events such as conferences and round tables have been successfully implemented,
- attainment of institutional accreditation of the University.

Major changes from the social and institutional environment - negative demographic trends and preparations for institutional re-accreditation and accreditation of study programs - forced the University to a complete strategic turn. Namely, the necessity of strategic orientation **to the study programs** requires a completely different approach to the preparation and positioning of the University of "Vitez" in the upcoming upgrading of study programs at the faculties of the University. Therefore, instead of monitoring and upgrading the existing Strategy (2014-2020), a complete new Development Strategy for the period 2019-2027 was developed.

3. Methodological approach

The methodology for the establishment of the Development Strategy of the University of Vitez includes the principles of strategic planning, whereby the strategic plan represents an integrated set of strategic and operational objectives and activities that are needed to achieve the desired result in the future (defined as the "mission" and "vision" of the University).

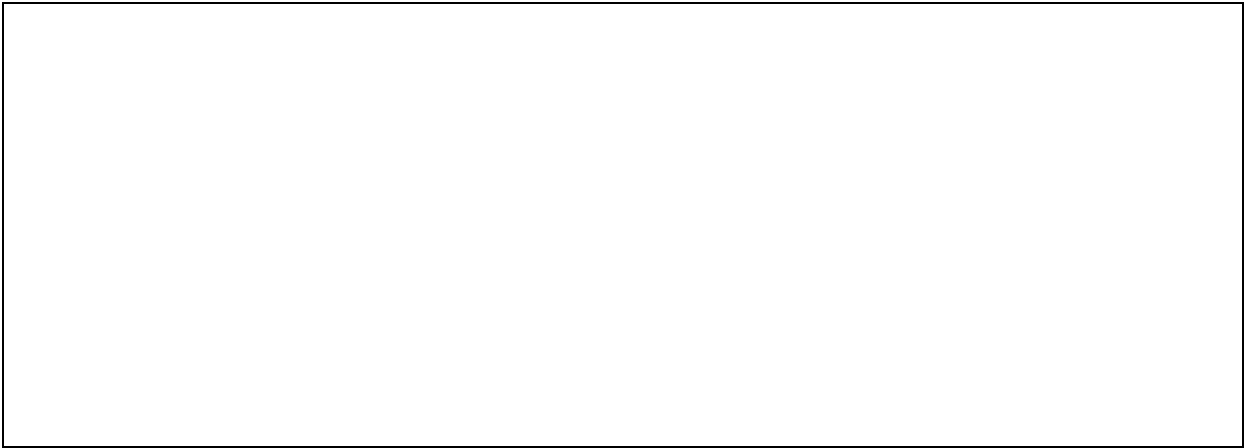
In the given methodological matrix, the participants of the strategic process were first identified, and the participants (students, teachers, assistants and external associates of the University) and externally (members of the Business Academic Council). Then, SWOT analysis of *the brainstorming* was carried out at the expanded session of the Senate of the University, as well as at the science-teaching councils of some faculties, based on which were the strategic directions and tasks derived from them.



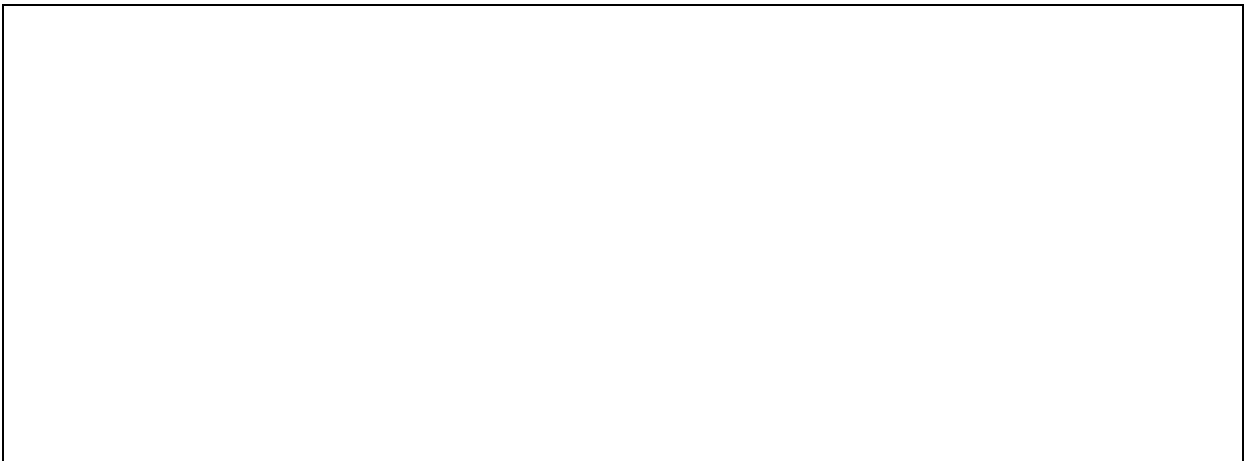
In the completion of the development process of the University Development Strategy, the Instructions for Strategic Planning for Public Universities of BiH were implemented, in which the following procedures are mentioned:¹

1. Preparation for strategic planning (identification of participants / organizations / communications)
2. Strategic framework
3. Defining mission and vision
4. Environmental analysis
5. Strategic issues and strategic goals
6. Strategic programs
7. Determining costs and relationships with the sub-budget process
8. Indicators for monitoring and evaluation
9. Establishment of criteria for prioritization of priorities
10. Creation of an action plan

¹Strategic planning for public universities in BiH, STINT, March 2017, available: www.ues.rs.ba/wp-content/.../Model-za-stratesko-planiranje.pdf



ABOUT THE UNIVERSITY OF „VITEZ“



1. LEGAL BASIS, HISTORY OF THE UNIVERSITY OF "VITEZ"

University "VITEZ" is a legally registered privately-owned educational-scientific institution. It operates under the laws of Bosnia and Herzegovina by the laws of Central Bosnia Canton / Canton Central Bosnia.

The headquarters of the university is located in two municipalities: in Travnik (Školska 23, 72270, Travnik) and Vitez, in order to change the seat, number: 051-0-Reg-12-000534, the headquarters of the University is at the Business Center 96-2, Vitez (info@unvi.edu.ba).

As a teaching-scientific, higher education institution the University of Vitez initially performed its activities on the basis of the Decision of the Ministry of Education, Science, Culture and Sports No. 03-38-8 / 08 of 30 January 2008, and on the basis of the Government's Consent for the Establishment of the Open University "Apeiron" Travnik (University's old name). As a legal entity registered at the Travnik Municipal Court no. 051-0-reg-08-000107 on 09.04.2008. The headquarters of the University is in Travnik, ul. Školska 23 Travnik 72270.

In its development, the University has undergone several phases. Work began as a department of the Pan-European University "Apeiron" Banja Luka. The Pan-European University "Apeiron" Banja Luka formed its departments in Travnik with the following dynamics:

1. Department Faculty of Business Economics 14.11.2005.
2. Department Faculty of Business Informatics 30.06.2006.
3. Department Faculty of Law 30.06.2006.
4. Department Faculty of Health Care 30.06.2006.

Departments of the Faculty of Business Economics, Faculty of Business Informatics and Faculty of Law in Travnik are transformed into independent faculties registered at the Municipal Court in Travnik on March 23, 2007. The Faculty of Health Care is organized independently on March 23, 2007. By establishing the Open University "Apeiron", faculties lose the status of a legal entity, and the University becomes the successor of all rights and obligations. The open University "Apeiron" Travnik has changed the name to the University "Vitez", Travnik on June 1, 2010, with the decision on registration no. 051-0-Reg-10-000347, and based on the Decision on the change of name, sign and logo no. OPU-IP-740/10 of 21.05.2010.

This Decision also defines the activities of the University, in accordance with the Standard Classification of Activities in the Federation of BiH ("Official Gazette of the Federation BiH", No. 47/10).

In 2014, a change in the name of the Faculty of Business Informatics and the Faculty of Health Care in the Faculty of Information Technologies and the Faculty of Health Studies was registered.

Study programs are in line with the Bologna process:

- 3 years: graduate study - first cycle I, II and III year
- 4 years: graduate study

- 2 years: postgraduate (Master's) studies - second cycle IV and V year
- 3 years: PhD study - third cycle VI, VII and VIII year

Masters studies involve one year of lectures, and the second year is the preparation and defense of the master's thesis. If a student has completed a four-year study at the Faculty, he is admitted to the 4th year of the studies as the first year of the master's degree program.

The PhD program encompasses one year of lectures and two years of work on doctoral thesis and her defense.

2. MEMBERS OF THE UNIVERSITY, THE FUNCTIONAL UNIT AND THE GOVERNING BODY

2.1 Members of the University

Four faculty members are active within the University / University: Faculty of Business Economics, Faculty of Information Technologies, Faculty of Law and Faculty of Health Studies, which have the following study programs of the **I cycle of studies** since 2018:

1. Faculty of Business Economics with study programs:

- 1.1. Entrepreneurial management
 - 1.2. Finance and accounting and auditing
- Diploma: Bacalaureat / Bachelor

2. Faculty of Information Technology with study programs:

- 2.1. Business Informatics
 - 2.2. Information technology
- Diploma: Bacalaureat / Bachelor

3. Faculty of Legal Sciences with study programs:

- 3.1. General law
 - 3.2. Criminal Financial Law
- Diploma: Bacalaureat / Bachelor

4. Faculty of Health Studies

- 4.1. Sisterhood
 - 4.2. Physiotherapy and work therapy
 - 4.3. Sanitary engineering
- Diploma: Bacalaureat / Bachelor

The university is pursuing a range of studies of regular, mentoring, extra-curricular studies, and distance learning studies (DL), that is, virtual studies in various scientific fields that are compatible with the above, and when it is compatible with the nature of studies, and a

combination of these methods of study.

The university, independently and with external associates, and within the framework of agreements with other academies and universities from the country and abroad, provides personnel, technical and organizational services for basic, master and PhD studies, and distance learning. The study program that organizes and performs two or several higher education institutions that have a work permit, a joint diploma (collaudatio)

DL studies are organized at three faculties: Faculty of Business Economics (two study programs), Faculty of Information Technologies (two study programs) and Faculty of Law (one study program).

Study of the **II cycle** according to the Bologna principles, ie. Master's degree is organized as a master's degree in the languages of the people of BiH. The II cycle study is organized at 4 faculties:

1. Faculty of Business Economics

- study program: Entrepreneurial management
- study program: Finance and Accounting

2. Faculty of Law

- study program: General law

The narrow specialization of the study program can be:

- state - legal module
- criminal-legal module
- property-legal module

3. Faculty of Information Technology

- study program: Business Informatics
- study program: Information Technologies

4. Faculty of Health Studies

- study program: Sisterhood
- study program: Physiotherapy and work therapy
- study program: Sanitary engineering

The master's study lasts four semesters or two years, and this is a logical continuation of the first cycle of study.

Study of the **III cycle**, doctoral study (PhD) lasts three years and is realized in two ways:

- a) Study at our faculties (except at the Faculty of Health Studies) and all directions in the languages of the people of BiH
- b) International Doctoral Degree Course: "International Business Administration Program" under the distance learning system - DL system and in English language.

So far, the University has had nine generations of completed first cycle students, 7 generations of second-cycle students and 3 three-generation students of the third cycle.

At the I cycle study, 1,875 students graduated in total, of which at the Faculty of Business Economics 810, Faculty of Law 240, Faculty of Information Technologies 339 and Faculty of Health Studies 430 students.

The study of the II cycle was completed by 210 students at the Faculty of Business Economics 99, Faculty of Law 28, Faculty of Information Technology 34 and Faculty of Health Studies 34.

The III cycle of studies was completed by 18 students: at the Faculty of Business Economics, 9 students and at the Faculty of Law, 1 student.

2.2 Functional Units of the University

Activities of functional units organized by the University "Vitez" are:

1. **The Library** - which performs systematic collection of library material from the scientific fields for which the University is a matrix and provides access to relevant electronic professional media and databases.

2. **The Laboratory for Information and Communication Technologies and Distance Learning** - provides for the functioning and maintenance of the University's information system, including the maintenance of the WEB portal of the University, the development of educational contents of distance learning systems, development of external software engineering projects, web and graphic design, and support the implementation of the University as an ECDL Test and Educational Center.

3. **Publishing Center** - provides logistic and documentary-legal support in the preparation for the publication of all editions of the University (textbooks and professional or scientific books published at the University) within the University's registration licenses as publishing houses, including the processing and obtaining of ISBN codes, and the activities of printing and copying books and other publications in the digital printing of the University. Also, the Center is intended for publishing a collection of papers for each faculty in particular, as well as a publication of graduate, specialist, masters and doctoral theses of students, teachers and associates of the University in paper and electronic edition.

4. **Institute of the University of "Vitez"**, which works in professional and scientific projects - elaborates and provides consulting services on a profitable basis.

5. **Center for Career and Education** - develops a database of the intellectual and professional abilities of each student, the modules of theoretical and practical knowledge they received and the established skills they have learned, in order to provide an organized and systematic mediation in the promotion of students of the University in the best companies and the institutions in the organization of working practice either in their further education and employment in the country and abroad. In the field of education, the Center is developing the

provision of educational services to companies and institutions, as well as the organization of panels, round tables, consultations, conferences and the like, on a profitable basis.

The Alumni Association is developing and operating within the Center for Career and Education.

6. **Center for Public Relations of the University** - provides student engagement in PR activities of the University in the form of internal practice.

7. **Sports Center of the University** - provides students with sports and recreational activities based on performed surveys (fitness, tennis, sports, etc.) for which the University provides material and professional support. The university also provides systematic training and support for its own sports teams and competitions.

2.3. Bodies of the University

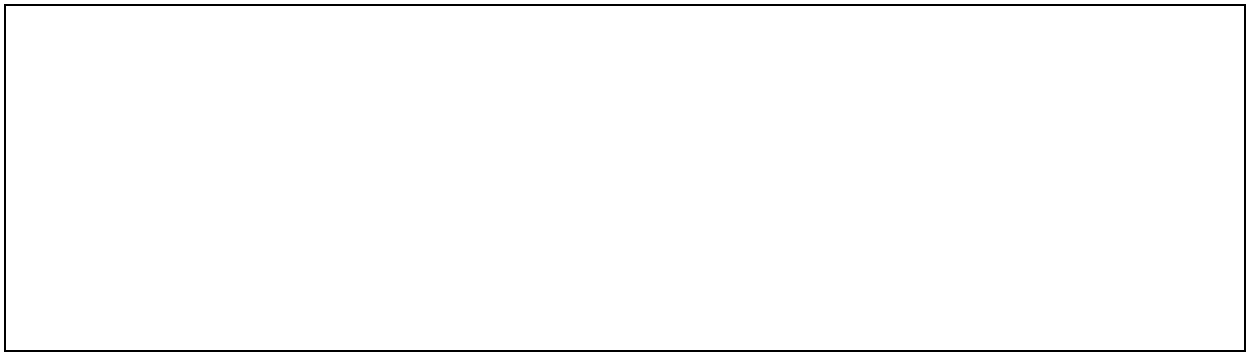
According to the Law on Higher Education of the Central Bosnia Canton, the bodies of the University are: the Steering Committee, the Senate and the Rectorate.²

The University's Rectorate is a unique business and economic entity whose internal structure is characterized by the business functions of the organizational units of the University. The Rectorate consists of: Rector and Vice-rectors, as well as the accompanying administration (Deans, Executive Director, Secretary General, Director of the Institute and Director of the Center for Quality). The Rectorate is the advisory body of the Rector. University "Vitez", if necessary, has rectors, as follows: Pro-lectors for teaching and student issues; Vice-Rector for Scientific Work and International Cooperation; Vice-Rector for Quality and Development.

The Senate of the University of "Vitez" consists of the Rector and Vice-Rectors of the University, deans and vice-deans for the teaching of the Faculty and other organizational units within the University, and one representative of teaching staff from each Faculty, the organizational unit of the University that is in employment, as well as one representative of students from the first and second educational cycle selected by the Student Parliament of the University. The President of the Student Union is also a member of the Senate. The Rector of the University by function is the President of the Senate.

Pursuant to the Agreement on the Establishment of the University of "Vitez", the Board of Directors of the University is formed. **The Steering Committee** has 9 members, of which 8 members are elected by the founders of the University, and one member is appointed by the Senate on the basis of a competition.

² Law on Higher Education SBK (Central Bosnia Canton), Official Gazette SBK (Central Bosnian Canton), number 4/2013, article 51.



POSITIONING OF HIGHER EDUCATION IN THE ENVIRONMENT



1. EXTERNAL ENVIRONMENT OF HIGHER EDUCATION INSTITUTIONS

1.1 Socio-political and institutional environment

Regardless of the axiomatic setting for which quality higher education and vocational training are crucial for the prosperous development of all communities, relevant research shows that the overall conditions of study in Bosnia and Herzegovina are not favorable, including very scarce investments for scientific research of about 0,05% of GDP from all levels of government. Higher education and vocational training in Bosnia and Herzegovina occupy 91st place out of 137 ranked countries (*The Global Competitiveness Report 2016-2017, World Economic*).

A great contributor to this is the political instability and unfavorable socio-economic conditions. Among the most pronounced negative consequences of such a situation for the academic community and society in general are extremely scientific and technological backwardness and extremely negative demographic trends which contribute to a decrease in number of students to the academic community year after year.

The legislative, institutional and strategic framework that adapts to the requirements of the EU integration process in terms of achieving European standards in the education and training system (www.mcp.gov.ba) is a pre-requisite. However, it is not sufficient for overall reform, modernization and quality improvement in the education system. In the annual reports of the European Commission on Bosnia and Herzegovina, it is regularly pointed out that little progress has been made in the field of education, and that "significant efforts are needed to improve the education system."

This particularly refers to linking education and the labor market in terms of improving the employment opportunities of young people within Bosnia and Herzegovina, but also beyond its borders. At the highest state summit, it is acknowledged that "sometimes reform activities do not approach the necessary extent in a systemic way, through concrete long-term educational development plans based on the needs of the real sector, innovative technologies and EU standards in the education sector." Formal education, not only in Bosnia and Herzegovina, but also globally, often can not keep up the speed requirements of the labor market for new expertise and occupations.

As a direct argument to prove the deficiency of the educational system, the high unemployment rate in the country is highlighted, so the first priorities of the education reform are harmonized with the needs of the employers and with the needs of the labor force in order to enable the economic recovery of Bosnia and Herzegovina.

Institutional frameworks of higher education at the level of Bosnia and Herzegovina

are ensured by the establishment and functioning of the Agency for the Development of Higher Education and Quality Assurance and the Center for Information and Recognition of Documents in the Higher Education Area. The agency conducted the first wave of institutional accreditations of universities in the country as an important step in adapting to the European educational area. "In cooperation with competent educational and other authorities, the Ministry of Civil Affairs initiated the development and adoption of a number of strategies that define different levels of education in detail, thus creating a necessary strategic framework for quality implementation of reforms. Strategic documents include all levels of education and are aligned with the processes of integration of Bosnia and Herzegovina into the so-called European educational area, primarily in terms of higher and secondary vocational education, and are based on the Bologna, Lisbon and Copenhagen Declaration signed by Bosnia and Herzegovina. The existing strategic documents need to be constantly innovated and aligned with the European Strategy for Smart, Sustainable and Inclusive Growth - EU 2020 and the South East Europe Development Strategy - SEE 2020" (<https://www.klix.ba>> News> BiH).

"Priorities of BiH authorities in the education sector are defined in the Stabilization and Association Agreement. Reform processes should focus on improving quality at all levels of education, implementing the Bologna system, ensuring access to all levels of education without any discrimination, and establishing better relationships with the labor market. It is a favorable circumstance that "the EU will continue to provide assistance to improve efforts and improve the overall education environment in Bosnia and Herzegovina through the resources of the Instrument for Pre-Accession Assistance (IPA II) and other EU programs, including ERASMUS."³

1.2. Saturation and fragmentation of the market of higher education institutions

The market of higher education institutions in Bosnia and Herzegovina is highly saturated and extremely fragmented.

According to the data of *the Agency for Development of Higher Education and Quality Assurance of BiH*, a total of 27 accredited higher education institutions operate in the higher education area of Bosnia and Herzegovina. Of these, 8 are state universities, and 6 universities and 13 high schools operate from private higher education institutions. The total number of students in all three study cycles in Bosnia and Herzegovina is approximately 95,000 (as of

³The EU has so far financed BiH's participation in education programs with close to 16 million euros and for employment with 7.5 million euros from IPA funds. An EU-funded project "Developing a Qualifications Framework for Lifelong Learning" was launched in May 2016 with a focus on three areas of action: qualification framework, quality assurance in vocational education and training and the financing of vocational education and training. This is another EU-funded project that directly focuses on the development of BiH's qualification framework in the field of non-formal education, non-formal learning and vocational education and training. "BiH needs a quality education reform for faster and easier ..., <https://www.klix.ba>> News>BiH

2017/2018). More than 60,000 students study in the Federation, while the number in the Republic of Srpska is 35,000 students.

The responses to the needs of the labor market, especially with the complicated fact that the higher education sector in Bosnia and Herzegovina is characterized by a "lack of a coordination model", which is more pronounced in the Federation of BiH, where there are 13 ministries responsible for the higher education sector. All this results in uncoordinated enrollment policies, which includes the challenges of *the Agency for the Development of Higher Education and Quality Assurance of BiH* to implement a course of unallocated competencies over the process of accreditation of the labor market university.

With its position in the Central Bosnia Canton, the University of "Vitez" has a favorable geographical location, as the headquarters are located in the center of Travnik which shows favorable micro location positioning.

In the immediate environment of the Central Bosnia Canton (SBK), a competitive higher education space, the University "Vitez" (with four faculties) shares this environment with two universities in Travnik, one collage in Kiseljak. In addition to these, competing faculties with the University of "Vitez" are universities and colleges in the wider gravitational area - Zenica-Doboj Canton, Sarajevo Canton and Herzegovina-Neretva Canton. Competitive higher education institutions in the vicinity of some hundred kilometers are:

Faculties at the University of Vitez	Faculty of Health Studies	Faculty of Information Technology	Faculty of Business Economics	Faculty of Law
Competitive Faculties				
International University of Travnik	-	Faculty of Informatics	Faculty of management	Faculty of Law
University in Travnik	Faculty of Pharmacy	-	Faculty of management and business economics	Faculty of Law
University of Sarajevo	1. Medical Faculty 2. Medical Faculty in English 3. Faculty of Health Studies	Faculty of Electrical Engineering	Faculty of Economics Business School	Faculty of Law
University of East Sarajevo	Medical Faculty	Faculty of Electrical Engineering	Faculty of Economics Pale	-
University School of Science and Technology, Sarajevo	1. Sarajevo Medical School 2. Faculty of Health Studies 3. Faculty for Pharmacy	1. Faculty of Computer Science 2. Faculty of Information Systems	Faculty of Economics and Business	-

International "Burch" University	-	Faculty of Engineering and Natural Sciences	Faculty of Economics and Natural Sciences	-
American University in Bosnia and Herzegovina	-	Faculty of Information Technology	Faculty of Economics	Faculty of Law
University in Mostar	Medical Faculty	Faculty of Mechanical Engineering and Computing	Faculty of Economics	Faculty of Law
University of „Džemal Bijedić“, Mostar	-	Faculty of Information Technologies	Faculty of Economics	Faculty of Law
Collage "Logos" , Mostar	-	-	Business Economics	Law and Finance
Collage CEPS - "Center for Business Studies", Kiseljak	Health Studies	Information Technology	Business Economics	-

In such a saturated and competitive higher educational space, the successful and prevailing higher education institutions are ones which are able to provide high quality – higher quality of teaching, space, connection with the existing and future labor market. With such quality, the target function of an acceptable number of students at the University of "Vitez", as a small entrepreneurial university, is 550 students, or 200 new students at the first and second cycle of studies yearly.

2. DEMOGRAPHIC TRENDS

2.1. Alarming signs - lack of students

Demographic "emptying of space" of Bosnia and Herzegovina, as well as all countries in the Western Balkan region, is one of the biggest development challenges for these countries. According to statistical findings, the demographic picture of Bosnia and Herzegovina is decisively influenced by the negative natural increase and emigration of the population. Negative trends, especially those that show that BiH has only in the last four years (2013-2017) lost nearly 200,000 inhabitants (of which 150,000 displaced). Consequently this warns of the possibility that in the next ten years there may be a decrease by half a million inhabitants.

For educational institutions, these trends indicate an ever-decreasing capacity of the school and student population.⁴ Considering the present and future decreases in the size of generations, it is quite realistic to expect that the number of candidates with interest,

⁴ According to data from the Federal Bureau of Statistics, at higher education institutions in the FBiH in 2016./2017, 27,946 students were enrolled, which is 9% less compared to the academic year 2015/2016. year. At public universities, the decrease was 9.6% on private 6%. See: <https://www.klix.ba>> News> BiH from April 12, 2018

competences and payment opportunities for enrollment in higher education will be further reduced.

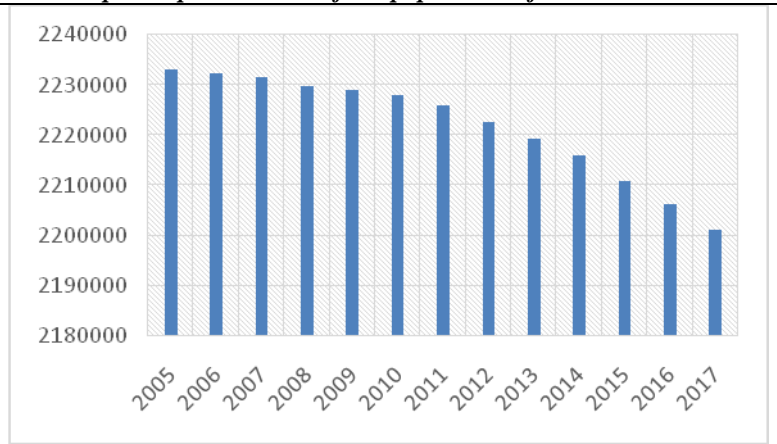
2.2. Demographic conditions and trends in the Federation of BiH

In the Federation of BiH, the post-war declining trend has lasted for the last thirteen years. Demographic capacity reduction in 2017 is the index of 98.5 (according to the index of 100.0 in 2005).

Table 2. Number of inhabitants in FBiH 2005 – 2017

Year	Number of citizens	Base index
2005	2.233.167	100,00
2006	2.232.376	99,95
2007	2.231.548	99,92
2008	2.229.787	99,84
2009	2.229.072	99,81
2010	2.228.027	99,77
2011	2.226.011	99,67
2012	2.222.587	99,52
2013	2.219.220	99,24
2014	2.215.997	99,23
2015	2.210.994	99,00
2016	2.206.231	98,79
2017	2.201.193	98,54

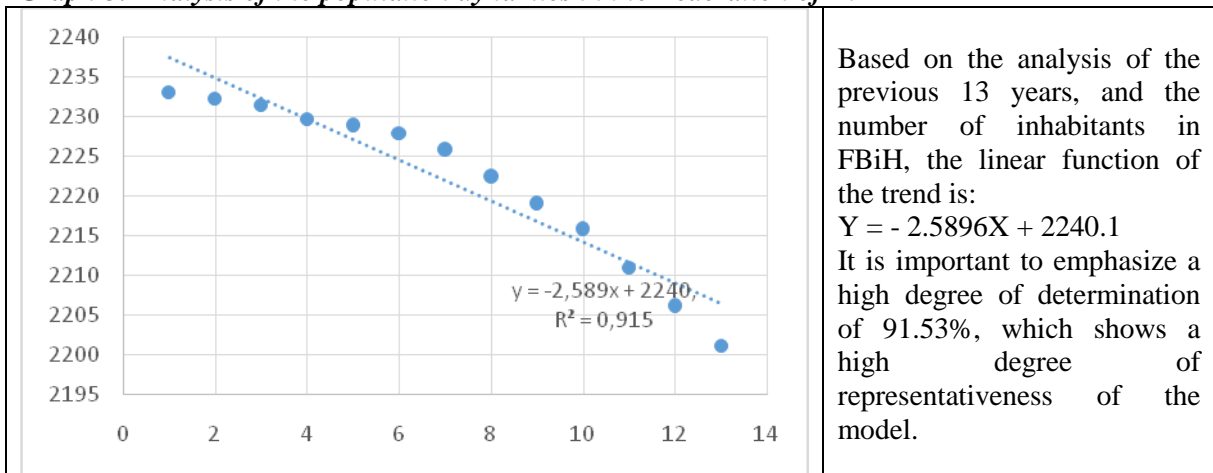
Figure 2. Graphical presentation of the population of the FBiH 2005 - 2017.



Source: Federal Statistical Office

Within this 13-year period, where the Federation of BiH reduced the population by 1.5% of the total population, two trends are noticeable. The first, in the period 2005-2013, in which the number of inhabitants decreased by 0.43%, and others with even more unfavorable trend, in the period 2013-2017, in which 1.12% of the total population was lost.

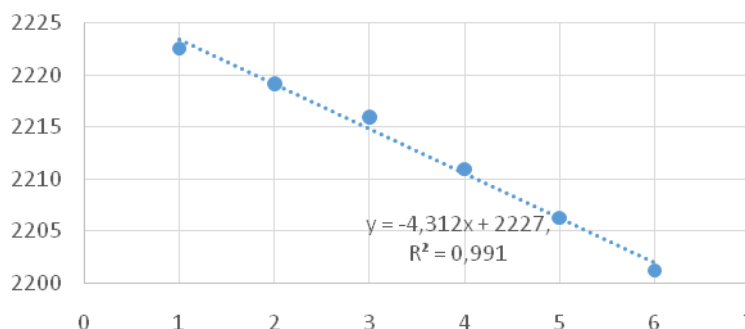
Graph 3. Analysis of the population dynamics in the Federation of BiH



On the basis of previous budgets, a demographic trend forecast in the following years was carried out according to the following reviews:

Table 3. Number of citizens forecast

Year	Number of citizens forecast
2018	2.203.845
2019	2.201.256
2020	2.198.666
2050	2.018.388

Grafikon 4. Prognoza kretanja stanovnika na osnovu zadnjih 5 godina

According to the previous survey, a further decrease in the number of inhabitants is expected.

If the decrease continues with the intensity of the previous trend (2005-2017), then by 2050 we can expect that the number of the population of the Federation of BiH will be reduced by more than 100 000.

However, it should be noted that the emigration or migration of the population has intensified over the past 5 years, and the sample has been in the last 13 years, where for the first eight years of the sample we have a minimal decrease in the number of inhabitants, it can be concluded that this analysis was performed on optimistic data. If the analysis is applied for the last 5 years, in which there is a more intensive decline in the number of inhabitants, the trend for the next period is significantly more pessimistic.

Based on the analysis of the previous 5 years, and the movement of the population in the Federation of BiH, the linear function of the trend is: $Y = -4,3126X + 2227,8$.

It is important to emphasize the extremely high degree of determination of 99.14%, which shows a high degree of representativeness of the model. Therefore, the forecast that will be presented in the following table can be considered extremely reliable.

Table 4: Population based on the analysis of the last 5 years

Year	Population forecast
2018	2 187 611
2019	2 183 299
2020	2 178 986
2050	2 000 608

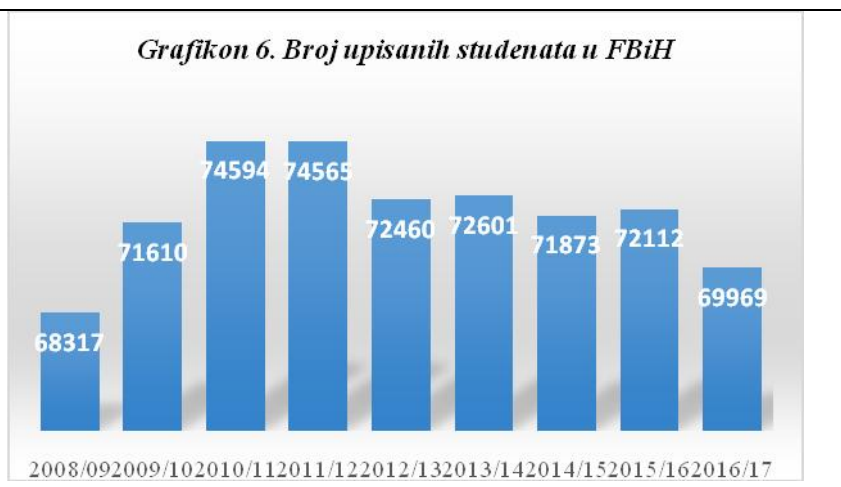
Analiza podataka pokazuje da se već naredne godine može očekivati odlazak novih 15.000 stanovnika, a do 2020 godine broj stanovnika bi mogao biti manji i za 25.000 u odnosu na 2017 godinu. Ako se iseljavanje nastavi ovim tempom, gdje se ne uzima u obzir veliki pad broja rođenih i rast broja umrlih, broj stanovnika do 2050 godine se može očekivati da bude 2 miliona, što je u odnosu na 2005. godinu manje za skoro 250.000 stanovnika.

2.3 Student enrollment trends in the Federation of BiH

In the following reviews, the number of enrolled students for the period 2008-2017 is presented. The presented data are analyzed by dynamic analysis, where the number of enrolled students is forecast for the next three years.

Table 5. Number of enrolled students in the Federation of BiH

Year	Number of enrolled students
2008/09	68.317
2009/10	71.610
2010/11	74.594
2011/12	74.565 – decline
2012/13	72.460
2013/14	72.601
2014/15	71.873
2015/16	72.112
2016/17	69.969

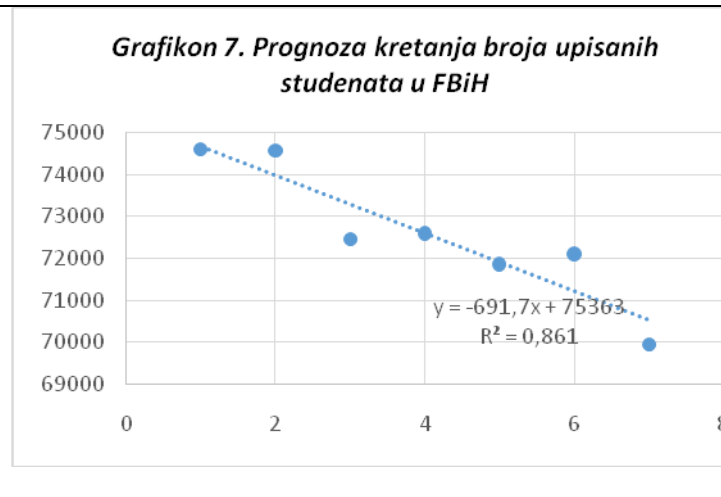


Based on the analysis of the previous 9 years, and the number of enrolled students in the FBiH, the linear trend of the trend is: $Y = -691.71 + 75363$

The representativeness of the model is quite high, it is 86,18%, which shows a high degree of agreement and accuracy of the model. Therefore, the forecast that will be presented in the following table can be considered highly reliable.

Table 6. Forecast of the number of enrolled students in FBiH

Year	Number
2018/19	69.829
2019/20	69.138
2020/21	68.248



Therefore, it is to be expected that the number of enrolled students in the Federation of BiH will continue to decline, which is a decrease in the number of enrolled students for approximately 700 students for each of the following three years. By 2020, the number of enrolled students will amount to 68,000 (for example, 2010/11 year with nearly 75,000 enrolled students).

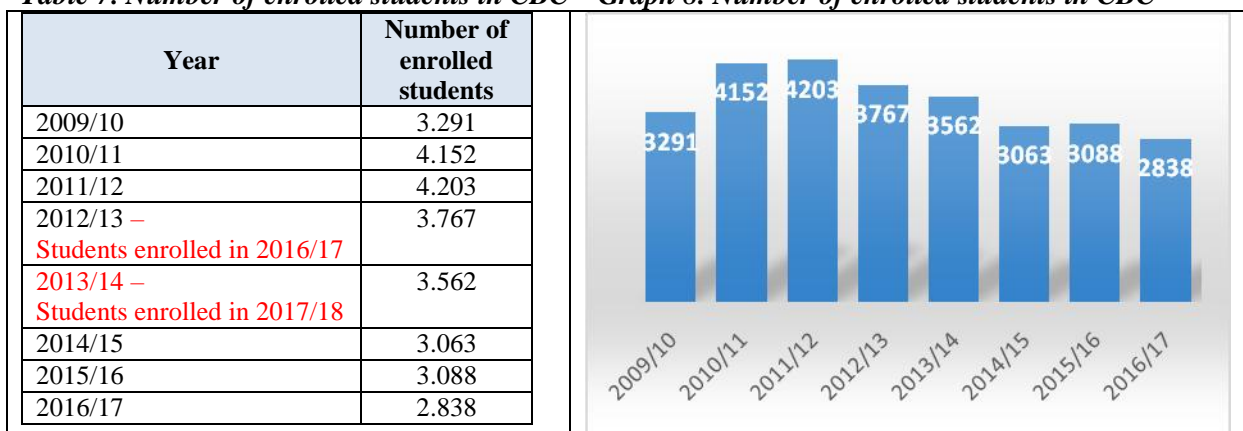
2.4. Student enrollment trends in the Central Bosnia Canton of BiH

The status and trends of students enrolling in the Central Bosnia Canton (CBC) are looked at through the dynamics of enrolled students in secondary schools and the dynamics of enrolled students at faculties in this canton, taking into account the mass departures of young people from Bosnia and Herzegovina.

a) Dynamics of enrolled students: trends and forecasts

From 2009/10 to 2011/12 school year, the number of enrolled students was noticeable. After 2011/12 comes the opposite trend, the number of enrolled students begins to decline. Compared to 2011/12, a decrease of 33% was recorded in 2016/17. Also, it should be emphasized that students enrolled in secondary school 2013/14 were enrolled in the faculty this year. According to this data, the number of students for the next year is lower by 15%.

Table 7. Number of enrolled students in CBC **Graph 8. Number of enrolled students in CBC**

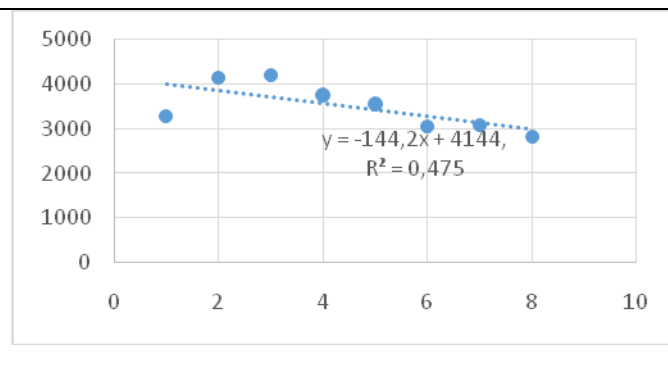


Based on the analysis of the past 8 years, and the movement of the number of students enrolled in CBC, the linear function of the trend is: $Y = - 144,24X + 4144,6$

The representativeness of the model is medium high, amounting to 47.57%, indicating the average degree of agreement and accuracy of the model. Accordingly, the forecast to be presented in subsequent reviews may be considered as medium-sized, or reliable up to 50%.

Table 8. The forecast for the enrolment of students in secondary education

Year	Number of enrolled students
2018/19	2.702
2019/20	2.582
2020/21	2.482



It is therefore to be expected that the decrease in enrollment of children in secondary education in CBC will continue. The data that certainly worries that 4,200 students were enrolled in secondary schools in CBC in 2012, and that in 2020, this number is expected to be less than 2,500.

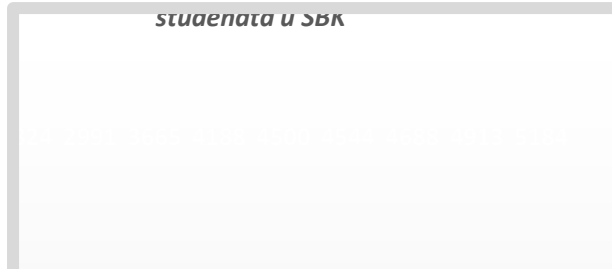
b) Dynamics of enrolled students: trends and forecasts

Since 2008/9 school year, there has been a steady increase in the number of enrolled students in the CBC. Growth was more intense by 2012/13 school year, after which growth was considerably reduced. The growth of enrolled students was achieved despite the constant decline in the number of students. This seemingly expressed paradox is explained by the fact that universities in the CBC area are attractive for students from the Federation of BiH, and Bosnia and Herzegovina as a whole.

Table 9. Number of enrolled student in CBC

Year	Number of enrolled students
2008/09	1.824
2009/10	2.991
2010/11	3.665
2011/12	4.188
2012/13	4.500
2013/14	4.544
2014/15	4.688
2015/16	4.913
2016/17	5.184

Grafikon 9. Kretanje broja upisanih studenata u SBK

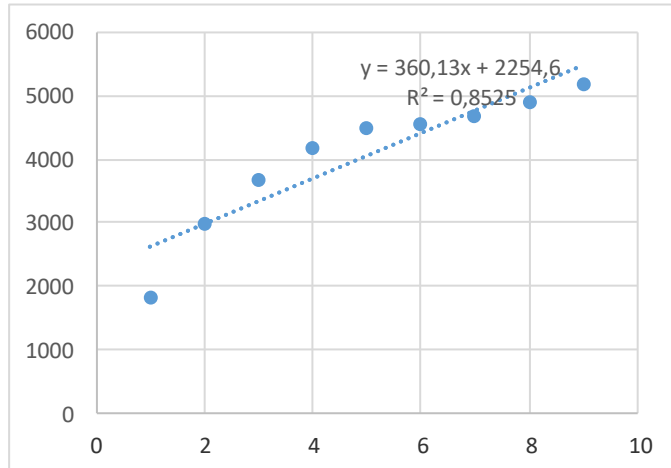


Based on the analysis of the previous 9 years, and the number of enrolled students in CBC, the linear function of the trend is: $Y = 360,13X + 2254,6$.

However, the representativeness of the model is questionable, because based on the applied method, and on the basis of data for the past 9 years, a high degree of reliability can not be expected for the forecast over 3 years. Especially since in the last 5 years (ak. 2013 / 14-2017 / 18) only in the Federation of BiH the number of students decreased by 10.0000.

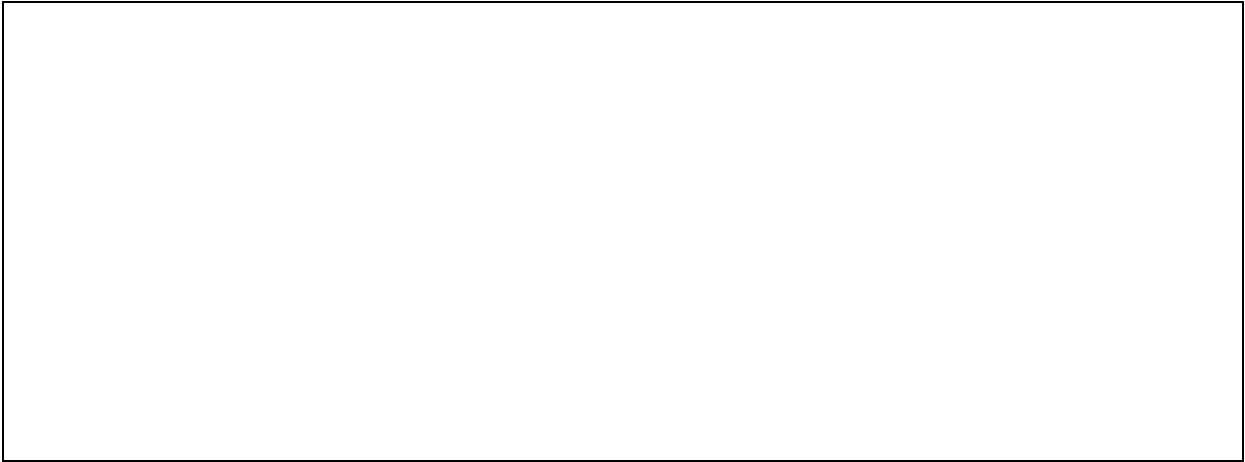
Table 10. Forecast of the number of enrolled students in CBC

Year	Number of enrolled students
2016/17	5.184
2018/19	5.755
2019/20	6.205
2020/21	6.405
2021/22	6.491
2022/23	6.587
2023/24	6.643
2024/25	6.712
2025/26	6.853



The previously stated low reliability of the applied statistical method, and the intensified migration trend of the population from Bosnia and Herzegovina⁵, nevertheless point to a completely certain decrease in the number of students enrolled in universities in the area of CBC

⁵According to available, although incomplete information, BiH has left more than 28,000 people in the past year and a half who have registered their departure with institutions and sought abroad for abroad.



VISION AND MISSION

The primary motto for making the vision and mission of the University of "Vitez" is:
adapting to European educational and business premises

Vision

The vision of the University of Vitez is formed in a statement about the future in which this University will "reach its full potential":

- be an open, entrepreneurial university of the highest academic standards and ethical values in line with the needs and challenges of a global society.
- be a renomated higher education and scientific research institution in Bosnia and Herzegovina and the international environment, integrated in the European Higher Education Area through the application of common standards set by the Bologna Declaration, and through intensive cooperation with universities in Bosnia and Herzegovina, the environment, the EU and the world in general, as well as business community in Bosnia and Herzegovina.

Mission

The Law on Higher Education of the Central Bosnia Canton provides provisions on the mission of a higher education institution according to which "Higher Education Institution brings, publishes and continuously updates the mission or statement of the mission, which accurately and concisely describes the higher education institution, defines its status, identifies the set goals and policies, determines the way adjusting the organizational structure of the institution to the needs of students and the community, and giving an indication of the way in which the goals are to be realized. "

Accordingly, the statement on the mission of the University of "Vitez" defines the purpose of the existence of the University, as follows:

- Based on the highest academic standards and ethical values, conduct:
 - the generation, application and transfer of knowledge in the education of students on all three levels of the Bologna cycle from the group of science studies represented at the University;
 - creating incentives and developing the awareness of teachers and associates on the importance of training for the teaching profession,
 - training students for scientific-research work, independent planning and conducting research in the areas of science groups represented at the University;
 - lifelong learning aimed at strengthening the full access to formal or non-formal education and self-education.

- To be adapted to the labor market, which implies the **satisfaction of users - students** (education and training of students for solving complex challenges in the modern business world and competent inclusion of **research projects** in the field of higher education development and business environment).



THE SWOT ANALYSIS



1. Introduction

As a prerequisite for the correct selection of the Development Strategy of the University of "Vitez", SWOT analysis was conducted, which enables the development of a strategy based on relevant information about the organization of the University and its surroundings.

The SWOT analysis was carried out using the *brainstorming* method, at the extended session of the Sanat University, attended by 24 participants. The number and composition of the participants reflected the structure of the members and functional units of the University, the Student Parliament and extra-judicial staff.

As a tool for assessing the University in order to determine its strengths, weaknesses, opportunities and threats, the SWOT analysis used the frequency of options expressed by the following elections:

- 1 - Absolutely disagree,
- 2 - I do not agree,
- 3 - Neutral position,
- 4 - I agree,
- 5 - I absolutely agree.

The following symbols are used in the SWOT analysis table structure:

- **Min** = Minimum response value
- **Max** = Maximum response value
- **N** = test sample
- **Mean** = Average response value
- **Std. Deviation** = Standard deviation, or deviation about the average response value

The established SWOT profile is used as the basis for setting goals, strategy formulation and its implementation.

The conducted SWOT analysis shows that there are many limitations in the external and internal environment for future development at the University. On the contrary, there are opportunities and strengths that indicate that the University / University has realistic chances for its sustainability and development.

2. The intensity of threats in the SWOT analysis

The main external constraints which were identified are the following: political instability in the country, economic underdevelopment in the country as well as at the local level, reduction of the number of high school students - potential students, intensive emigration from the country, reduction of older generations for part-time studies, reduction of interest for II and III cycle studies, inadequate education system in BiH, insufficient support to the university at the local level and general demotivation of young people to increase knowledge.

The least threats in the opinion of the participants are related to: insufficient attention of the University's owners, a large number of unemployed with a degree from the University of "Vitez" and a degradation of the number of scientific-research works by the state.

Table 10. SWOT analysis - Intensity of threats

Descriptive Statistics						
	N	Min	Max	Mean	Std. Deviation	Mode (answer with highest frequency)
Political instability in the country	23	2.00	5.00	4.4348	.78775	4
Economic underdevelopment at the local level	23	2.00	5.00	4.4348	.78775	4
Economic underdevelopment in the country	23	1.00	5.00	4.3478	.93462	4
Reducing the number of high school students - potential students	23	2.00	5.00	4.3913	.89133	4
Intense migration of families abroad	23	2.00	5.00	4.3043	.87567	4
Reducing older generations for part-time studies	23	1.00	5.00	4.0435	1.02151	4
Reducing interest for II and III study cycles	23	2.00	5.00	3.9130	.94931	4
Inadequate education system in BiH	23	2.00	5.00	3.9565	.97600	4
Insufficient support from local communities	23	2.00	5.00	4.0870	1.04067	4
Insufficient support from state authorities	23	2.00	5.00	4.1304	1.01374	4
State and local institutions prefer state to private UNI	23	2.00	5.00	4.3478	.83168	4
Students with bad knowledge are enrolled at UNI	23	2.00	5.00	3.7826	1.04257	4
A large number of unemployed with a UNI Vitez diploma	23	1.00	5.00	2.9130	1.04067	3
Demotivating young people to increase their knowledge	23	1.00	5.00	3.8261	.88688	4
Insufficient attention of the UNI owner	23	2.00	5.00	3.2870	1.0103	3
Degradation of scientific research by the state	23	2.00	5.00	3.6957	.92612	3
UNI Competition in the environment	23	2.00	5.00	4.0435	.87792	4
Valid N (listwise)	23					

3. The intensity of opportunity in the SWOT analysis

Participants of the SWOT analysis consider that: cooperation with foreign universities, cooperation with the economy, cooperation with former students, participation in EU projects in attracting students from the environment, ability to respond quickly to changes in the environment, mobility of teachers and students, openness for citizens, cooperation with state institutions, cooperation with local institutions. Participants considered these chances as high quality.

Table 11. SWOT - Analysis: Intensity of Chances

Descriptive Statistics						
	N	Min	Max	Mean	Std. Deviation	ModE
Cooperation with foreign UNI	24	4.00	5.00	4.7083	.46431	5
Cooperation with the economy	24	4.00	5.00	4.7500	.44233	5
Cooperation with former students	24	3.00	5.00	4.6250	.57578	5
Participation in the development of local projects	24	3.00	5.00	4.3333	.76139	4
Participation in EU projects	24	4.00	5.00	4.5417	.50898	5
International student exchange	24	3.00	5.00	4.5000	.58977	5
Cooperation with local institutions	24	4.00	5.00	4.7083	.46431	5
Cooperation with state institutions	24	3.00	5.00	4.4583	.72106	5
Openness for citizens	24	2.00	5.00	4.5000	.83406	5
Mobility of teachers and students	24	3.00	5.00	4.5000	.72232	5
Ability to quickly respond to changes in the environment	24	2.00	5.00	4.3333	.96309	4
Attract students from the environment	24	3.00	5.00	4.4167	.71728	5
BiH gets the status of candidates for admission to the EU	24	1.00	5.00	4.1250	1.15392	4
Valid N (listwise)	24					

3. The intensity of weaknesses in the SWOT analysis

When it comes to weaknesses of the University, respondents consider that the largest of them is insufficient number of students by faculties, inability to respond rapidly to changes in the environment, the building of the University creates an unfavorable impression, insufficient engagement on projects, a small number of leaders who lead the organization forward and slow introduction informal forms of education.

Table 12. SWOT – analysis: Intensity of Stability

Descriptive Statistics						
	N	Min	Max	Mean	Std. Deviation	Mode
The UNI building creates an unfavorable impression	24	2.00	5.00	4.1250	.89988	4
Obsolete equipment	24	2.00	5.00	3.2917	1.0747	3
A small number of leaders pulling the organization forward	24	1.00	5.00	3.8750	.99181	4
Decrease of criteria in student evaluation	24	1.00	5.00	3.7083	1.23285	4
Salaries are stagnating and not stimulating	24	1.00	5.00	3.6250	.87539	4
Insufficient number of students per faculty	24	2.00	5.00	4.2083	.88363	4
Teacher's lack of willingness to change	24	2.00	5.00	3.6667	1.04950	4
Insufficient engagement on projects	24	2.00	5.00	3.8750	.89988	4
Poor cooperation among teachers	24	2.00	5.00	3.3333	.76139	3
Failure to perform work obligations (quality and within time)	24	2.00	5.00	3.2917	.90790	3
Poor cooperation between courses	24	2.00	5.00	3.3750	.82423	3
Inadequate computer system for teaching	24	2.00	5.00	2.9167	.97431	3
Inadequate computer system in the teaching service	24	2.00	5.00	3.3750	1.09594	3
Insufficiently utilized human resources	24	2.00	5.00	3.6667	1.12932	4
Slow introduction of informal forms of education	24	2.00	5.00	3.9583	.85867	4
Untimely update of UNI web site	24	1.00	5.00	3.6250	1.20911	4
You hear some teachers	24	2.00	5.00	3.6250	1.01350	4
Inability to respond quickly to changes in the environment	24	2.00	5.00	4.0000	1.02151	4

Valid N (listwise)	24					
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5. The intensity of power in the SWOT analysis

When it comes to the strength of the University, the opinions of the employees are the most important, first of all, the successful previous accreditation, good management, the organization of scientific conferences / conferences, the efforts to improve the teaching process, the good reputation of some teachers and good communication with students. While under the least rated strength, the surveyed staff consider quality doctoral and master thesis, participation of teachers / associates on projects, sufficient spatial capacities, expressed production of books / textbooks and stable and decent salaries of employees.

Table 13. SWOT – analysis: Intensity of Power

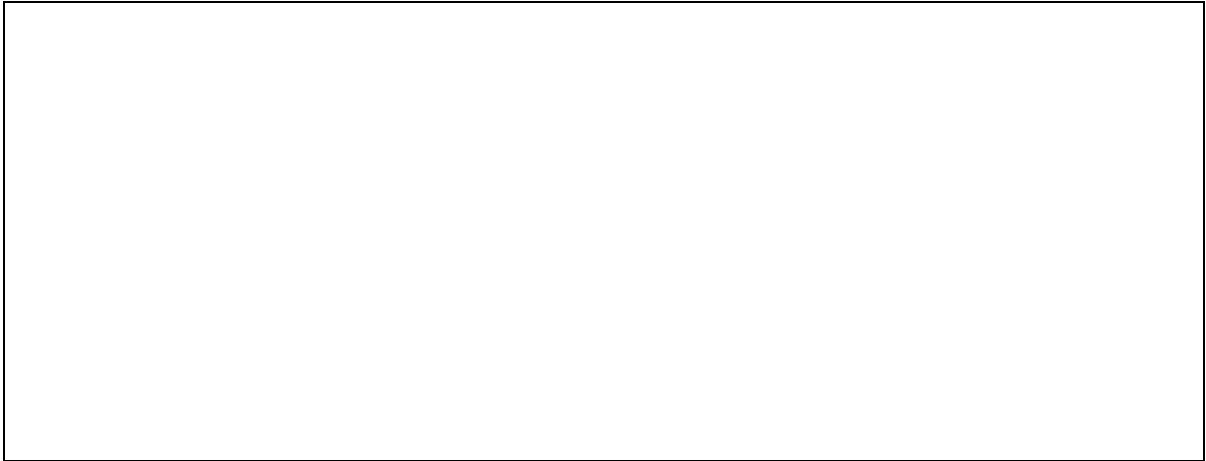
Descriptive Statistics						
	N	Min	Max	Mean	Std. Deviation	Mode
Successful previous accreditation	24	3.00	5.00	4.4583	.58823	5
Quality teachers	24	2.00	5.00	4.0000	.72232	4
Good management	24	2.00	5.00	4.2500	.79400	4
A large number of published works in relevant journals	24	2.00	5.00	3.3333	.81650	3
Good image of UNI recognizability in BiH	24	1.00	5.00	3.3333	1.09014	3
Participation of teachers / associates on projects	24	1.00	5.00	3.0000	1.14208	3
Good reputation of some teachers	24	3.00	5.00	4.2083	.58823	4
Good reputation UNI	24	2.00	5.00	3.6667	1.00722	3
Organization of scientific conferences / conferences	24	3.00	5.00	4.0417	.80645	4
Expressed production of books / textbooks	24	2.00	5.00	3.2083	.88363	3
Issue of relevant journals	24	2.00	5.00	3.4583	1.02062	3
Well-chosen and quality assistants	24	1.00	5.00	3.4167	1.21285	3
An effort to improve the teaching - scientific process	24	2.00	5.00	4.1250	.85019	4
Accessibility fees	24	2.00	5.00	3.7917	.93153	4
Good communication with extracurricular students	24	2.00	5.00	4.0417	.85867	4

Sufficient human resources						
Sufficient spatial capacities	24	2.00	5.00	3.7083	.99909	4
Cooperation with other UNI and institutions	24	1.00	5.00	3.0417	1.08264	3
Successful previous accreditation	24	1.00	5.00	3.3333	.91683	3
Stable and decent salaries of employees	24	1.00	5.00	3.2083	1.06237	3
Quality doctoral and master thesis	24	1.00	5.00	3.0167	.88055	3
Participation of teachers at international conferences / conferences	24	1.00	5.00	3.5000	.88465	3
Teachers are always available to students (good communication)	24	1.00	5.00	3.5417	1.06237	4
Students from other UNI cross over to us UNI	24	2.00	5.00	3.3750	1.01350	3
There is a pronounced outflow of our students to other UNIs	24	1.00	5.00	3.3333	.96309	3
Valid N (listwise)	24					

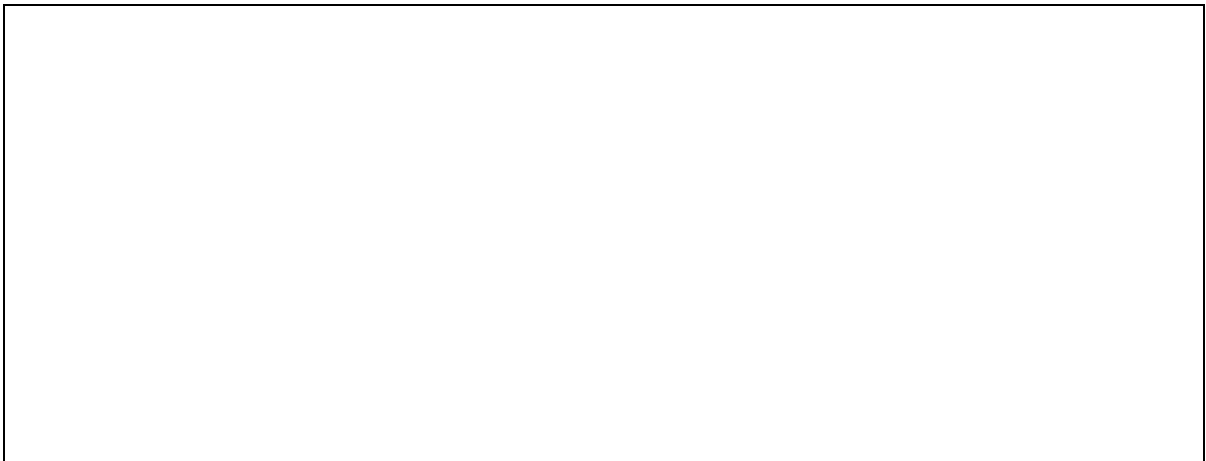
6. The SWOT profile

Table 14. The SWOT profile

Strenght	Weakness
Successful previous accreditation	The UNI building creates an unfavorable impression
Quality teachers	Insufficient number of students per faculty
Good management	A small number of leaders pulling the organization forward
Good reputation of some teachers	Decrease of criteria in student evaluation
Organization of scientific conferences / conferences	Salaries are stagnating and not stimulating
An effort to improve the teaching - scientific process	Teacher's lack of willingness to change
Good communication between teachers and students	Insufficient engagement on projects
Teachers are always available to students	Slow introduction of informal forms of education
-	Untimely update of UNI web site
-	Vanity of teachers
Opportunity	Threads
Cooperation with foreign UNI	Political instability in the country
Cooperation with the economy	Economic underdevelopment at the local level
Cooperation with former students	Economic underdevelopment in the country
Participation in the development of local projects	Reducing the number of high school students - potential students
Participation in EU projects	Intense migration of families abroad
International student exchange	Reducing older generations for part-time studies
Cooperation with local institutions	Reducing interest for II and III study cycles
Cooperation with state institutions	Inadequate education system in BiH
Mobility of teachers and students	Insufficient support from local communities
Attract students from the environment	Insufficient support from state authorities
BiH gets the status of candidates for admission to the EU	State and local institutions prefer state to private UNI



STRATEGIC AND OPERATIONAL OBJECTIVES



1. Fundamental Principles for Determining the Strategic Development of the University

In accordance with the vision and mission of development, the fundamental principles of the strategic development of the University reflect the focus on the quality of study at all three levels of the Bologna cycle from the groups of science studies represented at the University. The strategic development of the activities of the University rests with the full respect of the principles of higher education in Bosnia and Herzegovina and the Central Bosnia Canton, which are based on:⁶

- a) the right of the constituent peoples and citizens to ensure higher education in their own language;
- b) respect for human rights and civil liberties, including the prohibition of all forms of discrimination;
- c) academic freedom, academic self-government and autonomy of higher education institutions;
- d) the unity of teaching and research, or artistic creativity;
- e) the openness of the higher education institution to the public, citizens and the local community;
- f) respecting European humanistic and democratic values and aligning with the European higher education system;
- g) interaction with the community and the obligation of the higher education institution to develop the social responsibility of students and other members of the academic community;
- h) students' participation in management and decision-making, especially with regard to issues of relevance to the quality of teaching;
- i) equality of higher education institutions, regardless of the form of ownership, or who is the founder;
- j) promoting the competitiveness of educational and research services in order to increase the quality and effectiveness of the higher education system;
- k) ensuring the quality and effectiveness of study;
- l) the concept of lifelong learning.

Additionally, the more versatile application of higher European and international academic standards and ethical values, as well as the enhancement of the potential of teachers and associates in teaching, the University of Vitez will be placed in reference and respectable universities in the country and the environment and will raise the interest of students for enrollment in the University's study programs. The future of the University of Vitez is seen in the context of the active integration into Bosnia and Herzegovina's developmental flows and active accession to the European Higher Education Area.

The conceptual framework of the strategic development of the University thus implies:

- Adapting to the labor market, which includes the satisfaction of the user - students (education and training of students for solving complex challenges in the modern business

⁶Zakon o viskom obrazovanju Srednjobosanskog kantona, Službene novine SBK, br. 4/2013, član 5.

world and competent inclusion of research projects in the area of higher education and business environment). Therefore, the teaching and learning system is designed as a creative workshop for teaching staff and the author's collective, who has a scientific and pedagogical reputation, as well as experience from practice.

- Education of students applying contemporary standards in the grading system, organization studies, didactic methods and curricula based on best practices and traditions of American colleges, European universities and applying all the principles of the reform initiated by the Bologna Process reform of European higher education.

- Promotion of European space for higher education for cooperation in the field of quality control at the level of Europe and encourage the mobility of students and professors (*Standards and guidelines for quality assurance in the European Higher Education Area*) (www.enqa.eu/index.php/home/esg/), should provide internationally recognized degrees.

- Forming incentives and developing the awareness of teachers and associates on the importance of training for the teaching profession. For the purposes of education and scientific research, the engagement of staff with scientific dignity whose competency coefficient corresponds to their knowledge, ability and readiness to take pedagogical technologies based on interactive teaching, modern pedagogical workshops, virtual teaching environments and the application of ICT and Learning technologies.

- By linking with business entities and institutions, the practical use of knowledge will qualify students for jobs in a high-tech environment. This environment requires that during the course of the course, the understanding of the processes and the ability to manage systems with meta-intelligence, as well as the initiative, entrepreneurship, the ability to psychologically evaluate and link working groups and teams, the decision-making skills in deficient time, the ability to further life-long learning, the ability to focus relevant information in information society environments and information pollution, the ability to process multiple simultaneous jobs and the ability to creatively integrate knowledge and practice from disparate and different fields.

- Cooperation with other universities in the country and the environment, encouraging intensive international cooperation.

- The development of lifelong learning aimed at strengthening the full access to formal or non-formal education and self-education for market needs, including language learning as a key aspect of business adaptability to the wider European environment.

- Advocating the principle that private universities belong to the "public sphere" of educational activity. Like public, private universities must take care of social responsibility and educational needs of citizens.⁷

2. Strategic and operational objectives

Based on careful consideration of the SWOT analysis, **seven** strategic development goals have been defined to influence the overcoming of the identified weaknesses and threats, and, on the other, to achieve a vision and set the direction for managing the development of the University of Vitez:

The strategic development goals are as follows:

- 1. Improving the quality of the teaching process in all three study cycles**
- 2. Improving scientific and research work**
- 3. Increasing student satisfaction - achievement of students in terms of learning and learning outcomes**
- 4. Developing cooperation with the economy and the local community**
- 5. Development of the concept of lifelong learning - enhancing the activities of the University Center for Lifelong Learning**
- 6. Development and management of spatial and informational resources**
- 7. Financial stability and strengthening the financial position of the University**

2.1 Strategic objective 1

Improving the quality of the teaching process in all three study cycles

Operational objectives for the realization of the strategic objective 1

1. Ensuring the general and special conditions of the teaching process according to "Standards and norms for conducting higher education in the Canton of Central Bosnia"
2. Ensuring the number of teachers in employment according to "Standards and norms for conducting in the Canton of Central Bosnia"
3. Improving / developing and synchronizing the introduction of new study programs with the needs of the labor market
4. Conducting internal evaluations
5. Implementation of program accreditation and cycle
6. Create conditions for accreditation / licensing II and III
7. Improving the competence and qualifications of teachers
8. Internationalization of the teaching process
9. Establishment of internal quality assurance system

The key indicators for the evaluation of the strategic objective 1

1. All general and special conditions are fulfilled according to "Standards and norms for performing higher education in the Canton of Central Bosnia"
2. Plan workload of teachers
3. Number of teachers in employment according to "Standards and norms for conducting in the area of Canton Central Bosnia"
4. Labor market research carried out

5. Revision of study programs
6. Number of accredited study programs
7. Report on internal evaluations carried out
8. Report on carried out accreditations
9. Development strategy for individual faculties Smjernice za implementaciju podrške nastavnom osoblju
10. Number of realized study visits of teachers and associates
11. Number of completed postdoctoral studies
12. Number of realized programs for achieving joint (dual) diplomas
13. Conducted procedures of self-evaluation and evaluation of the quality of study programs, general working conditions, work of organizational units for achieving educational activity, functional units, quality of teaching and work of teaching staff
14. Introduced standards for higher education and scientific research ISO 9000: 2008

2.2 Strategic objective 2

Improving scientific and research work

Operational objectives for the realization of the strategic objective 2:

1. Developing the competencies of teachers and associates for scientific research
2. Increase the number of published works of teachers and associates in reference journals
3. Participation in scientific and professional conferences
4. Establishment of the University Fund for financing scientific and professional projects of teachers and students
5. Empowering community in scientific-research work on the relation professor - assistant - student
6. Empowering university publishing activities (support for scientific journals at UNI, publishing of proceedings, textbooks, books and other publications)
7. Internationalization of scientific research

The key indicators for the evaluation of the strategic objective 2

1. Inclusion of competence indicators in syllabuses and the establishment of a system of measurable indicators of the acquisition of research competences
2. A program for encouraging the advancement of professors and assistants
3. Number of published works of teachers and associates in reference journals
4. Number of published books and textbooks
5. Number of scientific, scientific and professional projects carried out
6. Established database of published articles, books, scientific and professional projects and studies
7. Number of participation in scientific and professional conferences

8. Established University Fund for financing scientific and professional projects of teachers and students
9. Number of joint realized works professor-assistant-student
10. Rules on Publishing Activity (amended)
11. Number of applications and projects financed from EU funds
12. Number of participation in international scientific and professional conferences

2.3 Strategic objective 3

Increasing student satisfaction - achievement of students in terms of learning and learning outcomes

Operational objectives for the realization of the strategic objective 3:

1. Strengthening student satisfaction with the teaching process
2. Inclusion of students in decision-making on the teaching process
3. Inclusion of students in extracurricular activities
4. Supporting graduates and presenting their successful experiences to existing students at all faculties, as well as at the enrollment campaign

The key indicators for the evaluation of the strategic objective 3

1. Student satisfaction surveys
2. List of student transitions
3. List of students' walkthroughs (relation between enrolled and graduated students)
4. Supplied teaching materials on the website of the University
5. Number of scholarships granted to students
6. Number of discounts granted to students
7. Availability of space and equipment to persons with special difficulties
8. Number of students involved in the work of the Center for quality improvement
9. ANSA Activity Report
10. Report on the activities of the Student Parliament
11. Launch of the journal / journal of students
12. Number of students involved in extracurricular activities:
13. The number of successful successful students presented at the University website
14. Number of graduated students enrolled in the enrollment campaign of the faculty

2.4 Strategic objective 4.

Developing cooperation with the economy and the local community

Operational objectives for the realization of the strategic objective 4:

1. Harmonize the curricula with the needs of the labor market on a maximum five-year basis
2. Cooperation between the University "Vitez" and local community actors
3. Positioning students in the labor market

The key indicators for the evaluation of the strategic objective 4

1. Number of surveyed employers and other local community stakeholders
2. The number of students' final papers that are based on solving the practical problems of the economy
3. Business report of the Business Academic Council
4. The number of eminent employees from the economy in the teaching process of the University
5. Number of contracts on established cooperation between University of "Vitez" and municipalities of Central Bosnia Canton, Cantonal Chamber, business associations, school and non-governmental organizations and institutions)
6. Number of public hearings / round tables on the relationship of higher education and the real needs of the labor market
7. Number of contracts on the performance of professional practice
8. Periodic analysis of student employment after completion of studies
9. Published statistical surveys on the state and demand trends for certain occupations that the University "produces"
10. Report on the activities of ALUMNI student associations

2.5 Strategic objective 5

Development of the concept of lifelong learning - enhancing the activities of the University Center for Lifelong Learning

Operational objectives for the realization of the strategic objective 5:

1. Improving the lifelong learning program (formal and non-formal education) at the University

The key indicators for the evaluation of the strategic objective 5

1. Number of offered and realized programs / modulally-lifelong learning (formal and informal education) at the University students
2. Number of offered and realized programs / modules of lifelong learning (formal and informal education) for academic staff of the University
3. Number of offered and realized programs / modulally-lifelong learning (formal and informal education) at the University for extra-curricular staff
4. Number of offered and realized programs / modules of lifelong learning for the citizens in the environment

5. Report of the Center for Lifelong Learning

2.6 Strategic objective 6

Development and management of spatial and informational resources

Operational objectives for the realization of the strategic objective 6:

1. Completion of construction works on the building, including the facade arrangement of the University building
2. Better equipping of teaching spaces and laboratories (equipment of classrooms with computers, smart boards, equipment of laboratories, equipment of other premises of universities)
3. Recovery and installation of new software packages / licenses for the teaching process
4. Improving the application of e-tools in the teaching process
5. Introduction of IS for document management
6. Covering the teaching and extra-curricular area of the University with available internet signal
7. Improving the library capacities of the University

The key indicators for the evaluation of the strategic objective 6

1. Completed and completed University building and secured spatial capacities according to the standards and norms of higher education
2. Completed construction works on the building, including the facade arrangement of the University building
3. Report on the equipment carried out
4. A document on renewed and embedded new software packages / teaching process licenses
5. Report on introduced e-tools in the teaching process
6. Report on the introduction of IS
7. Report on the installed Internet signal in the University building
8. Expanded library space
9. Increased library fund (number of literary teaching resources - book
10. Library installation of the e-Literature system (introduced databases of electronic books of the magazine)

2.7 Strategic objective 7

Financial stability and strengthening the financial position of the University

Operational objectives for the realization of the strategic objective 7:

1. Financial stability (balancing income and expenditures), which includes ensuring the transparent use of funds and maintaining a high collection of University receivables
2. Increase existing existing sources of funding
3. Conquering new markets as a source of income

The key indicators for the evaluation of the strategic objective 7

1. Semi-annual and annual balance sheet of the University's success
2. Number of enrolled students
3. Report on realized revenues from research projects and studies, teaching courses for citizens, etc.)
4. Annual Report on the Percentage of Students Printed
5. Report on the percentage of students who continue their studies in the second and third cycles
6. A program for reducing printouts and favoring retention of interest in continuing studies
7. Report on extra-commercial commercial income