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*za velike stvari ne treba samo planirati i djelovati
treba vjerovati
i sanjati!*



TO ACCOMPLISH GREAT THINGS, WE MUST NOT ONLY ACT,
BUT ALSO DREAM; NOT ONLY PLAN, BUT ALSO BELIEVE.

Rektor / Rector

ZORAN TOMIĆ



Za velike stvari ne treba samo planirati i djelovati. Treba vjerovati. I sanjati!

Za toliko koliko ćemo vratiti!

U nekim svojim ranijim nastupima priželjkivao sam i pozivao na razvoj „sveučilišta budućnosti“. Sada kada sam suočen s pisanjem teksta za monografiju Sveučilišta u Mostaru u povodu 45 godina postojanja i rada, pokušavam sebi odgovoriti na pitanje što je to „sveučilište budućnosti“, tj. kakvo sveučilište treba i može biti u sljedećim godinama. I odmah sam se suočio s činjenicom kako ljudi nikad nisu mogli točno predvidjeti budućnost.

Moj izazov u ovome *Uvodniku* nisu činjenice, podatci i sve ono što je Sveučilište učinilo rastući sa svojom društvenom zajednicom i integrirajući se u srca i dušu ovih prostora. Ni sama činjenica da je na ovome Sveučilištu diplomiralo više od 150.000 studenata i doktoranda ne nudi jamstvo da će mu budućnost biti svijetla i bolja, a opstojnost zajamčena.

Vizija je pametno, rekao bih optimalno, usmjerena i može se reći da se uspješno ostvaruje. Sveučilište u Mostaru uspješno se integrira u funkcionalnu visokoškolsku ustanovu uključenu u europski prostor visokoga obrazovanja i europski istraživački prostor. Svakim danom sve više nastojimo jakom povezanosti znanstvenoistraživačkoga i obrazovnoga procesa provoditi kvalitetno i učinkovito obrazovanje utemeljeno na ishodima učenja i koncepciji cjeloživotnoga učenja.

Nastojimo stvarati nove ideje i tehnološka rješenja, želimo i težimo postati jedan od ključnih pokretača gospodarstva i ekološki prihvatljiva održivog razvoja te promicatelj kulturnoga i povijesnoga nasljeđa zajednice u kojoj je nastalo, u čemu zasigurno uspijevamo.

Vizija Sveučilišta poziva nas na kritičko promišljanje i kreativnost. Upravo taj izazov stavlja zahtjev pred ovu generaciju vodstva da uspije dizajnirati „sveučilište budućnosti“ u vrlo nestabilnu vremenu,

To accomplish great things, We must not only act, but also dream; Not only plan, but also believe.

For as much we will gain in return!

In some of my earlier appearances, I wished and called for the development of the *University of the Future*. Now that I am writing a text for a monograph of the University of Mostar, on the occasion of 45 years of existence and work, I am trying to answer the question of what the *University of the Future* is, i.e., what kind of University it should and can be in the following years. And I immediately faced the fact that people could never accurately predict the future.

My challenge in this Editorial is not facts, data, and everything that the University has done growing with its social community and integrating into the heart and soul of these areas. Even the mere fact that more than 150,000 students and doctoral students have graduated from this University does not guarantee a bright and better future and its survival.

The vision is focused optimally and cleverly and realized successfully. The University of Mostar is integrated into a functional higher education institution included in the European Higher Education Area and the European research area. Every day, we strive more and more to provide high-quality and effective education based on learning outcomes and the concept of lifelong learning through a strong connection between scientific research and the educational process.

We strive to create new ideas and technological solutions, we wish and aspire to become one of the key drivers of the economy and environmentally friendly sustainable development, and a promoter of the cultural and historical heritage of the community in which it was established, in which we certainly succeed.

The vision of the University invites us to think critically and be creative. This challenge puts the demand before this generation of leadership to succeed in designing the *University of the Future* in a very unstable time, with marked social changes and the impossibility of predicting logical development processes.





izraženim društvenim promjenama i nemogućnosti predviđanja logičkih procesa razvitka. Danas kada pišem ovaj tekst, traje rat u Europi, društvo je suočeno s nedostatkom energije, inflacija je u brojnim zemljama svakim danom sve viša. Danas je najveći stupanj inflacije od Drugoga svjetskog rata u gotovo svim razvijenim zemljama Europe. Medijski prostor gotovo je „zagušen“ brojnim rezovima na standard građana. Visokomu obrazovanju smanjuju se sredstva u proračunima. Uspješne tvrtke nestaju. Kriza je velika i ne upućuje na to da je na svome vrhuncu.

Sveučilište u promjenama

Napisati kako smo ostvarili brojne strateške ciljeve iz naše aktualne *Strategije razvoja*, a stavljajući te činjenice u gore navedeni kontekst stanja društva, činilo bi mi se nedovoljno vizionarski i nepotrebno.

Ako bi takvo iznošenje pukih podataka i činjenica bilo manji doprinos viziji, postavlja se pitanje što je moguće predvidjeti i staviti u „novu viziju“ Sveučilišta, a da bude stvarna i ostvarljiva u narednim godinama.

Mogu li „nova vizija“ biti stjecanje vještina nošenja s promjenama, vještina učenja novih stvari i očuvanje mentalne ravnoteže u nepoznatim situacijama? Sposobnost predviđanja procesa i odgovora na trenutačne izazove i promjene? Može i to jer znamo da su jedino što je u budućnosti zajamčeno promjene kao takve. Nitko sa sigurnošću ne može predvidjeti specifične promjene kojima ćemo svjedočiti. Svaki scenarij može biti jednako udaljen od istine. Ubrzavanjem promjena sigurno će se mijenjati ne samo ekonomija nego, predviđaju znanstvenici, i definicija čovjeka. To upućuje na činjenicu kako u 21. stoljeću teško možemo priuštiti stabilnost. Ako se pokušamo držati nekoga stabilnog identiteta, posla ili poziva, riskirat ćemo zaostatak za svima i svijet će jednostavno projuriti pokraj nas. Da bismo ostali u tijeku s onima „preživjelim“ i s onima koji se brzo razvijaju, trebat će nam sposobnost neprestana učenja. Jer vidjeli smo s pandemijom COVID-19 da je nenormalno postalo novo normalno, neobično je postalo uobičajeno, sve se mijenja i ubrzano se mijenja.

Today, when I am writing this text, there is a war going on in Europe, society is faced with a lack of energy, and inflation is increasing every day in many countries. Today, almost all developed countries in Europe have had the highest level of inflation since the Second World War. The media space is almost “congested” with numerous cuts to the standard of citizens. Funds in the budgets for higher education are being reduced. Successful companies disappear. The crisis is serious and does not indicate that it is at its peak.

University in Changes

To write how we have achieved numerous strategic goals from our current Development Strategy, and putting these facts in the above context of the state of society, would seem to me to be insufficiently visionary and unnecessary.

If such mere data and facts are a minor contribution to the vision, a new question arises. What is real and achievable that can be put into the “new vision” of the University in the coming years?

Could the “new vision” be the acquisition of skills to deal with changes, skills to learn new things, and maintaining mental balance in unfamiliar situations? Could it be an ability to anticipate processes and respond to current challenges and changes? It is possible because we know that the only thing guaranteed in the future is changes as such. No one can predict with certainty the specific changes we will witness. Each scenario can be equally far from the truth. Scientists predict that accelerating changes will change not only the economy but also the definition of man. It points to the fact that we can hardly afford stability in the 21st century. If we try to cling to a stable identity, job, or calling, we risk falling behind everyone else, and the world will simply pass us by. To keep up with the “survivors” and the fast-evolving ones, we will need the ability to learn continuously. As we have seen with the COVID-19 pandemic, the abnormal has become the new normal, the unusual has become common, and everything is changing rapidly.



Promjene u obrazovanju

Sigurno je da će se mijenjati i obrazovanje. Vjerojatno će ovakvo obrazovanje biti samo nostalglična slika nas koji smo ga živjeli i provodili. Moguće je da će biti potrebna promjena zanimanja svakih deset godina. Razmislimo!

Novorođenče rođeno danas 2050. godine imat će 28 godina. Ako sve bude u redu, jer životni vijek raste, to će novorođenče i dalje biti ovdje 2100. godine. Uz malo životne sreće moglo bi biti aktivan građanin i u 22. stoljeću.

Čemu treba podučiti to dijete kako bismo mu pomogli da preživi i uspije u svijetu 2050. godine ili u 22. stoljeću? Kakvi su mu znanje i vještina potrebni da bi dobilo posao, razumjelo što se oko njega događa i pronašlo izlaz u labirintu života? Tim više što će, vjerojatno, puno toga o čemu djeca danas uče do 2050. godine postati nevažno. Tim više i zbog činjenice da se brojni obrazovni sustavi u školama usredotočuju na kljukanje djece informacijama. U prošlosti je to imalo smisla jer je informacija bilo malo. U 21. stoljeću društvo je preplavljeno golemom količinom informacija, a brojni akteri zainteresirani su za širenje dezinformacija ili odvlačenje pažnje nevažnim činjenicama.

Stoga, zadnje što bi nastavnici trebali napraviti u takvu svijetu jest dati učenicima ili studentima još informacija. Već ih imaju i previše. Umjesto toga, studentima i učenicima treba dati sposobnost da tim informacijama daju neki smisao, da uoče razliku između onoga što je važno i onoga što je nevažno, a iznad svega, da spoje male količine informacija u široku sliku svijeta. Zapravo, to je stoljećima ideal obrazovanja mnogih naprednih društava.

Promjene u organizaciji i vodstvu

Stalne promjene u društvu, nesigurnost i nestabilnost, pored promjena u obrazovnome sustavu, tjerat će nas na sposobnost mijenjanja organizacije i uvjetovati izbor najboljih i najспособnijih, više nego što je to danas slučaj. Teško je predvidjeti da će se naše bosanskohercegovačko društvo, pa i ono u okružju, ubrzano razvijati tako da umanji ili poništi razliku

Changes in education

Certainly, education will also change. Likely, this type of education will only be a nostalgic image of those of us who lived and implemented it. A change of occupation may be necessary every ten years. Let's think!

An infant born today will be 28 years old in 2050. If all goes well, due to increasing life expectancy, that newborn will still be here in 2100. With a little luck in life, one could be an active citizen in the 22nd century.

What should that child be taught to survive and succeed in the world of 2050, or the 22nd century? What knowledge and skills does that child need to find a job, understand what is happening around him, and find a way out of the labyrinth of life? Moreover, a lot of what children learn about today will probably become irrelevant by 2050, as many educational systems in schools focus only on filling up children with information. In the past, it made sense because the information was scarce. However, in the 21st century, society is flooded with a huge amount of information, and numerous actors are interested in spreading misinformation or distracting attention with irrelevant facts.

Therefore, the last thing teachers should do in such a world is to give pupils or students more information. They already have too many of them. Instead, students should have the ability to make sense of that information, discern the difference between what is important and unimportant, and above all, connect small amounts of information to a big picture of the world. It has been the educational ideal of many advanced societies for centuries.

Changes in organization and leadership

Constant changes in society, insecurity, and instability, in addition to changes in the education system, will force us to change the organization and condition the choice of the best and most capable, more than is the case today. It is difficult to predict that our society in Bosnia and Herzegovina, including that in the surrounding area, will develop rapidly in such a way as to reduce or cancel the difference in resources and finances compared to the richest societies. The new

u resursima i financijama u odnosu na najbogatija društva. Može se pretpostaviti kako će novi lideri i dalje morati promatrati kako se razvija društvo velikih i bogatih. I to nije takav ključan problem jer je konstantan. To što će se i dalje nastaviti, vjerojatno i s većim stupnjem, ne bi smjelo obeshrabriti naše najbolje mozgove da ih prate i s njima se mijenjaju i natječu. Izazov za brze promjene, učenja u promjenama i prilagođavanje novim okolnostima za nas će biti prvorazredne zadaća i potreba. Za sve nas, danas i sutra. Jer svi moramo iskoristiti talent koji posjedujemo. „Šume bi bile vrlo tihe kada ne bi pjevala nijedna ptica osim one koja pjeva najbolje.“

Ne mora se ostarjeti da bi zastarjeli. Biti neotporan na stalne promjene grijeh je i slabost, koje ne smiju imati budući lideri našega Sveučilišta. I ne smiju se bojati promjena, izazova i nepoznatoga. Ako se ne mijenjamo, ne rastemo. Ako ne rastemo, ne živimo. To je tako istinito, ali i poticajno.

Ono što sigurno znamo da će se promijeniti jesu obrasci upravljanja. Promijenit će se s promjenama tehnologije. Tehnologija će snažno utjecati na nove izazove i stoga moramo generacijama birati osobe svjesne da će se s tehnologijama mijenjati ljudi, ali i obrazovni sustavi. Tehnologija kao takva nije loša. Ako znamo što želimo u životu, tehnologija će nam pomoći da dodemo do onoga što želimo. No, ako ne znamo što želimo, tehnologiji će biti vrlo lako oblikovati naše ciljeve umjesto nas i preuzeti kontrolu nad našim životima. Zato je važno što želimo.

A što želimo?

Želimo da akademska zajednica u godinama ispred svih nas bude motor proizvodnje znanja, otkrića, razvoja vještina, očuvanja kulture i nacionalnoga napretka. Ključni pokretač promjena u društvu. Da bude najvažniji generator razvoja gospodarstva i održiva razvoja, da bude snažan predvodnik inovacija i ekološki najboljih rješenja. Ponajviše želimo da znanje bude u funkciji razvoja društva, etičkih vrijednosti i na dobrobit svakoga čovjeka. Da bismo postigli tako velike stvari, trebamo ne samo planirati i ne samo djelovati, trebamo vjerovati. I sanjati!

leaders will still have to observe how the society of the big and rich develops. And it is not such a crucial problem because it is constant. It will probably continue, even to a greater degree, but it should not discourage our best minds from following them, changing, and competing. The challenge of rapid changes, learning in changes, and adapting to new circumstances will be a first-class task and need for us. For all of us, today and tomorrow. We all need to use the talents we possess because “the woods would be very silent if no birds sang there except those that sang best”.

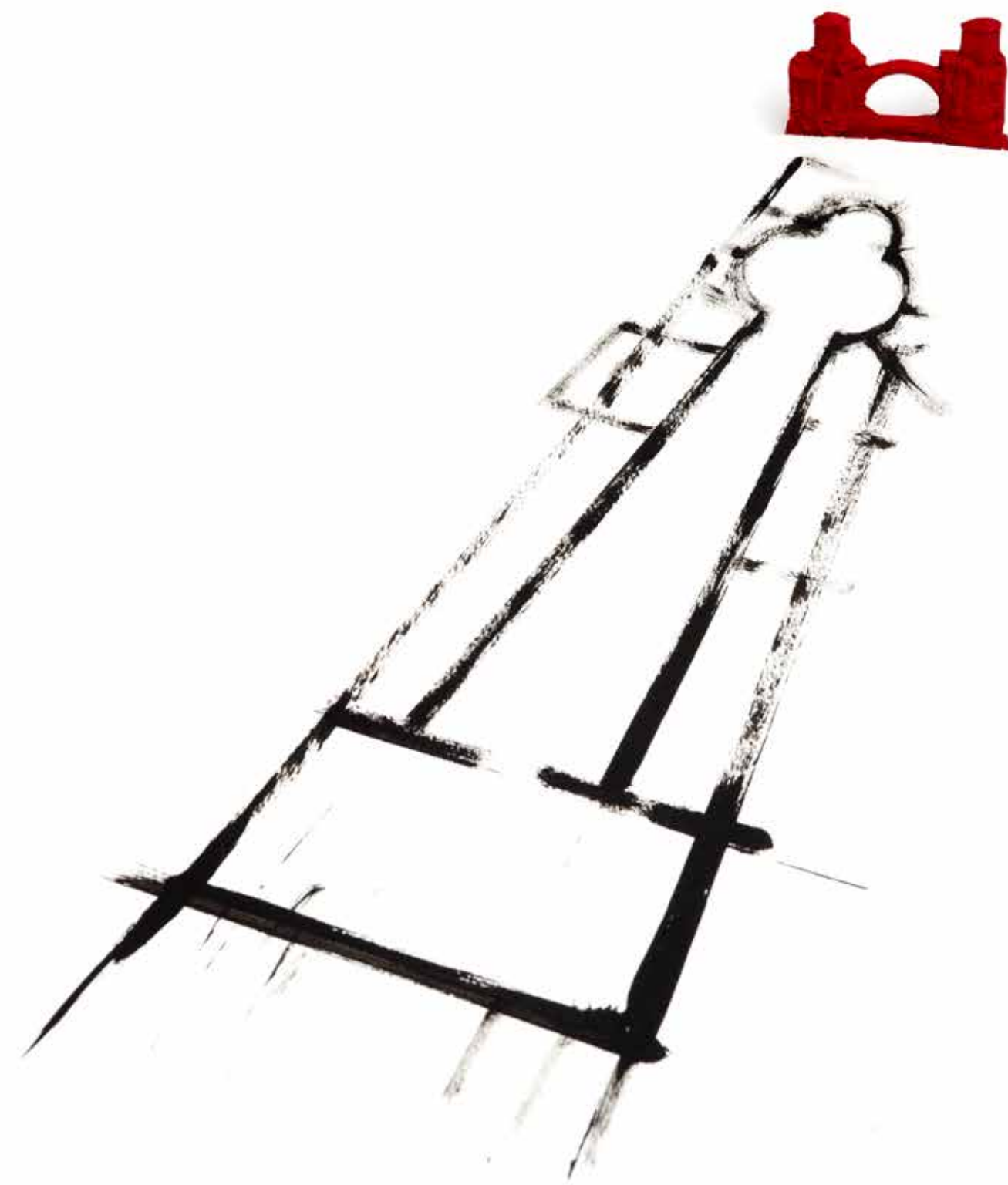
You don't have to grow old to get old. Being resistant to constant changes is a sin and a weakness, which the future leaders of our University must not have. And they must not be afraid of changes, challenges, and the unknown. If we don't change, we don't grow. If we don't grow, we don't live. It is so true, but also encouraging.

What we know for sure that will change are the management patterns. They will change as technology changes. Technology will have a strong impact on new challenges. Therefore, we need to choose people for generations who are aware that technology will change people, but also educational systems. Technology as such is not bad. If we know what we want in life, technology will help us. But if we don't know what we want, technology will easily shape our goals for us and take control of our lives. Therefore, what we want is important.

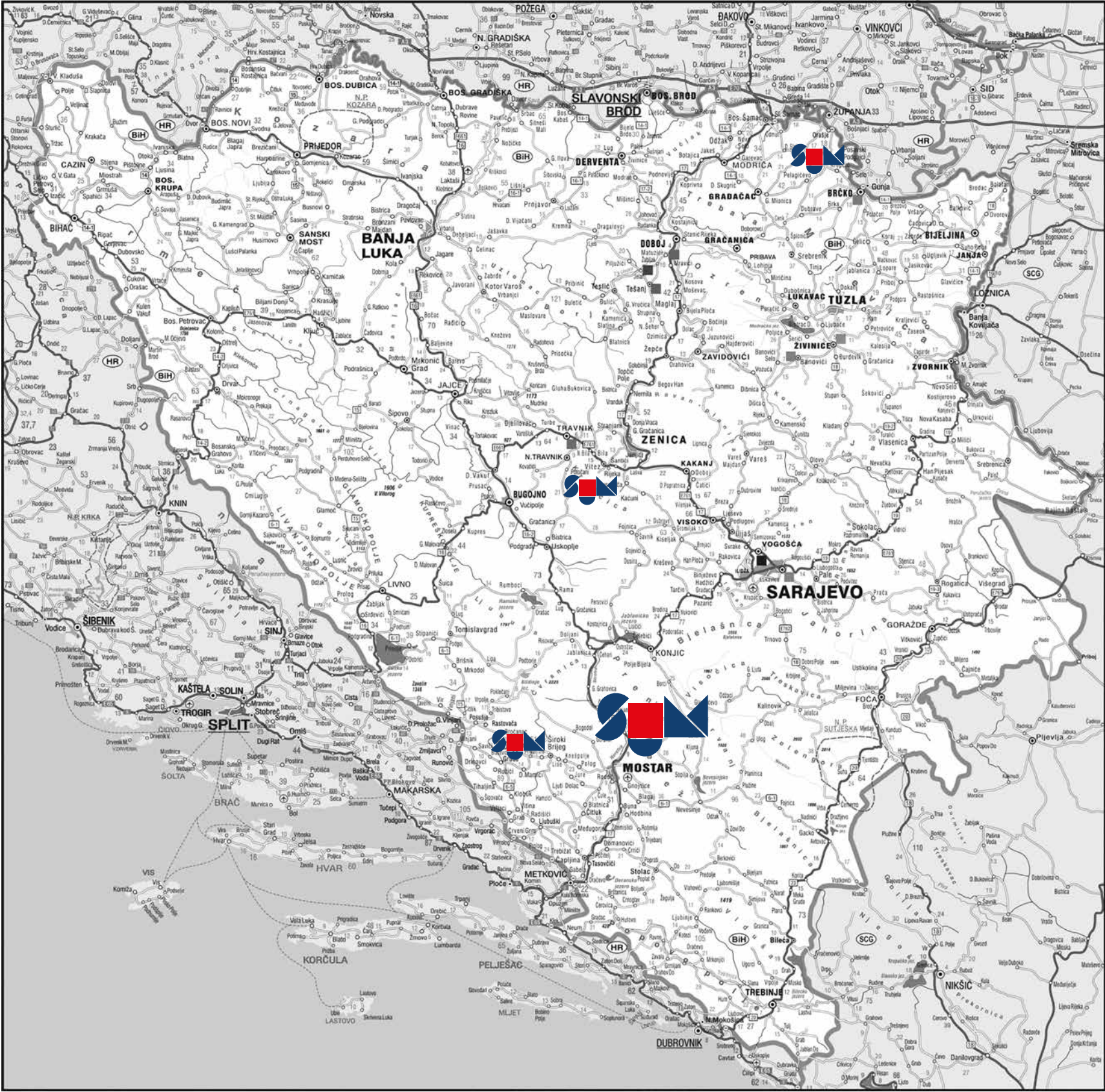
And what do we want?

We want the academic community to be the engine of knowledge production, discovery, skill development, cultural preservation, and national progress in the years ahead. We see it as the key driver of changes in society. It should be the most important generator of economic and sustainable development, to be a strong leader of innovation and ecologically best solutions. Most of all, we want knowledge to encourage the development of society, ethical values, and the benefit of every human being. To accomplish great things, we must not only act but also dream; not only plan but also believe.





BiH i Mostar kroz povijest



Bosna i Hercegovina kroz povijest

Ime je znamen

Specifična je već po imenu. Uz nju, tek je još nekoliko država u svijetu s dvije sastavnice u nazivu. Skopčana od dvije dotadašnje osmanske provincije, voljom predstavnika europskih sila na Berlinskom kongresu (1878.) stvorena je *Bosna i Hercegovina*. Službeni naziv nastao je povezivanjem dva zemljopisna pojma, dviju povijesno-kulturoloških cjelina, odnosno dva različita političko-teritorijalna subjektiviteta: Bosne na sjeveru i Hercegovine na jugu. Uz to što je metafora za istodobno spajanje i razdvajanje dva prostora, ovo „i“ ima izuzetno važnu ulogu u punom nazivu zemlje i njezine održivosti kao složene države. Bosna i Hercegovina već po imenu upućuje na pluralnost kao na svoje najistaknutije obilježje.

Zbog dinamičnosti povijesnih procesa, višestrukih povijesnih lomova i „epohalnih prekretnica“ kojima su ovi prostori bili izloženi u prošlosti, narativ o nekom stoljetnom (ili čak milenijskom) državnom kontinuitetu u nekom ozbiljnijem znanstvenom diskursu jednostavno nema uporišta. Kontinuitet toponima je nešto drugo. Današnja Bosna pojmovno vuče korijen iz srednjovjekovne „zemljice Bosne“, čiji je prvi pisani spomen iz 10. stoljeća, dočim je Hercegovina izrastala iz „humusa“ nekadašnje Humske zemlje ili Huma, srednjovjekovne tvorevine koja se u povijesnim vrelima pojavljuje također u 10. stoljeću. No, Hercegovina kao pojam je mlađega datuma i prostor no nije podudarna s nekadašnjim Humom, kao što je i današnja Bosna teritorijalno nešto posve drugo od negdašnje „zemljice Bosne“. Dok nam Bosna etimološki još nije do kraja razjašnjena, za Hercegovinu je jasno da se radi o izvedenici iz plemićke titule (herceg - od njem. *Herzog*), koju je od sredine 15. stoljeća nosio jedan od srednjovjekovnih gospodara (Stjepan Vukčić Kosača) u ovim južnim krajevima. Njegov posjed je tek nakon osmanskih osvajanja, dakle kroz uspostavu osmanske administrativno-teritorijalne uprave, zaživio pod nazivom „vilajet Hersek“ - „zemlja Hercegovina“ (Hercegovina), budući da je nova

Bosnia and Herzegovina throughout history

Name is a sign

It is specific already in its name. Along with it, there are only a few other countries in the world with two components in their name. Bosnia and Herzegovina was created from out of the two former Ottoman provinces, by the will of the representatives of the European powers at the Berlin Congress (1878). The official name was created by connecting two geographical terms, two historical-cultural entities, that is, two different political-territorial subjectivities: Bosnia in the north and Herzegovina in the south. In addition to being a metaphor for the simultaneous joining and separation of two spaces, this “and” plays an extremely important role in the full name of the country and its sustainability as a complex state. Bosnia and Herzegovina’s name already refers to plurality as its most prominent feature.

Due to the dynamism of historical processes, multiple historical breaks and “epochal turning points” to which these areas were exposed in the past, the narrative about a centuries-old (or even millennial) state continuity in a serious scientific discourse simply has no foothold. The continuity of toponyms is something else. Today’s Bosnia is conceptually rooted in the medieval “land of Bosnia”, the first written mention of which is from the 10th century, while Herzegovina grew out of the “humus” of the former Land of Hum or Hum, a medieval creation that also appears in historical sources in the 10th century. However, Herzegovina as a concept is of a younger date and spatially does not coincide with the former Hum, just as today’s Bosnia is territorially something completely different from the former “land of Bosnia”. While the etymology of Bosnia has not yet been fully clarified, for Herzegovina it is clear that it is a derivative of the noble title (herceg - from the German Herzog), which from the middle of the 15th century was borne by one of the medieval lords (Stjepan Vukčić Kosača) in these southern regions. Its property only came to life after the Ottoman conquests, i.e. through the establishment of



vlast prakticirala preuzimati zatečena teritorijalna nazivlja ili ih pak nazivati po imenima ili titulama dotadašnjih gospodara osvojene zemlje.

Na marginama imperija

Smješteni na razmeđu „svjetova“, između Zapada i Istoka, s utjecajima zapadno-katoličke, istočno-pravoslavne i orijentalno-islamske kulture, ovi su prostori stoljećima bili susretišta i sjecišta različitih civilizacijskih sustava, što je utjecalo na bogatu slojevitost etničkih supstrata iz kojih *će se* kasnije oblikovati različiti nacionalni identiteti. U antičkom razdoblju ovo je područje u okviru Rimskoga Carstva bilo naseljeno ilirskim i romanskim stanovništvom sve do početka propasti njegova zapadnoga dijela uslijed intenzivnih prodora novih etnija, ponajviše slavenskih, među kojima izvori, uz ostale, spominju i Hrvate i Srbe. Njihovim doseljavanjem u prostore od Save do Jadrana dolazi do preslagivanja etničkoga mozaika u dotadašnjoj rimskoj provinciji. S vremenom će se, krajem prvoga i početkom drugoga tisućljeća, ovdje formirati srednjovjekovne banovine i kraljevine, kneštva i carstva (hrvatsko, bosansko, humsko, srpsko), od kojih će većina potrajati samo do osmanskih prodora u jugoistočnu Europu. Pred navalom Osmanlija postupno će propadati, a potom u potpunosti nestati i srpska i bosanska srednjovjekovna država, a i oblasni posjed hercega Stjepana Kosače uskoro postaje dijelom novoga imperija. Zaustavljanjem osmanske ekspanzije i uspostavom „vojne granice“ između habsburškog i osmanskog svijeta te konačnim povlačenjem granica između mletačke, austrijske i osmanske države, ovi će krajevi kroz duže razdoblje biti periferija Osmanskoga Carstva. Osmanlije su na osvojenim prostorima uspostavljali vlastitu upravno-teritorijalnu organizaciju, kombinacijom vojne i civilne uprave, koja je bila utemeljena isključivo na načelima islamskoga vjerskog prava, tako da su i ova područja u višestoljetnom oblikovanju u okviru novoga imperija kroz širenje osmansko-islamske kulture doživjela duboke promjene, poglavito u vjerskoj i etničkoj strukturi stanovništva. U Bosni i Humu već je u predosmanskom

the Ottoman administrative-territorial administration, under the name “Vilajet Hersek” - “Herceg’s Land” (Herzegovina), since the new government practiced taking over the territorial names found or calling them by their names or the titles of the previous masters of the conquered land.

On the margins of the empire

Located at the crossroads of the “worlds”, between the West and the East, with the influences of Western-Catholic, Eastern-Orthodox and Oriental-Islamic culture, these areas were for centuries meeting points and intersections of different civilizational systems, which influenced the rich stratification of ethnic substrates from which different national identities were later formed. In the ancient period, this area within the Roman Empire was inhabited by the Illyrian and Romani population until the beginning of the collapse of its western part due to the intensive penetration of new ethnic groups, mostly Slavs, among which sources, among others, mention Croats and Serbs. Their immigration to the areas from the Sava River to the Adriatic Sea led to a rearrangement of the ethnic mosaic in the former Roman province. Over time, at the end of the first and the beginning of the second millennium, medieval *banovine* and kingdoms, principalities and empires (Croatian, Bosnian, Hum, Serbian) will be formed here, most of which will last only until the Ottoman incursions into Southeastern Europe. Before the onslaught of the Ottomans, the Serbian and Bosnian medieval states will gradually decline, and then completely disappear, and the regional possessions of Duke Stjepan Kosača will soon become part of the new empire. With the halting of Ottoman expansion and the establishment of a “military border” between the Habsburg and Ottoman worlds and the final withdrawal of the borders between the Venetian, Austrian and Ottoman states, these regions will be the periphery of the Ottoman Empire for a long period of time. The Ottomans established their own administrative-territorial organization in the conquered territories, with a combination of military and civil administration, which was based exclusively on the



razdoblju biti prisutan vjerski pluralizam kroz djelovanje Katoličke crkve (u zapadnoj i središnjoj Bosni i zapadnom Humu), Crkve bosanske (u središnjoj Bosni i istočnom Humu) i Pravoslavne crkve (u istočnim krajevima Bosne i istočnom Humu). Osmanlije su ovdje zatekli uglavnom katoličko i pravoslavno stanovništvo, dok je Crkva bosanska u to vrijeme već bila pred nestankom.

Osmansko Carstvo je u svom bitnom određenju bilo teokratska, islamska država, u kojoj se stanovništvo kategoriziralo po pripadnosti vjerskim organizacijama (*mileti*), što je ujedno generiralo i razlike u socijalnom statusu (privilegiranih) muslimana u odnosu na nemuslimane. Uspostavom osmanske vlasti i unošenjem islamske kulture sada se vjerska slika znatno mijenja kako zbog iseljavanja domicilnog stanovništva i sve masovnijih migracija, tako i zbog procesa islamizacije. Kakve gubitke je, primjerice, pretrpjela katolička zajednica, ponajbolje ilustrira to što u nekadašnjoj hercegovoj zemlji nije ostao nijedan franjevački samostan nakon osmanskih osvajanja, dok su ih u Bosni ostala samo tri. Poslije turbulentne etape gotovo stoljetnoga rata na granicama kršćanskog i islamskog svijeta i potom jednog dužeg razdoblja mirnijih i stabilnijih prilika, položaj kršćana unutar Osmanskoga Carstva opet se pogoršava kako počinje slabiti njegova vojna i upravna moć. Provedba sultanovih odredbi o temeljitim unutarnjim reformama (*tanzimat*) vrlo je loše primljena upravo u ovim pograničnim krajevima carstva, gdje su lokalni muslimanski velikaši (*ajani*) odavno bili monopolizirali vlast i sada su otporom (sultanu) htjeli braniti stečena prava. Taj se sukob u 19. st. odražavao na ionako težak položaj katoličkog i pravoslavnog stanovništva u ovim krajevima, zbog čega su zajedno podizali bune, koje su ubrzo prerasle u ustanak širih razmjera (1875-1878). Kada su se umiješale velike europske zemlje, uslijedila je nova „epohalna prekretnica“. Njihovom odlukom u Berlinu 1878. ovi prostori su, nakon više od četiri stoljeća pod osmanskom vlašću, predani Austro-Ugarskoj Monarhiji na upravu.

principles of Islamic religious law, so that these areas, in the centuries-long formation within the new empire through the spread of Ottoman-Islamic culture, experienced profound changes, especially in the religious and ethnic structure of the population. In Bosnia and Hum, religious pluralism was already present in the pre-Ottoman period through the activities of the Catholic Church (in western and central Bosnia and western Hum), the Bosnian Church (in central Bosnia and eastern Hum) and the Orthodox Church (in the eastern parts of Bosnia and eastern Hum). The Ottomans found a mostly Catholic and Orthodox population here, while the Bosnian Church was already on the verge of extinction at that time. The Ottoman Empire was essentially a theocratic, Islamic state, in which the population was categorized by belonging to religious organizations (*milets*), which also generated differences in the social status of (privileged) Muslims compared to non-Muslims. With the establishment of Ottoman rule and the introduction of Islamic culture, the religious picture is now changing significantly, both due to the emigration of the domicile population and increasingly massive migrations, and also due to the process of Islamization. What losses the Catholic community suffered, for example, is best illustrated by the fact that not a single Franciscan monastery remained in Herceg's former country after the Ottoman conquests, while only three remained in Bosnia. After the turbulent stage of an almost century-long war on the borders of the Christian and Islamic worlds and then a longer period of calmer and more stable conditions, the position of Christians within the Ottoman Empire worsened again as its military and administrative power began to weaken. The implementation of the sultan's provisions on thorough internal reforms (*tanzimat*) was very badly received precisely in these border regions of the empire, where the local Muslim nobles (*ayans*) had long monopolized power and now wanted to defend their acquired rights by resisting (the sultan). This conflict in the 19th century was reflected in the already difficult position of the Catholic and Orthodox population in these regions, which is why they raised revolts together, which soon grew into a larger-scale uprising (1875-1878). When the big European countries got involved, a new “epochal turning



Od „berlinske“ do „daytonske“ Bosne i Hercegovine

Osim što je odlukom u Berlinu stekla službeno ime, Bosna i Hercegovina je s definiranim granicama dobila i svojevrsan državno-pravni status. Kao *corpus separatum* unutar dvojne (austrijske i ugarske) Monarhije, stavljena je pod upravu zajedničkog austro-ugarskog ministra financija, iako je *de iure* i dalje bila pod ingerencijom sultana sve do aneksije (1908.). S austro-ugarskom upravom započinju u određenoj mjeri prvi modernizacijski zahvati u jedno po svemu zapušteno društvo, sa stoljetnom podjelom po etno-konfesionalnoj liniji. Odmah je sve upućivalo na to da će se društvene skupine u novim okolnostima ubrzo kulturno-politički organizirati na trodijelnoj osnovi, što će u konačnici rezultirati s profiliranjem triju nacionalnih zajednica, odnosno nacija: srpske i hrvatske potkraj 19. i početkom 20. stoljeća, te muslimanske koja će se potkraj 20. i početkom 21. stoljeća oblikovati kao bošnjačka nacija.

Raspadom Austro-Ugarske Monarhije (1918.) u njezinim južnim dijelovima nakratko je kao provizorij nastala država Slovenaca, Hrvata i Srba (u listopadu 1918.), koja se 1. prosinca 1918. ujedinila s Kraljevinom Srbijom u prvu južnoslavensku državnu zajednicu pod imenom Kraljevstvo Srba, Hrvata i Slovenaca (od 1929. Kraljevina Jugoslavija), a pod vodstvom srpske dinastije Karađorđevića. U ovoj izrazito pluralnoj državnoj zajednici, s nominalno samo tri priznate nacije (srpskom, hrvatskom i slovenskom), vrlo brzo se pokazalo da se proces ujedinjenja različito razumijevao i doživljavao u svakoj od sastavnica nove države, pa je već u startu došlo do unutarnje krize i podjela na, uvjetno rečeno, dva suprotstavljena politička bloka: na centraliste-unitariste (vodeće srpske političke stranke) i federaliste (ostali). Kako se kriza pojačavala, unutarnje napetosti između unitarista i federalista sve su se jasnije svodile na hrvatsko-srpski politički sukob. U nastojanju da se državna zajednica integrira prema zamislima srpskoga političkog vodstva, došlo je 1929. do teritorijalne reorganizacije i podjele na devet administrativno-upravnih jedinica (banovina), čime su nestale i bosansko-hercegovačke granice, definirane

point” followed. By their decision in Berlin in 1878, these areas, after more than four centuries under Ottoman rule, were handed over to the Austro-Hungarian Monarchy for administration.

From “Berlin” to “Dayton” Bosnia and Herzegovina

In addition to acquiring an official name by the decision in Berlin, Bosnia and Herzegovina also received a kind of state-legal status with defined borders. As a *corpus separatum* within the dual (Austrian and Hungarian) Monarchy, it was placed under the administration of the joint Austro-Hungarian Minister of Finance, although *de iure* it was still under the authority of the Sultan until the annexation (1908). With the Austro-Hungarian administration, the first modernization measures began to a certain extent in a generally neglected society, with centuries-old division along ethno-confessional lines. Immediately, everything pointed to the fact that social groups in the new circumstances will soon be culturally and politically organized on a tripartite basis, which will ultimately result in the profiling of three national communities, that is, nations: Serbian and Croatian at the end of the 19th and beginning of the 20th century, and the Muslim will be formed as a Bosniac nation at the end of the 20th and beginning of the 21st century.

With the disintegration of the Austro-Hungarian Monarchy (1918) in its southern parts, the state of Slovenes, Croats and Serbs was temporarily created in its southern parts (in October 1918), which united with the Kingdom of Serbia on 1 December 1918 to form the first South Slavic state union under the name Kingdom of Serbs, Croats and Slovenes (Kingdom of Yugoslavia since 1929), and under the leadership of the Serbian Karađorđević dynasty. In this extremely plural state union, with nominally only three recognized nations (Serbian, Croatian and Slovenian), it quickly became clear that the process of unification was understood and experienced differently in each of the components of the new state, so an internal crisis occurred right from the start and division into, conditionally speaking, two opposing political blocs:

1878. Hrvatsko-srpski politički sukob trebao je biti okončan 1939. formiranjem posebne federalne jedinice Banovine Hrvatske, koja je poslije nepune dvije godine skupa sa Kraljevinom Jugoslavijom nestala u vihoru Drugoga svjetskog rata. U ratu proklamirana Nezavisna Država Hrvatska (1941.), uspostavljena pod njemačko-talijanskim patronatom, obuhvatila je i raniji bosansko-hercegovački prostor, koji je sa svojim specifičnim sastavom stanovništva najgore stradao u ratnim sukobima više oružano suprotstavljenih strana. Uz talijanske i njemačke okupacijske vojne snage, te uz vojne formacije NDH (ustaške, domobranske postrojbe i razne lokalne „milicije“), tu su oružano djelovali i pokreti s planom obnove Jugoslavije, bilo u velikosrpskom monarhističkom obliku (četničke formacije) ili s ciljem provedbe „socijalističke revolucije“ (jedinice jugoslavensko-partizanskog pokreta pod vodstvom Komunističke partije Jugoslavije). Ratna zlodjela, etnička čišćenja, masovna ubijanja i progoni „nepoćudnih“ i „neprijateljskih“ skupina (Židova, Srba i Roma od postrojbi Ustaškog pokreta, Hrvata i Muslimana od oružanih formacija Četničkog pokreta, te „klasnih neprijatelja“ i pripadnika formacija poraženih snaga od partizanskih jedinica pod vodstvom Komunističkog pokreta) za posljedicu su imali velike ljudske gubitke, osobito civilnog stanovništva. Pitanje broja žrtava i ratnih stradalnika (p)ostala je jedna od najkontroverznijih povijesnih tema na ovim prostorima. O broju žrtava i stradalnika objavljavani su različiti podatci, najčešće motivirani političko-ideološkim razlozima, i vrlo malo njih je rezultat objektivnog znanstveno-istraživačkog pristupa, tako da je pitanje žrtava Drugoga svjetskog rata i danas podatan i rado korišten materijal za manipulacije u političke svrhe.

Izišavši kao pobjednica iz rata, Komunistička partija Jugoslavije se u procesima stvaranja jugoslavenske socijalističke državne zajednice po sovjetskom federalnom modelu, za rješavanje nacionalnih pitanja odlučuje za šest federalnih republika, među kojima je svoje mjesto našla i Bosna i Hercegovina sa svojim specifičnim identitetskim pluralitetom. Naslijeđene nacionalne podjele komunisti su četiri desetljeća držali pod kontrolom jednopartijskog sustava i autoritarnog režima, praktički sve do početka

centralists-unitarians (leading Serbian political parties) and federalists (others). As the crisis intensified, the internal tensions between the unitarians and the federalists were more and more clearly reduced to the Croatian-Serbian political conflict. In an effort to integrate the state community according to the ideas of the Serbian political leadership, in 1929 there was a territorial reorganization and division into nine administrative-administrative units (banovina), which also disappeared the Bosnian-Herzegovinian borders, defined in 1878. The Croatian-Serbian political conflict was supposed to end in 1939 with the formation of a special federal unit of Banovina Hrvatska, which after less than two years disappeared together with the Kingdom of Yugoslavia in the whirlwind of the Second World War. During the war, the proclaimed Independent State of Croatia (1941), established under German-Italian patronage, also included the former Bosnian-Herzegovinian territory, which, with its specific composition of the population, suffered the worst in the war conflicts of several armed opposing sides. In addition to the Italian and German occupation military forces, as well as the NDH military formations (Ustasha, Home Guard units and various local “militia”), there were armed movements with a plan to restore Yugoslavia, either in the Greater Serbian monarchist form (Chetnik formations) or with the aim of implementing “socialist revolutions” (units of the Yugoslav partisan movement under the leadership of the Communist Party of Yugoslavia). War crimes, ethnic cleansing, mass killings and persecution of “unwilling” and “enemy” groups (Jews, Serbs and Roma from the units of the Ustashe movement, Croats and Muslims from the armed formations of the Chetnik movement, and “class enemies” and members of the formations of the defeated forces from the partisans units under the leadership of the Communist movement) resulted in large human losses, especially of the civilian population. The issue of the number of victims and victims of war remains one of the most controversial historical topics in this region. Various data have been published on the number of victims and sufferers, most often motivated by political-ideological reasons, and very few of them are the result of an objective scientific-research approach, so that the question of the victims of



globalnih previranja i pada komunizma u istočnoj Europi. Raspadom Jugoslavije, pogoršani međunarodni odnosi eruptirali su u novim ratnim sukobima, koji su svojom žestinom na najgori način obilježili kraj dvadesetoga stoljeća u Europi. I opet je rat svoje najbrutalnije lice pokazao u Bosni i Hercegovini, gdje su ratni sukobi (1991.-1995.) tri međusobno zaraćene strane (s više aktivno uključenih strana izvana) zaustavljeni tek intervencijom međunarodne zajednice. Mirovnim sporazumom u Daytonu 1995. zaustavljen je rat, a sve nakon toga stanje je permanentne neizvjesnosti.

Umjesto zaključka

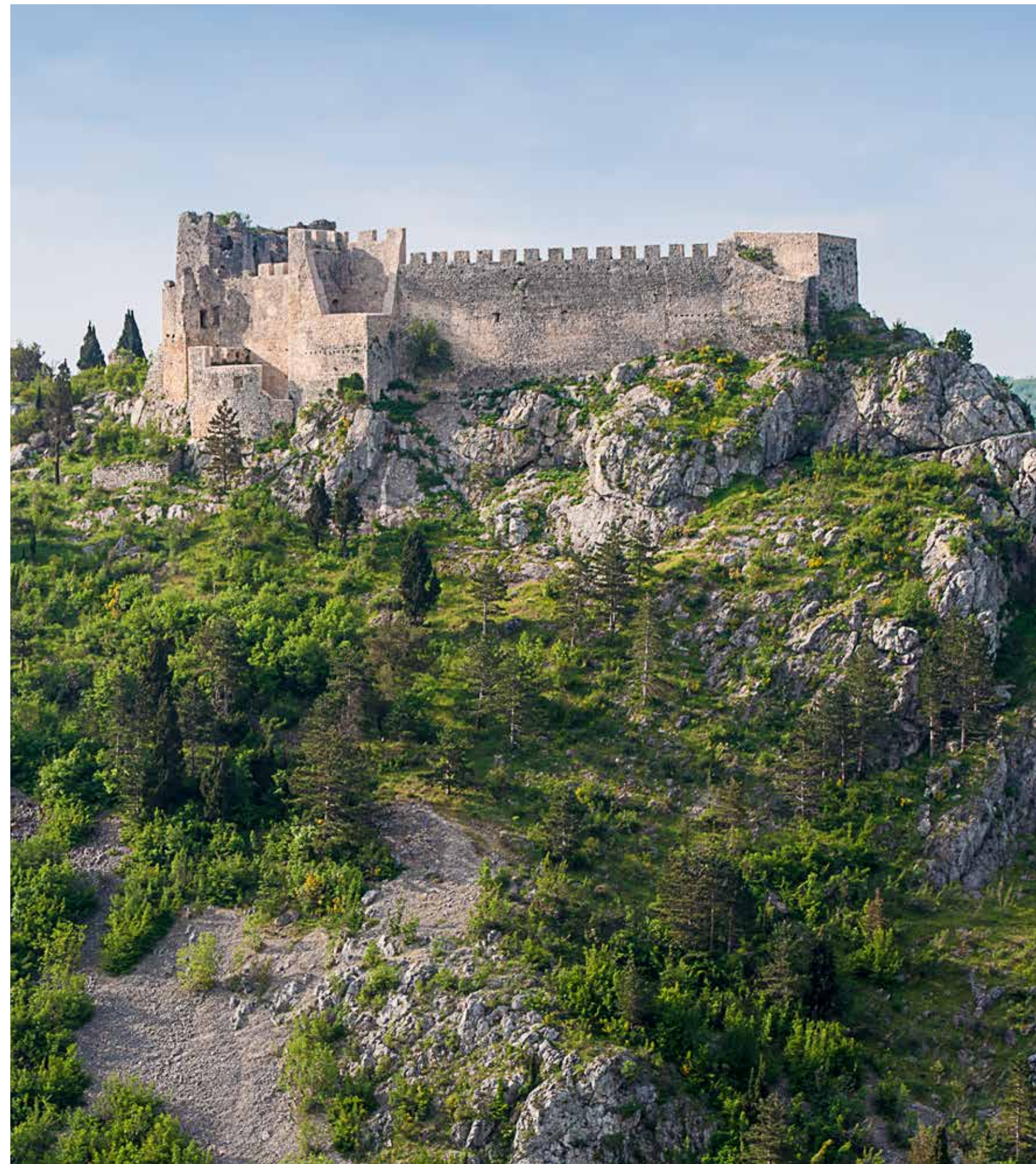
Za kraj navedimo misao povjesničara Srečka M. Džaje koji, nakon višedesetljetnih istraživanja kojima je obuhvatio gotovo sve njezine etape, ima najšire i najdublje uvide u povijest ove zemlje: „U prostoru BiH pripadnici svih triju naroda opterećeni su i traumatizirani različitim povijesnim činjenicama i predodžbama o njima, koje im otežavaju suživot. Put do katarze i modernog političkog suživota vodi preko upoznavanja i prihvatanja povijesne istine. Samo nas istina oslobađa i čini sposobnim za kulturnu i političku kooperativnost, odnosno za suživot.“

the Second World War is still available and willingly used material for manipulations for political purposes.

Having emerged victorious from the war, the Communist Party of Yugoslavia, in the process of creating a Yugoslav socialist state union based on the Soviet federal model, decided on six federal republics to resolve national issues, among which Bosnia and Herzegovina found its place with its specific identity plurality. The communists kept the inherited national divisions under the control of the one-party system and authoritarian regime for four decades, practically until the beginning of global turmoil and the fall of communism in Eastern Europe. With the breakup of Yugoslavia, the worsening inter-ethnic relations erupted in new war conflicts, which marked the end of the twentieth century in Europe in the worst way with their ferocity. And again, the war showed its most brutal face in Bosnia and Herzegovina, where the war conflicts (1991-1995) between three warring parties (with several actively involved outside parties) were stopped only by the intervention of the international community. The peace agreement in Dayton in 1995 stopped the war, and everything after that is a state of permanent uncertainty.

Instead of a conclusion

Finally, let us quote the thought of historian Srećko M. Džaja, who, after several decades of research covering almost all its stages, has the broadest and deepest insights into the history of this country: “In BiH, members of all three nations are burdened and traumatized by different historical facts and ideas about them, which make it difficult for them to live together. The path to catharsis and modern political coexistence leads through the acquaintance and acceptance of historical truth. Only the truth sets us free and makes us capable of cultural and political cooperation, i.e. coexistence.”







Mostar kroz povijest

Područje Mostara u širem smislu, posebice ono oko rijeka Neretve i Bune, kroz različita povijesna razdoblja uvijek je bilo, manje ili više, naseljeno. U drugoj polovini I. stoljeća prije Krista ovdje završava prapovijesno razdoblje. Naime tada ovi krajevi ulaze u sastav Rimskoga Carstva koje se početkom I. stoljeća poslije Krista ovdje posve učvršćuje. Tada započinje vrijeme antike, a poslije se smjenjuju, ostavljajući svako svoje tragove, slavensko/hrvatsko razdoblje, vrijeme otomanske dominacije itd.

Prapovijesno razdoblje

Šire mostarsko područje po gustoći prapovijesnih arheoloških nalazišta jedno je od najbogatijih u BiH ali, na žalost, nije dovoljno istraženo. Registrirano je čak 167 nalazišta: 53 utvrđena naselja tipa gradine, 3 otvorena neutvrđena naselja, 3 pećinska naselja, 100 grobnih tumula (gomila), 5 nalaza kamenoga ili bronzanoga oružja, 2 nalaza predrimskoga novca i jedan grob.

To potvrđuje da je ovaj kraj bio naseljen od najstarijih vremena, već u kameno doba. Primjerice iz neolitskoga vremena (oko 6000. – 4000. prije Krista) potječe “Zelena pećina” iznad vrela Bune, u kojoj je pronađena kamena sjekira te još nekoliko primjeraka kamenoga oruđa i mnogo ulomaka keramike, ali i kostur djeteta. Jednako je stara i pećina “Ševrljica” u njezinoj blizini. Stručnjaci smatraju da se u to vrijeme ovdje pojavljuju zemljoradnja i stočarstvo, ali i lov koji je igrao veliku ulogu u prehrani malobrojnih i pokretnih ljudskih zajednica.

Bakreno doba (oko 3000. – 2000. prije Krista) vrijeme je čestih seljenja i promjene sastava stanovništva. Prodi-ru nova plemena koja ili potiskuju ili asimiliraju neolitsko stanovništvo, a s njima dolazi običaj pokapanja pokojnika pod grobnim humkama (tumulusi, gomile).

Brončano doba (oko 2000. – 800. prije Krista) obilježeno je na mostarskome području dolaskom još jednoga vala doseljenika koji se miješaju s prethodnim stanovništvom ili ga asimiliraju. Znatno raste broj stanovništva. To je pojava na koju uspomenu

Mostar throughout history

Te broader region of Mostar, and particularly around the Neretva and Buna Rivers, has always been settled to a greater or lesser extent through various historical periods. The prehistoric period ended here in the second half of the 1st century BC. From that date onwards, this region was a part of the Roman Empire, which was entirely consolidated here, at the end of the 1st century AD. This is when the period of Antiquity officially began, followed by periods that were to leave their own traces: the Slavic/Croatian period, the period of Ottoman dominance, and so forth.

The Prehistoric Period

In terms of the density of prehistoric archaeological sites, the Mostar region is one of the richest in Bosnia and Herzegovina (further B&H), but unfortunately has been insufficiently investigated. A total of 167 sites has been registered: 53 fortified settlements of the hill fort type, 3 unfortified settlements, 3 cave settlements, 100 grave mounds (tumuli), 5 finds of stone or bronze weapons, 2 finds of pre-Roman coins, and one grave. This confirms that this area had been settled from the earliest times, as early as the Stone Age. The site of “Zelena Pećina” [Green Cave] above the source of the Buna comes from the Neolithic period (ca. 6000-4000 BC), where a stone axe was found, as well as several stone tools and many pottery fragments, and also the skeleton of a child. The nearby cave of “Ševrljica” is equally old. Experts consider that agriculture and breeding of domestic animals appeared here at this time, while hunting still played a major role in the nourishment of the scarce and mobile human communities.

The Copper Age or Eneolithic (ca. 3000-2000 BC) was a period of frequent settlement and changes to the composition of the population. New groups penetrated that either pushed out or assimilated the Neolithic inhabitants, and they brought with them a custom of burying the deceased under grave mounds (tumulus or barrow).

The Bronze Age (ca. 2000-800 BC) was marked in the Mostar region by yet another wave of settlers



danas čuva relativno velik broj arheoloških nalazišta: neka pećinska naselja, petnaestak naselja izvangradinskih (npr. Bunsko u Blagaju i Pijesci kod Žitomislića) i gradinskih (npr. Kičin kod Maloga Polja nad Bunicom, Kamenak u Kruševu), veći broj tumulusa i nekoliko pojedinačnih nalaza. Iz ovoga vremena potječu primjerice brončana sjekira iz Gornje Drežnice, nož iz Pologa, bodež iz Gnojnice, koplje iz Mostarskoga blata te tri sjekire iz Vihovića itd. No, usprkos brojnim arheološkim nalazištima spoznaje, o kulturi brončanoga doba vrlo su skromne. Pa ipak, zahvaljujući velikom broju gomila, nešto više se zna o kultu mrtvih.

Željezo doba (oko 800. prije Krista – početak I. stoljeća poslije Krista) ovdje je obilježeno pojavom Neretve kao granice dvaju kulturnih područja. Iako se o svemu tome zna malo, smatra se da je na istoku Hercegovine dominirala glasilačka kultura, a na njezinu zapadu srednjodalmatinska. Međutim ni u etničkom smislu mostarsko područje tada nije jedinstveno jer na njemu obitavaju različita ilirska plemena. Osnovni gospodarski oblici na ovome području i dalje su stočarstvo i zemljoradnja. Javlja se i trgovina s okolnim središtima, no samo u Drežnici i Blagaju pronađene su drachme Dyrrachiuma. Osim podataka o kultu mrtvih i nekih pretpostavaka o štovanju vlastitih božanstava, o duhovnoj kulturi stanovništva ovoga vremena zna se vrlo malo. Pa ipak, razvila su se i neka veća naselja kao što je Ograđ u Hodbini, na platou između Neretve i Bunice, gdje se nalazi jedna od najvećih prapovijesnih gradina kako u Hercegovini, tako u cijelome području istočnoga Jadrana i njegova dubljega zaleđa jer je tu postojala snažna utvrda i naselje s velikom branjenom površinom.

U istu kategoriju pripada i Zvonigrad u Pologu, smješten tako da sa sjevera dominira Mostarskim blatom. Ostaci mu se protežu na prostoru dimenzija 200 x 100 m, a Zvonigrad je, kao i Ograđ, vjerojatno bio veliko plemensko središte.

U brončano i željezno doba datirana je utvrđena gradina na Orlovcu (Razlomište). Također na Orlovcu se, uz utvrđeno naselje, nalazi i kultno mjesto pravljeno u obliku piramide.

Prapovijesno doba na mostarskome području završilo je ulaskom dalmatinsko-panonskih krajeva

who either mixed with the previous inhabitants or assimilated them. The population greatly increased. A relatively large number of archaeological sites bears witness to this phenomenon: some cave settlements, some fifteen settlements on hill forts (such as Kičin near Malo Polje above Bunica, Kamenak at Kruševo) and outside them (such as Bunsko at Blagaj and Pijesci near Žitomislići), a large number of tumuli, along with several individual finds. The latter include a bronze axe from Gornja Drežnica, a knife from Polog, a dagger from Gnojnice, a spear from Mostarsko Blato, and three axes from Vihovići. Despite the numerous archaeological finds, very little is known of the Bronze Age cultures. Nonetheless, thanks to the large number of grave mounds, somewhat more is known about burial rituals and the cult of the dead.

The Iron Age (ca. 800 BC to the beginning of the 1st century AD) was marked in this region by the Neretva River representing the border of two cultural districts. Although little is actually known about this, it is considered that eastern Herzegovina was dominated by the Glasinac Culture, and western Herzegovina by the Central Dalmatian Culture. However, even in the ethnic sense, the Mostar region was not uniform then, as it was settled by different Illyrian tribes. The basic branches of the economy continued to be stock raising and agriculture. Trade with nearby centers also occurred but drachmas of Dyrrhachium have only been found at Drežnica and Blagaj. Other than information about the cult of the dead and some suppositions about the worship of autochthonic deities, very little is known about the spiritual culture of the inhabitants of this period. Some large settlements developed, such as Ograđ at Hodbina, located on a plateau between the Neretva and Bunica Rivers, with a powerful fortification enclosing a large area.

This was one of the largest prehistoric hill forts in Herzegovina, not to mention throughout the entire region of the eastern Adriatic and its deeper hinterland. The site of Zvonigrad at Polog belongs to the same category, located so as to dominate Mostarsko Blato from the north. Its remains extend through an area of 200 x 100 m, and like Ograđ, Zvonigrad was probably a major tribal center.

The fortified elevated settlement at Orlovac (Razlomiste) is dated to the Bronze and Iron Ages. The site

u sastav velikoga Rimskoga Carstva, što se konačno dogodilo početkom kršćanske ere.

Antičko doba

U vrijeme Rimskoga Carstva mostarsko područje bilo je sastavni dio kolonije Naronae sa sjedištem u Vidu kod Metkovića kao dio provincije Dalmacije koju je osnovao car Augustus podjelom Ilirika na Panoniju i Dalmaciju. Kraj oko Mostara nastanjivala su ilirska plemena Daorsa, Narezija i Ardijejaca koje je moćni Rim konačno pokorio 9. godine poslije Krista. Nakon ovoga slijedi vrijeme pacificiranja ratobornih ilirskih plemena, odnosno romanizacija novoosvojenih krajeva. To se činilo gradnjom vojnih logora, utvrda i cesta, darivanjem rimskoga građanskog prava, sklapanjem separatnih dogovora i naseljavanjem rimskih veterana, odsluženih vojnika. Zasada nije lociran ni jedan vojni logor u blizini Mostara, ali jesu neke manje rimske utvrde koje su bile u službi obrane: Bačevići, iznad vrela Bunice, Gradina u Podgoranima i lokalitet Novi kod Miljkovića. Dolinom Neretve još prije Rimljana vodila je važna cesta. U rimsko vrijeme slijedila je izgradnja novih pravaca kojima se luku Naronu, zbog trgovačkih i vojničkih razloga, povezivalo duboko sa zaleđem. Za ovu temu važne su ceste Bigeste (Ljubuški) – Brotnjo – Bišće – Cim (Mostar) te Žitomislići – Cim – Potoci, odnosno od Cima preko Nevesinja prema sjeveru.

Tako je šire područje Mostara bilo dobro povezano s važnim središtima Naronom i Salonom. Istodobno se isluženim vojnicima dodjeljuju zemljišta (*missio agraria*) na kojima nastaju poljoprivredna dobra (*villae rusticae*) te se formiraju, posebice uz ceste, naselja u kojima su pronađeni ulomci rimske keramike, cigle, novca i arhitektonski elementi. Među takva naselja obično se ubrajaju Žitomislići, Cim, Bačevići, Jasenica, Kosor, Hodbina, Gnojnice, Mukošće i Potoci gdje je bilo izgrađeno važno rimsko naselje. Na lokalitetu Grčine u Potocima pronađeni su i kulturni spomenici božice Junone i reljef boga Mitre koji su ovamo došli najvjerojatnije dolinom Neretve. U mjestu Kosor rijeka Buna bila je premošćena mostom dugim 57, a širokim malo više od 4 metra. Sve

at Orlac also included, in addition to a hill fort, a cult site built in the shape of a pyramid.

The prehistoric period in the Mostar region ended with the inclusion of the territory of the Dalmatian and the Pannonian tribes into the composition of the great Roman Empire, which finally occurred at the beginning of the Christian era.

The Roman Period

During the reign of the Roman Empire, the Mostar region was under the jurisdiction of the colony of Naronae, located at Yid near Metkovic, in the province of Dalmatia, which had been founded by the emperor Augustus by dividing Illyricum into Pannonia and Dalmatia. The region surrounding Mostar was inhabited by the Illyrian tribes of the Daorsii, Naresii, and Ardiaei, which powerful Rome finally subjugated in 9 AD. This was followed by a period of pacifying the belligerent Illyrian tribes, leading to the Romanization of the newly conquered lands. This was achieved by building military camps, fortifications, and roads, granting Roman citizenship rights, implementing separate treaties, and settling Roman military veterans. Not a single military camp has been located to date in the vicinity of Mostar, but some smaller Roman fortifications have been noted that served for defense: at Bačevići, above the source of the Bunica, at Gradina near Podgorani, and at the site of Novi near Miljkovići.

The valley of the Neretva River was an important route even before the arrival of the Romans. New roads were built in the Roman period that provided connections between the harbor at Naronae and areas deep in the hinterland for both trade and military reasons. Important routes for the history of Mostar are Bigeste (Ljubuški) - Brotnjo - Bišće - Cim (Mostar), and Žitomislići - Cim - Potoci, and from Cim through Nevesinje towards the north. Thus the broader region of Mostar was well connected to the important centers of Naronae and Salona. At the same time, through the granting of land (*missio agraria*) to veterans, agricultural estates (*villae rusticae*) originated, leading to the formation of settlements, particularly along roads, where fragments of Roman pottery,



to potpomagalo je proces romaniziranja koji je ovdje započeo odmah poslije osvajanja. Tako je primjerice već do 14. godine kod Ljubuškoga utemeljen vojni logor Bigeste, a u Tasovčićima kod Čapljine pronađen je počasni natpis u čast Oktavijanu iz 36. godine prije Krista koji je najstariji latinski natpis u BiH. Proces romanizacije staroga stanovništva priveden je kraju već u III. stoljeću, kad je ono uglavnom prihvatilo rimsku kulturu i civilizaciju i dobilo pravo građanstva.

Brojni nalazi novca, koji potječe iz razdoblja od II. stoljeća prije Krista do III. poslije Krista, potvrđuju da je na području Mostara i šire okolice bila raširena i trgovina. Prisutnost rimske kulture na užemu području grada, osim Cima, potvrđuju pronađeni rimski grobovi u Vukodolu koje se datira u III. stoljeće.

Prije dolaska kršćanstva na ovome području dominira religija mitraizam koja je veliki konkurent kršćanstvu sve do 313., kada kršćanstvo dobiva slobodu. U stvari, iako je kršćanstvo do spomenute godine bilo progonjena religija, ono je na području rimske provincije Dalmacije prisutno otkako postoji, što je potvrđeno već na biblijskim stranicama. Naime apostol Pavao svjedoči da je njegov učenik Tit otišao u Dalmaciju (2 Tim 4, 10). Tijekom prvih stoljeća, iako teško progonjeno, kršćanstvo se sigurno širilo i ovim krajevima. No u novim okolnostima širenje je vrlo ubrzano. O tome kršćanskom razdoblju svjedoči više arheoloških lokaliteta, posebice starokršćanske bazilike od kojih su na mostarskome području istražene samo dvije: u Cimu i Žitomislicima. No zna se za ostatke i drugih starokršćanskih bazilika u blizoj okolici Mostara, kao primjerice u Sutini i Potocima.

Bazilika u Cimu jednobrodna je s apsidom u obliku trolista. Njezinu gradnju može se okvirno datirati od kraja IV. do VI. stoljeća. Pripada među najljepše starokršćanske crkve u BiH. Od brojnih nalaza na tome lokalitetu, osim temelja same bazilike, najvažniji je relikvijar s moćima svetaca i mučenika koji je nađen *in situ*, tj. ispod oltarne menze, a važni su nalazi i kamene plastike. Za ovu crkvu neki drže (Mandić, Anđelić) da je bila sjedište biskupije Sarsenterum koja je osnovana 533. godine na saboru u Saloni, a koja se sigurno nalazila na današnjemu hercegovačkom području.

bricks, coins, and architectural elements have been found.

Such settlements that are usually cited include Žitomislići, Cim, Bačevići, Jasenica, Kosor, Hodbina, Gnojnice, Mukoš, and Potoci. An important Roman settlement was located at Grčine in Potoci, with finds of religious monuments dedicated to the goddess Juno and a relief of Mithras, which were most probably brought here along the Neretva valley. At the site of Kosor, the Buna River was spanned with a bridge 57 m long and somewhat more than 4 m wide. This all aided in the process of Romanization that began here immediately after the conquest. The military camp of Bigeste was already established by 14 AD at Ljubuški, and an inscription honoring Octavianus from 36 BC, which is the earliest Latin inscription in B&H, was found at Tasovčići near Čapljina. The process of Romanization of the earlier population was brought to an end in the 3rd century, when the inhabitants had mostly accepted Roman culture and civilization and received civil rights.

The numerous coin finds from the period from the 2nd century BC to the 3rd century AD confirm that trade extended widely throughout the Mostar region and its broader vicinity. The presence of Roman culture in the area of the city itself is confirmed, in addition to the site of Cim, by the discovered Roman graves at Vukodol, dated to the 3rd century.

Prior to the arrival of Christianity in this region, the dominant religion was Mithraism, which was a great rival to Christianity up to 313 AD, when the latter could be freely worshipped. In fact, although Christianity had been a persecuted religion until that year, it was nonetheless present in the Roman province of Dalmatia from the first moments of its existence, as is confirmed even in the pages of the Bible. The apostle Paul stated that his student Titus had gone to Dalmatia (2 Timothy 4, 10). Despite being fiercely persecuted, Christianity certainly spread in these regions during the first centuries. The spreading was quickly increased under the new conditions at the start of the 4th century. Several archaeological sites attest to this period. This particularly refers to the early Christian basilicas, only two of which have been excavated: at Cim and Žitomislići. Remains of other early Christian

Bazilika u Žitomislicima dvojna je, što znači da se sastoji od dviju crkava, a nastaje u V./VI. stoljeću. Pronađeni su ostatci kamene plastike, kamene posude, ulomci keramike te stakleni i metalni predmeti. Ovdje je utvrđeno postojanje i stambenih zgrada pa se prilično opravdano pretpostavlja da je tu živjela i neka monaška zajednica ili, bez velikih dokaza, da je uz crkvu bilo sjedište sarsenterskoga biskupa (Basler).

Srednji vijek

Tijekom V. i VI. stoljeća dolazi do velike krize rimske države na Zapadu. Zajedno s tim događa se pad duhovne i materijalne kulture. Smjenjuju se prodori barbarskih plemena pred čijom najezdom nestaju mnoga kulturna dobra. Stoga u Europi nastaje novo razdoblje povijesti. Tako je bilo i u rimskoj pokrajini Dalmaciji, a onda i na njezinu mostarskome području. Stoga se može reći da doseljnjem Hrvata u ove krajeve početkom VII. stoljeća završava vrijeme rimske kulture i započinje srednji vijek. Sudbina razaranja kulturnih dobara iz prethodnoga razdoblja pogodila je sva ova područja. Od nekadašnje klasične umjetnosti na ovim područjima sačuvani su samo ulomci, gradine ili samo temelji čije vrijeme nastanka i funkciju nije uvijek lako dokraja odgonetnuti.

Avarsko-slavensko osvajanje i razaranja Salone 614. i Narone 621. godine označuje prijelomnicu između dvaju epoha. Novo stanovništvo, naviknuto na stočarstvo i poljoprivredu, u početku se ne nastanjuje u gradovima koji su odoljeli njihovu rušenju, već se smješta u primitivne nastambe. Upravo u tome načinu života stručnjaci vide razlog zašto se nijedan objekt iz ovoga vremena u cijeloj Hercegovini ne može pripisati Slavenima.

Jaka crkvena organizacija u gradovima koji su preživjeli, a ponajprije u Splitu kao nasljedniku Salone, bila je odlučujuća za pokršćavanje doseljenih plemena u cijelome priobalnom području i njegovu zaleđu kamo je pripadalo i mostarsko područje.

U ranome srednjem vijeku najveći dio današnje Hercegovine pripadao je pokrajini Zahumlje (Hum) koja je obuhvaćala područje od Trebinja do Neretve i

basilicas are known from the vicinity of Mo star, such as at Sutina and Potoci.

The basilica at Cim had a single nave with a trefoil apse. Its construction can be dated approximately from the end of the 4th to the 6th century. It is among the most attractive early Christian churches in B & H. The most important of the numerous finds from this site, other than the very foundations themselves, was a reliquary with relics of saints and martyrs that was found in situ, i.e. below the altar mensa. The finds of stone reliefs were also important. Some consider (Anđelić) that this church was the see of the bishopric of Sarsenterum, which was founded in 533 at the council in Salona, and which was certainly located in present-day Herzegovina.

The basilica at Žitomislići is double, meaning that it was composed of twin churches, and is dated to the 5th - 6th centuries. Remains of stone reliefs, stone vessels, pottery fragments, and glass and metal objects were found. The existence of dwelling structures was established at this site, and it is quite rightfully hypothesized that some monastic community lived here, or (lacking in proof) that the see of the Sarsenterum bishop had been located next to this church (Basler).

The Medieval Period

A major crisis occurred in the Western Roman Empire during the 5th and 6th centuries. It was paralleled by a decline in the spiritual and material culture. Invasions of barbarian tribes followed one another, and many cultural treasures disappeared in the attacks. A new historical period began in Europe. The same was true in the Roman province of Dalmatia, and in the Mostar region. Hence it can be stated that the arrival of the Croats in these lands at the beginning of the 7th century ends the period of the Roman culture and marks the beginning of the Middle Ages. The destruction of the cultural treasures from the previous period occurred throughout this entire area. Thus of the former classical arts in these regions, only fragments and foundations have been preserved, whose period of origin and function cannot always be fully explicated. The Avaric-Slavic conquest and destruction of Salona



kraj s desne strane srednjega toka Neretve. To znači i područje današnjega Mostara koje je pripadalo župi Večerić. Naime Hum je bio podijeljen na teritorijalno-političke jedinice koje su nazivane župe (županije). Napredovanjem i širenjem franačke države, kao i na drugim područjima Hercegovine, ovdje se sve više osjeća njezin utjecaj. No hercegovački krajevi pod svojim knezovima žive prilično samostalno, unatoč njezinoj snazi. Stoga se za kneza Mihajla Viševića (910. – 950.) obično kaže da je samostalno vladao u Zahumlju. Pretpostavlja se da su tada na ovome području postojala manja slavenska naselja i utvrde, no utvrđeni materijalni ostatci iz toga vremena nisu brojni, ponajviše stoga što su ovi krajevi nedovoljno arheološki istraženi. Pisanih tragova još je manje. No to nikako ne znači da nije bilo pismenosti u ovim krajevima. Naprotiv, starohrvatsku pismenost ovdje zorno potvrđuje Humačka ploča, datirana najčešće u XII. stoljeće.

U kasnome srednjem vijeku, potkraj XII. stoljeća, područje Hercegovine osvajaju Nemanjići i njome vladaju do početka XIV. stoljeća. Potom je bosanski ban 1322. godine ovdje proširio svoju vlast učvršćujući se također u dolini Neretve podizanjem novih gradova. No usporedo s jačanjem središnje vlasti dolazi do polarizacije između Bosne i Huma. To vrijedi posebice za vrijeme vladanja humskoga kneza Stjepana Vukčića, koji je ponajviše stolovao u Blagaju, a koji će 1448. godine dobiti naslov “herceg”.

Po tome naslovu on će ostati upamćen te će po njemu cijeli kraj kasnije dobiti ime. No sve je to prekinuto turskim osvajanjem ovih krajeva u drugoj polovini XV. stoljeća čime započinje posve novo razdoblje. Ustvari, najveći dio zidina Stjepanograda (Blagaja), smještenoga na stijeni iznad vrela Bune, potječe iz XIV. stoljeća. Vrlo dugo bio je glavni grad Humske zemlje, a Turci su ga osvojili 1465. godine.

Kroz srednji vijek svi oblici života doživljavaju svoje uspone i padove. No na području grada Mostara do sada nisu uočeni ostatci srednjovjekovnih sakralnih objekata. Ipak, u jednome grobu u Vukodolu pronađen je mač franačke izradbe čiji se nastanak smješta u IX. stoljeće, a najčešći svjedoci kasnoga srednjovjekovlja jesu nadgrobni spomenici, poznati kao stećci. O kulturnome kontinuitetu ovoga vremena

in 614 AD and Narona in 621 represented a transitional point between two epochs. The new population, used to a village life of stock-raising and agriculture, at first did not inhabit those cities that had withstood their destruction, rather they settled in primitive dwellings. This is considered to be the reason that not a single structure from this period throughout all of Herzegovina can be attributed to the Slavs.

The powerful ecclesiastic organization on the cities that survived, and particularly in Split as the successor to Salona, was decisive in the conversion of the newly arrived peoples in the entire coastal region and its hinterland, to which the Mostar region also belonged.

In the early medieval period, most of present day Herzegovina belonged to the province of Zahumlje (Hum), which encompassed the region from Trebinje to the Neretva River and the area on the right bank of the central Neretva. Hum was divided into territorial-political units called *župas* or *županijas* (roughly equivalent to a county). The province included the area of present-day Mostar, which belonged to the county of Veceri6. The advance and spread of the Frankish state meant that its influence was increasingly felt here, as in other parts of Herzegovina. However, the Herzegovina region under its princes lived fairly independently from the Frankish state. Thus it is usually stated that Prince Michael Visević (910-950) independently ruled Zahumlje. It is conjectured that small Slavic settlements and fortresses existed in this area, but confirmed material remains from this period are not numerous, primarily because these regions are insufficiently investigated archaeologically. There are even less written traces. This certainly does not mean, however, that illiteracy reigned in these areas. In fact, early Croatian literacy is palpably confirmed by the Humac Tablet, most commonly dated to the 11th century.

In the late medieval period, at the end of the 12th century, Herzegovina was conquered by the Nemanjić dynasty, who ruled to the beginning of the 14th century. Subsequently the Bosnian vice-regent extended his power to this area in 1322, further reinforcing it in the Neretva valley through the construction of new towns. Concurrent to the strengthening of a central authority, the relationships between Bosnia and Hum became polarized. This was particularly true during the reign

također svjedoči nakit dalmatinsko-hrvatske skupine pronađen u Cimu i vrlo vrijedan nakit pronađen u Potocima.

Kroz rani srednji vijek, kada ovdje dominira katoličko stanovništvo, liturgija je na domaćemu staroslavenskom jeziku. Malo poslije dolazi do pojave i velikoga jačanja dosada nedovoljno proučene krivovjerne “Crkve bosanske” kojoj su odreda pripadali srednjovjekovni velikaši (npr. herceg Stjepan). Radi suzbijanja ovoga krivovjerja tijekom XIII. stoljeća u ove krajeve dolaze najprije dominikanci, a malo poslije franjevci. S njima nastupa latiniziranje liturgije i crkvenoga života. Međutim franjevačke kronike istom početkom XVI. stoljeća bilježe postojanje njihova samostana u Mostaru, a spisi dubrovačkoga arhiva o postojanju samostana u Bišću. Na žalost, vrlo je malo zapisa iz toga vremena a oni koji postoje uglavnom su razasuti po svijetu.

No najstariji poznati pisani spomenik u samome Gradu jedan je srednjovjekovni stećak na kojemu stoji napisano: “Va ime boga velkoga cara nebesnoga i zm[ilo]snoga (zemaljskoga) a se leži Radivoj Krivušići (Krivoušići)”.

Nije poznato točno vrijeme njegova nastanka, ali ga se smješta u XIII./XIV. stoljeće.

Kroz cijelo ovo vrijeme u crkvenome smislu mostarskim područjem prema istoku upravljali su biskupi iz Stona i Trebinja, a zapadnim dijelom biskup iz Makarske. Pastoralni posjeti makarskih biskupa sve do Mostara bilježe se sve do 1735. godine, kada ovi krajevi bivaju povjereni apostolskim vikarima Bosne.

Otomansko razdoblje

Poslije smrti hercega Stjepana Blagaj sve više gubi na značenju, a Mostar se, zbog mnogo povoljnijega položaja, sve više razvija. Zapravo povijest Mostara kao grada započinje gradnjom dviju kula (Cimski grad, na desnoj, i Nebojša, na lijevoj strani Neretve), što se dogodilo najvjerojatnije za vrijeme vladavine hercega Stjepana, sredinom XV. stoljeća. Naime prvi se put naselje na mjestu današnjega Mostara spominje 3. travnja 1452. u jednome izvješću Dubrovčana u kojemu stoji da se Vladislav Hercegović pobunio protiv

of Prince Stjepan of Hum, who most often resided at Blagaj, and who in 1448 was granted the foreign title “Herzeg”. He was to be remembered by this title, and the entire region would later be renamed according to it. Everything, however, was interrupted by the Turkish conquest of these regions in the second half of the 15th century, when an entirely new period began. Most of the walls of Stjepangrad (Blagaj), located on the cliff above the source of the Buna River, come from the 14th century. It was long the chief town of the Hum lands, and it was captured by the Turks in 1465.

All forms of life experienced rises and falls during the Middle Ages. However, remains of medieval religious structures have not yet been noted in the area of the Mostar. One grave at Vukodol contained a sword of Frankish production, which can be dated to the 9th century, and the most common remains from the late medieval period are funerary monuments or tombstones, known as *stećci*. Jewellery of the Dalmatian-Croatian group discovered at Cim, and very valuable jewellery found at Potoci show cultural continuity through this time.

Throughout the early medieval period, when the population was predominantly Catholic, the liturgy was in the vernacular Old Slavonic language. Somewhat later, the insufficiently studied heresy of the “Bosnian Church” (Bogomils, Cathars) arose and greatly expanded. All of the medieval rulers belonged to it (such as Herzeg Stjepan). In order to suppress this heresy, members of the Dominican order first came in the 13th century, followed somewhat later by the Franciscans. The liturgy and religious life were Latinized through their efforts. However, the chronicles of the Franciscans note the existence of a monastery in Mostar only at the beginning of the 16th century.

Unfortunately, very few documents from this period exist, and those that do exist are scattered throughout the world.

The earliest known written monument in the city itself is a medieval tombstone - *stećak* on which is written: “In the name of God, the great emperor of the heavens and the earth, here lies Radivoj Krivusici (Krivousici)”. The exact period when the text was carved is unfortunately unknown, but it is generally dated to the 13th -14th centuries.



oca Stjepana i oteo mu neke gradove. To izvješće za Vladislava veli: “Uzeo je (...) Blagaj i dvije utvrde na mostu na Neretvi (ha preso quello di ...) Blagay et do castelli al ponte de Neretva)“.

Taj prvi most na Neretvi bio je drven. Opisuje ga turski zemljopisac Hadži Kalfa ovako: “Visio je na lancima, i pošto nije bio utvrđen na stupovima, tako se tresao da se preko njega u smrtnom strahu prelazilo.” Bio je od velike koristi stanovništvu mostarske doline, a Turcima je taj most dugo bio glavni prijelaz preko Neretve preko kojega je prelazila i vojska koja je nadirala prema zapadu.

Do prvoga bilježenja imena Mostar, za naselje oko dviju kula na Neretvi, međutim dolazi istom poslije.

Iako je ustaljeno mišljenje da se ime *Mostar* prvi put spominje 1. lipnja 1474. u jednome dokumentu sa sjednice vijeća Dubrovačke Republike, treba reći da se ime *Mostar* spominje nekoliko godina prije toga u *defteru* turskoga popisivača stanovništva u novoosvojenim krajevima za godine 1468. i 1469. Naime Blagaj su Turci osvojili 1466., a utvrde uz most na Neretvi najvjerojatnije 1468. godine. I, naravno, odmah slijedi popis stanovništva!

U tome *defteru* među turskim nahijama spominje se i Mostar (ponekad na turskom: Koprú hisar = tvrđava na mostu), što potvrđuje da je naselje oko spomenutoga mosta imalo taj naziv već prije turskih osvajanja. Uostalom ime nije tursko nego slavensko pa mu ga nisu ni mogli dati Turci. Stoga je opravdano zaključiti da se naselje Mostar počelo razvijati oko mosta koji je povezivao dvije kule i da je dobilo ime prije turskih osvajanja. U početku su kule građene vjerojatno za čuvara mosta, činovnika (ili više njih) koji se, zbog posla koji je obavljao, zvao “mostar” i koji je ubirao mostarinu.

Po jednoj teoriji korijen imena Grada, u početku maloga naselja koje je nastajalo oko kula i mosta, nalazio bi se u nazivu “mostarova” posla. A po drugoj teoriji, i kako neki misle manje vjerojatnoj, ime Grada dolazilo bi od naziva kojim je narod označavao kulu (kule) pored mosta – “mostara”: Halebinku na zapadnoj obali koja je starija od kule Herceguše, one na istočnoj obali Neretve.

Turski osvajači, ponajviše radi kontrole stanovništva i ubiranja poreza, vrlo brzo su vršili popis

Throughout this entire period, ecclesiastically the Mostar region towards the east was under the jurisdiction of the bishops of Ston and Trebinje, and to the west, the bishop of Makarska. Pastoral visitations of the bishops of Makarska extending all the way to Mostar are recorded up to 1735, when these areas were entrusted to the apostolic vicars of Bosnia.

The Ottoman Period

After the death of Duke Stjepan, Blagaj increasingly lost importance and the development of Mostar intensified because of its much more favorable position. In fact, the history of Mostar as a city begins with the construction of two towers, one on each side of the Neretva, which most probably occurred during the reign of Duke Stjepan in the mid 15th century. The first known mention of a settlement at the site of present-day Mostar comes from the 3rd of April 1452. This settlement is mentioned in the report of a citizen of Dubrovnik, stating that Vladislav Hercegović had rebelled against his father Stjepan and had taken several towns from him. The report notes: [Vladislav] had taken (...) Blagaj and two forts at the bridge on the Neretva (ha preso quello di (...) Blagay et do castelli al ponte de Neretva).

This first bridge across the Neretva was wooden. It was described by the Turkish geographer Hadži Kalfa as follows: “It hung on chains, and since it was not supported by columns, it shook so much that one crossed it in fear of one’s life”. It was of great use to the inhabitants of the Mostar valley, and for the Turks this bridge was the main crossing of the Neretva, used by their army to penetrate towards the west.

The first actual mention of the name of Mostar, the settlement around the two towers on the Neretva, only occurred later. Although it is generally accepted that the name “Mostar” was first mentioned on the 1st of June 1474 in a document of a meeting of the Council of the Dubrovnik Republic, it should nonetheless be noted that the name “Mostar” had been cited several times previously in the registry of a Turkish census taker from the newly conquered areas in 1468/1469. Blagaj was conquered by the Turks in 1466, and the

pučanstva posvuda u krajevima koje bi osvojili. Tako postoji *Poimenični popis sandžaka vilajeta Hercegovina*, koji je vršen već između 1475. i 1477. godine. Prema tome popisu u nahiji Mostar nalazilo se naselje Pazar Mostar u kojemu je u času popisa bilo 20 domova, a jedan je stanovnik bio neoženjen. S obzirom da je to prvi poznati popis stanovnika Mostara, ovdje se čini zgodnim navesti njihova imena. Bili su to: Radoje, sin Vukašina; Radovan, sin Radoja; Ruško, sin Radojin; Vukić, sin Uška; Radoje, sin Uška; Cvetko, sin Vukašina; Ivan, sin Cvetka; Radosav, sin Radina; Vitas, sin Ivke; Radko, sin Stepka (naveden je dva puta što je vjerojatno pogriješka); Božidar, sin Radivoja; Ivan, sin Radka; Milosav, sin Vlahu; Vuk, sin Pribila; Dragić, sin Radina; Radič, sin Radohne; Nenada, sin Dubravca; Radojko, sin Godca; Pavo, sin Radovana i Radađ, sin Dobrivoja. Iz istoga se popisa doznaje da su ovi Mostarci svojim novim gospodarima plaćali porez na posjede i proizvode pa znamo da su uzgajali pšenicu, ječam proso, bostan, vinograde, svinje, sitnu stoku te imali košnice pčela i mlinove. Zapovjednik tvrđave i posadnici tvrđave, sve doseljenici iz istočnih krajeva, također su posjedovali vlastite vinograde i prema zakonu za muslimane davali su po pet akča na svaki dunum. Već iz toga podatka, također zabilježenoga u spomenutom popisu, doznaje se da Mostar već tada među stanovnicima ima i muslimana. Ustvari, u času ovoga popisa osmanlijska posada u Mostaru brojala je 35 vojnika, među njima i jedan imam, kojima su bili dodijeljeni posjedi i, kao radna snaga, preostalo stanovništvo na tim posjedima.

No, osim za tadašnji Mostar, ovaj isti popis nudi dragocjene podatke i za druga naselja na današnjemu području grada Mostara, kao i šire. Tako primjerice u napuštenome naselju Zahum postoji samo dom Vukmira, sina Belosava.

U Cimlju (Cim) čak je 50 domova i još osam neoženjenih, u Orlacu 13 domova i jedan neoženjen, u Vihovićima 11 domova itd. Kao posjed turskim vojnicima dodijeljena su uglavnom sela na lijevoj obali Neretve, što je razumljivo jer je zapadno područje istom trebalo osvojiti. Na svim dodijeljenim posjedima (32) živjelo je 636 domaćinstava i 47 neoženjenih, a 9 osoba već je bilo primilo islam. Zanimljiv je

forts by the Neretva bridge most probably in 1468. And naturally, a census of the population was immediately taken!

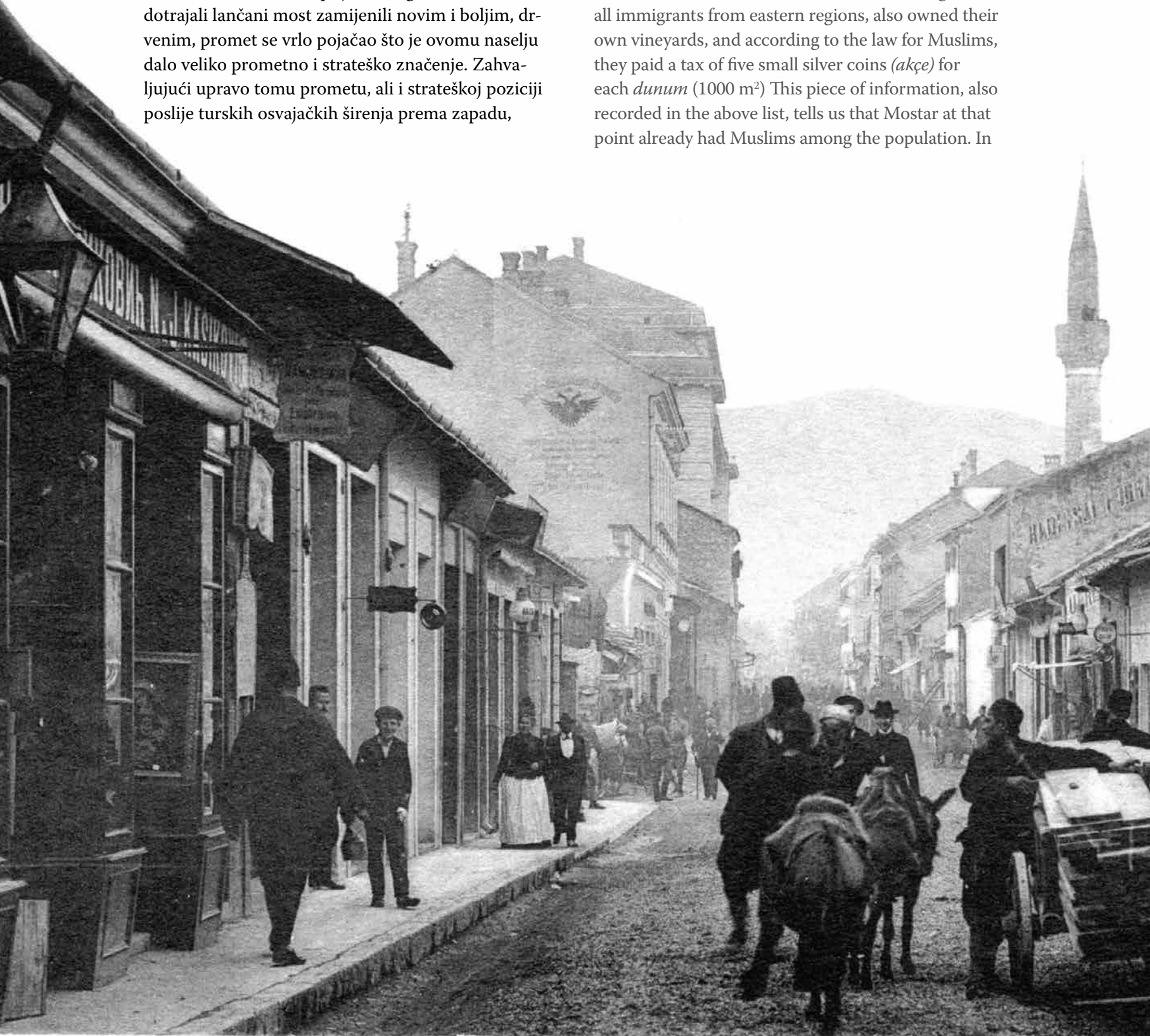
Mostar is mentioned among the Turkish parishes (*nahiye*) in this registry (sometimes in Turkish: *Koprú hisar* = fort on the bridge), which confirms that the settlement around this bridge had been called by this name even prior to the Turkish conquest. In fact, since the name is Slavic and not Turkish, it could not have been named by the Turks. Thus it can justifiably be concluded that the settlement of Mostar began to develop around the bridge that connected the two towers, and that it had received its name prior to the Turkish conquest. The towers were probably built originally for guards of the bridge, officers who because of their job of collecting bridge-tolls were called “mostar”, meaning bridge-tender.

According to one theory, the root of the name of the city, at first a small settlement that originated around the towers and bridge, would be derived from the Slavic term for the bridge-tender’s job. Another theory, thought by some to be less likely, suggests that the name of the city came from the term used by the people to denote in general the tower(s) by the bridge: Halebinka on the western (right) bank of the Neretva, which is earlier than Herceguša on the eastern (left) bank.

The Turkish conquerors very soon completed a widespread census of the inhabitants, primarily so as to control the population and collect taxes. Thus a name list exists of the *sanjaks* (districts) of the *vilayet* (province) of Herzegovina, which was completed between 1475 and 1477. According to this list, the *nahiye* (parish) of Mostar contained a settlement called Pazar Mostar, consisting at that time of 20 households, one of which was headed by a bachelor. Since this is the first known list of the inhabitants of Mostar, this seems a good occasion to list their names:

Radoje son of Vukasin, Radovan son of Radoje, Ruško son of Radojin, Vukić son of Uško, Radoje son of Uško, Cvetko son of Vukašin, Ivan son of Cvetko, Radosav son of Radin, Vitas son of Ivka, Radko son of Stepko was listed twice, which was probably a mistake, Božidar son of Radivoj, Ivan son of Radko, Milosav son of Vlahu, Vuk son of Pribila, Dragić son of Radin, Radič son of Radohna, Nenada son of Dubravac,





također podatak da su od svih ovih domaćinstava, dodijeljenih turskim vojnicima zajedno s posjedima, samo 24 bila sljedbenici vjere “bosanskih krstjana“.

Razvitku Mostara vjerojatno je najviše pridonijela činjenica što se ovdje stvorio glavni prijelaz preko Neretve za područje cijele srednje Hercegovine. A kada su Turci nekad prije 1481. godine zatečeni dotrajali lančani most zamijenili novim i boljim, drvenim, promet se vrlo pojačao što je ovomu naselju dalo veliko prometno i strateško značenje. Zahvaljujući upravo tomu prometu, ali i strateškoj poziciji poslije turskih osvajачkih širenja prema zapadu,

Radojko son of Godac, Pavo son of Radovan, and Radad son of Dobrivoj. It can be noted from the same list that these inhabitants of Mostar paid taxes to their new overlords on their lands and products, so we know that they raised wheat, barley, millet, melons, vineyards, swine, small stock, and had beehives and mills. The commander of the fortress and the garrison, all immigrants from eastern regions, also owned their own vineyards, and according to the law for Muslims, they paid a tax of five small silver coins (*akçe*) for each *dunum* (1000 m²) This piece of information, also recorded in the above list, tells us that Mostar at that point already had Muslims among the population. In

glavni grad hercegovačkoga sandžaka uskoro će biti prenesen iz Pljevalja upravo u Mostar. Ovaj grad se kao privremeno sjedište hercegovačkoga sandžakbega prvi put spominje 1522. godine kad su mu, upravo u Mostar, Dubrovčani poslali svoga izaslanika da mu prenese njihove čestitke nakon što su Turci bili osvojili Knin i Skradin. No već 1474. godine Mostar je imao subašu, a 1476. vojvodu. Početkom XVI. stoljeća Grad postaje samostalan kadiluk, a od 1592. godine ovdje je sjedište muftije.

Važnost Mostara, kao administrativnoga središta i važnoga prometnog čvorišta, sve je više rasla tijekom XVI. stoljeća pa su Turci odlučili dotadašnji most zamijeniti novim. Stoga su 1566. godine, između dviju već spominjanih srednjovjekovnih kula koje su također tada obnovljene, izgradili impozantan kameni most koji je srušen za vrijeme posljednjega rata. Valja napomenuti kako u Mostaru postoji predaja da je ovaj most sagrađen po uzoru na Krivu ćupriju koja premošćuje Radobolju oko 150 metara uzvodno od Neretve, a koja se prvi put spominje 1558. godine. Od nekadašnjega seoceta pored mosta na Neretvi upravo tijekom XVI. stoljeća Mostar se razvio u gospodarsko i kulturno središte Hercegovine, a tijekom XVII. stoljeća nadmašio je sva druga naselja u ovome kraju.

Upravo oko mosta na Neretvi – lančanoga, drvenoga pa kamenoga – razvio se turski mostarski grad zatvoren kulama i kapijama.

Taj most obično je nazivan “Stari“, no nije poznato otkada. Ipak, budući da je on sve do 1882. godine, kada je dovršen čelični most na Musali, bio jedini most u Mostaru, vjerovati je da se nadimak “Stari“ pojavio kada je sagrađen ovaj novi most koji je 1936. godine zamijenjen armiranobetonskim. Inače, Grad je od 1913. imao i Lučki most, prvi armiranobetonski most u BiH, a od 1917. godine i Carinski koji su pri kraju austro-ugarske vlasti gradili ruski ratni zarobljenici te još nekoliko mostova koji su podignuti kasnije, a svi su bili srušeni tijekom rata na kraju XX. stoljeća.

U početku Mostar je bio uglavnom vojnički grad. Na tvrđavama pored mosta bili su postavljeni topovi, a posada je brojala oko 160 vojnika kojima je zapovijedao “dizdar“. Po nekim izvješćima iz 1620. godine Grad je imao oko 1000 kuća, a s okolinom oko 3000.

fact, in the period of this list the Ottoman garrison at Mostar had 35 soldiers, one of them an imam, who was assigned estates, along with the remaining population on these estates as labor. This same list offers valuable information for other settlements in the present area of the city of Mostar, and beyond. Thus, for example, in the abandoned settlement of Zahum, only the household existed of Vukmir son of Belosav. Cimlje (Cim) contained as many as 50 households, with a further 8 bachelors, Orlac had 13 households and one bachelor, Vihovići 11 households, etc. The Turkish soldiers were mainly granted villages on the left (eastern) bank of the Neretva, which is understandable, given that the western area had not yet been fully conquered. The granted estates (32) had 636 households and 47 bachelors, with 9 individuals who had already converted to Islam. It is also interesting that of all these households, assigned to Turkish soldiers together with the estates, only 24 were declared followers of the faith of the “Bosnian Christians”.

The development of Mostar was most probably mostly brought about by the creation of the main passage across the Neretva for the entire area of central Herzegovina. And when the Turks replaced the aged chain bridge sometime before 1481 with a new and better wooden one, traffic increased greatly, which gave this settlement a major transport and strategic importance. Thanks to this transportation, but also its strategic position after the Turkish expansion towards the west, the main city of the Herzegovinian sanjak was soon to be transferred from Pljevlje to Mostar. This town was mentioned for the first time as the temporary seat of the Herzegovinian sanjak-beg in 1522, when the Dubrovnik Council sent its envoy to Mostar to offer its congratulations after the Turks had conquered Knin and Skradin. However, as early as 1474, Mostar had an overseer, and in 1476, a war lord. At the beginning of the 16th century, the city became an independent district (*kadiluk*) and from 1592, it was the seat of a senior Islamic priest (*mufti*).

The importance of Mostar as an administrative center and important transportation juncture continually increased during the 16th century, so the Turks decided they replaced the previous bridge with a new one. Thus in 1566, they built an imposing stone bridge between

Već je tada stanovništvo pretežno muslimansko i tako će ostati sve do kraja turske dominacije.

Već iz dosada rečenoga jasno je da su temelji gradu Mostaru, gradnjom dviju utvrda i mosta na Neretvi, postavljeni neposredno prije dolaska Turaka, a da se grad, sa svim oznakama osmansko-turskoga naselja, razvio tijekom XVI. stoljeća. Osnovna oznaka takva grada sastojala se od podjele na dio u kojemu se stanovalo, mahal, i na četvrt u kojoj se poslovalo, čaršiju.

U mahali su privatne kuće, zatvorene prema ulici i otvorene prema vlastitomu dvorištu, u kojima se živi, ali tu su također: džamija, česma, mekteb i harem. Nepravilne i uske ulice, koje se nadovezuju na glavnu i široku ulicu, osnovne su urbane oznake ovoga dijela grada. Mostarske mahale formiraju se ovisno o Neretvi i mostu prema kojemu vode sve komunikacije, broje četrdesetak niskih kuća, često utopljenih u zelenilo, iznad kojih dominira minaret džamije. U početku su one na istočnoj strani Neretve, a početkom XVII. stoljeća pojavljuju se i na zapadnoj obali tako da kroničari oko 1660. godine broje čak 35 gradskih mahala kojima gravitiraju izvangradska naselja Rodoč, Cim, Ilići, Zahum, Zalik itd. koja imaju posve drukčija obilježja.

S druge strane u poslovnome području grada, čaršiji, smještene su zanatske radionice i trgovine. Također su nisko građene, ali otvorene prema ulici. Turska čaršija također redovito ima svoju džamiju te hamam, pekara, han itd. Takva se čaršija oblikovala i u Mostaru, a vrlo snažna bila je između 1520. i 1570. godine, kada u njoj djeluje tridesetak zanata i kada su podignuti najpoznatiji spomenici osmanskoga razdoblja u Mostaru.

Ovaj brzi gospodarski razvitak Grada pratio je, naravno, porast broja stanovnika u njemu koji je na kraju XVII. stoljeća, prema nekim zapisima, dosegao oko 10.000 osoba, dok drugi pišu da ih je bilo čak 12.000. Međutim razvoj Mostar pratili su i burni događaji opasne naravi. Tako je primjerice 1563. godine Grad doživio snažan potres, a 1507., 1546., 1689., 1731. i od 1813. do 1818. godine njime je harala kuga. Za vrijeme Kandijskoga rata Mlečani su, 1652. godine, prodrli sve do Mostara, ali grada nisu osvojili. Isto se dogodilo 1687. godine poznatomu Stojanu Jankoviću

the two mentioned medieval towers, which were also rebuilt then. The bridge was destroyed in the recent war. It should be mentioned that a legend exists in Mostar that this bridge had been built on the model of the “Crooked Bridge”, which crosses the Radoblja River about 150 meters upstream from the Neretva, and which was mentioned for the first time in 1558. From a former hamlet next to the bridge over the Neretva, Mostar evolved during the 16th century into the economic and cultural center of Herzegovina, and during the 17th century it surpassed all other settlements in this area.

The Turkish town of Mostar developed just around the bridge over the Neretva -- chain, wooden, and stone -- enclosed with towers and gates. This bridge was usually called the “Old” bridge, but it is not known from when. Nonetheless, given that up to 1882, when the steel bridge at Musala was finished, it was the only bridge in Mostar, it is likely that the Term “old” appeared when this new bridge had been built, which was replaced in 1936 by a reinforced concrete one. Otherwise, the city had since 1913 had the Lučki Bridge, the first reinforced concrete bridge in B & H, and from 1917, the Carinski Bridge, which was built by Russian prisoners of war near the end of AustroHungarian rule, as well as several other bridges that were built later, all of which were destroyed during the war at the end of the 20th century.

At the beginning Mostar was mostly a military town. Cannon were placed in the fortresses by the bridge, and the garrison numbered around 160 soldiers, commanded by a “dizdar” (castellan). According to some reports from 1620, the city had around 1000 houses, and around 3000 including the vicinity. The inhabitants were already mostly Muslim, and this was to remain the case to the end of the Turkish domination.

It can clearly be seen from the above that the foundations of the city of Mostar, as represented by the construction of two fortresses and a bridge over the Neretva, had been placed just before the arrival of the Turks, and that the city developed during the 16th century with all characteristics of an Ottoman-Turkish settlement. The basic trait of such a town was the division into the section for residence, the mahala, and the section for business and trade, the bazaar.

The mahala or Turkish quarter consisted of private houses, closed off along the street and open towards

koji je poharao neke mostarske mahale, ali nije uspio prijeći preko mosta. I poslije se ovdje tresla zemlja i često pojavljivala kuga od koje je, kako vele neke kronike, samo 1731./32. godine u Mostaru umrlo oko 300 osoba. U sljedećemu razdoblju bilo je također još sličnih vojničkih i hajdučkih prodora iz Dalmacije, kao i domaćih pobuna protiv turske vlasti, no ona je, kao što je poznato, opstala sve do 1878. godine.

Međutim od početka XVIII. stoljeća Mostar je pomalo stagnirao. Osjećalo se to na svim razinama gradskoga života. Čak ni broj stanovnika nije više napredovao. Naprotiv, ako je vjerovati spomenutim kronikama s kraja XVII. stoljeća, broj je stanovnika opadao.

Po rezultatima prvoga austro-ugarskog popisa iz 1879. godine, dakle skoro dvjesto godina poslije, u Mostaru je bilo svega 10.848 stanovnika. No s obzirom da je nekoliko godina prije dolaska austro-ugarske vlasti (1878.) u Hercegovini bilo vrijeme pobuna protiv Turaka i prevrata te je zbog toga dolazilo i do pomicanja stanovništva, za analizu stvarnoga stanja zanimljiviji je popis iz 1895. godine jer se stanje već bilo smirilo, a vlast dobro organizirala pa su i podatci ovoga popisa pouzdaniji. Tada je grad Mostar imao 14.370 stanovnika od kojih je 6.946 bilo muslimana, 3.877 pravoslavaca, 3.353 katolika i 194 sljedbenika drugih vjera.

Tridesetih godina XIX. stoljeća Mostar je neko vrijeme bio vezirski grad, kada je vezirsku čast i vlast iz Istanbula dobio Ali-paša Rizvanbegović. A u posljednjim desetljećima turske vlasti u Mostaru su rezidencije imali konzuli nekih europskih zemalja: austrijski, talijanski, ruski, engleski i francuski.

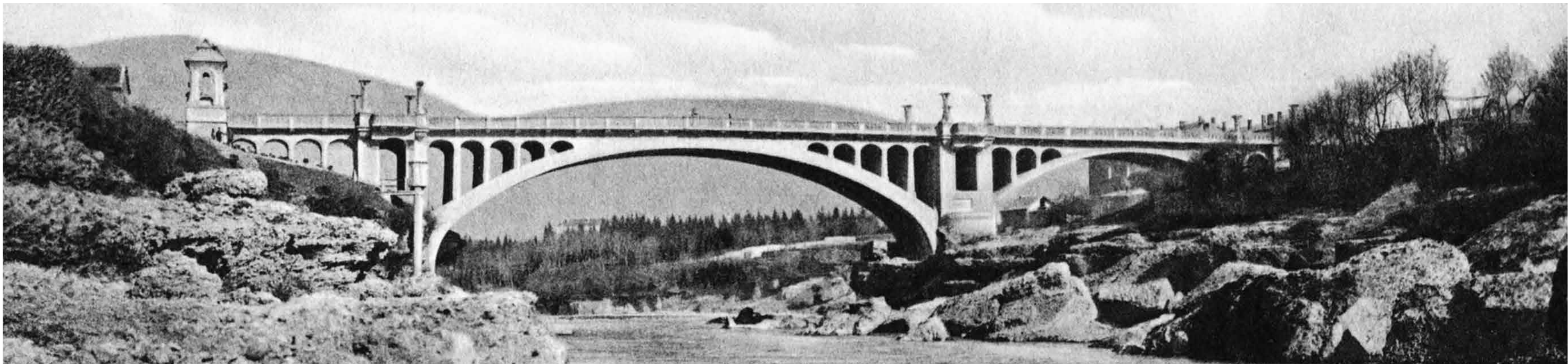
Pouzdanost se zna da je u otomanskome razdoblju u Mostaru sagrađeno 37 džamija, dok ih je po nekim izvješćima bilo čak 47. Prva, Sinan-pašina džamija, bila je podignuta već 1474. godine, što nije nimalo nevjerojatno ako se zna da je otomanska vlast imala običaj podizati bogomolje čak u svojim vojnim logorima, a već smo vidjeli da prvi turski popis svjedoči da Mostar 1477. godine među turskom vojničkom posadom ima i jednoga imama. Od svih tih džamija svakako je najpoznatija Karađoz-begova džamija koju su gradili dubrovački majstori. Podignuta je 1557. godine, a smatra se najmonumentalnijom u cijeloj Hercegovini.

their interior courtyards, but also with mosques, fountains, schools, and harems. Irregular and narrow streets that connect to the main broad street are the basic urban characteristics of this part of town. The Mostar Turkish quarters were formed in reference to the Neretva and the bridge across which all routes led, and consist of forty some low houses, often drowned in greenery, dominated above by the minaret of a mosque. In the beginning they were formed on the eastern side of the Neretva, and at the beginning of the 17th century they also appeared on the west bank, so that the chronicles of ca. 1660 list as many as 35 quarters of the city, to which the suburban settlements of Rodoč, Cim, Ilići, Zahum, Zalik, and so forth gravitated, which had completely different characteristics.

The commercial part of the town, the bazaar, contained craft workshops and stores. The buildings were also low, but were open towards the street. Such quarters of town also had their own mosques, baths, inns, bakeries, etc. Such a bazaar was formed in Mostar, and it was very powerful between 1520 and 1570, when thirty some crafts were represented, and when the most famous monuments of the Ottoman period were built in Mostar.

This rapid economic development of the city was naturally accompanied by a simultaneous growth in the number of inhabitants, which according to some records reached 10,000 people at the end of the 17th century, while others wrote that there were even 12,000. However, Mostar also went through turbulent events of a dangerous nature. In 1563, the city experienced a major earthquake, and in 1507, 1546, 1689, 1731, and from 1813 to 1818, it was ravaged by the plague. During the Candian War, in 1652, the Venetians penetrated all the way to Mostar but did not capture the town. The same occurred in 1687, to the famous Stojan Janković, who sacked some of the Turkish quarters of Mostar, but did not succeed in crossing the bridge. The land also shook later and the plague often appeared, and some chronicles state that merely in 1731-32 around 300 people died in Mostar. There were similar military and brigand attacks from Dalmatia in the following period, as well as local rebellions against the Turkish overlords, but as is known, they remained up to 1878.





Na prosvjetnome planu sve do kraja XVIII. stoljeća u Mostaru su postojale samo muslimanske vjerske škole: mektebi i medrese. Mektebi su bili početne škole u kojima se stjecalo osnovno vjersko znanje, a u Gradu se prvi mekteb spominje 1554. godine. Ne zna se točno koliko ih je osnovano tijekom osmanske uprave, no dokumentirano ih je 14. U medresama se dobivalo više vjersko znanje, a do 1878. godine u Mostaru ih je osnovano deset. U drugoj polovini XIX. stoljeća nastaje novi oblik škola – ruždije. Bile su to prve muslimanske srednje škole s proširenom općom nastavom. Ovakva škola osnovana je u Mostaru 1866. i djelovala je s prekidima sve do 1925. godine.

Nakon osnivanja posebnoga Hercegovačkog vilajeta, godine 1876. u Mostaru je osnovana “Tiskara Vilajeta hercegovačkog” u kojoj je tiskan prvi hercegovački list *Neretva*, službeno glasilo Vilajeta, koji se pojavio u svega 38 brojeva. Prva muslimanska knjižnica u Mostaru spominje se uz Karadžić-begovu medresu 1570. godine. Radila je sve do 1925. godine, a tijekom turske vladavine osnovano ih je pet.

Povjesničari više ne sumnjaju da je “blizu kasabe Mostara” 1553. godine postojao Franjevački samostan svete Marije. Nalazio se u Zahumu koji je sve do kraja XVI. stoljeća bio nastanjen pretežno

However, from the beginning of the 18th century, Mostar stagnated a bit. This was felt at all levels of city life. Even the number of inhabitants no longer rose. In fact, if one is to believe the mentioned chronicles from the end of the 17th century, the number of inhabitants declined. According to the results of the first Austro-Hungarian census from 1879, thus almost two hundred years later, there were only 10.848 inhabitants in Mostar. However, considering that several years before the arrival of the Austro-Hungarians in 1878, there was a period of rebellion and insurrection against the Turks in Herzegovina, and because of this there was movement of the population, and from the point of view of analysis of the actual state, the list from 1895 is interesting, as conditions had already calmed down, the government was well organized, and the data from this census is more reliable. The city of Mostar then had 14.370 inhabitants, of whom 6946 were Muslim, 3877 Orthodox, 3353 Catholic, and 194 members of other religions.

In the 1830s, Mostar for some time was the seat of a Vizier, when Ali-Pasha Rizvanbegović was granted vizier's honors and power by Istanbul. In the last decades of Turkish rule, the consuls of some European countries resided in Mostar: Austria, Italy, Russia, England, and France.

kršćanskim stanovništvom, a tvrdi se da su ga 1563. godine srušili Turci kada su tjerali duvanjskoga biskupa Danijela te su i fratri morali bježati. I nakon toga stalno je bilo katolika i njihovih svećenika u Mostaru, često kriomice, a uvijek u velikom strahu i obespravljeni, što potvrđuju sljedeći oskudni podatci: 1625. u Mostaru je župnik don Petar Alegreti biskup Lišnjić 1670. godine o mostarskim katolicima piše da ih u Gradu nema više nego samo 45 domaćinstava, a u Mostaru nije dopušteno uopće govoriti misu don Anti Rebiću iz Mostara 1684. godine biskup Lišnjić dopušta da ga za svećenika može zarediti bilo koji biskup tijekom XVIII. stoljeća spominje se više fratara župnika u Mostaru: fra Ivan Stojić, fra Grgo Živanović, fra Grgo Mandić, fra Filip Olovčić. Posljednji iz toga niza mostarskih župnika bio je fra Ante Dežić. Nakon njegove smrti 1766. godine, zbog nesigurnosti i problema, župnici sele u Cim, pa Gorance te Gradac. Tako je 1768. godine u Gradu bilo još samo 18 katoličkih obitelji sa 73 člana. No iako je katolika u Mostaru bilo uvijek, nisu imali svoje bogomolje sve do 1847. godine, kada je uz istodobno građenu biskupsku rezidenciju u Vukodolu podignuta kapelica te je prvi župnik Mostara u novim prilikama imenovan 1849. godine. Zapravo katolici u Mostaru nisu imali crkvu više od 300 godina u kontinuitetu

It is reliably known that in the Ottoman period 37 mosques were built in Mostar, while some records place the number at 47. The first, the Sinan-Pasha Mosque, was built as early as 1474, which is not at all unbelievable given the Ottoman authorities had the custom of erecting houses of worship even in military camps, and it has been seen that the first Turkish list notes that Mostar in 1477 had an imam among the Turkish military garrison. By far the best known of these mosques is the Karadžić- Bey mosque, which was built by stonemasons from Dubrovnik. It was constructed in 1557, and is considered the most monumental mosque in all of Herzegovina.

In terms of education, up to the end of the 18th century only Islamic religious schools existed: the *mekteb* and the *madrasah*. A mekteb was a primary school teaching the basics of religious knowledge. The first mekteb was mentioned in 1554. The exact number of them founded during the Ottoman administration is unknown, but 14 are documented. A higher level of religious knowledge was acquired in the madrasah, and 10 of them were founded in Mostar to 1878. In the second half of the 19th century a new form of school arose - the rusdiye. These were the first Muslim secondary schools with a wider, general curriculum. Such a school was founded in Mostar in 1866 and was active, with interruptions, up to 1925.



jer mala kapelica u Vukodolu nije bila crkva niti je mogla primiti veći broj vjernika. Stoga je apostolski vikar i biskup fra Rafo Barišić tražio i dobio odobrenje za gradnju crkve u Mostaru.

Nakon što su fratri 1862. godine dobili na dar zemljište za gradnju podignuta je 1866. crkva sv. Petra i Pavla koja je bila sve do 1980. jedina katolička crkva u cijelome Gradu. No već je 1847. godine Sveta Stolica osnovala Hercegovački apostolski vikarijat i na njegovo čelo imenovala biskupa fra Rafu Barišića. Nakon toga dovršena je stara zgrada Biskupskoga ordinarijata u Vukodolu pa se Barišić 1851. godine preselio iz Seonice u Mostar.

O kulturnome radu katolika u samome Mostaru ne može se govoriti sve do polovine XIX. stoljeća. Međutim iz Ljubuškoga potječe fra Lovro Šitović (podrijetlom musliman – Hasan – obraćen na katoličku vjeru te postao svećenik) koji je 1713. godine objavio prvu gramatiku hrvatskoga jezika u BiH. Ta je gramatika iznimno važna pojava u kulturološkome smislu. No u ovo vrijeme velika osporavanja hrvatske prisutnosti na područjima BiH, čak sve do XIX. stoljeća, osobito je dragocjen fra Lovrin uvod. U njemu on objašnjava zašto ju je napisao. Veli ovako: “Moj Dragi, i mili štioče, nemojse čudit ovomu momu, ako i malahnu trudu; jer kad razumise razlog, i uzrok, rad kogasam ovo dilo sastavio, tićese isti izpovidit, dasam dobro učinio. Jurje tebi očito, da mnozi narodi, to jest, Francezi, Spanjoli, Italianci, Nimci Ungari &c. lašnje nauče Gramatiku, nego mi Harvati. Jer ? jerbo oni štampaju Gramatike u svoje vlastite jezike istomačene, i tako nje njimi muka naučit Regule Gramatičke, kako nami, jerbo mi neimamo Gramatikah u naš jezik istomačenih. I Premda jesu kojgodi Naučitelji Gramatike istomačili Declinatione, Imenah, i Conjugatione Verabah hrvatski; ništanemanje nisu (što ja mogu znat dasam vidio) svih Regulah zadosta izrekli, ni obratili.”

Uz biskupsku rezidenciju u Mostaru otvorena je 1852. godine pučka škola za dječake, 1861. čitaonica s knjižnicom, nešto kasnije još jedna knjižnica u samostanu, a 1872. godine osnovana je “Tiskara katoličkog poslanstva“, prva hrvatska tiskara u BiH.

Sestre milosrdnice 1872. godine dolaze u Mostar i otvaraju svoju pučku školu za djevojčice.

After the establishment of a separate vilayet (or province) of Herzegovina, in 1876 the “Publishing House of the Province of Herzegovina” was founded in Mostar, where the first Herzegovinian newspaper “Neretva” was printed, the official gazette of the Vilayet, of which only 38 issues appeared. The first Muslim library in Mostar is mentioned along with the Karadjoz-Bey Mosque secondary school in 1570. It was active until 1925, and during the Turkish rule five libraries were established.

Historians no longer doubt that a Franciscan monastery existed “near the backwaters of Mostar” dedicated to the Virgin Mary in 1553. It was located in Zahum, which to the end of the 16th century was inhabited by a predominantly Catholic population, and it is claimed that it was demolished in 1563 by the Turks, when they drove off the bishop of Duvno, Daniel, and the friars also had to flee. Even after this Catholics and their priests were constantly in Mostar. Often in hiding and always in great fear and deprived of rights, as is confirmed by the following excerpts from the limited data available.

In 1625, the parish priest in Mostar was Mon. Petar Alegreti. In 1670, Bishop Lišnjić wrote that there were no more than 45 households of Mostar Catholics and that it was not permitted to say mass at all in Mostar.

In 1684, Bishop Lišnjić permitted Mon. Ante Rebić to be ordained by any bishop. During the 18th century, several friars and parish priests in Mostar are mentioned: Fr. Ivan Soić, Fr. Grgo Zivanović, Fr. Grgo Mandić, Fr. Filip Olovčić. The last in this series of Mostar parish priests was Fr. Ante Dežić. After his death in 1766, because of the lack of security and problems, the parish priests moved to Cim, then to Gorance, and to Gradac. Thus in 1768, there were only 18 Catholic families with 73 members. Despite the fact that there had always been Catholics in Mostar, they did not have their own church until 1847, when along with the simultaneously built bishop’s residence in Vukodol, they built a small chapel, and the first parish priest of Mostar was named in such new conditions in 1849. In fact, the Catholics of Mostar had not had a church for over 300 years in continuity, as the small chapel in Vukodol was not a church nor could it fit a large number of the faithful. Thus the apostolic vicar and bishop Fr. Rafo Barišić sought and received permission to build a

Prvi spomen pravoslavaca u Mostaru iz 1575. godine vezan je za suđenje protiv hercegovačkoga metropolita Savatija zato što je s dvanaest carskih konjanika obilazio Hercegovinu i od katolika skupljao porez. Međutim nije poznato kada su se prvi pravoslavci nastanili u Mostaru, kao što se ne zna ni kada su podigli svoju prvu crkvu. No razvojem Grada bivalo ih je sve više. S druge strane, iako se o prvoj pravoslavnoj crkvi u Mostaru ne zna pouzdano ni kako je izgledala ni kada je sagrađena, ipak je najprikladnije njezin nastanak smjestiti u drugu polovinu XVIII. stoljeća, odnosno u vrijeme neposredno prije negoli se hercegovački pravoslavni vladika Antim konačno 1767. godine nastanio u ovome gradu. Otada je ovaj grad bio sjedište hercegovačkoga vladike sve do početka rata 1991./1992., kada je ono preneseno u Trebinje. No bez obzira na nesiguran datum njezine izgradnje, pravoslavci su svakako crkvu u Mostaru imali mnogo prije 1832., kada je zbog dotrajalosti srušena. Iste su godine turske vlasti dale dopuštenje za obnovu crkve iz prethodnoga vremena na starim temeljima i u istim dimenzijama s izričitom napomenom da ne smije biti ni za prst veća pa je, na osnovi toga dopuštenja, 1834. godine podignuta današnja stara pravoslavna crkva. Ova crkva međutim zbog malih dimenzija nije mogla zadovoljiti duhovne potrebe pravoslavnoga stanovništva pa su vlasti, u procesu opadanja netrpeljivosti prema neislamskomu stanovništvu tijekom XIX. stoljeća, pravoslavcima dopustile gradnju nove i velike crkve. Radovi su započeli u proljeće 1863., a kad su završili u jesen 1873. Bila je to tada najveća srpska pravoslavna crkva uopće. Pravoslavci su imali knjižnicu svoje crkvene “opštine” i svoje škole: osnovnu mušku vjerojatno od kraja XVIII. stoljeća, a od 1850. ima i svoju zgradu, građansku od 1860., osnovnu žensku od 1862. Godine 1866. otvorili su duhovnu pravoslavnu školu koja je sljedeće godine prenesena u Žitomisliće. Nasuprot uobičajenu mišljenju, i za vrijeme otomanske vlasti bilo je kulturnoga života u Mostaru. Sve do XIX. stoljeća pisali su samo muslimani jer drugima to nije bilo moguće. Naravno, svi pisci bili su posve islamski usmjereni. Istom polovinom XIX. stoljeća pojavljuju se pravoslavni pisci, a malo poslije i katolički. Nije stvarana velika umjetnost i znanost, ali je pisana, i to

church in Mostar. After the friars received land for building as a gift, the Church of SS Peter and Paul was built in 1866, which until 1980 was the only Catholic church in the entire town. As early as 1846, the Holy See founded the Herzegovinian apostolic vicariate, naming Bishop Rafo Barišić as its head. After this the building of the old diocesan ordinariate was built in Vukodol, so Barisic moved in 1851 from Seonica to Mostar.

Nothing can be said about the cultural activities of Catholics in Mostar itself until the mid 19th century. However, Fr. Lovro Šitović came from Ljubuški, a former Muslim named Hasan who converted to the Catholic faith and later became a priest. In 1713, he published the first grammar book of the Croatian language in B & H. This grammar book was exceptionally important in the cultural sense. In this period of major challenging of Croatian presence in regions of B&H even up to the 19th century, Fr. Lovro’s introduction is particularly precious. He explains why he had written this grammar: “My dear ones, don’t be surprised at this small work of mine, as when the reason and cause is understood, and for whom I put this work together, it will be seen that I have done well. It is apparent that many nations, the French, the Spanish, the Italians, Germans, Hungarians, etc. more easily learn grammar than we Croats do. This is because they print grammar books explained in their own languages, and thus it is not hard for them to learn the rules of grammar as it is for us, as we do not have grammar books explained in our language. And although the occasional teacher of grammar has explained declensions, nouns, and conjugations of Croatian verbs, they have not at all (which I would know had I seen) either stated or noted all grammar rules.”

Next to the bishop’s residence in Mostar, an elementary school for boys was opened in 1852, a reading room with a library in 1861, somewhat later another library in the monastery, and the “Publishing House of the Catholic Mission” was founded in 1872, the first Croatian printer in B&H. The order of the Sisters of Mercy arrived in Mostar in 1872, and opened an elementary school for girls.

The first mention of Orthodox inhabitants in Mostar from 1575 is tied to the trial of the metropolitan of Herzegovina Savatius, who had traveled through







na hrvatskome, srpskome, turskome, perzijskome, arapskome i latinskome jeziku.

U XVI. i XVII. stoljeću među muslimanima spominju se pjesnici: Hasan, Derviš-paša Bajazidagić, Sebuhi Ahmedbeg, Hadži Derviš, Husein Čatrnja, Fazli Mostarac itd. Bio je tu i poneki filozof i povjesničar. Mustafa Sejhjujo napisao je u XVIII. stoljeću oko 40 djela iz prava i teologije. U XIX. stoljeću ističu se Mustafa Sarajlić, Mustafa Mukić, Mustafa Karabeg, Omer Humo i dr.

Pisana kultura u mostarskih pravoslavaca započinje polovinom XIX. stoljeća, kada se pojavljuju Joanikije Pamučina, Prokopije Čokorilo, Ato Slomo Marković, Luka Grdić-Bjelokosić i Risto Ivanišević.

Prvi katolici pišu u Mostaru istom u drugoj polovini XIX. stoljeća. Među njima svakako treba spomenuti biskupe fra Rafu Barišića, fra Anđela Kraljevića i fra Paškala Buconjića te fra Petra Bakulu i don Franu Milićevića.

Herzegovina with twelve imperial cavalry soldiers collecting taxes from Catholics. However, it is not known when the first Orthodox inhabitants settled in Mostar, or when they built their first church. As the city grew, so did their numbers. On the other hand, although it is not reliably known when the first Orthodox church in Mostar was built or how it looked, it is most suitable to place its origins in the second half of the 18th century, in the period immediately before the Herzegovinian Orthodox Bishop Aksentius was temporarily in Mostar, while his successor Antim settled permanently in this town in 1767. From that point on, Mostar was the see of the Herzegovina bishops up to the beginning of the war in 1991/1992, when it was transferred to Trebinje. Despite the uncertain date of the church construction, the Orthodox community certainly had a church in Mostar considerably before 1832, when it was demolished because of dilapidation. The same year, the Turkish authorities

Neki od ovih pisaca objavljivali su također izvan Hercegovine i na stranim jezicima.

Austro-ugarsko razdoblje

Austro-ugarske trupe, bez ikakva izravna otpora iz Grada, ušle su u Mostar 5. kolovoza 1878. Toga dana započelo je novo razdoblje u povijesti ovoga grada u gotovo svakome smislu: urbanome, zakonodavnome, političkome, kulturnome, vjerskome, građevinskome, prometnome.

Ponajprije tada je prestala dominirati orijentalna matrica izgradnje, a prevladat će zapadnoeuropska.

Od nekadašnje kasabe Mostar polako prerasta u moderan srednjoeuropski grad. Dotadašnje središte Grada sve više gubi na značenju jer se novo središte oblikuje na zapadnoj, mnogo prostranijoj obali uz željezničku prugu koja se gradi. Zatečeni način zanatskoga poslovanja feudalne države polako zamjenjuje industrija i veliki kapital. Mostar, nakon desetljeća stagniranja, doživljava graditeljski procvat. Gospodarski također! S time raste i broj stanovnika. Nastaju novi oblici poslovanja i stanovanja. Naime za razliku od nekadašnjega načina života, podijeljenoga između čaršije i mahale, poslovanje i stanovanje sve se češće obavljaju u istoj zgradi, što je tipičan oblik života u gradovima srednje Europe u XIX. stoljeću. Na desnoj obali Neretve nastaje blokovski oblik gradnje dirigiran uličnom mrežom koja se također postavlja. Pojavljuju se višekatnice i kuće s većim brojem stanova te se uz individualni način stanovanja pojavljuje i kolektivno stanovanje.

Sve do 1878. godine Mostar je imao dvije velike ulice: Glavnu i Srednju. Sve drugo bili su obični sokaci kroz koje nisu mogla proći nikakva kola, već samo konji i magarci. Uz to na desnoj obali Neretve postojala je loša cesta koja je dolazila iz smjera Metkovića. Novoj vlasti, navikloj na široke ulice te kočije i željeznicu, to je zadavalo velike muke. A da bi mogli funkcionirati u zatečenu stanju, u Španjolskoj su nabavili 2000 konja i mazga te doveli 500 Španjolaca koji su za potrebe austro-ugarske vojske organizirali prijevoz robe.

No izgled Grada i način prometovanja u njemu vrlo su se brzo mijenjali. Među prvi većim objektima koji

gave permission for the rebuilding of the church from the previous period on the old foundations and in the same dimensions, with the specific comment that it could not be even a finger larger, and on the basis this permission, what is now called the old Orthodox church was built in 1834. This church, however, because of its small dimensions could not fulfill the spiritual needs of the Orthodox population, and the authorities, in the process of decreasing intolerance towards the non-Islamic population during the 19th century, allowed the Orthodox congregation to build a new and larger church. Work started in the spring of ~ 1863, and when it was finished in the autumn of 1873, it was then the largest Serbian Orthodox church anywhere. The Orthodox congregation had a library of their ecclesiastical “districts” and their own schools: an elementary school for boys probably from the end of the 18th century, with its own building from 1850, a civil school from 1860, an elementary school for girls from 1862. In 1866, they opened a religious Orthodox school, which was transferred the following year to Zitomislic.

Contrary to common opinion, there was a cultural life in Mostar during the Ottoman rule. Up to the 19th century, only Muslims wrote, as it was not allowed for others. Naturally, all the writers had entirely Islamic orientations. Only in the mid 19th century did Orthodox writers appear, and a little later, Catholic writers. No great art or science was set down, but writing did exist, in Croatian, Serbian, Turkish, Persian, Arabic, and Latin.

Poets mentioned among the Muslims in the 16th and 17th centuries included: Hasan, Dervish-Pasha Bajazidagic, Sebuhi Ahmedbeg, Hadži Derviš, Husein Čatrnja, and Fazli Mostarac. There also were the occasional philosophers and historians. Mustafa Sejhjujo wrote some 40 works in the field of law and theology in the 18th century. Prominent 19th century writers included Mustafa Sarajlić, Mustafa Mukić, Mustafa Karabeg, Omer Humo, etc.

Written cultural works began to appear among the Orthodox of Mostar in the mid 19th century, in the texts of Joanikije Pamučina, Prokpije Čokorilo, Ato Slomo Marković, Luka Grdić-Bjelokosić, and Risto Ivanišević.

The first Catholics also began to write in the second half of the 19th century. Prominent writers included Bishop Rafo Barišić, Anđelo Kraljević, Paškal





su podignuti nakon 1878. godine bio je čelični most Franje Josipa (most na Musali), dug 94 metra, na šest stupova, koji je sagrađen 1882. godine. Od njega, ravno prema Balinovcu, s vremenom će biti izgrađeno glavno gradsko šetalište i najljepša mostarska ulica, ukrašena drvoredima platana, koja će cestovnu prometnicu dolinom Neretve spojiti s putnim pravcima prema zapadu.

Na novim se ulicama pojavljuju fijakeri, a i druge se uličice šire. Vrlo brzo uspostavljena je fijakerska “taksi” služba za koju je gradska uprava donijela pravila. Polazna stanica najprije joj je bila na Glavnoj ulici, a poslije je premještena na trg Musala. Postoje podatci da su se pojedinci možda i prije 1887. godine po Mostaru vozali i na biciklima jer je te godine u Gradu osnovan klub biciklista, a 1888. godine održana je prva biciklistička utrka u Mostaru na 3000 metara s trojicom natjecatelja od kojih je jedan bio Miloš Komadina koji je osvojio treće mjesto. Druga dvojica bili su stranci. Budući da su bicikli postajali sve popularniji među mostarskim stanovnicima, gradsko je vijeće 1899. godine proglasilo “Red za koturaše” koji su morali plaćati pristojbu i imati tablicu s brojem.

Vrlo brzo pojavili su se i motocikli. A prvi automobil stigao je u Mostar najvjerojatnije 1902. godine, iako je moguće da se to dogodilo i prije.

Naime 10. rujna te godine kroz Mostar su prošli automobili na utrci Pariz – Beč, i to preko Zagreba, Sarajeva i Dubrovnika te dalje brodom. No u svakome slučaju automobil je otada sve češći u Mostaru. U početku ga voze samo muškarci, a poslije i žene. Prva Mostarka koja je naučila voziti auto i dobila dozvolu zvala se Zorka Nardeli. Bilo je to 1927. godine.

Sve do 1885. iz Mostara prema drugim gradovima prometovalo se uglavnom vojnim poštanskim kolima. Prema rasporedu iz te godine kočija je svakoga dana kretala prema Sarajevu, i obratno, i trebalo joj je 16 sati i 30 minuta da stigne na odredište. Stoga je velik dan za Mostar bio 13. lipnja 1885., kada je svečano puštena u promet željeznička pruga Mostar – Metković. Bio je to početak modernoga prometnog otvaranja cijele Hercegovine prema svijetu.

Odmah je nastavljena gradnja željezničke pruge prema Sarajevu. Tako je dionica od Mostara do Rame, kako se tada pisalo, otvorena već 1888., a odatle do Konjica 1889. godine. Najteži dio pruge na

Buconjić, Fr. Petar Bakula, and Mon. Frano Milićević.

Some of these writers were also published beyond the boundaries of Herzegovina and in foreign languages.

The Austro-Hungarian Period

Austro-Hungarian troops entered Mostar on the 5th of August 1878 without any direct resistance from the city. On that day a new period began for the city in almost every sense: in urban development, law, politics, culture, religion, architecture, and traffic.

Above all, the Oriental layout of construction ceased to be dominant, being replaced with the western European ground plan. From a former backwater, Mostar slowly grew into a modern central European city. The former center of town increasingly lost importance as the new center was formed on the western, much broader bank along the railroad, which began to be built. The running of a near feudal state on the basis of trades and crafts was slowly replaced by industry and large capital. Mostar, after decades of stagnation, experienced both an architectural and business boom. The number of inhabitants increased along with this. New forms of employment and residence were created. In contrast to the former way of life, divided between the bazaar and the residential quarters, work and domestic activities were performed ever more frequently in the same building, which was a typical form of life in the cities of central Europe in the 19th century. The right bank of the Neretva acquired a block form through construction of a network of streets that was also laid out. Multistoried buildings appeared, and houses with a large number of apartments, and collective dwelling appeared along with individual residences.

Up to 1878, Mostar had two large streets: Main and Central. All of the rest were mere lanes through which no wagon or carriage could pass, just horses and donkeys. A road in poor condition from the direction of Metković existed on the right bank of the Neretva. This caused major problems to the new rulers, used to broad streets and carriages and railroads. So as to be able to function with what they found, they procured

relaciji Konjic – Sarajevo građen je iz obaju pravaca i dovršen je 1891. godine. Prvi vlak iz Mostara prema Sarajevu, kojemu je trebalo 8 sati i 30 minuta da svlada tu razdaljinu, krenuo je 1. kolovoza te godine. Bila je to famozna uskotračna “čirina” pruga koja je 1966. zamijenjena tzv. normalnom.

Za vrijeme austro-ugarske vlasti Mostar je dobio izgled i službe modernoga grada što posebice vrijedi za razdoblje nakon 1885. Te godine Grad je dobio novi vodovod; održana je konstituirajuća skupština “Dobrovoljnoga vatrogasnoga društva” u Mostaru, a prije toga požare su gasili vojni vatrogasci. Odmah nakon dolaska nova je vlast organizirala bolnicu, a 1888. godine sagrađena je nova zgrada za nju.

Hotel “Neretva” izgrađen je 1892., a Trgovačka škola 1890. godine. Te je godine započela gradnja franjevačkoga samostana koji je useljen 1893.

Godinu dana prije franjevačka kustodija proglašena je provincijom i sjedište je preneseno u Mostar. Zgrada Okružnoga suda i Okružnoga zatvora, famozna “Čelovina“, useljene su 1892., a zgrada Okružne oblasti dovršena je 1894. Iste godine započela je gradnja škole sestara milosrdnica i proširenje ulice Franje Josipa, od mosta na Musali prema Kolodvorskoj ulici, te je odlučeno da se, u produžetku ulice Franje Josipa, gradi Štefanijino šetalište (od Velike gimnazije prema Balinovcu), 8 m širok kolnik, a 2,5 m širok nogostupi s obje strane. Gradska je vlast također 1894. godine odlučila uvesti imena za one ulice koje ih nisu imale te brojeve zgrada, s jedne strane ulice parni, a s druge neparni brojevi. Slijedi gradnja vakufskoga dvora 1894. te više djevojačke škole 1894. i 1903. godine. Poznata zgrada i dvorana društva “Hrvoje“, koja je često nazivana “hrvatsko kazalište“, otvorena je prvom predstavom 2. veljače 1897. U toj zgradi je 4. listopada 1900. prikazan prvi film u Mostaru.

Poslovna zgrada Fesslerova građevinskoga poduzeća, u kojoj je danas Rektorat Sveučilišta, podignuta je 1897., a sljedeće 1898. godine poznata vila Mujage Komadine u kojoj je do posljednjega rata bila smještena Sveučilišna knjižnica. Monumentalna zgrada velike gimnazije datira iz 1897./98. godine. Zgrada vojne komande podignuta je 1898., a “jubilarna” osnovna škola 1899. godine u povodu proslave 50. godišnjice vladanja Franje Josipa. Od 1899. godine započinju planovi

2000 horses and donkeys in Spain, and brought in 500 Spaniards to transport goods for the needs of the Austro-Hungarian army. However, the appearance of the town and transportation within it changed very soon.

Among the first of the large structures built after

1878 was the steel Francis Joseph Bridge (over the Musala), 94 meters long on six piles, which was built in 1882. Leading from this, straight towards Balinovac, was to be the site of the main city promenade and the most attractive Mostar street, with rows of plane trees, which was to join the road along the Neretva valley with routes towards the west.

Hackney cabs appear on the streets, and other lanes are widened. A “taxi” service was soon set up, with regulations from the city administration. The taxi station was first on Main Street and was later moved to Musala Square. Indications exist that perhaps even prior to 1887 people had ridden bicycles in Mostar, as a bicycle club was established that year, and the first bicycle race was held in 1888 in Mostar, with three competitors, one of whom was Miloš Komadina, who arrived in third place. The other two were foreigners. As bicycles became ever more popular among the inhabitants of Mostar, the town council in 1899 declared “Rules for Cyclists”, according to which they had to pay a fee and have a numbered license plate. Motor cars appeared very soon. The first automobile most probably arrived in Mostar in 1902, although it is possible that this occurred somewhat earlier. On the 10th of September of that year, cars passed through Mostar in the Paris - Vienna race through Zagreb, Sarajevo, and Dubrovnik, and further by boat. From that date, automobiles were yet more common in Mostar. At first they were driven only by men, and later by women as well. The first female in Mostar who learned to drive and received a driver’s license was Zorka Nardeli, in 1927.

Up to 1885, transportation from Mostar to other cities was mainly carried out with military postal vehicles. According to a schedule from that year, the coach left every day for Sarajevo, and vice versa, and it took 16 hours and 30 minutes for it to arrive. Thus it was a great day for Mostar on the 13th of June 1885, when the railroad line from Mostar to Metković was officially opened. This was the beginning of the modern



uređenja prostora oko današnjega Rondona. Tvornica leda i piva (danas kod Hotela “Ero”) započela je raditi 1. ožujka 1903., a 1904. godine podignuta je još jedna bolnička zgrada. Hotel “Bristol” otvoren je u lipnju 1906. “Napretkov” đački konvikt građen je 1906./07. i dograđen 1926. godine. Impozantna palača Biskupskoga ordinarijata dovršena je 1906. godine, kada se u nju preselio biskup iz Vukodola.

Naime već 1881. godine misijski apostolski vikarijat proglašen je biskupijom te je ponovno uvedena redovita crkvena uprava. Moderna narodna osnovna škola otvorena je 1908., a zgrada u kojoj je smještena filijala Zemaljske banke 1910. godine. Suvremena dvorana za prikazivanje filmova s oko 300 sjedišta podignuta je 1911., a sljedeće godine zgrada zanatske škole. Dva javna zahoda i gradsko kupatilo podignuti su 1913./14. itd.

Nakon toga izbio je Prvi svjetski rat pa se razvitak Grada usporio.

Sve do 1878. godine Mostar nije imao javnu rasvjetu. Nove su vlasti, iako se ne zna točno kada, uvele gradsku rasvjetu fenjerima kojih je u Gradu, po nekim izvorima, 1885. godine bilo 28. Broj fenjera stalno je rastao pa ih je 1891. godine bilo oko 300, a 1893. već oko 400. Trošili su petrolej koji je nabavljan iz tvornice u Bosanskome Brodu. Međutim gradske vlasti 1906. godine započinju borbu za izgradnju elektrane u Mostaru. Najprije je 1908. godine predložena gradnja hidroelektrane kod Jablanice, no do izvedbe toga plana nije došlo, već je 1911. godine u Gradu započela gradnja zgrade za termoelektanu. Usporedo s izgradnjom elektrane po Gradu su postavljeni električni vodovi na stupovima sa 600 manjih i 30 većih žarulja koje su zasvijetlile u nedjelju 2. lipnja 1912. u 20:00 sati. Tada je pred Hotelom “Neretva” bila priređena svečanost kojom je “Gradska elektrana Franje Josipa I.” puštena u proizvodnju.

Mostarsko je područje u vojničkome smislu uvijek bilo strateški vrlo važno. Stoga je posve razumljivo što je i austro-ugarska vlast ovdje smjestila brojnu vojsku i njezine različite rodove te podigla moderne vojarne. No za Grad je možda najvažniji bio zrakoplovni odjel carske vojske zato što je za njezine potrebe već 1913. godine južno od grada izgrađena vojna zračna luka. Ako se podsjetimo da je let braće

transport opening of all of Herzegovina towards the world.

The construction of the railroad line to Sarajevo was immediately continued. The section from Mostar to Rama was opened in 1888, and to Konjic in 1889. The most difficult section of the line from Konjic to Sarajevo was built starting from both sides and was completed in 1891. The first train from Mostar to Sarajevo, which arrived in 8 hours and 30 minutes, started off on the 1st of August of that year. This was the famous narrow gauge line that was replaced in 1966 by one with a normal gauge.

During Austro-Hungarian rule, Mostar acquired the appearance and service features of a modern city, which particularly applies to the period after 1885. In that year, the city acquired a new water supply system, and an inaugural meeting was held of the “Volunteer Fire-Fighting Association”, while fires had previously been put out by military firemen. Immediately after their arrival, the new government organized a hospital and a new building was constructed for it in 1888. The Neretva Hotel was built in 1892, and the Trade School in 1890. The Franciscan monastery began to be constructed in the same year, and was occupied in 1893. A year earlier, the Franciscan custodiate had been proclaimed a provinciate, and its see was transferred to Mostar. The buildings of the County Court and the County Jail, known as “Celovina”, were occupied in 1892, and the building of the County Government was completed in 1894. In the same year, construction began on the school of the Sisters of Mercy, and Francis Joseph Street was widened from the bridge at Musala towards Station Street, and it was decided to build the Stephanie Promenade as a continuation of this street (from the secondary school towards Balonovac), with an 8 meter wide road surface and a 2.5 m wide pavement on both sides. The city government also decided in 1894 to introduce names for those streets that had not had them, as well as numbers for the buildings, on one side of the street even and on the other odd. The construction of the Endowment Hall followed in 1894, and secondary schools for girls in 1894 and 1903. The well known building and hall of the “Hrvoje” Society, often called the “Croatian theater”, was opened for its first performance on the 2nd of February 1897.

Wright bio 1903. godine, za mostarsku se luku može reći da je bila jedna od prvih u svijetu.

Željeznica, zračna luka te izgradnja putova prema drugim naseljenim mjestima uvelike su pridonosili razvitku moderne trgovine i gospodarstva. Od tih pogona svakako treba spomenuti Tvornicu duhana u Mostaru, koja je 1881. godine zapošljavala 125 proizvodnih radnika, te mlađu Tvornicu sapuna, svijeća i kristalne sode. A za razvitak radničkoga pitanja osobito je važna “Tiskara don Franje Milićevića” u kojoj je ovaj svećenik 1. svibnja 1888. proglasio “Radničku tarifu”, pravila koja su određivala prava i dužnosti radnika Tiskare, što se smatra početkom modernoga radničkoga pokreta u BiH uopće.

U odnosu na prethodno razdoblje kulturni napredak Grada bio je golem. Osnovano je moderno osnovno i srednje školstvo. Godine 1895. otvorena je “Franjevačka bogoslovija”, prva visokoškolska ustanova u Mostaru. Osnovana su domaća gradska kulturna, glazbena i športska društva svih triju naroda. Među njima svakako je od posebnoga značenja “Hrvatsko potporno društvo...”, osnovano u Mostaru 1902. godine pod vodstvom nekoliko franjevaca i drugih intelektualaca, jer se iz njega razvilo Hrvatsko kulturno društvo “Napredak”. U Mostaru se pojavilo i prvo hrvatsko moderno novinstvo u BiH (*Hercegovački bosiljak*, 1883.) koje predvodi don Frano Milićević. U Gradu je radilo čak osam tiskara pa je Mostar, uz Novi Sad, tada vodeće izdavačko središte u ovome dijelu Austro-Ugarske Monarhije. Do 1918. godine u Hercegovini je tiskano oko 620 knjiga, brošura, novina i časopisa, od kojih se najveći broj pojavljivao upravo u Mostaru. A radi usporedbe, za vrijeme prve Jugoslavije, tj. od 1918. do 1945. godine, na istome području objavljeno ih je samo oko 200.

Kroz cijelo ovo vrijeme pa sve do naših dana Mostar je imao, i ima, istaknute kulturne radnike, pjesnike, slikare, operne pjevače, znanstvenike, prevoditelje, biskupe, političare, vojnike, arheologe, teologe, graditelje, športase koji su dulje ili kraće djelovali u njemu ili negdje na drugome mjestu.

Među njima posebno mjesto zauzimaju: Aleksa Šantić, Silvije Strahimir Kranjčević, Svetozar Ćorović, Jovan Protić, Ivan Milićević, Jovan Dučić, Ivan Zovko, Osman Đikić, Karlo Afan de Rivera, fra Đuro

The first film was shown in Mostar in this building on the 4th of October 1900.

The office building of the Fessler construction firm, where the administration of the University is now located, was built in 1897, and in the following year so was the mansion of Mujaga Komadina, in which the University Library was housed until the last war. The monumental building of the large secondary school dates to 1897-98. The military command building was erected in 1898, and the “jubilee” elementary school in 1899, in honor of the 50th year of the reign of Francis Joseph. Plans to organize the area around the present day Rondo were set in motion in 1899. A factory of ice and beer started work on the 1st of March 1903 (today near the “Ero” hotel), and another hospital building went up in 1904. The “Bristol” Hotel was opened in June 1906. The “Naprijed” Society student dormitory was built in 1906-7, with additions in 1926. The imposing palace of the Diocesan Ordinariate was completed in 1906, when the bishop moved into it from Vukodol. In 1881, the mission of the apostolic vicariate had been proclaimed a bishopric, and a regular church administration was again introduced. The modern public elementary school was opened in 1908, and the building housing a branch of the Provincial Bank in 1910. A modern hall for showing films with around 300 seats was erected in 1911, and a trade and crafts school in the following year. Two public toilets and city baths were built in 1913-14.

After this, the First World War broke out, and the development of the city slowed considerably.

Up until 1878 Mostar did not have public lighting. The new authorities introduced city streetlights; according to some sources there were 28 in 1885. The number of street lamps constantly grew, and in 1891 there were around 300, and in 1893 around 400. They ran on lamp oil that was acquired from the factory in Bosanski Brod. However, the city government began a battle to build a power plant in Mostar in 1906. First the construction of a hydroelectric plant at Jablanica was suggested in 1908, but this was never carried out, rather in 1911 a thermo-electric plant began to be built. Parallel with the construction of the power plant, electric power lines began to be attached to posts with 600 small and 30 large bulbs, which began to shine on



Džamonja, fra Radoslav Glavaš, fra Dominik Mandić, Antun Motika, fra Mirko Čosić, don Petar Čule i toliki drugi, posebice slikari i književnici. Velik broj živućih mostarskih uglednih i zaslužnih ljudi različitih profila i zanimanja s pravom bi mogao zauzeti mjesto na ovoj listi, no oni neće zamjeriti što spominjemo samo pokojne.

Stagnacija i ponovni rast

U Mostaru je razdoblje između dvaju svjetskih ratova, ne samo u kulturnome nego u svakome drugom smislu, bilo vrijeme opće stagnacije. Kažu da se u Mostaru nikada nije manje radilo i gradilo. I državno gospodarstvo i mala privatna poljoprivreda nazadovala je, što je kao posljedicu imalo početak masovnoga iseljavanja prema nekim europskim zemljama i Južnoj i Sjevernoj Americi.

Tijekom Drugoga svjetskoga rata Mostar je dva puta bombardiran. Pretrpio je i velike ljudske žrtve, poglavito neposredno nakon rata. U poslijeratnome razdoblju komunistički režim gasio je dotadašnje tradicionalne oblike kulturnoga života i stvarao nove, revolucionarne. Zabranjena su narodna kulturna društva i uopće svako djelovanje na nacionalnoj osnovi, a promicana je kultura socijalističkoga tipa, puna ideologije i bez povijesne memorije. Religija je sustavno progonjena, a zatvori su bili puni ideoloških protivnika. Zabranjeno je djelovanje Franjevačkoj bogosloviji u Mostaru. Sve do izgradnje katedrale i njezine posvete 1980. godine u Mostaru je postojala, iako se u samo četrdesetak godina stanovništvo više nego utrostručilo, samo jedna katolička crkva. Privatno poduzetništvo posvema je onemogućeno. Često se doslovce gladovalo. Život kao da je bio stao, a sloboda umrla!

Gospodarski razvitak Mostara počeo je oživljavati istom potkraj pedesetih i početkom šezdesetih godina XX. stoljeća. Na sjevernim i južnim prilazima Gradu podignuti su veliki industrijski pogoni: zrakoplovna industrija, drvno-industrijski pogoni, metalna industrija, tekstilna, prehrambena, poljoprivredni kombinat, hidroelektrane na Neretvi itd. Grad je postao kliničko središte regionalnoga značenja. Sve





Sunday the 2nd of June 1912 at 8 PM. A ceremony was held then in front of the “Neretva” Hotel to mark the start of the “Francis Joseph I City Power Plant”.

The Mostar region has always been strategically very important in the military sense. Thus it is entirely understandable that the Austro-Hungarian government stationed numerous military units here and erected modern barracks. Perhaps the most important for the city was the aviation department of the imperial army, as a military airport was built for its use as early as 1913 -to the south of the city. If it is remembered that the flight of the Wright brothers was in 1903, it can be said that the Mostar airport was one of the first in the world.

The railroad, the airport, and the construction of roads towards other inhabited places greatly contributed to the development of modern trade and industry. The Tobacco Factory in Mostar should be mentioned in this context, which employed 125 workers in production in 1881, and the “Factory of Soap, Candles, and Crystal Soda”. Particularly important in terms of the development of workers’ rights was the “Mon. Franjo Milićević Printing Works”, where this priest proclaimed a “Workers’ Tariff” on the 1st of May 1888, rules that determined the rights and duties of the workers of the Printing Works, which is considered the very beginning of the modern workers’ movement.

The cultural progression of the city was enormous in comparison to the previous period. Modern elementary and secondary schools were built. In 1895, the “Franciscan Theology” was opened, the first higher education institution in Mostar. Cultural, musical, and sports societies were established in the city by all three groups. Special mentions should be made of the “Croatian Support Society ...”, established in 1902 under the leaderships of several Franciscans and other intellectuals, as from this developed the Croatian cultural society “Progress”, which is marking its 100th anniversary this year. The first Croatian modern newspaper in B&H appeared in Mostar (*Herzegovinian Basil*, 1883), headed by Mon. Franjo Milićević. As many as eight printing houses were active in the city, and Mostar, along with Novi Sad, was thus the leading publishing center in this part of the Austro-Hungarian Empire. Up to 1918, circa 620 books, brochures, newspapers

to tražilo je brojnu radnu snagu pa se porast stanovništva u Gradu povećavao usporedo s razvitkom modernoga gospodarstva i trgovanja.

Broj mladih ljudi u Mostaru sve je više rastao jer se brzo razvijalo školstvo i visokoškolsko obrazovanje. Godine 1950. osnovana je Viša pedagoška škola, koja će kasnije prerasti u Pedagošku akademiju, a zatim u Pedagoški fakultet. Godine 1959. osnovana je Viša tehnička škola koja kasnije postaje Strojarski fakultet, a danas se zove Fakultet strojarstva i računarstva. Ekonomski i Pravni fakulteti utemeljeni su 1971., Građevinski 1978., a Agronomski 1994. godine. Akademija likovnih umjetnosti sa sjedištem na Širokome Brijegu djeluje od 1996., a Medicinski fakultet od 1997. godine. Godine 1997. osniva se i Centar za studije novinarstava koji se kasnije uključuje u rad Pedagoškoga fakulteta. Preustrojem Pedagoškoga fakulteta 2005. godine nastaju dva nova fakulteta: Filozofski fakultet i Fakultet prirodoslovno-matematičkih i odgojnih znanosti. Sve ove obrazovne i znanstvene ustanove danas su u sastavu Sveučilišta u Mostaru koje je utemeljeno 1977. pod nazivom Univerzitet “Džemal Bijedić”, a 1992. godine preimenovano u Sveučilište u Mostaru. U okviru Sveučilišta u Mostaru danas djeluje i devet znanstvenih i znanstvenoistraživačkih instituta. Danas je Sveučilište u Mostaru jedino javno sveučilište u cijeloj BiH koje nastavu održava na službenome hrvatskom jeziku te ga stoga treba smatrati stožernom ustanovom hrvatske kulture, znanosti i znamenja. Svijest o potrebi takva sveučilišta sve više dozrijeva na mnogim stranama, posebice u hrvatskoj politici i kulturi općenito. Međutim otkako je posljednji rat podijelio Grad, Bošnjaci u istočnome dijelu Mostara zadržavaju sveučilište sa starim imenom. Od 1987. godine u Mostaru djeluje i Teološki institut, crkvena visokoškolska obrazovna ustanova.

I drugi oblici kulturnoga rada također su napredovali u novije vrijeme. U Mostaru je 1950. godine osnovan Muzej Hercegovine, a 1959. Umjetnička galerija. Nakon toga utemeljene su i neke privatne i crkvene galerije, obogaćene radovima ponajboljih domaćih i stranih slikara i kipara. Arhiv Hercegovine utemeljen je 1954., a osim Narodne biblioteke, osnovane 1945. godine, treba spomenuti knjižnicu

and magazines were printed in Herzegovina, by far the greatest number being published in Mostar. In comparison, during the period of the first Yugoslav state (1918-1945), only around 200 were published in the same area.

Throughout all this time, and up to the present day, Mostar had and still has prominent cultural officials, poets, painters, opera singers, scientists, translators, bishops, politicians, soldiers, archaeologists, theologians, architects, athletes, who were active in it for long or short times. Particular mention should be made of: Aleksa Šantić, Silvije Strahimir Kranjčević, Svetozar Ćorović, Jovan Protić, Ivan Milićević, Jovan Dučić, Ivan Zovko, Osman Dikić, Karlo Afan de Rivera, Duro Džamonja, Radoslav Glavaš, Dominik Mandić, Antun Motika, Mirko Ćosić, Petar Čule, and so many others, especially painters and writers. A large number of living prominent and meritorious inhabitants of Mostar of various profiles and professions also deserve places in this list, but they will not object if we mention only the dead.

Stagnation and Renewed Growth

The period between the two world wars was a time of general stagnation, not merely in terms of culture, but also everything else. It is said that never had less been done and built in Mostar. Both the state economy and private agriculture regresses, which resulted in the beginnings of a massive wave of emigration to some European countries and north and south America.

During the Second World War, Mostar was bombed twice. There were considerable casualties among the people, especially just after the war. In the post-war period, the communist regime abolished the traditional forms of cultural life common until then, and created new, revolutionary ones. Cultural societies on the basis of nationality were banned, as indeed were any activities on a national basis. Cultural activities of a socialist type were imposed, full of ideology and without historical memory. Religion was systematically suppressed and the jails were full of ideological opponents. The Franciscan Theological College was forbidden to work in Mostar. Up to the



u franjevačkome samostanu. Na žalost, Knjižnica Biskupskoga ordinarijata i Sveučilišna knjižnica potpuno su uništene u posljednjemu ratu. Narodno kazalište djeluje od 1949., Kazalište lutaka od 1952., a Simfonijski orkestar od 1955. godine.

Kroz to vrijeme Mostar je postao također istaknuto športsko središte. U razdoblju nakon 1990. godine ponovno je u Mostaru oživljeno djelovanje podružnica Matice hrvatske i Hrvatskoga kulturnog društva “Napredak”. Gradi se Hrvatsko narodno kazalište. Priređuju se koncerti i likovne izložbe. Djeluju pjevački zborovi i športska društva. Brojni su ugledni književnici, pjesnici, slikari, kipari, sveučilišni profesori i akademici, političari, povjesničari, teolozi, pravnici, operni pjevači, arhitekti koji su svojim podrijetlom ili djelovanjem povezani s Mostarom. Jedni su ovdje rođeni i ovdje ostali! Drugi ovdje rođeni, a drugdje djeluju! A treći drugdje rođeni i ovdje se skrasi! Istodobno su brojni turisti, čiji broj sve više raste, otkrivali ljepote i znamenitosti Mostara. Zbog svega rečenoga Grad je brzo rastao i u građevinskome smislu. Ipak, dojam je da se vrlo često gradi bez osmišljena plana i na štetu zelenih površina po kojima je Mostar bio poznat. Umjesto uskotračne “čirine” pruge, izgrađene potkraj XIX. stoljeća, kroz grad je 1966. godine prošla normalna elektrificirana željeznica.

Ovakav razvitak gospodarstva, industrije, školskoga i sveučilišnoga sustava u jednome središtu, koje je gutalo ljudstvo, kao posljedicu imao je nagli rast Grada i njegova stanovništva te prigradskih naselja s jedne i pražnjenje udaljenijih okolnih seoskih naselja i slabljenje njihova poljoprivrednoga i svakoga drugog potencijala s druge strane. To je bio osnovni razlog zašto je općina Mostar, za malo više od 40 godina, porasla za oko 2,5 puta, a Grad u isto vrijeme čak za oko 3,5 puta. Rezultat je tih brzih migracija nagla promjena načina života osobito seoskoga stanovništva doseljenoga u Grad, ali i ruralizaciju dijela Grada koji je nedavno bio urbaniziran.

Prema popisu stanovništva iz 1948. godine mostarska je općina imala 51.823 stanovnika, a od toga je broja u samome Gradu živjelo 21.658 stanovnika. Godine 1953. općina ima 58.471 stanovnika, a u Gradu živi 31.383 stanovnika. Sljedeći popis izvršen je 1961. godine i po

construction of the cathedral and its consecration in 1980, there was only one Catholic church in Mostar, although the population had more than tripled in only forty years. Private businesses were entirely forbidden. Hunger was literally quite frequent. It was as if all life had stopped and freedom had died!

The economic development of Mostar began to revive only at the end of the fifties and the beginning of the sixties in the 20th century. Large industrial plants were built along the northern and southern approaches to the town: aviation industry, wood processing plants, metal industry, textile, alimentary, and agricultural conglomerates, a hydro-electric plant on the Neretva, etc. The city became a clinical center of regional importance. All this required great numbers of workers, and the influx of population into the city grew concomitant to the development of modern industry and trade.

The number of young people in Mostar increasingly grew as school and higher education rapidly developed. In 1950, the two-year Pedagogical College was founded, which was later to evolve into the Pedagogical Faculty, and in 1959 the two-year Technical College, which later became the Engineering Faculty. Economic and Law Faculties were founded in 1971, the Civil Engineering Faculty in 1978, and the Agronomic Faculty in 1994. The Medical Faculty and Academy of Fine Arts have been active since 1997 and 1996, and the Center for Journalism Studies (later member the Pedagogical Faculty) since 1997. All of these educational and scientific institutions are part of the University of Mostar, which was established in 1977 as the “Džemal Bijedić” University, and in 1992 was renamed as the University of Mostar. This is the only university in all of B&H where lectures are held in Croatian, and it should thus be considered the pivotal institution of Croatian culture, science, and character. Luckily, it seems that awareness of this in increasing on many sides, particularly in Croatian politics and culture in general.

However, after the recent war divided the city, the Bosnian Muslims in the eastern part of Mostar hold the university under its former name. Additionally, the Theological Institute, an ecclesiastic college-level educational institution, has been active since 1987.

njemu u općini živi 72.452, a u Gradu 43.369 stanovnika. Desetljeće poslije, 1971. godine, mostarska se općina povećala na 89.580 stanovnika, a sam Grad imao je 57.986 stanovnika. Prema popisu iz 1981. godine broj stanovnika Općine popeo se na 110.377, a Grada na 76.174. I na kraju, posljednji prijeratni popis obavljen je 1991. godine i tada je mostarska općina imala 126.628 stanovnika, a sam Grad 93.080 stanovnika.

Sve do sklapanja sporazuma u Daytonu mostarsko područje, u administrativno-političkome smislu, činilo je jednu općinu. Nakon toga to isto područje bilo je podijeljeno u sedam upravnih jedinica: tri općine s hrvatskom većinom, tri općine s bošnjačkom većinom te središnja gradska zona koja je imala poseban status. Osim toga Mostar je središte Hercegovačko-neretvanske županije.

Neposredno prije početka posljednjega rata (1991. – 1995.) grad je Mostar dakle imao 93.080 stanovnika.

Među njima s 32.600 najbrojniji su bili Hrvati, potom Muslimani (28.169), Srbi (17.365) te Jugoslaveni (12.299) i pripadnici ostalih naroda (2.697). Istodobno u općini Mostar od 126.628 stanovnika bilo je 43.037 Hrvata, 34% (to je ujedno općina s najvećim brojem Hrvata u Bosni i Hercegovini), 43.856 Muslimana (34,6%), 23.846 Srba (18,8%), 12.768 Jugoslavena (10,1%) i 3.121 pripadnika drugih naroda (2,5%). Ta izmiješanost stanovništva, i u narodnome i u vjerskome smislu, jedna je od osnovnih oznaka Mostara otkako postoji. U prošlosti je upravo to bio osnovni generator čestih stradanja i razaranja Grada i ubijanja njegovih ljudi. Tako je to bilo i u ratu s kraja XX. stoljeća, kada je Mostar razoren kao nikada prije i kada je stradalo više njegovih ljudi negoli i u jednoj prijašnjoj ratnoj tragediji koja ga je snašla.

Već u proljeće i ljeto 1992. godine JNA je izvršila pravi urbičid. Mostar je bio posve paraliziran. Za samo nekoliko mjeseci te godine uništen je velik dio njegove kulturne, graditeljske, sakralne, infrastrukturne i industrijske baštine. A i kroz sljedećih nekoliko ratnih godina kao da se na Mostar prosulo sve bezumlje barbarogenija koje je zauvijek uništilo brojne vrijednosti.

Od svega toga Grad se oporavlja. No – sporo! Rane su brojne. I bolne! Uspomene sporo blijede. A još su

Other forms of cultural activities also made advances in the recent period. The Museum of Herzegovina was established in Mostar in 1950, and the Art Gallery in 1959. After this, some private and ecclesiastic galleries were founded, enriched with the works of the best local and foreign painters and sculptors. The construction of the cathedral reached its end in 1980. The Archives of Herzegovina were established in 1954. In addition to the National Library, established in 1945, the library in the Franciscan monastery should be mentioned. Unfortunately, the Library of the Diocesan Ordinariate and the University Library were entirely destroyed in the last war. The State Theater was established in 1949, the Puppet Theater in 1952, and the Symphony Orchestra in 1955. Throughout this period, Mostar also became an important sports center: In the period after 1990, branches were revived of the “Croatian Matrix” and the Croatian Cultural Society “Progress”. A Croatian theater is being built. Concerts and art exhibits are being presented. Choirs and sport societies are active. There are numerous writers, poets, painters, sculptors, university professors, members of the academy, politicians, historians, theologians, lawyers, opera singers, architects, who in terms of origin or activities were tied to Mostar. Some were born here and stayed. Others were born here and work elsewhere. And others were born elsewhere and settled down here.

The city developed rapidly in the architectural sense as well. It often seems that modern construction has been carried out without reference to any certified plan and has involved damage to the park areas for which Mostar is famous. In place of the narrow-gauge railroad line, built at the end of the 19th century, a normal electrified rail line through the city was built in 1966.

Such a development of various businesses, industries, school and university systems within a single center that absorbed people, resulted in the sudden growth of the city and its population along with its suburbs on the one hand, and the emptying of outlying surrounding villages, with the decline of their agricultural and all other potential on the other hand. This was the fundamental reason why the district of Mostar grew at a rate of around 2.5 times in somewhat more than 40 years,



uvijek brojna i vidljiva svjedočanstva strahote rušilačkih nagona. Zgrade bez krovova garavim ostatcima svojih zidova, kao ožalošćene udovice i siročad u crnini, svojim raširenim rukama usmjerenim prema Nebu, kao da vape Svemogućemu: Ne ponovilo se!

A kao vodilja za budućnost svim stanovnicima Grada neka bude misao staroga židovskog pjesnika (Ps 127, 1):

Ako Jahve kuću ne gradi,
uzalud se muče graditelji.
Ako Jahve grad ne čuva,
uzalud stražar bdi.

as can be seen from the table below, while the city itself grew around 3.5 times in the same period. Such rapid migrations resulted in a sudden change in lifestyles, particularly among the village population that moved into the city, but also in the ruralization of parts of the city that had recently become urbanized.

Up until the Dayton Agreement, the region of Mostar was a single district in the administrative and political sense. Afterwards, this region was divided into five administrative units: two districts with a Croatian majority, two districts with a Bosnian Muslim majority, and the central zone of the city with a special status. Other than that, Mostar is the center of the Herzegovina-Neretva County.

Just before the beginning of the last war (1991-1995), the city of Mostar had 75.865 inhabitants. They consisted of 21.795 Croats, 25.929 Bosnian Muslims, 14.142 Serbs, 11.555 Yugoslavs, and 2.444 members of other nationalities. The Mostar district, with its 126.628 inhabitants, had 43.037 Croats (34%), 43.856 Bosnian Muslims (34.6%), 23846 Serbs (18.8%), 12768 Yugoslavs (10.1%), and 3121 members of other nationalities (2.5%). This mixture of inhabitants, in the sense of nationality and religion, has been one of the fundamental characteristics of Mostar since it first existed. In the past this has been a basic generator of frequent troubles, leading to destruction in the town and the death of its inhabitants. This was also the case in the war at the end of the 20th century, when Mostar was destroyed as never before, and when more of its people suffered than ever before in any tragedy of war that had struck it.

As early as the summer of 1992, the Yugoslav National Army had performed true urbanicide on the city. Mostar was entirely paralyzed. In only a few months of that year, a great part was destroyed of its cultural, architectural, religious, infrastructural, and industrial heritage. And through the next several years of war it was as if Mostar had been strewn with barbaric insanity that forever destroyed many things of great value.

The city is recovering from everything. But slowly! There are numerous open wounds. Memories fade only slowly. And there are still numerous visible proofs of the horrors of the impulse to destruction. Buildings without roofs, whose sooty remains of walls,



like the sorrowful widows and orphans in black, seem to spread their arms towards the Heavens, as if they are begging the Almighty: Never again!

Let the ancient Jewish poem be a guide to the future for all inhabitants of the city (Psalms 127,1):

Unless the Lord builds the house,
those who build it labor in vain.

Unless the lord watches over the city,
the watchman stays awake in vain.





sveučilište u mostaru - jučer, danas, sutra

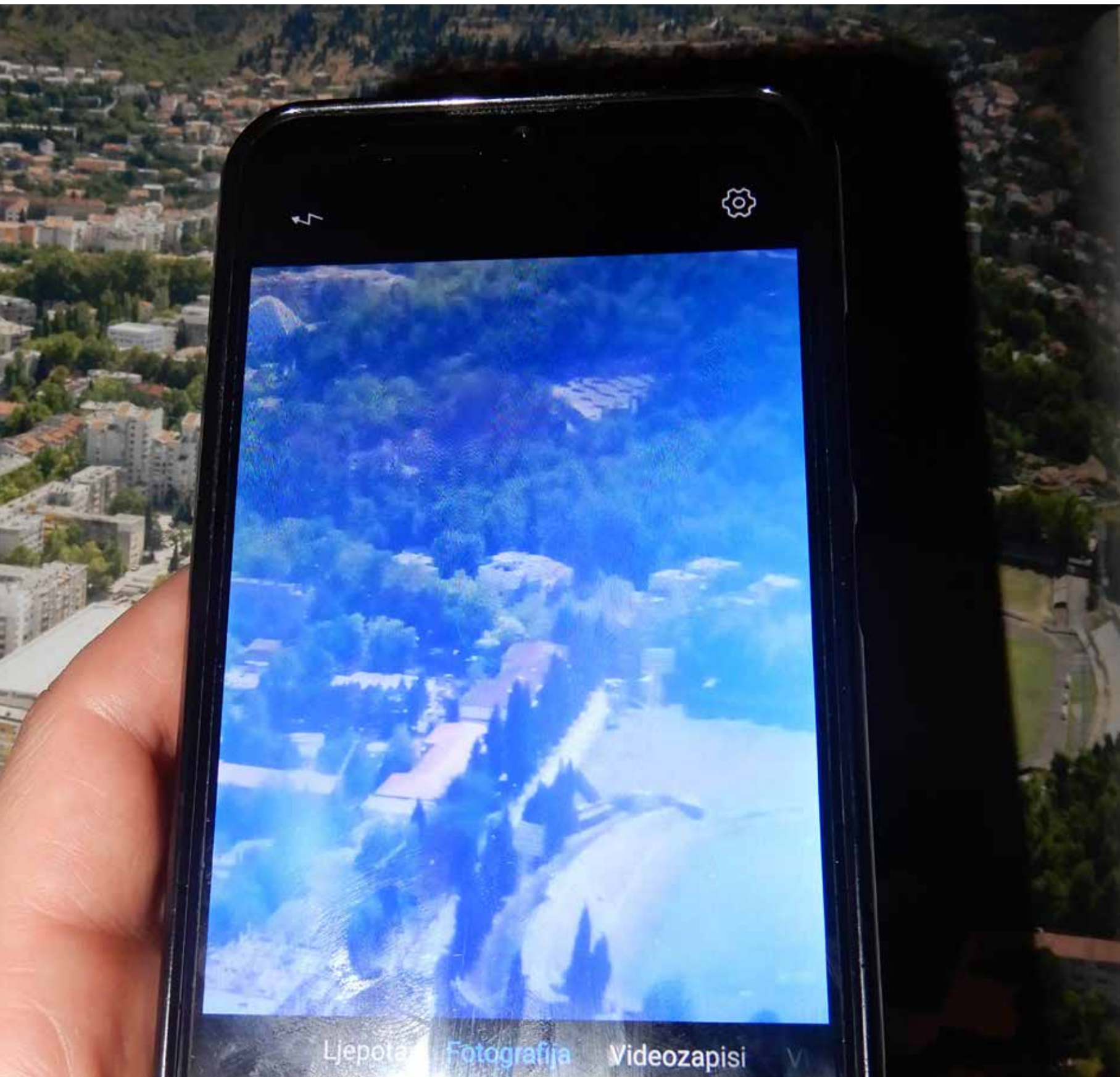
MDCCCXCV

MCMLIX

MCMXCII

MCML

MCMLXXVII



Sveučilište u Mostaru – jučer, danas, sutra

U Mostaru i Hercegovini početak i razvoj visokoga školstva i školskih institucija datira s kraja XIX. stoljeća. Korijeni visokoga školstva u Mostaru vezuju se za utemeljenje Franjevačke bogoslovije koja je počela djelovati 1895. godine. Bila je to prva škola sveučilišne razine. Neposredno nakon Drugoga svjetskog rata (1950.) u Mostaru je počela raditi Viša pedagoška škola. Potom slijede Viša tehnička škola (1959.), Viša poljoprivredna škola (1960.) te odjeli Pravnoga i Ekonomskoga fakulteta koji su 1976. godine prerasli u samostalne fakultete. Od 1977. pa sve do 1992. godine i više škole i fakulteti djeluju u okviru Univerziteta „Džemal Bijedić“ u Mostaru, a službeni je jezik bio hrvatsko-srpski, odnosno srpsko-hrvatski. Od 1992. godine Sveučilištu je promijenjeno ime i službeni jezik. Od tada se naziva Sveučilište u Mostaru i umjesto prijašnjega hrvatsko-srpskoga uveden je hrvatski kao službeni jezik. Nakon toga na Sveučilištu je otvoreno nekoliko novih fakulteta i znanstveno-istraživačkih instituta.

Sveučilište u razdoblju od 1992. do 2022.

Sveučilište je 1992. godine doživjelo kvalitativnu prekretnicu, osobito na području nastavnih planova i programa te načina upravljanja. Do te su godine naime nastavni planovi i programi bili protkani ideologijom samoupravnoga socijalizma, a politička podobnost u velikoj je mjeri utjecala na upravljačku strukturu te izbor nastavnoga i suradničkoga kadra.

Kada je riječ o načinu upravljanja Sveučilištem i njegovim fakultetima, savjeti u čijem su sastavu formalnu trećinu činili predstavnici ondašnje vlasti imali su glavnu ulogu. Drugu trećinu činili su politički podobni studenti, dok su posljednju trećinu činili profesori, suradnici i administracija, i to svi s jednakim pravom glasa. Sve to jasno pokazuje kako o sveučilišnoj slobodi i autonomiji u današnjemu smislu nije moglo biti ni govora.

University of Mostar – yesterday, today, tomorrow

In Mostar and Herzegovina, the beginning and development of higher education and school institutions date back to the end of the 19th century. The roots of higher education in Mostar are linked to the establishment of the Franciscan seminary, which began operating in 1895. It was the first university-level school. Immediately after the Second World War (1950), the Higher Pedagogical School was established in Mostar, followed by the Higher Technical School (1959), the Higher Agricultural School (1960), and the departments of the Faculty of Law and Economics, which in 1976 grew into independent faculties. From 1977 until 1992, higher schools and faculties operated within the University “Džemal Bijedić” in Mostar, and the official language was Croatian-Serbian/Serbian-Croatian. Since 1992, the name and official language of the University have been changed. Since then, it has been called the University of Mostar, and instead of the previous Croatian-Serbian language, Croatian was introduced as the official language. After that, the University opened several new faculties and scientific research institutes.

University in the period from 1992 to 2022

In 1992, the University experienced a qualitative turning point, especially regarding curricula and management methods. Until that year, the curricula were interwoven with the ideology of self-governing socialism, and political suitability greatly influenced the management structure and the selection of teaching and assistant staff.

When it comes to the management of the University and its faculties, the councils that included a formal third of government representatives at the time played a crucial role. The second third consisted of politically eligible students, while the last third were professors, associates, and administration, all with equal voting rights. All this clearly shows that university freedom and autonomy in today’s sense were out of the question.



Na osnovu člana 363, tačka 24. Statuta opštine Mostar, Skupština opštine Mostar, na zajedničkoj sjednici svih vijeća održanoj 16. maja 1975. godine, donijela je

RJEŠENJE

O OBRAZOVANJU INICIJATIVNOG ODBORA ZA OSNIVANJE UNIVERZITETA U MOSTARU

Obrazuje se Inicijativni odbor za osnivanje univerziteta u Mostaru, u sastavu:

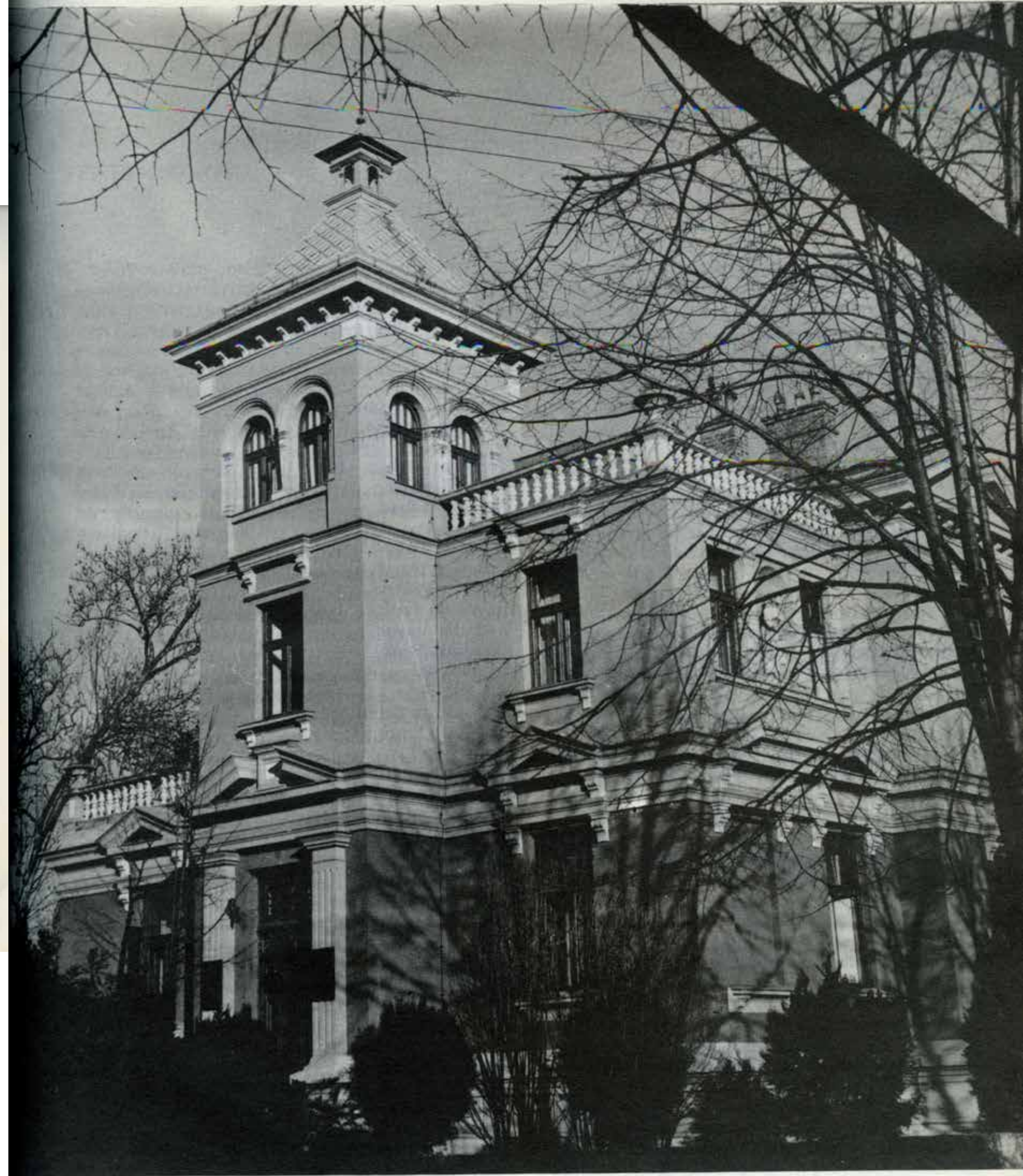
SLADAN AJVAZ, Odjeljenje Pravnog fakulteta, Mostar
RADOMIR ALBIJANIĆ, Republička konferencija SSOBIH
DŽEMAL ALIKALFIĆ, Međuopštinski odbor SUBNOR, Mostar
MANOJLO AVDALOVIĆ, GP «Hercegovina», Mostar
RADOVAN AVDALOVIĆ, Skupština opštine Gacko
JUSUF BEGOVIĆ, Skupština opštine Jablanica
Dr ZDRAVKO BESAREVIĆ, Univerzitet, Sarajevo
MLADEN BEVANDA, Skupština opštine Čitluk
IZET BRKOVIĆ, Skupština opštine Mostar
BOŽO BUDIMIR, Regionalna zajednica za obrazovanje, Mostar
ALIJA ČIGIĆ, Međuopštinska konferencija SSO, Mostar
Dr EDEM ČAMO, Akademija nauka i umjetnosti BiH
PETAR ČUTURA, Skupština opštine Posušje
MLADEN ČUŽE, Skupština opštine Ljubuški
MOMČILO ĆURIĆ, Republička privredna komora, Sarajevo
MUHAMED ĐIKIĆ, «Igman», Konjic
OSMAN ĐIKIĆ, Republička konferencija SSRNBIH
ALI-RIZAH FEJIĆ, «Hidroelektrane», Jablanica
Dr NIKOLA FILIPOVIĆ, Filozofski fakultet, Sarajevo
IVICA FIŠIĆ, Skupština opštine Duvno
DRAGO GALIĆ, Skupština opštine Lištica
MAKSIMILIJAN GRUBELJIĆ, Opštinski komitet SKBiH, Mostar
DRAGAN HADŽIĆ, «Energoinvest» — Tvornica aluminijuma u izgradnji, Mostar
Dr EMIR HUMO, Univerzitet, Sarajevo
JOVO IVANIŠ, Skupština opštine Nevesinje
MUHAREM JAGANJAC, Skupština opštine Bileća
KAZIMIR JELIĆ, Izvršno vijeće Skupštine SRBiH
BORIŠA JELIĆ, Opštinsko vijeće Saveza sindikata, Mostar
MIJO JURIŠIĆ, Međuopštinska konferencija SKBiH, Mostar
Dr IVAN KARLOVIĆ, Ekonomski fakultet, Sarajevo
Dr FRANJO KOŽUL, Univerzitet, Sarajevo
ISMET KRESO, Centralni komitet SKBiH
MUHAMED KRESO, HIT, Mostar
ZILJO KRESO, «Soko», Mostar
PERO KRSTIĆ, Međuopštinsko vijeće Saveza sindikata, Mostar
BORO KULJANIN, Međuopštinska konferencija SSRN, Mostar
EJUB LUTVICA, Skupština opštine Livno

Mr DURO MARIČIĆ, Mašinski fakultet, Mostar
MIROSLAV MARKIĆ, Opštinska konferencija SSO, Mostar
NEMANJA MEDAN, HEPOK, Mostar
SLAVO MIKULIĆ, Skupština opštine Grude
Prof. Dr MILKA MILENKOVIĆ, Republička zajednica za naučni rad
DOKO MIŠELJIĆ, «Bilećanka», Bileća
Dr MILOJKA NADAŽDIN, Opštinski odbor SUBNOR, Mostar
Dr MURIS OSMANAGIĆ, Republička zajednica za visoko obrazovanje
ZDRAVKO OSTOJIĆ, Opštinski komitet SKBiH, Mostar
Dr KREŠIMIR PAPIĆ, Odjeljenje Ekonomskog fakulteta, Mostar
ZDRAVKO PAVLOVIĆ, Skupština opštine Čapljina
JOVO PEJANOVIĆ, Opštinska konferencija SSRN, Mostar
MIRKO PERIŠIĆ, Skupština opštine Stalac
ASIM PERVAN, Republički odbor SUBNOR
DANILO RADOVANOVIĆ, Pedagoška akademija, Mostar
Dr SULEJMAN RESULOVIĆ, Univerzitet, Sarajevo
Dr MUHAMED RIDANOVIĆ, Mašinski fakultet, Sarajevo
Dr ĐORDE SAMARDŽIĆ, Pravni fakultet, Sarajevo
VLADO SMOLJAN, Osnovna privredna komora, Mostar
JUNUZ SPAHOVIĆ, Skupština opštine Trebinje
VELJKO STANKOVIĆ, Skupština opštine Prozor
BRANKO ŠOTRA, Vijeće Saveza sindikata BiH
Dr MARKO ŠUNJIĆ, Univerzitet, Sarajevo
Dr ARIF TANOVIĆ, Centralni komitet SKBiH
VESELIN TRAPARIĆ, «Alat», Trebinje
BRAHIM VAJZOVIĆ, Skupština opštine Konjic
OSMAN VLADOVIĆ, Skupština opštine Ljubinje
NASKO VOLIĆ, «Hidroelektrane na Trebišnjici», Trebinje
ISMET ZAHIROVIĆ, PI «Duro Salaj», Mostar

Obrazloženje

Prijedloga rješenja Skupštine opštine Mostar o formiranju Inicijativnog odbora za formiranje univerziteta u Mostaru

U skladu sa Zaključkom o osnivanju univerziteta u Mostaru (donesenom na svečanoj sjednici Skupštine opštine Mostar 14. februara 1978. godine) neophodno je formirati Inicijativni odbor koji će raditi na oživotvorenju pomenutog Zaključka. Prijedlog članova ovog odbora utvrđen je na osnovu kriterija kojima se u konstituisanju budućeg univerziteta obezbjeđuje učešće i uticaj svih zainteresovanih i odgovornih društvenih struktura u opštini, Hercegovini i Republici. Predloženi članovi Inicijativnog odbora izabrani su i delegirani kao predstavnici društveno-političkih zajednica, radnih i društveno-političkih organizacija, kao i naučnih, kulturnih i drugih institucija. Tako će ova tijela moći da djeluje na način koji treba da dovede do konstituisanja takvog univerziteta u Mostaru koji će uvažavati i odražavati ne samo društveno-ekonomske mogućnosti, interese i potrebe Mostara i Hercegovine, nego i šire društvene zajednice.



Akadske 1901./92. godine, točnije 7. travnja 1992., prekinut je nastavni proces jer su na Student-ski dom i Ekonomski fakultet pale prve granate. Iako je rat sve više uzimao maha, Sveučilište nije radilo samo u razdoblju od travnja do srpnja 1992. godine zbog stalnoga granatiranja Mostara. Ljetni ispitni rokovi održani su na Širokome Brijegu za studente koji nisu stanovali u Mostaru Sljedeće dvije akademske godine (1992./93. i 1993./94.) nastava za prvu godinu studija organizirana je u Neumu i Širokome Brijegu. Od akademske 1994./95. godine nastava se izvodi u djelomično saniranim sveučilišnim objektima u Mostaru.

Budući da je izbijanjem rata završilo ideološko razdoblje „bratstva i jedinstva“, iz imena Sveučilišta izbrisano je ime komunističkoga političara. To je bio razumljiv i prirodan potez jer se njime htjelo istaknuti opredijeljenost za autonomiju Sveučilišta i deideologizaciju nastave. Godina 1992. važna je i po tome što se umjesto predratnoga srpsko-hrvatskoga, odnosno hrvatsko-srpskoga jezika uvodi hrvatski kao službeni jezik. Iste je godine i Pedagoška akademija prerasla u Pedagoški fakultet Sveučilišta u Mostaru iz kojega su 2005. godine nastali Filozofski fakultet i Fakultet prirodoslovno-matematičkih i odgojnih znanosti. Potom su utemeljeni Medicinski i Agronomski fakultet, Akademija likovnih umjetnosti na Širokom Brijegu i Visoka zdravstvena škola iz koje je 2009. godine nastao Fakultet zdravstvenih studija. Godine 2011. otvoren je i Farmaceutski fakultet.

Promjene nastavnih planova i programa pratile su i promijene načina upravljanja. Još od 1992. godine Sveučilištem upravlja Senat, najviše sveučilišno akademsko tijelo, na čijemu je čelu rektor koga bira Senat tajnim glasovanjem. Osim rektora čine ga prorektori, dekani predstavnici studenata. Senat upravlja nastavnim procesom, znanstvenim projektima, kvalitetom, kadrovskom strukturom, dok Upravno vijeće, između ostaloga, utvrđuje i donosi plan financiranja, što je nužna pretpostavka za normalno funkcioniranje Sveučilišta. Na žalost, ova pretpostavka nije zadovoljavajuće realizirana te Sveučilište u Mostaru dijeli sudbinu države u kojoj egzistira. Tranzicijske muke, političke zaprjeke, nepovjerenje među nacionalnim političkim elitama otežavaju gospodarski i kulturni

In the academic year 1991/92 year, more precisely, on 7 April 1992, the teaching process was interrupted because the first shells fell on the Student Dormitory and the Faculty of Economics. Although the war was gaining momentum, the University did not work only in the period from April to July 1992 due to the constant shelling of Mostar. Summer exams were held in Široki Brijeg for students who did not live in Mostar. In the following two academic years (1992/93 and 1993/94), classes for the first year of studies were organized in Neum and Široki Brijeg. From the academic year 1994/95, classes were held in partially renovated university facilities in Mostar.

The outbreak of the war ended the ideological period of “brotherhood and unity”, and the name of the communist politician was deleted from the University’s name. It was an understandable and natural move, as the goal was to emphasize the University’s commitment to autonomy and the de-ideologization of teaching. The significant year was 1992 because Croatian was introduced as the official language instead of the pre-war Serbo-Croatian or Croatian-Serbian language. In the same year, the Pedagogical Academy grew into the Faculty of Pedagogy of the University of Mostar. The Faculty of Humanities and Social Sciences and Faculty of Science and Education developed from the Faculty of Pedagogy in 2005. Then, today’s Faculty of Medicine and Faculty of Agriculture of Food Technology, the Academy of Fine Arts in Široki Brijeg were established. The Higher Health School was founded, from which the Faculty of Health Studies arose in 2009. In 2011, the Faculty of Pharmacy was opened.

Changes in curricula were accompanied by changes in management methods. Since 1992, the Senate headed by the rector, the highest university academic body, has governed the University. The Senate elects the rector by secret ballot. In addition to the rector, it consists of vice-rectors, deans, and student representatives. The Senate manages the teaching process, scientific projects, quality, and personnel structure, while the Governing Council, among other things, determines and adopts the financing plan, which is a necessary prerequisite for the normal functioning of the University. Unfortunately, this assumption has not been satisfactorily realized, and the University of

razvoj zemlje, a tako i Sveučilišta u Mostaru.

Unatoč bremenitu okružju Sveučilište u Mostaru prvo je bosansko-hercegovačko sveučilište koje se obratilo Europskomu udruženju sveučilišta (EUA) izražavajući zanimanje za sudjelovanje u Programu institucionalne procjene. Bilo je to godine 2003. U tijeku su bile rasprave o unutarnjim i izvanjskim procedurama vezanima za osiguranje kvalitete, a bilo je i naznaka da bi BiH mogla biti prihvaćena kao potpisnica Bolonjske deklaracije. U tome surječju Sveučilište u Mostaru tražilo je pomoć kako bi se što prije uključilo u europski prostor visokoga školstva.

Procjeniteljski tim za Sveučilište u Mostaru, koji je imenovala EUA, načinio je izvješće koje je pokazalo da se ova visokoškolska ustanova kreće u dobru smjeru.

Konstatirano je naime da je čelništvo Sveučilišta u Mostaru kao temeljnu zadaću preda se postavilo razviti ovu ustanovu u suvremeno europsko sveučilište pazeći pritom na očuvanje i njegovanje hrvatskoga identiteta i kulture. Procjeniteljski je tim optimistično zaključio da Sveučilište ima dovoljno potencijala za ostvarivanje postavljenih ciljeva.

Ovo pozitivno izvješće bio je snažan poticaj za provedbu započetih reforma na Sveučilištu. Provedba unutarnje i izvanjske analize, definiranje ciklusa obrazovanja, harmoniziranje nastavnih planova i programa, uvođenje ECTS bodova (European Credit Transfer System – europski sustav prijenosa kredita) – bile su osnovne pretpostavke za priključivanje Sveučilišta bolonjskom procesu. Kako bi nastavne programe uskladile s bolonjskim kriterijima, članice Sveučilišta opredijelile su se slijediti fakultete iz Europske unije i Republike Hrvatske.

Prilagođivanje se odnosi na daljnje usuglašavanje nastavnih planova i programa, osposobljavanje nastavnika i suradnika koji će se birati prema kriterijima što vrijede na svim sveučilištima u Europi te materijalno osposobljavanje fakulteta i Sveučilišta.

Navedene prilagodbe i uvođenje sustava za prijenos bodova (ECTS-a), koji omogućuje veću mobilnost na svim razinama, glavne su odrednice i putokaz za provođenje reforme obrazovanja kojom se omogućuje podizanje kvalitete i priključenje Sveučilišta u Mostaru europskoj sveučilišnoj obitelji. Vidjevši

Mostar shares the fate of the state in which it exists. Transition pains, political obstacles, and mistrust among national political elites hinder the economic and cultural development of the country, as well as the University of Mostar.

Despite the difficult environment, the University of Mostar is the first Bosnian-Herzegovinian university that approached the European University Association (EUA) with the interest of participating in the Institutional Evaluation Programme. It was in 2003. There were ongoing discussions about internal and external procedures related to quality assurance, and there were indications that BiH could be accepted as a signatory to the Bologna Declaration. In this case, the University of Mostar asked for help to join the European Higher Education Area as soon as possible.

The evaluation team for the University of Mostar, appointed by the EUA, produced a report that showed that this higher education institution is moving in the right direction.

Namely, the leadership of the University of Mostar set itself the fundamental task of developing this institution into a modern European university, taking care to preserve and nurture the Croatian identity and culture. The evaluation team optimistically concluded that the University has enough potential to achieve the set goals.

This positive report was a strong incentive for implementing the initiated reforms at the University. Carrying out internal and external analysis, defining the education cycle, harmonizing curricula, and introducing ECTS points (European Credit Transfer System) – these were the basic prerequisites for joining the University to the Bologna process. To harmonize the teaching programmes with the Bologna criteria, the members of the University decided to follow faculties from the European Union and the Republic of Croatia.

The adaptation refers to the further harmonization of curricula, the training of teachers and associates who will be selected according to the criteria that apply to all universities in Europe and equipping faculties and universities.

The mentioned adjustments and the introduction of the credit transfer system (ECTS), which enables greater mobility at all levels, are the main determinants and a roadmap for implementing education reform,



vlastitu budućnost u novome europskom kontekstu, Sveučilište u Mostaru je prepoznalo činjenicu da će u svijetu, koji se neprestano mijenja, postojati stalna potreba za prilagodbom sustava visokoga obrazovanja kako bi ostao konkurentan i sposoban odgovoriti na brojne izazove. Stoga je u provedbi reforme visokoga obrazovanja koju promiče bolonjski proces, unatoč brojnim nedoumicama i problemima, Sveučilište prepoznalo priliku za uključivanje u suvremene tijekove.

Odmah nakon što je Bosna i Hercegovina potpisala Bolonjsku deklaraciju počela je pripremu za provedbu njezinih odredaba. Od akademske 2005./2006. godine način studiranja na Sveučilištu u Mostaru u potpunosti je izmijenjen i usklađen s preporukama Bolonjske deklaracije.

Godine 2007. kontinuirano se radi na evaluaciji nastavnih planova i programa, na unaprjeđenju kvalitete nastavnoga procesa te stvaranju što boljih uvjeta za njihovu provedbu. Bila je to ključna godina za osiguranje uvjeta za provedbu reforme. Kadrovsko jačanje, osiguranje odgovarajućega prostora i opreme, suradnja s gospodarstvom i drugim strukturama društva te razvoj sustava osiguranja kvalitete označeni su glavnim zadaćama Sveučilišta.

S tim u svezi provedba odluke Vlade Republike Hrvatske o ulaganju u izgradnju i opremanje sveučilišnoga kampusa bila je od presudna značenja za daljnji razvitak Sveučilišta. Ovaj se program počeo realizirati 2007. godine. Prva faza programa obuhvaćala je izgradnju i opremanje novih zgrada Medicinskoga, Građevinskoga, Filozofskoga, Agronomskoga i prehrambeno-tehnološkog fakulteta, Fakulteta prirodoslovno-matematičkih i odgojnih znanosti te Fakulteta zdravstvenih studija. Nadogradnja, adaptacija i opremanje Fakulteta strojarstva i računarstva, adaptacija i opremanje ekonomskoga i Pravnoga fakulteta, adaptacija i opremanje akademije likovnih umjetnosti, Studentskoga doma, Rektorata i audiovizualne dvorane Sveučilišta ukupne površine 37.975 m² iznosili su 183.700.468 kuna.

Po uzoru na referentne fakultete iz Republike Hrvatske i drugih europskih zemalja akademske 2007./2008. godine na svim fakultetima nastava se izvodi u obrazovnim ciklusima sukladno odredbama

which enables raising the quality and joining the University of Mostar to the European university family. Seeing its future in the new European context, the University of Mostar recognized the fact that in a constantly changing world, there will be a constant need to adapt the higher education system to remain competitive and respond to numerous challenges. Therefore, in implementing the reform of higher education promoted by the Bologna process, despite numerous doubts and problems, the University recognized the opportunity to be included in contemporary trends.

Immediately after Bosnia and Herzegovina signed the Bologna Declaration, preparations for the implementation of its provisions began. In the academic year 2005/2006, the way of studying at the University of Mostar was completely changed and harmonized with the recommendations of the Bologna Declaration.

In 2007, continuous work was carried out on the evaluation of curricula, the improvement of the quality of the teaching process, creation of the best possible conditions for their implementation. It was a crucial year for ensuring the conditions for the reform implementation. The main tasks of the University were the strengthening of personnel, the provision of adequate space and equipment, cooperation with the economy and other structures of society, and the development of a quality assurance system.

In this regard, the implementation of the decision of the Government of the Republic of Croatia on investment in the construction and equipment of the university campus was of crucial importance for the further development of the University. This programme started in 2007. The first phase of the programme included the construction and furnishing of new buildings for the Faculty of Medicine, the Faculty of Civil Engineering, the Faculty of Humanities and Social Sciences, the Faculty of Agriculture and Food Technology, the Faculty of Science and Education, and the Faculty of Health Studies. Upgrading, adapting, and equipping the Faculty of Mechanical Engineering and Computing, adapting and equipping the Faculty of Economics and the Faculty of Law, adapting and equipping the Academy of Fine Arts, the Student Dormitory, the Rectorate and the audiovisual hall of the University with a total area of 37,975 m² amounted to HRK 183,700,468.

Bolonjske deklaracije. Akademske 2008./2009. godine upisan je prvi naraštaj studenata na drugi ciklus, tj. diplomski studij na fakultetima na kojima prvi ciklus (preddiplomski studij) traje tri godine. Filozofski fakultet Sveučilišta u Mostaru pokrenuo je treći ciklus – doktorski studij u akademskoj 2006./2007. godini, a u akademskoj 2008./2009. treći ciklus (doktorski studij) pokrenuo je i Ekonomski fakultet Sveučilišta u Mostaru, i to zajedno s Ekonomskim fakultetom Sveučilišta u Splitu.

Sve ovo pokazuje da Sveučilište u Mostaru kontinuirano radi na izgradnji snažne, autonomne i integrirane akademske zajednice nastavnika i suradnika istraživača, umjetnika i studenata te svih ostalih zaposlenih nastojeći ih inkorporirati u međunarodnu sveučilišnu mrežu.

Godine 2009. provedena je unutarnja procjena Sveučilišta. Iste je godine Europsko udruženje sveučilišta (EUA) provelo vanjsku institucionalnu procjenu. Njegovo pozitivno izvješće dodatno je motiviralo i ohrabrilo Sveučilište da ustraje na ostvarenju zacrtanih ciljeva. Stoga ono iz dana u dan intenzivira svoje aktivnosti uvodeći nove studijske programe kako na diplomskim, tako i na doktorskim studijima. S posebnom pomnošću otvara programe cjeloživotnoga obrazovanja svjedočeći tako o svojoj otvorenosti i suvremenosti.

Kako bi se ostvarili postavljeni ciljevi, nastoji se osigurati ljudske i materijalne resurse. To je težak zadatak, ali se realizirao zahvaljujući ponajviše pomoći Republike Hrvatske. Tako je prije započeta izgradnja zgrade Medicinskoga fakulteta završena 2008. godine, a iste je godine dovršena i zgrada Građevinskoga fakulteta.

U 2009. godini završeni su radovi na preostalim objektima iz prve faze programa izgradnje sveučilišnoga kampusa. Riječ je o novim zgradama Agronomskoga i prehrambeno-tehnološkoga i filozofskoga fakulteta te Fakulteta zdravstvenih studija. Događen je i rekonstruiran Fakultet prirodoslovno-matematičkih i odgojnih znanosti, Fakultet strojarstva i računarstva te Akademija likovnih umjetnosti. U cijelosti su obnovljene zgrade Ekonomskoga i Pravnoga fakulteta, audiovizualna dvorana, zgrada Rektorata i paviljon Studentskoga doma. Uz to je Sveučilište dobilo na

Following the example of reference faculties from the Republic of Croatia and other European countries in the academic year 2007/2008, in all faculties, teaching has been conducted in educational cycles following the provisions of the Bologna Declaration. In the academic year 2008/2009, the first generation of students was enrolled in the second cycle, i.e., graduate studies at faculties where the first cycle (undergraduate studies) lasts three years. The Faculty of Humanities and Social Sciences of the University of Mostar started the third cycle - doctoral studies in 2006/2007. In the academic year 2008/2009, the third cycle (doctoral study) was initiated by the Faculty of Economics of the University of Mostar together with the Faculty of Economics of the University of Split.

All this shows that the University of Mostar continuously works to build a strong, autonomous, and integrated academic community of teachers and research associates, artists and students, and all other employees, striving to incorporate them into the international university network.

In 2009, an internal evaluation of the University was carried out. In the same year, the European University Association (EUA) conducted an external institutional assessment. The positive report further motivated and encouraged the University to persevere in achieving its goals. Therefore, each day, it intensifies its activities by introducing new study programmes for graduate and doctoral studies. With special care, it opens lifelong education programmes, testifying to its openness and modernity.

To achieve the set goals, it made efforts to secure human and material resources. It was a difficult task, but it was realized mainly thanks to the help of the Republic of Croatia. Thus, the construction of the building of the Faculty of Medicine was completed in 2008, and the building of the Faculty of Civil Engineering was completed in the same year.

In 2009, work was completed on the remaining buildings from the first phase of the university campus construction programme. These are the new buildings of the Faculty of Agriculture and Food Technology, the Faculty of Humanities and Social Sciences, and the Faculty of Health Studies. The Faculty of Science and Education, the Faculty of Mechanical Engineering and Computing, and the Academy of Fine Arts were



korištenje kompleks bivše Vojarne „Stanislav Baja Kraljević“ (Helidrom) i time osiguralo potrebne prostorne kapacitete.

Tako su stvoreni uvjeti za stalno podizanje kvalitete obrazovanja, a studenti su dobili još bolje uvjete za studiranje. Obnovom Studentskoga centra i pratećih sadržaja stvoren je kvaliteta i poticajan ambijent za život i djelovanje studenata. Uz subvencioniranje troškova prehrane studenata koji nisu smješteni u Studentskome domu Sveučilište je sufinanciralo troškove osiguranja, prilagodbe i opremanje prostora potrebnoga za studentsku ambulantu koja je otvorena u krugu sveučilišnoga kampusa.

Stalni razvoj i rast Sveučilišta osiguran je brojnim aktivnostima kao što su kontinuirano osuvremenjivanje nastavnih planova i programa, pokretanje znanstvenih istraživanja, uspostavljanje i razvoj mreže međusveučilišne suradnje kako unutar BiH, tako i u široj regiji i Europi, kao i suradnja s gospodarstvom. Danas je Sveučilište u Mostaru punopravan član svih istaknutih europskih i regionalnih sveučilišnih asocijacija i akademskih mreža, s vrlo uspješnom i intenzivnom međunarodnom suradnjom. Osim izazova što ih sa sobom nosi provedba bolonjskoga procesa i osiguranje kvalitete kao njegove glavne odrednice, Sveučilište se našlo i pred izazovima internacionalizacije i uključivanja u europsko istraživačko područje. Internacionalizacija, kao prioritetni cilj razvoja Sveučilišta, u užem smislu svakako znači mobilnost studenata i nastavnika, ali u širem smislu za Sveučilište znači aktivizam u međunarodnim mrežama i asocijacijama, s kojima Sveučilište već ima potpisanu suradnju poput DRC – Danube Rectors’ Conference, EUA – European University Association, RCAA – Rectors’ Conference of the Alps-Adriatic Universities, UniAdrion gdje je Sveučilište u Mostaru i članica Upravnog odbora, EUCEN - European University Continuing Education Network i Rektor-ski zbor Republike Hrvatske u kojemu je Sveučilište u Mostaru pridružena članica. Sveučilište u Mostaru je i član Rektorskog foruma Jugoistočne Europe i zapadnog Balkana.

expanded and reconstructed. The buildings of the Faculty of Economics and Law, the audiovisual hall, the Rectorate building, and the pavilion of the Student Dormitory were completely renovated. In addition, the University received the complex of the former “Stanislav Baja Kraljević” Barracks (Helidrome) to use and thereby, ensured the necessary spatial capacities.

Thus, the conditions were created for the constant improvement of the quality of education, and the students received even better conditions for studying. The renovation of the Student Centre and accompanying facilities created a quality and stimulating environment for the life and activities of students. In addition to subsidizing the food costs of students who were not accommodated in the Student Dormitory, the University co-financed the costs of insurance, adaptation, and furnishing of the space required for the Student Clinic, which was opened within the university campus.

The constant development and growth of the University are ensured by numerous activities, such as the continuous modernization of curricula, the initiation of scientific research, the establishment and development of a network of inter-university cooperation both within BiH and in the wider region and Europe, as well as cooperation with the economy. Today, the University of Mostar is a full member of all prominent European and regional university associations and academic networks, with very successful and intensive international cooperation. In addition to the challenges brought by the implementation of the Bologna process and quality assurance as its main determinant, the University also faced the challenges of internationalization and inclusion in the European research area. Internationalization, as a priority goal of the University’s development, in a narrow sense certainly means the mobility of students and teachers, but in a broader sense for the University it means activism in international networks and associations, with which the University already has signed cooperation such as DRC - Danube Rectors’ Conference, EUA - European University Association, RCAA - Rectors’ Conference of the Alps-Adriatic Universities, UniAdrion where the University of Mostar is a member of the Board of Directors, EUCEN - European University Continuing

Sveučilište u Mostaru danas

Imajući na umu sve navedeno, s ponosom možemo reći da Sveučilište u Mostaru dostojanstveno obilježava 45. obljetnicu svoga postojanja, ali i 30. obljetnicu svoga postojanja na službenome hrvatskom jeziku. Ove impozantne činjenice ohrabruju nas, ali i obvezuju. Stoga je Sveučilište odlučno u provedbi započete reforme koju promiče bolonjski proces te prihvaćanju europskih standarda i vrijednosti na području visokoga obrazovanja i u konačnici priključenju obitelji suvremenih europskih visokih učilišta.

Jedan od prvih strateških ciljeva Sveučilišta u Mostaru bila je provedba integracije Sveučilišta kao zakonske obveze, ali i preporuke domaće i međunarodne reakreditacije SUM. Definirano je pet ključnih procesa integracije: pravna, financijska, organizacijska, akademska i društvena.

Tijekom 2018. godine naporno smo radili na svim oblicima integracije SUM-a. Na sjednici 19. srpnja 2018. Senat je donio odluku o pravnoj integraciji SUM-a, a integraciju je istoga dana potvrdilo Upravno vijeće (UV) SUM. Osnovni sud u Mostaru 3. rujna 2018. donio je rješenje o pravnoj integraciju.

Povjerenstvo za financijsku integraciju nastavilo je tražiti najoptimalniji model financijskog integriranja sveučilišta. Ovaj proces prolazio je kroz nekoliko faza i usuglašavanja, da bi bio okončan donošenjem odluke Senata o financijskoj integraciji 6. srpnja 2018. godine.

U vrijeme dok je Povjerenstvo za financijsku integraciju promišljalo o modelu integracije, pravnici i Povjerenstvo za izmjene i dopune Statuta održalo je više radnih sastanaka kako bi oblikovali integrirano Sveučilište kroz novi Statut Sveučilišta. Ključna polazišta ovog procesa su bila: integrirano, ali decentralizirano Sveučilište koje djeluje u skladu sa zakonom i vizijom razvoja i snažno integriranje u europski akademski prostor. Napor Povjerenstva za izmjene i dopune Statuta, kolegija rektora i kolegija dekana rezultirao je donošenjem prijedloga novog integriranog Statuta SUM na Senatu 13. studenog 2019. te prethodnog mišljenja Upravnog vijeća 15. studenog 2018. Prihvaćanjem Statuta kao i donošenjem

Education Network and the Rectors’ Council of the Republic of Croatia where the University of Mostar is an associate member. The University of Mostar is also a member of the Rector’s Forum of Southeast Europe and the Western Balkans.

University of Mostar today

Bearing in mind all of the above, we can proudly say that the University of Mostar honorably celebrates the 45th anniversary of its existence and its 30th anniversary of introducing the official Croatian language. These impressive facts encourage us, but also oblige us. Therefore, the University is determined to implement the initiated reform promoted by the Bologna process and the acceptance of European standards and values in higher education and ultimately join the family of modern European higher education institutions.

One of the first strategic goals of the University of Mostar was the implementation of the integration of the University as a legal obligation, and the recommendations of the domestic and international reaccreditation of SUM. Five key processes of integration are defined: legal, financial, organizational, academic, and social.

During 2018, we worked hard on all forms of SUM integration. At its session on 19 July 2018, the Senate passed a decision on the legal integration of SUM, and the integration was confirmed on the same day by the Governing Council of SUM. On 3 September 2018, the Court in Mostar issued a decision on legal integration.

The Committee for Financial Integration continued to search for the most optimal model of financial integration of universities. This process went through several stages and reconciliations, and it ended with the passing of the Senate’s decision on financial integration on 6 July 2018.

While the Financial Integration Commission was thinking about the integration model, lawyers and the Statute Amendment Commission held several working meetings to shape an integrated University through the new University Statute. The key starting points of this process were: an integrated but decentralized University that operates following the law and





pravnih akata zaokružena je akademska integracija Sveučilišta u Mostaru.

Organizacijska integracija SUM započela je prvog dana mandata novog menadžmenta. U organizacijskom smislu integrirani su brojni procesi na SUM poput upravljanja ljudskim potencijalima, javne nabavke, financijsko računovodstveni poslovi te informacijski sustav. Imajući u vidu da je ovaj oblik integracije stalan i neprekidan može se konstatirati visok stupanj ostvarenja optimalnijeg organiziranja Sveučilišta.

Peti stup integracije je društvena integracija. SUM je promotor brojnih aktivnosti s društvenom zajednicom. Zajednički znanstveni i stručni simpoziji, okrugli stolovi, gospodarski forumi, klauzure, predavanja, promocije, prijemi, počasni doktorati, dodjela priznanja i dr. samo su neke od aktivnosti koje SUM ostvaruje sa svojom društvenom zajednicom. Takve aktivnosti nikada nisu ni prestajale što potvrđuju naš društveni angažman i društveno odgovorno ponašanje.

Senat Sveučilišta u Mostaru na sjednici 19. srpnja 2018. godine usvojio je Strategiju razvoja Sveučilišta za razdoblje 2018.-2023. Strategija je početak sustava strateškog planiranja i upravljanja na SUM. Učinkovit sustav za praćenje ispunjenja planova i realizaciju strateških ciljeva podrazumijeva jasne procedure izrade preciznih planova i aktivnosti kojima se određuju odgovornosti, rokovi i resursi za provedbu aktivnosti koje Sveučilište namjerava postići. Izrada Akcijskih planova za svaku godinu jedan je od ključnih iskoraka u podizanju razine kvalitete institucionalne organizacije i sustava strateškog planiranja i upravljanja kao i sve veće transparentnosti prema nastavnom i nenastavnom osoblju, studentima, osnivačima, vladinom i nevladinom sektoru, lokalnoj zajednici, gospodarstvu i javnosti. Odgovornost za provedbu ove Strategije imaju vodstva Sveučilišta i sveučilišnih sastavnica u okviru nadležnosti utvrđenih Statutom Sveučilišta u Mostaru. Senat Sveučilišta jednom godišnje razmatra Izvješće o ispunjenju akcijskih planova provedbe Strategije o čemu izvješćuje Upravno vijeće i osnivače Sveučilišta u Mostaru. Kako bi se potaknulo strateško planiranje i upravljanje na fakultetima i cijelom SUM Senat je donio

the vision of development and strong integration into the European Higher Education Area. The effort of the Committee for Amendments to the Statute, the Rector's College, and the College of Dean resulted in the adoption of a proposal for a new integrated SUM Statute in the Senate on 13 November 2019, and the previous opinion of the Governing Council on 15 November 2018. The acceptance of the Statute and the adoption of legal acts completed the academic integration of the University of Mostar.

The organizational integration of SUM started on the first day of the mandate of the new management. In the organizational sense, numerous processes were integrated at SUM, such as human resources management, public procurement, financial accounting, and the information system. Bearing in mind that this form of integration is constant and continuous, it can be stated that a high degree of optimal organization of the University has been achieved.

The fifth pillar of integration is social integration. SUM is the promoter of numerous activities within the social community. Joint scientific and professional symposia, round tables, economic forums, seminars, lectures, promotions, receptions, honorary doctorates, awards, etc., are just some of the activities that SUM realizes with its social community. Such activities have never stopped, which confirms our social engagement and socially responsible behavior.

At its session on 19 July 2018, the Senate of the University of Mostar adopted the University Development Strategy for the period 2018-2023. The Strategy is the beginning of the system of strategic planning and management at SUM. An effective system for monitoring the fulfillment of plans and the realization of strategic goals implies clear procedures for creating precise plans and activities that determine responsibilities, deadlines, and resources for implementing activities the University intends to achieve. The creation of Action Plans for each year is one of the key steps forward in raising the quality level of institutional organization and the system of strategic planning and management, as well as increasing transparency towards teaching and non-teaching staff, students, founders, governmental and non-governmental sectors, the local community, the economy, and the public.

odluku da će dosadašnja klasična i opisna izvješća o radu fakulteta zamijeniti izvješće o provedbi strateških ciljeva na fakultetima opisanih u Akcijskom planu.

U novoj strategiji Sveučilišta obrazovanje je definirano kao prvo i najvažnije strateško područje Sveučilišta u Mostaru. Svjesni smo da se od europskih sveučilišta očekuje da postanu jaki, autonomni i inkluzivni i da pružaju obrazovanje koje se temelji na istraživanju te da se omogući učenje koje će predstavljati odgovor postojećim izazovima.

Sveučilište u Mostaru je nastavilo s aktivnostima na izmjeni postojećih te izradi novih nastavnih planova i programa što će doprinijeti jačanju visokog školstva kvalitetnim obrazovnim sadržajima. Od 2017. godine Senat je na prijedlog Znanstveno nastavnih/umjetničkih vijeća, donio odluku za 19 novih studijskih programa na sva tri ciklusa studija i na integriranom studiju, kao što su studiji medicine na engleskom jeziku, geodezije i geoinformatike, javne uprave, elektrotehnike, računarstva, medicinske informatike, prehrambene tehnologije, kriminalistike i sigurnosna menadžmenta, ekonomije i poslovne ekonomije, fitomedicine, zootehnike, vinogradarstva i vinarstva, grafičkog dizajna, grafike, kiparstva, slikarstva, likovne umjetnosti, nutricionizma i dr. Nastava i nastavni procesi danas na SUM se izvode kroz 146 studijskih programa, od čega je 64 na prvom ciklusu, 65 na drugom ciklusu, pet na integriranom studiju i 12 na trećem ciklusu studija.

Kako bi se dodatno unaprijedio nastavni proces i podigla kvaliteta obrazovanja svjesni smo da je potrebno sustavno poduzimati sljedeće mjere i aktivnosti:

- kontinuirano usklađivati postojeće studijske programe s kompetencijama koje se traže na tržištu rada, kao i razvoj novih studijskih programa sukladno tržištu rada;
- razvijati programe cjeloživotnog obrazovanja na tržišnim osnovama koje će osigurati trajnu edukaciju i usklađivanje znanja i vještina završenih studenata i profesionalaca te je nužna potreba za fleksibilnošću studijskih programa budući da nove tehnologije i novi zahtjevi tržišta rada postaju svakodnevna pojava;

The responsibility for implementing this Strategy rests with the leadership of the University and university components within the framework of competencies established by the Statute of the University of Mostar. Once a year, the Senate of the University considers the Report on the fulfillment of action plans for the implementation of the Strategy, which is reported to the Governing Council and the founders of the University of Mostar. To encourage strategic planning and management at the faculties and the entire SUM, the Senate decided that the previous classic and descriptive reports on the work of the faculties will replace the Report on the implementation of strategic goals at the faculties described in the Action Plan.

In the new strategy of the University, education is defined as the first and most important strategic area of the University of Mostar. We are aware that European universities are expected to become strong, autonomous, and inclusive to provide research-based education and enable learning to respond to existing challenges.

The University of Mostar continued its activities on the modification of existing and creation of new curricula, which will contribute to the strengthening of higher education with high-quality educational content. Since 2017, the Senate, on the proposal of the Academic/Artistic Councils, has established 19 new study programmes for all three study cycles and integrated studies, such as medical studies in English, geodesy, and geoinformatics, public administration, electrical engineering, computer science, medical informatics, food technology, criminalistics and security management, economics and business economics, phytomedicine, zootechnics, viticulture and winemaking, graphic design, graphics, sculpture, painting, fine arts, nutrition, etc. The teaching process is carried out today at SUM through 146 study programmes, of which 64 are in the first cycle, 65 in the second cycle, five in integrated studies, and 12 in the third cycle of studies.

To further improve the teaching process and raise the quality of education, we are aware that it is necessary to systematically undertake the following measures and activities:

- continuously harmonize existing study programmes with the competencies required in the labour



- jačati i poticati nove oblike učenja i prijenosa znanja, prije svega e-učenja, cjeloživotnog učenja i sl.
- intenzivirati praktičnu nastavu;
- uvoditi interdisciplinarne studije;
- razvijati zajedničkih diplomskih studija;
- umrežavati doktorske studije s inozemnim Sveučilištima;
- stvarati uvjete za pokretanje studijskih diplomskih i doktorskih studija na engleskom, njemačkom i talijanskom jeziku, koji će biti prepoznati u regionalnom i međunarodnom okruženju.

U nastavnom procesu sudjeluju stručnjaci iz prakse kroz nastavne baze, institucije i organizacije s kojima je potpisan sporazum o suradnji čime se ostvaruje sinergija Sveučilišta i društva. Sveučilište trenutno broji oko 140 nastavnih baza.

Trenutna ulaganja u znanost i visoko obrazovanje u BiH su daleko ispod prosjeka okruženja, a pogotovo EU, pa je potrebno otvoriti dijalog sa nadležnim institucijama s ciljem unapređenja javnog financiranja istraživanja u znanosti. Osim toga potrebno je, i kroz javne politike i kroz politiku Sveučilišta, jače poticati nedovoljno iskorištene mogućnosti ulaganja poslovnog i društvenog sektora u istraživanje i razvoj. Stoga je nužno na Sveučilištu u Mostaru, stvoriti okruženje koje omogućuje i potiče interakcijske i transferne mehanizme suradnje istraživača s gospodarstvom i društvenim djelatnostima, uključivanje u procese specijalizacije, povezivanje istraživačke i gospodarske aktivnosti kroz znanstveno istraživački rad, ali i kolaborativna istraživanja za potrebe gospodarskih subjekata.

Izgradnja infrastrukture na Sveučilištu u Mostaru

Kao što smo naveli u svojim prioritetima, SUM je u stalnim aktivnostima planiranja i izgradnje infrastrukture. Sveučilište je postalo vlasnik zemljišta u Rodoču ukupne površine 1.917.196 metara kvadratnih. Nadalje, ponosni smo na postavljanje kamena temeljca za izgradnju zgrade Farmaceutskog fakulteta. S istom radošću i ponosom ističemo planove

- market, as well as the development of new study programmes in line with the labour market;
- develop life-long education programmes on a market basis that will ensure permanent education and harmonization of knowledge and skills of graduated students and professionals, and there is a necessary need for flexibility in study programmes since new technologies and new demands of the labour market are becoming daily occurrence;
- strengthen and encourage new forms of learning and knowledge transfer, primarily e-learning, life-long learning, etc.
- intensify practical teaching;
- introduce interdisciplinary studies;
- develop joint graduate studies;
- network doctoral studies with foreign Universities;
- create conditions for the initiation of graduate and doctoral studies in English, German and Italian, which will be recognized in the regional and international environment.

Experts from practice participate in the teaching process through teaching bases, institutions, and organizations with which a cooperation agreement has been signed, which realizes the synergy between the University and society. The University currently has around 140 teaching bases.

Current investments in science and higher education in Bosnia and Herzegovina are far below the average of the environment, and especially the EU, so it is necessary to open a dialogue with competent institutions to improve public funding of science research. In addition, it is necessary, both through public policies and through the University's policy, to encourage the underutilized investment opportunities of the business and social sectors in research and development. Therefore, at the University of Mostar, it is necessary to create an environment that enables and encourages interaction and transfer mechanisms of cooperation between researchers with the economy and social activities, involvement in specialization processes, linking research and economic activity through scientific research work, but also collaborative research for the needs of economic entities.

adaptiranja zgrade za potrebe SUMIT-a, a svjedoci smo rekonstrukcije prve faze Kampusu SUM-a te brojnih manjih infrastrukturnih radova na SUM. Fakultet strojarstva, računarstva i elektrotehnike završio je objekt „Tvorнице za učenje“, a Medicinski fakultet, Fakultet zdravstvenih studija i Fakultet građevinarstva, arhitekture i geodezije izradili su glavne projekte za dodatni kat na svojim fakultetima kojim će proširiti predavaoničke, amfiteatarske, laboratorijske i knjižnične kapacitete. Također, urađeni su projekti za prostorno proširenje Ekonomskog fakulteta i Fakulteta prirodoslovno-matematičkih i odgojnih znanosti. Akademija likovnih umjetnosti na Širokom Brijegu opremila je tri nove radionice, a usporedno s otvaranjem novih studija, Pravni i Filozofski fakultet opremili su prostore za što kvalitetniju nastavu na ovim studijima. Agronomski i prehrambeno-tehnološki fakultet proširio je u kampusu Rodoč svoje prostore koji služe u edukacijske i komercijalne svrhe.

Dislocirani centri

Sveučilište u Mostaru ima trajnu zadaću skrbiti o svim prostorima u Bosni i Hercegovini gdje su dominantno nastanjeni Hrvati i drugi narodi i građani. U tu svrhu Senat Sveučilišta u Mostaru donio je odluke o utemeljenju sveučilišnih centara u Središnjoj Bosni i Posavini. Ovom odlukom iskazali smo trajnu privrženost i razvijanje studijskih programa koji su od interesa za navedenu društvenu zajednicu. Pored sveučilišnih preddiplomskih i diplomskih studija naši studenti mogu pohađati i jedan od doktorskih studija na Sveučilištu. Kada je riječ o dislociranim sveučilišnim centrima naš izazov je pokrenuti programe stručnog cjeloživotnog obrazovanja.

Unutarnja organizacija SUM

Prvu godinu mandata menadžmenta SUM iskoristili smo za novu unutarnju organizaciju u svrhu jačanja kapaciteta i ispunjavanje strateških ciljeva. U tu svrhu utemeljili smo Sveučilišne Centre za informacijske

Building infrastructure of the University of Mostar

As we stated in our priorities, SUM is constantly involved in the planning and construction of infrastructure. The University became the owner of land in Rodoč, a total area of 1,917,196 square meters. Furthermore, we are proud of laying the foundation stone for the construction of the Faculty of Pharmacy building. With the same joy and pride, we point out the plans to adapt the building for the needs of SUMIT, and we are witnessing the reconstruction of the first phase of the SUM Campus and numerous smaller infrastructure works at SUM. The Faculty of Mechanical Engineering, Computing, and Electrical Engineering completed the “Learning Factory” facility. The Faculty of Medicine, Faculty of Health Studies, and Faculty of Civil Engineering, Architecture, and Geodesy created the main projects for an additional floor at their faculties, which will expand lecture, amphitheatre, laboratory, and library capacities. Also, projects were carried out for the spatial expansion of the Faculty of Economics and the Faculty of Science and Education. The Academy of Fine Arts in Široki Brijeg has equipped three new workshops, and in parallel with the opening of new studies, the Faculty of Law and the Faculty of Humanities and Social Sciences have equipped spaces for the highest possible quality of teaching at these studies. The Faculty of Agriculture and Food Technology expanded its premises in Rodoč campus, which are used for educational and commercial purposes.

Off-campus centres

The University of Mostar has a permanent task of taking care of all areas in Bosnia and Herzegovina, where Croats and other peoples and citizens are dominantly inhabited. For this purpose, the Senate of the University of Mostar made decisions on the establishment of university centres in Central Bosnia and Posavina. With this decision, we have expressed our permanent commitment to and development of study programmes that are of interest to the mentioned social community. In addition to university undergraduate and graduate studies, our students can attend one of the doctoral studies at the University.



tehnologije, zatim Sveučilišne Centre za projekte, poduzetništvo, cjeloživotno obrazovanje te Medijski sveučilišni centar. Specifična pitanja razmatrali smo na našim sveučilišnim klauzurama. Do sada smo održali osam sveučilišnih klauzura posvećene organizaciji, obrazovanju, informacijskim tehnologijama, strategiji, razvoju i integraciji, sveučilištu i okruženju, razvoju Sveučilišta. Važno je posjetiti i na dva sveučilišna gospodarska foruma. Senat Sveučilišta u Mostaru utemeljio je i Nakladničku kuću SUM pod nazivom PRESSUM.

Izdavaštvo

Na Sveučilištu u Mostaru otvorena je elektronička tiskara u okviru PRESSUM-a. To omogućuje lakše objavljivanje naših publikacija, a ova tiskara omogućuje tiskanje svih izdanja po pristupačnim cijenama. Dakle, sve publikacije Sveučilišta u Mostaru se tiskaju pod zajedničkim nazivnikom naše nakladničke kuće. Trenutačno na Sveučilištu u Mostaru izlazi 16 znanstvenih i znanstveno-stručnih časopisa, a naši se radovi nalaze u prethodno spomenutom registru radova.

Jačanje unutarnjih kapaciteta

Jedan od naših stalnih izazova je jačanje nastavne baze i akademskih i istraživačkih kapaciteta. SUM još uvijek koristi značajan broj nastavnika kroz vanjsku suradnju. Istina vanjska suradnje nikada neće prestati, zbog niza prednosti koje donosi, no mi moramo nastojati u ispunjenju europskih i bh. kriterija kada je u pitanju broj uposlenih nastavnika na pojedinim studijskim programima kako bi uspješno akreditirali.

Informacijske tehnologije

Suvremeni tehnološki razvoj također zahtijeva brzu prilagodbu obrazovnog sustava. U današnje vrijeme gotovo je nemoguće zamisliti modernu nastavu

When it comes to off-campus university centres, our challenge is to start lifelong professional education programmes.

Internal organization of the SUM

In the first year, SUM management used a mandate for a new internal organization to strengthen capacity and fulfill strategic goals. For this purpose, they established the University Centre for Information Technologies, then the University Centre for Projects, Entrepreneurship, Lifelong Learning, and the Media University Centre. The Management discussed specific issues at university gatherings. So far, SUM has held eight university gatherings dedicated to the organization, education, information technologies, strategy, development and integration, the University and the environment, and the development of the University. It is also important to recall the two university economic forums. The Senate of the University of Mostar also founded the SUM Publishing House under the name PRESSUM.

Publishing activity

The University of Mostar established an electronic printing house within PRESSUM. It makes it easier to publish University publications, and this printing house enables printing all editions at affordable prices. Therefore, all publications of the University of Mostar are printed under the common denominator of our publishing house. At the moment, the University of Mostar publishes regularly 16 scientific and scientific-professional journals, and the scientific papers are in the previously mentioned register of papers.

Strengthening of internal capacities

One of our constant challenges is strengthening the teaching base and academic and research capacities. SUM still has a significant number of teachers that are external collaborators. The truth is that external cooperation will never end due to the number of advantages

bez upotrebe digitalnih alata, aplikacija i digitalne tehnologije.

IT centar Sveučilišta u Mostaru osnovan je 13. prosinca 2017. godine odlukom Upravnog vijeća Sveučilišta u Mostaru u cilju pružanja podrške obrazovnoj i akademskoj zajednici u upotrebi informacijsko-komunikacijskih tehnologija i osiguranja pristupa novim tehnologijama i informacijskim uslugama.

Razvoj ISS-a Sveučilišta u Mostaru započeo je 2011. godine. Razvijene su osnovne funkcionalnosti vezane za administraciju sustava, referadu, profesore i studente. U 2012. godini pokrenut je softver, te formirana jedinstvena baza sa svim članicama Sveučilišta i osiguran pristup i centralno administriranje sustava. Ostale komponente softvera su se razvijale u narednim godinama. 1. veljače 2019. godine Sveučilište preuzima izvorni kod sustava čime SUMIT preuzima rad na održavanju i razvoju.

U akademskoj 2019./20. godini SUMIT je uveo autentifikacijsku i autorizacijsku infrastrukturu kao infrastrukturni, posrednički sustav čija je temeljna zadaća omogućiti sigurno, pouzdano i efikasno upravljanje elektroničkim identitetima te njihovu uporabu za pristup mrežnim i mrežom dostupnim resursima. Posebno smo ponosni da smo jedina institucija u BiH koje ima izgrađenu ovakvu infrastrukturu za upravljanje elektroničkim identitetima.

Mogućnost spajanja na Internet različitim tehnologijama ugrađena je danas u većinu novih osobnih računala, tableta, PDA uređaja i mobitela. Također je uobičajeno nuditi roaming uslugu što podrazumijeva mogućnost pristupa mreži s različitih uređaja i lokacija uz uporabu jedinstvenoga elektroničkoga identiteta.

eduroam™ (education roaming) je roaming-usluga zamišljena pod okriljem europske udruge akademskih i istraživačkih mreža (TERENA) i ostvarena kroz međunarodni projekt GÉANT.

Usluga eduroam usmjerena je na omogućavanje bežičnog, ali i tzv. wired (žicom, kroz LAN) pristupa. Sveučilište u Mostaru zahvaljujući SUMIT-u i sustavu AAI@SUM je aktivno u izgradnji i pružanju usluge eduroam čime studenti i nastavnici Sveučilišta u Mostaru zahvaljujući SUMIT-u koriste besplatnu uslugu korištenja interneta na više od 24 tisuće

it brings, but SUM must strive to fulfill European and BH criteria when it comes to the number of teachers employed at certain studies to successfully pass accreditation.

Information technologies

Modern technological development also requires rapid adaptation of the educational system. Nowadays, it is almost impossible to imagine modern teaching without using digital tools, applications, and digital technology.

The IT centre of the University of Mostar was established on 13 December 2017 by the decision of the Governing Council of the University of Mostar to provide support to the educational and academic community in the use of information and communication technologies and ensure access to new technologies and information services.

The development of the ISS at the University of Mostar began in 2011. Basic functionalities related to system administration, department, professors, and students have been developed. In 2012, the software was launched, a single database was formed with all members of the University, and access and central administration of the system were ensured. Other software components were developed later. On 1 February 2019, the University took over the source code of the system, whereby SUMIT took over the work on maintenance and development.

In 2019/20, SUMIT introduced authentication and authorization infrastructure as an infrastructural, intermediary system. Its basic task is to enable safe, reliable, and efficient management of electronic identities and their use for accessing online and network-accessible resources. SUM is especially proud to be the only institution in Bosnia and Herzegovina that has built this kind of infrastructure for managing electronic identities.

The ability to connect to the Internet using various technologies is built into most new personal computers, tablets, PDA devices, and mobile phones today. It is also common to offer a roaming service, which implies the possibility of accessing the network from different devices and locations with the use of a unique electronic identity.

eduroam™ (education roaming) is a roaming service conceived under the auspices of the Trans-European Research and Education Networking Association



lokacija diljem svijeta. S ovom infrastrukturom svi naši nastavnici i studenti dobili su elektronički identitet koji je u skladu s europskim i svjetskim standardima. Bitno je naglasiti da je ova usluga implementirana uz suradnju s Računskim centrom Sveučilišta u Zagrebu (Srce).

Senat Sveučilišta u Mostaru je na sjednici Senata 8. srpnja 2021. donio Odluku o uvođenju e-iskaznice, te studenti Sveučilišta u Mostaru u prethodnoj akademskoj 2021./2022. godini nisu koristiti stari papirnati indeks. Sveučilišna iskaznica je sredstvo identifikacije i dokaz pripadnosti zajednici Sveučilišta u Mostaru.

SUMIT je pokrenuo projekt e-učenja kako bi se omogućilo besplatno korištenje svim sastavnicama. Cilj je da sve sastavnice budu na jednom zajedničkom sustavu za e-učenje. U ostvarivanju tog cilja, SUMIT je pokrenuo „SUMOODLE“, sustav za e-učenje na razini Sveučilišta gdje je otvoreno preko 100 e-kolegija, web portal sa svim informacijama o e-učenju na Sveučilištu u Mostaru. Od akademske godine 2019./2020. omogućili smo svakom nastavniku Sveučilišta u Mostaru otvaranje e-kolegija čime smo e-učenje ponudili kao jedan od oblika nastave.

Kvalitetna mrežna infrastruktura je temelj svih daljnjih aplikacijskih i ostalih korisničkih nadogradnji i zbog toga predstavlja jedan od ključnih prioriteta i preduvjeta kvalitetne izgradnje cijelog informacijskog sustava. Zbog toga se SUMIT brine o održavanju svih poslužitelja na kojima su smješteni DNS, Web i Mail sustavi Sveučilišta.

U listopadu 2017. ažuriran je sustav za e-senat Sveučilišta u Mostaru i promijenjen naziv domene (senat.sum.ba) U realizaciji projekata potrebno je surađivati s mnogim partnerima. SUMIT-u je prije svega važna suradnja s HT-om Mostar, Hrvatskom akademskom i istraživačkom mrežom CARNet, Sveučilišnim računskim centrom (SRCE) i fakultetima koji se bave problematikom razvojem informacijskih sustava. Suradnja s CARNet-om i Sveučilišnim računskim centrom Sveučilišta u Zagrebu traje dugi niz godina i sadašnjom, novom inicijativom CARNet i Srca Sveučilištu u Mostaru je ponuđen cijeli paket različitih informacijskih sustava i servisa kao i usluge u pogledu nabavke i implementacije sustava na Sveučilištu u Mostaru. Sljedeća jako bitna aktivnost

(TERENA) and realized through the international project GÉANT.

The eduroam service is aimed at enabling wireless, but also so-called wired (by wire, through LAN) access. The University of Mostar, thanks to SUMIT and the AAI@SUM system, is active in building and providing the eduroam service, whereby students and teachers of the University of Mostar use the free internet service in more than 24,000 locations around the world. With this infrastructure, all our teachers and students received an electronic identity that complies with European and world standards. It is important to emphasize that this service was implemented in cooperation with the Computing Centre of the University of Zagreb (Srce).

On 8 July 2021, the Senate of the University of Mostar passed the Decision on the introduction of e-cards. In the previous academic year 2021/2022, students of the University of Mostar did not use the old paper index. The university card is a means of identification and proof of belonging to the community of the University of Mostar.

SUMIT launched an e-learning project to enable the free use of all components. The goal for all components is to be on one common e-learning system. To achieve this goal, SUMIT launched “SUMOODLE”, a system for e-learning at the University level where over 100 e-courses have been opened, a web portal with all information about e-learning at the University of Mostar. In the academic year 2019/2020, SUMIT enabled every teacher of the University of Mostar to open e-courses, which enabled e-learning as one of the teaching forms.

Quality network infrastructure is the basis of all further applications and other user upgrades and therefore, represents one of the key priorities and prerequisites for the quality construction of the entire information system. For this reason, SUMIT takes care of the maintenance of all servers on which the University's DNS, Web and Mail systems are located.

In October 2017, the e-senate system of the University of Mostar was updated, and the domain name was changed (senat.sum.ba). In the implementation of projects, it is necessary to cooperate with many partners. Cooperation with HT Mostar, the Croatian academic and research network CARNet, the University Computing Center (SRCE), and faculties dealing with the development of information systems is of primary

SUMIT-a je strateški projekt e-škole gdje SUMIT nosi digitalizaciju cijele vertikale obrazovanja.

Rektorski zbor Bosne i Hercegovine i Republike Hrvatske

Sveučilište u Mostaru 2018. uspješno je predsjedavalo Rektorskim zborom/konferencijom BiH. Tijekom godine napravljeni su značajni iskoraci kroz donošenje važnih odluka i uspostavljanje atmosfere povjerenja i važnosti Rektorskog zbora u dimenzioniranju brojnih i važnih akademskih, znanstvenih i organizacijskih pitanja.

Isto tako Sveučilište u Mostaru je pridruženi član Rektorskog zbora Republike Hrvatske. Poznato je da nastavnici s javnih sveučilišta u Hrvatskoj značajno sudjeluju u nastavnom procesu kao i projektima. Treba istaknuti nemjerljiv doprinos rektorica i rektora, dakle cijelog RZ RH na razvoju i jačanju SUM-a, kao i Ministarstva znanosti i obrazovanja Vlade Republike Hrvatske.

Važno je istaknuti i aktivno sudjelovanje u Rektorskom forumu jugoistočne Europe i zapadnog Balkana. Treći rektorski forum održan je 8. veljače 2019. na Sveučilištu u Mostaru. Tijekom foruma rektori i predstavnici preko 30 sveučilišta potpisali su Akademski međuinstitucionalni sporazum o suradnji. Sporazum predviđa snažan angažman i suradnju na području znanstveno – istraživačkog rada, visokog obrazovanja, suradnju na kreiranju zajedničkih nastavnih ciklusa, projekata definiranih kroz različite programe financiranja i na koncu zajedničkom djelovanju na što učinkovitijem korespondiranju visokog obrazovanja i tržišta rada.

Suradnja s društvenom zajednicom

Misijska uloga, ali i definirano strateško područje je suradnja s društvenom zajednicom. SUM iz društvene zajednice crpi svoju postojanost, svoju snagu i smisao i zbog toga mora prema svojoj društvenoj zajednici biti odgovorno i proaktivno. Teško je nabrojiti sve aktivnosti na našim fakultetima i SUM-u

importance to SUMIT. Cooperation with CARNet and the University Computing Centre of the University of Zagreb has been going on for many years. The current, new initiative of CARNet and Srce has offered the University of Mostar a whole package of different information systems and services, such as services regarding the procurement and implementation of systems at the University of Mostar. The next very important activity of SUMIT is the strategic e-school project where SUMIT carries out the digitalization of all education levels.

Rectors' Assembly of Bosnia and Herzegovina and the Republic of Croatia

In 2018, the University of Mostar successfully chaired the Rectors' Assembly/Conference of BiH. During the year, significant steps were taken through the adoption of important decisions and the establishment of an atmosphere of trust and the importance of the Rectors' Assembly in the dimensioning of numerous and significant academic, scientific and organizational issues.

Likewise, the University of Mostar is an associate member of the Rectors' Association of the Republic of Croatia. It is known that teachers from public universities in Croatia participate significantly in the teaching process and projects. The immeasurable contribution of the rectors, i.e., the entire Rectors' Assembly of the Republic of Croatia, to the development and strengthening of the SUM should be noted. Also, the Ministry of Science and Education of the Government of the Republic of Croatia made significant contributions.

It is also important to highlight the active participation in the Rectors' Forum of Southeast Europe and the Western Balkans. The third Rectors' Forum was held on 8 February 2019 at the University of Mostar. During the forum, rectors and representatives of over 30 universities signed the Academic Inter-Institutional Cooperation Agreement. The agreement envisages strong engagement and cooperation in the field of scientific and research work, higher education, cooperation on the creation of joint teaching cycles, projects defined through various funding programs, and, finally, joint action on the most effective correspondence between higher education and the labour market.



koji su izravno okrenuti dijalogu, afirmaciji i pomoći društvenoj zajednici. Društvena zajednica je na Sveučilištu, a Sveučilište je duboko u svojoj društvenoj zajednici.

Studenti i studentske aktivnosti

Na Sveučilištu u Mostaru uspješno djeluje Studentski zbor SUM. Brojne su aktivnosti naših studenata. Naravno da ih nije moguće spomenuti, ali još teže naglasiti važnost svih tih aktivnosti za afirmaciju studentskih prava i aktivnosti. Studenti nam jesu i moraju biti u središtu svih planova i politika Sveučilišta. Istina oni su uključeni u sva tijela Sveučilišta. Naši su partneri i s njima tražimo najbolje puteve suradnje, ali i razvoja i perspektive.

Vlada Republike Hrvatske i druge institucije

Sveučilište u Mostaru svoj dinamičan razvoj osigurava uz pomoć Vlade Republike Hrvatske, resornog Ministarstva znanosti i obrazovanja i Državnog ureda za Hrvate izvan Republike Hrvatske kao i brojnim drugim institucijama i pojedincima iz Hrvatske. Također razvoj Sveučilišta u Mostaru podržan je od svih javnih sveučilišta u Republici Hrvatskoj i drugih institucija.

Također treba spomenuti i kvalitetnu suradnju s brojnim veleposlanstvima zemalja akreditiranih u Bosni i Hercegovini kao i inozemnim sveučilištima te gospodarskim subjektima iz inozemstva.

Cooperation with social community

The mission role, but also a defined strategic area, is cooperation with the social community. SUM derives its stability, strength and meaning from the social community and therefore must be responsible and proactive towards its social community. It is difficult to enumerate all the activities at our faculties and SUM that are directly aimed at dialogue, affirmation and help to the social community. The social community is at the University, and the University is deep in its social community.

Students and student activities

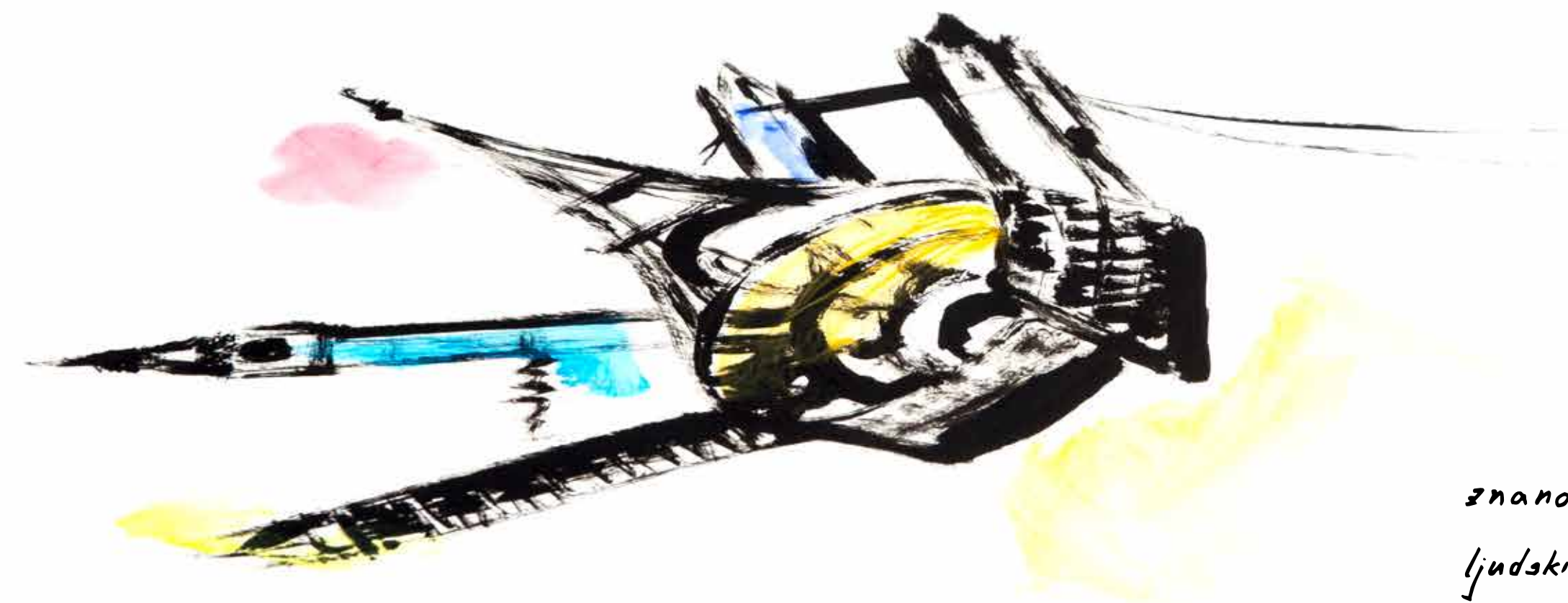
The SUM Student Council is successfully operating at the University of Mostar. There are numerous activities for our students. Of course, it is impossible to mention all of them, but it is even more difficult to emphasize the importance of all these activities for the affirmation of student rights and activities. Our students are and must be at the centre of all plans and policies of the University. They are included in all University bodies. They are our partners, and with them, we are looking for the best ways of cooperation, development, and perspective.

Government of the Republic of Croatia and other institutions

The University of Mostar ensures its dynamic development with the help of the Government of the Republic of Croatia, the departmental Ministry of Science and Education, and the State Office for Croats outside the Republic of Croatia, and numerous other institutions and individuals from Croatia. Also, the development of the University of Mostar is supported by all public universities in the Republic of Croatia and other institutions.

We should also mention the high-quality cooperation with numerous embassies of countries accredited in Bosnia and Herzegovina, and foreign universities and business entities from abroad.





*znanost i razvoj, međunarodna suradnja, poslovanje,
ljudski potencijali i upravljanje kvalitetom, biomedicina...*



Znanost i razvoj

Znanstveno-istraživački rad je jedno od temeljnih područja strategije Sveučilišta u Mostaru. U pojedinim znanstvenim područjima postoje bolji uvjeti za znanstveno istraživanje, za razliku od područja u kojima se istraživanja ne mogu provoditi bez vrhunske opreme i značajne materijalne potpore. Sveučilište u Mostaru u posljednje vrijeme nastoji izvući maksimum iz postojećih potencijala.

Posljednja velika aktivnost SUM-a je odluka o formiranju ureda koji će se isključivo baviti aktivnostima na podizanju rankinga Sveučilišta na svjetskim znanstvenim rang-ljestvicama. Tome bi trebao pridodati i povećani broj znanstvenih i znanstveno-stručnih konferencija od kojih je većina s međunarodnim sudjelovanjem. Također je značajno povećan angažman svih uredništava na čelu s glavnim urednicima znanstvenih časopisa da svi naši časopisi uđu u referentne znanstvene baze, odnosno da ih dodatno podignu na još višu razinu. Usporedno je Sveučilište u Mostaru po prvi put izradilo i predstavilo registre znanstveno-istraživačkih projekata i radova djelatnika i suradnika, a u tijeku je priprema odgovarajućih pravilnika koji bi dodatno stimulirali objavljivanje radova. Planira se i nagrađivanje najboljih znanstveno-istraživačkih radova.

Sveučilište je utemeljilo svoju nakladničku kuću PRESSUM, a prije dvije godine u rad je puštena elektronička tiskara Sveučilišta u Mostaru.

Također, Sveučilište u Mostaru posljednjih godina značajno ulaže u gradnju i rekonstrukciju infrastrukturnih objekata. Tako je u potpunosti uređen i opremljen sveučilišni Kampus, napravljena je i opremljena Sveučilišna televizija SUM TV, gradi se zgrada sveučilišnoga centra za informacijske tehnologije SUMIT u Rodoču, a izrađeni su brojni idejni, glavni ili izvedbeni projekti od kojih je veliki broj i realiziran.

Science and development

Scientific research is one of the fundamental areas of the University of Mostar's strategy. Some scientific areas have better conditions for scientific research, in contrast to areas where research requires top-quality equipment and significant material support. Recently, the University of Mostar has been trying to get the most out of the existing potential.

The last significant activity of SUM is the decision to form an office that will exclusively deal with activities aimed at raising the ranking of the University in the world scientific rankings. An increased number of scientific and scientific-professional conferences, mostly with international participation, should also contribute to this. The engagement of all editors, headed by the editors-in-chief of scientific journals, has been significantly increased to ensure that all our journals enter the scientific bases, i.e., to raise them to an even higher level. In parallel, for the first time, the University of Mostar created and presented registers of scientific research projects and works of employees and collaborators. The University also prepares appropriate regulations aiming to encourage the publication of papers. It is also planned to reward the best scientific and research papers.

The University founded its publishing house PRESSUM, and two years ago the electronic printing press of the University of Mostar.

Also, the University of Mostar has been investing significantly in the construction and reconstruction of infrastructure facilities in recent years. Thus, we arranged and equipped the University Campus. The University established University Television SUM TV; the building of the University Centre for information technologies SUMIT in Rodoč is under construction. There are numerous conceptual, master, and execution projects, most of which have been realized.



Centar za doktorske studije

S ciljem daljnjeg jačanja znanstveno-istraživačkoga rada na Sveučilištu u Mostaru utemeljen je Centar za doktorske studije. Osnovni ciljevi i razlozi za utemeljenje Centra za doktorske studije su ujednačavanje pravila i postupaka studiranja u trećem ciklusu (upis na doktorske studije, realizacija nastave na trećem ciklusu, imenovanje mentora, prijava i obrana disertacije...), sustavno praćenje postupaka prikupljanja informacija i aktivnosti za unapređenje studijskih programa trećega ciklusa, koordinirani razvitak i osuvremenjavanje studijskih programa trećega ciklusa na ustrojbenim jedinicama te sustavno praćenje i unapređenje znanstveno-istraživačke djelatnosti doktoranada od trenutka upisa na poslijediplomski sveučilišni doktorski studij do kraja studija.

U sastavu Centra za doktorske studije moraju biti zastupljeni predstavnici iz svih znanstvenih područja.

Registar radova i znanstveno-istraživačkih projekata

Kao što je naznačeno u uvodu na Sveučilištu u Mostaru izrađen je i predstavljen registar znanstveno-istraživačkih projekata i radova djelatnika i suradnika SUM-a. Uz funkciju informiranja javnosti o objavljenim radovima djelatnika Sveučilišta u Mostaru, svrha registra je i praćenje znanstvene produktivnosti djelatnika zbog potrebe unutarnje i vanjske provjere. Registar znanstveno-istraživačkih projekata i radova djelatnika i suradnika SUM-a zamišljen je kao digitalni repozitorij unutar kojeg postoji mogućnost skladištenja cjelokupnih radova indeksiranih u bazi, kao i skladištenja završnih i diplomskih radova te doktorskih disertacija studenata Sveučilišta u Mostaru. Dodatno su bodovani radovi svih nastavnika i mentora koji su objavljeni u koautorstvu sa studentima i diplomantima.

Centre for Doctoral Studies

To further strengthen the scientific research work at the University of Mostar, the Centre for Doctoral Studies was established. The main goals and reasons for establishing the Centre for Doctoral Studies are to standardize the rules and procedures of studying in the third cycle (enrollment to doctoral studies, the realization of classes in the third cycle, the appointment of mentors, application and defense of the dissertation, etc.), systematic monitoring of information collection procedures and activities for improvement study programmes of the third cycle, coordinated development and modernization of study programmes of the third cycle at organizational units and systematic monitoring and improvement of the scientific and research activities of doctoral students from the moment of enrollment in postgraduate university doctoral studies until the end of the studies.

The Centre for Doctoral Studies must include representatives from all scientific fields.

Register of papers and scientific and research projects

As indicated in the introduction, at the University of Mostar, a register of scientific-research projects and works of SUM employees and associates was created and presented. In addition to informing the public about the published papers, the purpose of the register is to monitor the employees' scientific productivity because of internal and external verification. The register of scientific and research projects and papers of employees and associates of SUM is designed as a digital repository with the possibility of storing all works indexed in the base and storing bachelor, master theses, and doctoral dissertations of students of the University of Mostar. The papers of all teachers and mentors published in co-authorship with students and graduates are additionally scored.

Sveučilišna nakladnička kuća PRESSUM i Sveučilišna tiskara

Sveučilište u Mostaru utemeljilo je Sveučilišnu nakladničku kuću PRESSUM. Osim naklade sveučilišnih izdanja, PRESSUM također koordinira nakladničku djelatnost Sveučilišta u Mostaru, analizira publikacije objavljene u registru znanstveno-istraživačkih projekata i radova djelatnika i suradnika SUM-a te prati i koordinira rad Sveučilišne tiskare. Naime, prije godinu danan završena je i moderno opremljena elektronička tiskara Sveučilišta u Mostaru u Kampusu II u Rodoču. Sveučilišna tiskara omogućit će puno lakše tiskanje svih izdanja naših nastavnika i publikacija Sveučilišta po pristupačnim cijenama.

Također, Sveučilište u Mostaru izdaje 16 znanstvenih i znanstveno-stručnih časopisa koji će sada biti dostupniji u tiskanom obliku. Kako je naznačeno na početku teksta danas je značajno povećan angažman svih uredništava znanstvenih časopisa Sveučilišta u Mostaru kako bi svi časopisi ušli u referentne znanstvene baze. Cilj je imati i što veći broj časopisa na engleskom jeziku.

Ranking SUM-a

Već u prvim rečenicama ovoga teksta istaknuto je kako je sljedeći veliki cilj Sveučilišta u Mostaru podizanje rankinga SUM-a na svjetskim znanstvenim ljestvicama. Intenzivno se radi na tome i u prilog ovome cilju je i odluka o formiranju posebnoga ureda. On bi pratio sve parametre za rangiranje i kontinuirano prikupljao podatke za različite aplikacije, jer pojedine ljestvice i aplikacijski obrasci imaju dosta zahtjevne kriterije. Aktivnosti Sveučilišta u Mostaru su puno veće nego što se vidi iz priloženih rezultata, pa bi formiranje naznačenoga ureda trebalo dodatno pridonijeti vidljivosti SUM-a.

University Publishing House PRESSUM and University Printing Press

The University of Mostar founded the University Publishing House PRESSUM. In addition to publishing university editions, PRESSUM also coordinates the publishing activities of the University of Mostar, analyzes publications published in the register of scientific research projects and works of SUM employees and associates, and monitors and coordinates the work of the University Press. Namely, a year ago, the modern equipped Electronic Printing Press of the University of Mostar in Campus II in Rodoč was completed. The university printing press will enable easier printing of all our editions and University publications at affordable prices.

Also, the University of Mostar publishes 16 scientific and scientific-professional journals, which will now be more available in printed form. As indicated at the beginning of the text, the engagement of all editorial offices of scientific journals of the University of Mostar has significantly increased today, so all journals enter the reference scientific bases. The goal is to have as many journals as possible in English.

SUM ranking

Already in the first sentences of this text, it was pointed out that the next major goal of the University of Mostar is to raise the ranking of SUM in the world scientific rankings. We are doing intensive work on this, and the decision to form an office supports this goal. The Office would monitor all ranking parameters and continuously collect data for different applications because some rankings and application forms have quite demanding criteria. The activities of the University of Mostar are much larger than can be seen from the attached results, so the establishment of the designated Office should further contribute to the visibility of SUM.



Infrastrukturni projekti

Posljednjih godina unutar Kampusu Sveučilišta u Mostaru napravljene su značajne promjene. Za razliku od prije, Kampus je sada u potpunosti pokriven nadzornim kamerama, a Sveučilište u Mostaru izvršilo je kontrolu i označavanja svih ulaza u Kampus. Stvoren je sigurniji i uredniji Kampus i više se ne događaju slučajevi vandalizma koji su ranije bili često prisutni. Nadalje, Kampus je i dalje otvoren za sve studente, građane i rekreativce.

Ogledalo Kampusu je i prekrasni otvoreni amfiteatar u kojem je u doba korone, uz poštivanje svih epidemioloških mjera, održana prva promocija na otvorenom u Kampusu, promocija diplomanata Farmaceutškoga fakulteta, što je do sada bilo nezamislivo. Cilj amfiteatra je oplemenjivanje prostora s posebnim naglaskom na „zelene zone“.

Također, u vrijeme korone jedan od najznačajnijih projekata bilo je otvaranje Sveučilišne televizije SUM TV. Ova je televizija odigrala veliku ulogu u nastavi u tom razdoblju, ne samo Sveučilišta nego i cjelokupnog obrazovnog sustava na hrvatskom jeziku u Bosni i Hercegovini. Danas se SUM TV dodatno modernizirao i proširio. Napravljen je televizijski studio kakav nema nijedno sveučilište u okruženju.

Sveučilište u Mostaru svoje infrastrukturne aktivnosti nastavilo je i u Kampusu II u Rodoču. Pored završetka izgradnje i opremanja Sveučilišne tiskare, u prosincu prošle godine otvorena je i Sveučilišna galerija. U Galeriji je već do sada održano nekoliko izložaba respektabilnih umjetnika iz BiH i inozemstva, a ona služi i za promocije knjiga, različite ceremonije Sveučilišta i druge priredbe. Također se dodatno radilo na okolišnom uređenju Kampusu II u Rodoču.

Nakon završetka projektne dokumentacije, započeli su građevinski radovi na objektu SUMIT-a, odnosno sveučilišnoga centra za informacijske tehnologije u Rodoču. Cilj je dobiti regionalni obrazovni centar, provesti digitalizaciju cijele vertikale obrazovanja na hrvatskom jeziku u Bosni i Hercegovini i biti partnerom IT kompanijama u razvoju IT tehnologija.

Danas ponovno vrijedi istaknuti kako je uknjiženo pravo vlasništva Sveučilišta u Mostaru na sve nekretnine koje imamo unutar Kampusu II u Rodoču,

Infrastructure Projects

In recent years, we have made significant changes within the Campus of the University of Mostar. Unlike before, the Campus is covered by surveillance cameras. The Campus is controlled as much as possible, and all entrances are marked. Safe measures have been undertaken due to vandalism cases, which are no longer occurring. Furthermore, the Campus is still open to all students, citizens, and recreationists.

The mirror of the Campus is also the beautiful open amphitheatre. During the COVID-19 pandemic, the first outdoor promotion on Campus was held in compliance with all epidemiological measures. It was the promotion of the graduates of the Faculty of Pharmacy, which was unimaginable until then. We aim to refine the space of the amphitheatre focusing on “green zones”.

Also, during the COVID-19 pandemic, one of the most significant projects was opening the University Television SUM TV. Television played a significant role in teaching in that period, not only at the University but also in the entire educational system in the Croatian language in Bosnia and Herzegovina. Today, SUM TV has been further modernized and expanded. There is no university besides SUM that has such University Television Studio.

The University of Mostar continued its infrastructural activities in Campus II in Rodoč. In addition to completing the construction and equipping of the University Printing House, the University Gallery was opened last December. Several exhibitions of respectable artists from BiH and abroad have already been held in the Gallery, and it is also used for book promotions, various University ceremonies, and other events.

We did additional work on the environmental design of Campus II in Rodoč.

After completing the project documentation, construction work began on the building of SUMIT, i.e., the University Centre for Information Technologies in Rodoč. The goal is to get a regional education centre, implement the digitalization of all education levels in the Croatian language in Bosnia and Herzegovina, and be a partner to IT companies developing IT technologies.

a ukupna površina uknjiženoga zemljišta iznosi 1.917.196 četvornih metara. S ovom uknjižbom otvaraju se velike mogućnosti za širenje Sveučilišta i postavljanje novih infrastrukturnih ciljeva kojima bi se ostvarila postavljena vizija snažnoga i modernoga europskog sveučilišta.

U mandatnom razdoblju sadašnjega vodstva Sveučilišta u Mostaru puno se radilo na planiranju infrastrukturnoga razvitka SUM-a. Izrađeni su brojni idejni, glavni ili izvedbeni projekti od kojih je veliki broj i realiziran, a sljedećih godina očekuje se realizacija većine planiranih investicija.

Today, it is worth noting that the property right of the University of Mostar has been registered for all the properties we have within Campus II in Rodoč, and the total area of the registered land is 1,917,196 square meters. With this registration, great possibilities are opened for the expansion of the University and the setting of new infrastructural goals that would achieve the vision of a strong and modern European university.

During the mandate period of the current leadership of the University of Mostar, a lot of work was done on planning the infrastructural development of SUM. Numerous conceptual, main, or execution projects have been developed. Many of them have been realized so far. However, the realization of most of the investments is expected in the coming years.







Međunarodna suradnja

Postati moderno i prepoznatljivo sveučilište u domaćim, a posebno u međunarodnim okvirima nije moguće bez jasno definiranih ciljeva koji će omogućiti i osigurati neometano odvijanje procesa internacionalizacije.

Ured za međunarodnu suradnju odgovoran je za provođenje strategije internacionalizacije, odnosno njezinih strateških ciljeva. Aktivnosti internacionalizacije podrazumijevaju aktivno uključivanje u europsko istraživačko područje i praćenje europskih trendova preko aktivnosti proisteklih iz međunarodnih sporazuma, aktivnosti u okviru međunarodnih mreža i međunarodnih projekata Europske komisije s posebnim naglaskom na *Erasmus+* program, a Ured za međunarodnu suradnju zajedno s uredima pri ustrojbenim jedinicama taj proces nastoji unaprijediti.

Sveučilište u Mostaru posljednjih desetljeća međunarodnu suradnju stavilo je u središte o čemu svjedoči nemal broj uspostavljenih međunarodnih prijateljskih i partnerskih odnosa koji su se u proteklome razdoblju sve više intenzivirali. Iz godine u godinu postavljeni ciljevi bili su sve zahtjevniji, od uvođenja Bolonjskoga procesa na studijske programe SUM-a do uspostavljanja kvalitete u skladu s europskim standardnim okvirom obrazovanja.

Međunarodna orijentiranost i suradnja činile su vrlo značajan segment sveukupne institucionalne strategije Sveučilišta članstvima u europske asocijacije i mreže te sudjelovanjem u međunarodnim aktivnostima Rektorske konferencije podunavskih zemalja i Hrvatskoga rektorskog zbora. Daljnje aktivnosti SUM-a na međunarodnome planu implementirane preko različitih međunarodnih programa i projekata (CRE – *Academic Task Force*¹, ATF – *Consortium* za Mostar, *EUCEN-a*², *DAAM International Vienna* itd.) bile su od ključne važnosti za strateški razvoj akademskoga okvira.

1 Projekt koji je pokrenut u namjeri oživljavanja europske dimenzije na sveučilištima koja su pretrpjela ratna razaranja u Bosni i Hercegovini i Hrvatskoj. U ovome kontekstu Sveučilište je bilo uključeno u aktivnosti, a predsjedavalo je Sveučilište u Firenci.

2 Godine 1997. Sveučilište postaje članicom ove mreže europskih sveučilišta za permanentnu naobrazbu.

International relations

It is not possible to become a modern and recognizable university in the domestic, and especially in the international framework, without clearly defined goals that will enable and ensure the smooth development of the internationalization process.

The International Relations Office (hereinafter: IRO) is responsible for implementing the internationalization strategy, i.e., its strategic goals. Internationalization activities include active involvement in the European research area and monitoring of European trends through activities arising from international agreements, activities within international networks, and international projects of the European Commission with special emphasis on the Erasmus+ program, and the International Relations office together with the offices of the organizational units strives to improve that process.

In recent decades, the University of Mostar has placed international cooperation at the center, which is evidenced by the considerable number of established international friendly and partnership relations, which have intensified over the past period. From year to year, the goals set were more and more demanding, from the introduction of the Bologna process to SUM study programs to the establishment of quality following the European standard education framework.

International orientation and cooperation formed a very significant segment of the overall institutional strategy of the University through membership in European associations and networks and participation in the international activities of the Rectors' Conference of the Danube countries and the Croatian Rectors' Association. Further activities of SUM on the international level implemented through various international programmes and projects (CRE – *Academic Task Force*¹, ATF – *Consortium* za Mostar, *EUCEN-a*², *DAAM International Vienna* itd.) were of key importance for the strategic development of the academic framework.

1 A project that was launched with the intention of reviving the European dimension at universities that suffered war destruction in Bosnia and Herzegovina and Croatia. In this context, the University was involved in the activities, and the University of Florence presided.

2 In 1997, the University became a member of this network of European universities for permanent education.

Od 1996. godine uključeni smo u brojne projekte u okviru *Tempus* programa Europske unije. Program *Tempus* u kontekstu cjelokupne strategije razvoja i internacionalizacije Sveučilišta u Mostaru dao je važan doprinos i snažan utjecaj na uspješno uključivanje SUM-a u europsku akademsku zajednicu. Sudjelovanje u više od dvadeset različitih *Tempus* projekata (SME, JEP)³ nedvojbeno je pridonijelo pozitivnu impaktu na institucionalne reforme, jačanju međunarodne suradnje, prilagodbi nastavnih planova i programa te, posebice, porastu akademske mobilnosti nastavnika, suradnika i studenata.

Sveučilište u Mostaru bila je prva visokoobrazovna institucija iz Bosne i Hercegovine koja se 2003. godine obratila EUA-i (Europska asocijacija sveučilišta, bivša CRE), izražavajući svoju zainteresiranost da sudjeluju u Programu institucionalne procjene. Procjeniteljska skupina, koju su činili međunarodni eksperti, u svome konačnom izvješću navodi da Sveučilište u Mostaru ima potencijale kako bi ostvarilo svoju ambicioznu misiju u budućnosti, navodeći: „Otišli smo iz Mostara potpuno zadivljeni pozitivnim ozračjem koje je prevladavalo u radu Sveučilišta... Također smo uvjereni da ovo Sveučilište posjeduje snage koje će dovesti do ogromna napretka u društvu. Mi smo vrlo optimistični u pogledu potencijala koje ovo Sveučilište ima kako bi ostvarilo svoju ambicioznu misiju u budućnosti.“

Na istome tragu 2009. godine Sveučilište je ponovno zatražilo institucionalnu procjenu od EUA-e nastojeći osnažiti svoj položaj kao i spoznaje o vlastitoj kvaliteti u kontekstu europskoga akademskog prostora. Izvješće evaluacijskoga tima, koji je bio u sličnu sastavu, donijelo je nove samoodrednice i na strateškome i na kvalitativnome planu: postati vodeća, moderna i autoritativna visokoškolska ustanova u široj regiji koja će kao takva biti prepoznatljiva u međunarodnim okvirima.

Sveučilište ističe Bolonjski proces na prvo mjesto u svojim strategijama za reformu i razvoj. U tome smislu svi su fakulteti poduzeli aktivnosti u svezi s izradom novih studijskih programa i nove strukture diplome, što znači da se predmeti definiraju u skladu

Since 1996, we have been involved in numerous projects within the Tempus program of the European Union. The Tempus program, in the context of the overall development and internationalization strategy of the University of Mostar, made an important contribution and strong influence on the successful inclusion of SUM in the European academic community. Participation in more than twenty different Tempus projects (SME, JEP)³ undoubtedly contributed to a positive impact on institutional reforms, strengthening of international cooperation, an adaptation of curricula, and, in particular, an increase in the academic mobility of teachers, associates, and students.

The University of Mostar was the first higher education institution from Bosnia and Herzegovina to approach the EUA (European Association of Universities, formerly CRE) in 2003, expressing its interest in participating in the Institutional Assessment Program. The assessment group, which consisted of international experts, states in its final report that the University of Mostar has the potential to achieve its ambitious mission in the future, stating: “We left Mostar completely amazed by the positive atmosphere that prevailed in the work of the University... We are also convinced that this University possesses strengths that will lead to enormous progress in society. We are very optimistic about the potential that this University has to achieve its ambitious mission in the future.”

On the same track, in 2009, the University again requested an institutional assessment from EUA, trying to strengthen its position as well as knowledge about its own quality in the context of the European academic space. The report of the evaluation team, which had a similar composition, brought new self-determination both on a strategic and a qualitative level: to become a leading, modern and authoritative higher education institution in the wider region, which will be recognized as such in the international framework.

The University emphasizes the Bologna Process in the first place in its strategies for reform and development. In this sense, all faculties have undertaken activities related to the creation of new study programs and a new degree structure, which means that the courses are defined



s Europskim sustavom prijenosa bodova (ECTS) koji se koristi kao sustav za prikupljanje bodova. Provedba odredaba *Bolonjske deklaracije* na Sveučilištu u Mostaru započela je i prije nego što je BiH potpisala *Bolonjsku deklaraciju* (2003.). Izradom Institucionalnoga plana razvitka do 2010. godine jasno je istaknuta vizija kako će Sveučilište svoju djelatnost usmjeriti na međunarodno priznanje kvalitete te će za sve svoje aktivnosti primjenjivati norme i standarde kakvi se primjenjuju na sveučilištima u europskim zemljama.

Sveučilište u Mostaru 18. rujna 2004. u Bologni uvrstilo se u red potpisnika *Magna Charta Universitatum*, dokumenta koji je do 2020. godine potpisalo 960 sveučilišta iz 94 zemlje⁴, potvrđujući i tako da pripada akademskoj zajednici koja nadilazi sve političke i društvene granice – akademskoj zajednici europskoga prostora.

following the European Credit Transfer System (ECTS), which is used as a credit system. Implementation of the provisions of the Bologna Declaration at the University of Mostar began even before BiH signed the Bologna Declaration (2003). The creation of the Institutional Development Plan in 2010 clearly highlighted the vision that the University will focus its activities on international recognition of quality and will apply norms and standards for all its activities as applied at universities in European countries.

On 14 September 2004, in Bologna, the University of Mostar became one of the signatories of the *Magna Charta Universitatum*, a document signed by 960 universities from 94 countries⁴ by 2020, confirming that it belongs to the academic community that transcends all political and social boundaries - the academic community of the European area.

⁴ <http://www.magna-charta.org/magna-charta-universitatum/signatory-universities>

⁴ <http://www.magna-charta.org/magna-charta-universitatum/signatory-universities>

³ SME – *Structural Measures* i JEP – *Joint European Projects*.

³ SME – *Structural Measures* i JEP – *Joint European Projects*.



Međunarodna orijentiranost kao jedan od prioriteta za međusobno razumijevanje i građenje novih transnacionalnih mostova, uz istovremeno uvažavanje posebnih kulturnih identiteta, dio je institucionalne strategije preko koje se otvaraju mogućnosti za obnavljanje starih i stvaranje novih veza s drugim sveučilištima radi potpuna integriranja u međunarodnu akademsku zajednicu.

Sveučilište u Mostaru u potpunosti je svjesno svoje ključne uloge promotora razvitka i integriranja u otvoreni europski prostor u visokoj naobrazbi koji se temelji na razmjeni ljudi, iskustava i ideja.

Kako i ranije, tako i danas ostvarivanje postavljenih ciljeva podrazumijeva visok stupanj jedinstvenosti i suradnje i središnjega Ureda za međunarodnu suradnju i svih ureda ustrojbenih jedinica Sveučilišta, konzultacije sa širokim spektrom relevantnih odjela i uposlenika unutar institucije, ali i vanjskih aktera, drugih visokoobrazovnih institucija, agencija te institucija/programa/akcija Europskoga parlamenta i Vijeća koji su neminovno dio strateškoga procesa internacionalizacije, odnosno međunarodne suradnje. Sveučilište u Mostaru otvorena je međunarodno orijentirana aktivna institucija koja teži potpunoj integraciji u europski akademski prostor i sustav. Unatoč razlikama koje danas postoje među visokoškolskim institucijama u Europi, sve imaju zajedničku tradicionalnu zadaću – obrazovanje.

Na Sveučilištu u Mostaru ovaj proces kontinuirano se ostvaruje od 2009. do 2016. godine kada je Sveučilište u Mostaru bilo jedan od partnera u konzorciju projekta *Erasmus Mundus Cooperation Window* – JOINEUSEE kojim je uspostavljen siguran okvir međunarodno strukturirane razmjene studenta i osoblja. Kasnije se ova suradnja nastavlja od 2015. godine kroz *Erasmus+* program, prekogranične i regionalne suradnje kao i suradnje s ciljanim službama veleposlanstava u Bosni i Hercegovini i inozemstvu.

U proteklome trogodišnjem razdoblju Ured za međunarodnu suradnju sudjelovao je na više od 300 međunarodnih događaja, održao više od 190 službenih sastanaka od kojih više od 100 *online* sastanaka kada je riječ o ostvarivanju međunarodnih partnerstva i internacionalizaciji općenito. Suradnju smo proširili i na europske zemlje s kojima je dosada nismo imali

With respect to special cultural identities, international orientation is one of the priorities for mutual understanding and building new transnational bridges. It is part of the institutional strategy through which opportunities are opened for renewing old and creating new connections with other universities for full integration into the international academic community.

The University of Mostar is fully aware of its key role as a promoter of development and integration into the open European space in higher education, which is based on the exchange of people, experiences, and ideas.

The achievement of the set goals implies a high degree of unity and cooperation of the central International Relations office and all offices of the organizational units of the University, consultations with a wide range of relevant departments and employees within the institution, but also external actors, other higher education institutions, agencies and institutions/programmes/actions of the European Parliament and the Council, which are inevitably part of the strategic process of internationalization, i.e., relations. The University of Mostar is an open, internationally oriented, active institution that strives for full integration into the European academic space and system. Despite the differences among higher education institutions in Europe today, they all have a common traditional task - education.

At the University of Mostar, this process was implemented from 2009 to 2016, when the University of Mostar was one of the partners in the consortium of the Erasmus Mundus Cooperation Window - JOINEUSEE project, which established a safe framework for the internationally structured exchange of students and staff. Later, this cooperation continued from 2015 through the Erasmus+ programme, cross-border and regional cooperation, as well as cooperation with targeted services of embassies in Bosnia and Herzegovina and abroad.

In the past three-year period, the International Relations Office participated in more than 300 international events and held more than 190 official meetings. More than 100 meetings were online on the topic of the realization of international partnerships and internationalization in general. IRO has extended

(Velika Britanija, Švedska, Bugarska, Bjelorusija, Azerbajdžan, Cipar, Švicarska i Ukrajina), ali i izvan europskoga akademskog prostora u Izrael, Kanadu, Sjedinjene Američke Države, Indiju, Indoneziju, Jordan i Maleziju.

Studenti mogu sudjelovati u različitim oblicima mobilnosti kao što su *Erasmus+* program, CEEPUS mreža, program *Work and travel U.S.A.*, ali i aplicirati na različite stipendije koje raspisuju veleposlanstva u Bosni i Hercegovini kao i naše partnerske institucije.

Nastavno i nenastavno osoblje uz program *Erasmus+* mobilnosti, koji se organizira radi održavanja nastave i stručnoga usavršavanja u trajanju od jednoga do dva tjedana, na raspolaganju ima CEEPUS program, stipendije koje raspisuju veleposlanstva u Bosni i Hercegovini kao i različite oblike usavršavanja na partnerskim institucijama.

Najznačajnije informacije o događajima i aktivnostima Sveučilišta prevode se na strane jezike⁵ čime se omogućavaju veća transparentnost i dostupnost informacija međunarodnim partnerskim institucijama.

Ured za međunarodnu suradnju organizira svake godine redovite *Erasmus+* KA1 i CEEPUS infodane o mobilnosti. Posljedice globalne pandemije ostavile su traga na sve aktivnosti koje je provodio Ured za međunarodnu suradnju. Tijekom ljetnoga semestra akademske 2019./2020. godine mobilnosti osoblja, i nastavnoga i nenastavnoga, bile su u potpunosti prekinute.

Kada je počela pandemija COVID-19 u svijetu, na Sveučilištu u Mostaru osnovan je Krizni stožer. Osim aktivnosti koje su bile usmjerene prema studentima i djelatnicima SUM-a, njegova važna zadaća bila je usmjerena i prema studentima koji su se nalazili u inozemstvu u sklopu mobilnosti. Pozivu Kriznoga stožera na povratak dio se studenata odazvao, dok je dio njih odlučio završiti akademsku godinu na partnerskim institucijama u EU-u. Uz navedene mobilnosti u akademskoj godini 2020./2021. po prvi put ostvarene su i virtualne mobilnosti osoblja.

Zajedničkim naporima Ureda i ureda za međunarodnu suradnju fakulteta, mobilnost SUM-a ima kontinuirani porast, a posebice mobilnost osoblja

cooperation to new partners and European countries (Great Britain, Sweden, Bulgaria, Belarus, Azerbaijan, Cyprus, Switzerland, and Ukraine), but also outside the European academic space to Israel, Canada, the United States of America, India, Indonesia, Jordan, and Malaysia.

Students can participate in various forms of mobility, such as the Erasmus+ programme, the CEEPUS network, and the Work and Travel USA programme, but also apply for different scholarships offered by the embassies in Bosnia and Herzegovina as well as partner institutions.

In addition to the Erasmus+ mobility programme, organized for teaching and professional training for one to two weeks, teaching and non-teaching staff have at their disposal the CEEPUS program, scholarships advertised by embassies in Bosnia and Herzegovina, as well as various forms of training at partner institutions.

The most important information about the events and activities of the University is translated into foreign languages, which enables greater transparency and availability of information to international partner institutions.

The International Relations Office organizes regular Erasmus+ KA1 and CEEPUS Info days on mobility every year. The consequences of the global pandemic have left their mark on all the activities carried out by the International Relations Office. During the summer semester of the academic year 2019/2020, teaching and non-teaching mobility were completely interrupted.

When the COVID-19 pandemic began in the world, the University of Mostar established Crisis Staff. In addition to activities aimed at students and employees of SUM, its important task was also aimed at students who were abroad as part of mobility. Some of the students responded to the invitation of the Crisis Staff to return. However, some students decided to finish the academic year at partner institutions in the EU. In addition to the mentioned mobility in the academic year 2020/2021, for the first time, virtual staff mobilities were realized.

The joint work of the Office and the faculty's International Cooperation offices continuously increases the mobility of SUM, especially the mobility of staff,

⁵ Vijesti i informacije prevode se na engleski i njemački jezik, a pojedini tekstovi prevode se i na kineski jezik.



koja ima značajan porast u razdoblju nakon pandemije COVID-19.

Radi osiguranja većega broja dostupnih mobilnosti kontinuirano se djeluje na povećanju broja sporazuma *Erasmus+* KA1 s partnerskim institucijama. Ovaj se proces odvija u dva smjera. Prvi je kontinuirano obnavljanje ranije potpisanih sporazuma po njihovu isteku, a drugi je potpisivanje sporazuma s novim partnerskim institucijama.

Po uzoru na europske partnere u svibnju 2019. godine organiziran je *1st International Staff Training Week* koji za rezultat, uz promicanje mobilnosti, ima i promociju Sveučilišta i intenziviranje partnerskih odnosa s domaćim i međunarodnim visokoobrazovnim institucijama.

Uslijed globalne pandemije izazvane COVID-19 virusom u rujnu 2020. godine organiziran je *1st Online International Day* posvećen internacionalizaciji visokoga obrazovanja u razdoblju nakon pandemije COVID-19 u svijetu. Događaj su virtualno pratili predstavnici iz više od 25 visokoobrazovnih institucija iz Europe i svijeta.

Sveučilište u Mostaru u lipnju 2022. godine organiziralo je drugi Međunarodni tjedan mobilnosti SUM-a koji je završen svečanom dodjelom certifikata. Ovaj događaj okupio je 30 sudionika partnerskih sveučilišta iz Španjolske, Austrije, Rumunjske, Češke, Mađarske, Poljske, Njemačke i Hrvatske. U petodnevnome programu djelatnici Ureda za međunarodnu suradnju predstavili su Sveučilište u Mostaru sudionicima razmjene koji su imali priliku posjetiti i upoznati ne samo glavni kampus SUM-a nego i njegove ostale ustrojbene jedinice te čuti o njihovim studijskim programima. Događaj je bio jedinstvena prilika za promociju Sveučilišta, jačanje partnerstva i širenje međunarodnih mreža suradnje u visokome obrazovanju.

Predstavnici Ureda za međunarodnu suradnju i SUM-a u proteklome petogodišnjem razdoblju sudjelovali su u nizu aktivnosti organiziranih radi promicanja mobilnosti i internacionalizacije. Značajniji događaji na kojima smo sudjelovali bili su: *Western Balkans Contact Seminar*, *Event for Erasmus+ and WBAA promotion*, *online kick off*, događaj mobilnosti u organizaciji Université Claude Bernard Lyon1, konferencija na kojoj se predstavilo desetak sveučilišta iz

which marks a significant increase in the period after the COVID-19 pandemic.

In order to ensure a higher number of available mobilities, IRO makes continuous efforts to increase the number of Erasmus+ KA1 agreements with partner institutions. This process takes place in two directions. The first is the continuous renewal of previously signed agreements upon their expiration, and the second is the signing of agreements with new partner institutions.

Following the example of European partners, the 1st International Staff Training Week was organized in May 2019, to promote mobility and also the University of Mostar and strengthen partnership relations with domestic and international higher education institutions.

Due to the global pandemic caused by the COVID-19 virus, the 1st Online International Day was organized in September 2020, dedicated to the internationalization of higher education in the period after the COVID-19 pandemic in the world. The event was followed virtually by representatives from more than 25 higher education institutions from Europe and the world.

In June 2022, the University of Mostar organized the second SUM International Mobility Week, which ended with the certificate award ceremony. This event brought together 30 participants from partner universities from Spain, Austria, Romania, the Czech Republic, Hungary, Poland, Germany, and Croatia. In the five-day programme, International Relations Office presented the University of Mostar to the exchange participants, who had the opportunity to visit and get to know not only the main campus of SUM but also its other organizational units and hear about their study programmes. The event was a unique opportunity to promote the University, strengthen partnerships, and expand international cooperation networks in higher education.

In the past five-year period, representatives of the International Relations Office and SUM participated in a series of activities organized to promote mobility and internationalization. The most significant events are the following: *Western Balkans Contact Seminar*; *Event for Erasmus+ and WBAA promotion*; *online kick-off*, mobility event organized by the Université

Velike Britanije i SAD-a u organizaciji konzultantske kuće *Cormack Consultancy group* iz Velike Britanije i HUP-a, *Dani Erasmosa* 2020. u organizaciji Veleposlanstva Republike Francuske u Bosni i Hercegovini na kojima se razgovaralo o suradnji s francuskim visokoobrazovnim institucijama te *online* događaji u organizaciji University of Applied Sciences Burgenland, University of Applied Sciences in Nysa, University of Maribor kao i drugih partnerskih institucija u zemlji i inozemstvu.

Ured MS-a također je dao svoj doprinos sudjelovanjem u više okruglih stolova i seminara koji su održani tijekom protekloga razdoblja u okviru mreža u kojima sudjelujemo kao punopravne članice.

Prepoznatljivost u međunarodnome akademskom prostoru nije moguća bez združenih studija u kojima sudjeluju partneri iz više zemalja. Sveučilište trenutno sudjeluje u dva takva studija. To su diplomski studij iz politologije koji se izvodi na Filozofskome fakultetu organiziran u suradnji sa Sveučilištem Matej Bel, Slovačka, a drugi je europski konzorcij na čelu sa Sveučilištem primijenjenih znanosti Burgenland Eisenstadt iz Austrije gdje sudjelujemo u organizaciji Međunarodnoga zajedničkog prekograničnog doktorskog studija međunarodnih ekonomskih odnosa i menadžmenta i Međunarodnoga zajedničkog prekograničnog interdisciplinarnog doktorskog programa u obrazovnim i komunikacijskim znanostima. Također je u pripremi međunarodni zajednički master studij iz *web-znanosti* u suradnji s Alma Mater Europea iz Maribora.

Sveučilište redovito sudjeluje i organizira ljetne škole u različitim studijskim područjima. Zbog posljedica pandemije izazvane COVID-19 tradicionalna ljetna škola koju organiziramo u suradnji s University of South-Eastern Norway i Univerzitetom Džemal Bijedić protekle dvije godine nije ostvarena, a njezin se nesmetani nastavak očekuje u novoj akademskoj godini. Nadalje, Sveučilište je bilo partner Sveučilištu Milano Bicocca, Univerzitetu Sarajevo, Univerzitetu Istočno Sarajevo i Univerzitetu Džemal Bijedić u organizaciji zajedničke Međunarodne ljetne škole pod nazivom *The European Integration after the Fall of the Berlin Wall*. Isto tako u suradnji s češkim Sveučilištem Czech University of Life Sciences

Claude Bernard Lyon1; a conference where a dozen universities from Great Britain and the USA presented themselves in the organization of the consulting firm Cormack Consultancy group from Great Britain and HUP; Erasmus Days 2020 organized by the Embassy of the Republic of France in Bosnia and Herzegovina, where cooperation with French higher education institutions was discussed; and online events organized by the University of Applied Sciences Burgenland, University of Applied Sciences in Nysa, University of Maribor as well as other partner institutions in the country and abroad.

The International Relations Office also contributed by participating in several round tables and seminars that were held during the past period within the framework of networks in which the University of Mostar participates as a full member.

Recognition in the international academic space is impossible without joint studies in which partners from several countries participate. The University is currently participating in two such study programmes. These are the graduate studies in political science conducted at the Faculty of Humanities and Social Sciences, organized in cooperation with Matej Bel University, Slovakia, and the second is a European consortium headed by the Burgenland Eisenstadt University of Applied Sciences from Austria, in which IRO participate in the organization of the International Joint Cross-Border Doctoral Study Programme of International Economic Relations and Management and the International Cooperative Cross-Border Interdisciplinary Doctoral Programme in Educational & Communication Sciences. An international joint master's degree in web science is in the stage of preparation in cooperation with Alma Mater Europea from Maribor.

The University regularly participates in and organizes summer schools in different study areas. Due to the consequences of the COVID-19 pandemic, the traditional summer school that SUM organizes in cooperation with the University of South-Eastern Norway and the Džemal Bijedić University has not been held for the past two years, and its smooth continuation is expected in the new academic year. Furthermore, the University was a partner of the





Prague, Faculty of Tropical AgriSciences i Sveučilištem Džemal Bijedić iz Mostara SUM je po drugi put uključen u zajedničku Međunarodnu ljetnu školu. Uspostavljanje suradnje s kineskim Sveučilištem Beijing University of Civil Engineering and Architecture (BUCEA), NR Kina, urodilo je plodonosnom suradnjom u okviru koje su naši studenti s Fakulteta građevine, arhitekture i geodezije imali priliku sudjelovati u međunarodnome studentskom natjecanju u području arhitektonskoga oblikovanja i digitalnoga modeliranja.

Unutar mreže *UniAdrion*, čija smo punopravna članica, već nekoliko godina studenti SUM-a redovito sudjeluju u rujanskome izdanju Međunarodne ljetne škole. Posebice su bila zanimljiva sudjelovanja naših studenata u 2019. i 2022. godini kada su imali priliku steći nova znanja o aktualnim temama migracija i

University of Milano Bicocca, the University of Sarajevo, the University of East Sarajevo, and the University of Džemal Bijedić in organizing a joint International Summer School called The European Integration after the Fall of the Berlin Wall. Likewise, in cooperation with the Czech University of Life Sciences Prague, the Faculty of Tropical AgriSciences, and the Džemal Bijedić University of Mostar, SUM is included in the joint International Summer School for the second time. The establishment of cooperation with the Beijing University of Civil Engineering and Architecture (BUCEA), People's Republic of China, resulted in fruitful cooperation. The students from the Faculty of Civil Engineering, Architecture, and Geodesy got the opportunity to participate in an international student competition in architectural design and digital modeling.

Within the UniAdrion network, in which SUM is

održiva turizma na prostoru Balkana i šire. Također, u rujnu 2022. godine u okviru *Erasmus+* KA2 CBHE projekta ECOBIAS studenti i nastavno osoblje Fakulteta prirodoslovno-matematičkih i odgojnih znanosti SUM-a imali su mogućnost sudjelovati u ljetnoj školi *Metabarkodiranje okolišne DNK*.

Kada je riječ o međunarodnim istraživačkim projektima i programima, Sveučilište je dosad sudjelovalo u 44 europska *Erasmus* projekta. Cilj je ovih projekata jačanje nastavnih, kurikularnih, infrastrukturnih i upravljačkih kapaciteta koji trebaju pridonijeti modernizaciji Sveučilišta u skladu sa suvremenim europskim standardima.

Na Sveučilištu je trenutačno aktivno 15 *Erasmus+* projekata. Iako je globalna pandemija utjecala na aktivnosti Ureda međunarodne suradnje, ipak je nastavljeno aktivno sudjelovanje SUM-a. Tako je u projektnome pozivu za 2021./2022. SUM dobio mogućnost sudjelovanja u dva nova projekta, od koji je jedan u okviru aktivnosti Jean Monnet gdje je SUM po drugi put postao samostalan voditelj pod palicom Filozofskoga fakulteta.

Jačanje mreže bilateralnih sporazuma o suradnji i partnerstvu te članstvo u međunarodnim asocijacijama iniciralo je suradnju s nekoliko strateških partnera radi višedimenzionalnoga pristupa međunarodnome rangiranju visokoškolskih ustanova. Partnerske su ustanove, između ostaloga, mreže, agencije i slično. Na temelju poduzetih aktivnosti u okviru međunarodnoga rangiranja vidljivi pokazatelji i rezultati mogu se očekivati tek u narednome razdoblju.

Broj sporazuma o međusveučilišnoj suradnji značajno je povećan. Od ukupno 115 potpisanih sporazuma u proteklomu petogodišnjem razdoblju potpisano ih je 83. U razdoblju 2018. – 2022. potpisani su sporazumi s visokoobrazovnim institucijama iz Švedske, Italije, Turske, Ukrajine, Indije i Kine te prvi put s institucijama iz SAD-a, Kanade, Indonezije, Izraela, Jordana i Malezije.

Primjer suradnje koja je vrlo brzo urodila i konkretnim aktivnostima jest sporazum potpisan s Beijing University of Civil Engineering & Architecture iz Kine. Nakon potpisivanja sporazuma Sveučilište je pristupilo međunarodnomu konzorciju *Belt and Road Architectural University*

a full member, students have been regularly participating in the September edition of the International Summer School for several years. The participation of our students in 2019 and 2022 was particularly interesting when they had the opportunity to gain new knowledge about the current topics of migration and sustainable tourism in the Balkans and beyond. Also, in September 2022, within the Erasmus+ KA2 CBHE project ECOBIAS, students and teaching staff of the Faculty of Science and Education of SUM had the opportunity to participate in the summer school Metabarcoding of environmental DNA.

When it comes to international research projects and programmes, the University has so far participated in 44 European Erasmus projects. These projects aim to strengthen teaching, curricular, infrastructural, and management capacities that should contribute to the modernization of the University following modern European standards.

There are currently 15 Erasmus+ projects active at the University. Although the global pandemic affected the activities of the International Relations Office, the active participation of SUM continued. Therefore, in the project call for 2021/2022, SUM got the opportunity to participate in two new projects, one of which is within the Jean Monnet activity, where SUM became an independent project manager for the second time under the thumb of the Faculty of Humanities and Social Sciences.

Strengthening the network of bilateral agreements on cooperation and partnership and membership in international associations initiated cooperation with several strategic partners for a multidimensional approach to the international ranking of higher education institutions. Partner institutions are, among others, networks, agencies, and the like. Based on the activities undertaken within the framework of the international ranking, visible indicators and results can only be expected in the coming period.

The number of agreements on inter-university cooperation has increased significantly. Out of 115 agreements, 83 were signed in the past five-year period. From 2018 to 2022, SUM signed agreements with higher education institutions from Sweden, Italy, Turkey, Ukraine, India, and China, and for the first

Consortium (BRAUIC). Konzorcij trenutačno broji 72⁶ članice. Nakon Pekinga, Kuala Lumpura i Moskve, Sveučilište je bilo suorganizator i domaćin godišnje međunarodne konferencije ovoga konzorcija u studenome 2021. godine. Također rezultat ove suradnje pridruživanje je mreži *Silk Road International Alliance of Architectural and Technological Universities* koju je iniciralo kinesko Sveučilište Xi'an University of Architecture and Technology s kojima smo u tijeku uspostavljanja bilateralne suradnje.

Sveučilište je danas aktivno u 13 međunarodnih mreža i asocijacija. Sudjelujemo u radu Dunavske rektorske konferencije, Udruženju Europskih Sveučilišta – EUA, Rektorske konferencije sveučilišta Alpsko-jadranske regije, mreže *UniAdrion* te EU-CEN – Europske sveučilišne mreže za cjeloživotno obrazovanje kao i Rektorskoga foruma zemalja

time with institutions from the USA, Canada, Indonesia, Israel, Jordan, and Malaysia.

An example of cooperation that very quickly resulted in concrete activities is the agreement signed with the Beijing University of Civil Engineering & Architecture from China. After signing the agreement, the University joined the international Belt and Road Architectural University Consortium (BRAUIC). The Consortium currently has 72⁵ members. After Beijing, Kuala Lumpur, and Moscow, the University was the co-organizer and host of the annual international conference of this Consortium in November 2021. Also, the result of this cooperation is joining the Silk Road International Alliance of Architectural and Technological Universities network initiated by the Chinese University of Xi'an University of Architecture and Technology that established bilateral cooperation with SUM.

6 <https://brauic.bucea.edu.cn/english/About/Introduction/index.htm>

5 <https://brauic.bucea.edu.cn/english/About/Introduction/index.htm>



Jugoistočne Europe i Zapadnoga Balkana. Sveučilište u Mostaru pridružena je članica Rektorskoga zbora Republike Hrvatske. U 2018. godini pridružili smo se i Sveučilišnoj agenciji za frankofoniju koja okuplja 1007 sveučilišnih ustanova na svim kontinentima u 119 zemalja⁷. Osim aktivna sudjelovanja na konferencijama i *webinarima*, rada na zajedničkim projektima i djelovanja u upravnim odborima koji organiziraju strane mreža, dio smo i mnogih drugih događaja Europske unije.

U 2022. godini Sveučilište u Mostaru je pristupilo mreži *Balkan Universities Association* (BUA) koja broji 78⁸ članica, a cilj joj je stvaranje znanstvene mreže u područjima jezika, kulture, umjetnosti, povijesti, gospodarstva, obrazovanja i sporta. Također, u tijeku je pristupanje *Florence Network* koja ostvaruje suradnju s obrazovnim ustanovama koje obrazuju studente u području njege bolesnika.

Također smo partner inicijative za osnivanje sveučilišne sportske unije koja je u skladu s inicijativom suradnje NR Kine i zemalja iz središnje i istočne Europe.

U sklopu suradnje s veleposlanstvima u proteklome razdoblju nastavljena je suradnja sa službama veleposlanstava Francuske, Mađarske, Turske, Rusije, Španjolske, Italije, Kine, SAD-a, Pakistana, Kanade te je, također, uspostavljena nova suradnja sa službama Veleposlanstva Velike Britanije u Bosni i Hercegovini, Veleposlanstva Bosne i Hercegovine u Jordanu te je ujedno ojačana suradnja s veleposlanstvom Države Izrael u Albaniji i BiH. Suradnja se ogledala u organiziranju predavanja i radionica za studente i osoblje SUM-a te informiranju o mogućnostima stipendiranja studenata kao i znanstveno-istraživačkim sastavnicama nastavnika u spomenutim državama. Također tješnja suradnja s Veleposlanstvom Države Izrael u Albaniji i BiH iznjedrila je potpisivanjem dvaju novih sporazuma s Azrieli College of Engineering Jerusalem i Holon Institute of Technology (HIT) u Tel Avivu.

U proteklome petogodišnjem razdoblju Ured je sudjelovao u nizu međunarodnih događaja, *webinara*,

7 https://www.auf.org/les_membres/nos-membres/

8 <http://www.baunas.org/content/members.html>

Today, the University of Mostar is active in 13 international networks and associations. We participate in the work of the Danube Rector's Conference, the Association of European Universities - EUA, the Rector's Conference of the Universities of the Alpine-Adriatic Region, the UniAdrion network and EU-CEN - the European University Network for Lifelong Learning, as well as the Rector's Forum of Southeastern Europe and the Western Balkans. The University of Mostar is an associate member of the Rectors' Assembly of the Republic of Croatia. In 2018, we joined the University Agency for Francophonie, which brings together 1,007 university institutions on all continents in 119 countries. In addition to active participation in conferences and webinars, working on joint projects, and acting in management committees that organize foreign networks, we are also part of many other European Union events.

In 2022, the University joined the the Balkan Universities Association (BUA) network, which has 78⁶ members, and its goal is to create a scientific network in the fields of language, culture, art, history, economy, education and sports. Also, accession is in progress the Florence Network, which cooperates with educational institutions that educate students in the field of patient care.

We are also a partner in the initiative to establish a university sports union, which is in line with the cooperation initiative between the People's Republic of China and countries from Central and Eastern Europe.

As part of cooperation with embassies in the past period, cooperation with the services of the embassies of France, Hungary, Turkey, Russia, Spain, Italy, China, the USA, Pakistan, and Canada continued. New types of cooperation were also established with the services of the Embassy of Great Britain in Bosnia and Herzegovina, and the Embassy of Bosnia and Herzegovina in Jordan. At the same time, SUM strengthened cooperation with the Embassy of the State of Israel in Albania and Bosnia and Herzegovina. SUM organized lectures and workshops for students and staff of SUM and offered information on scholarship opportunities for students. Closer cooperation with the Embassy of

6 <http://www.baunas.org/content/members.html>



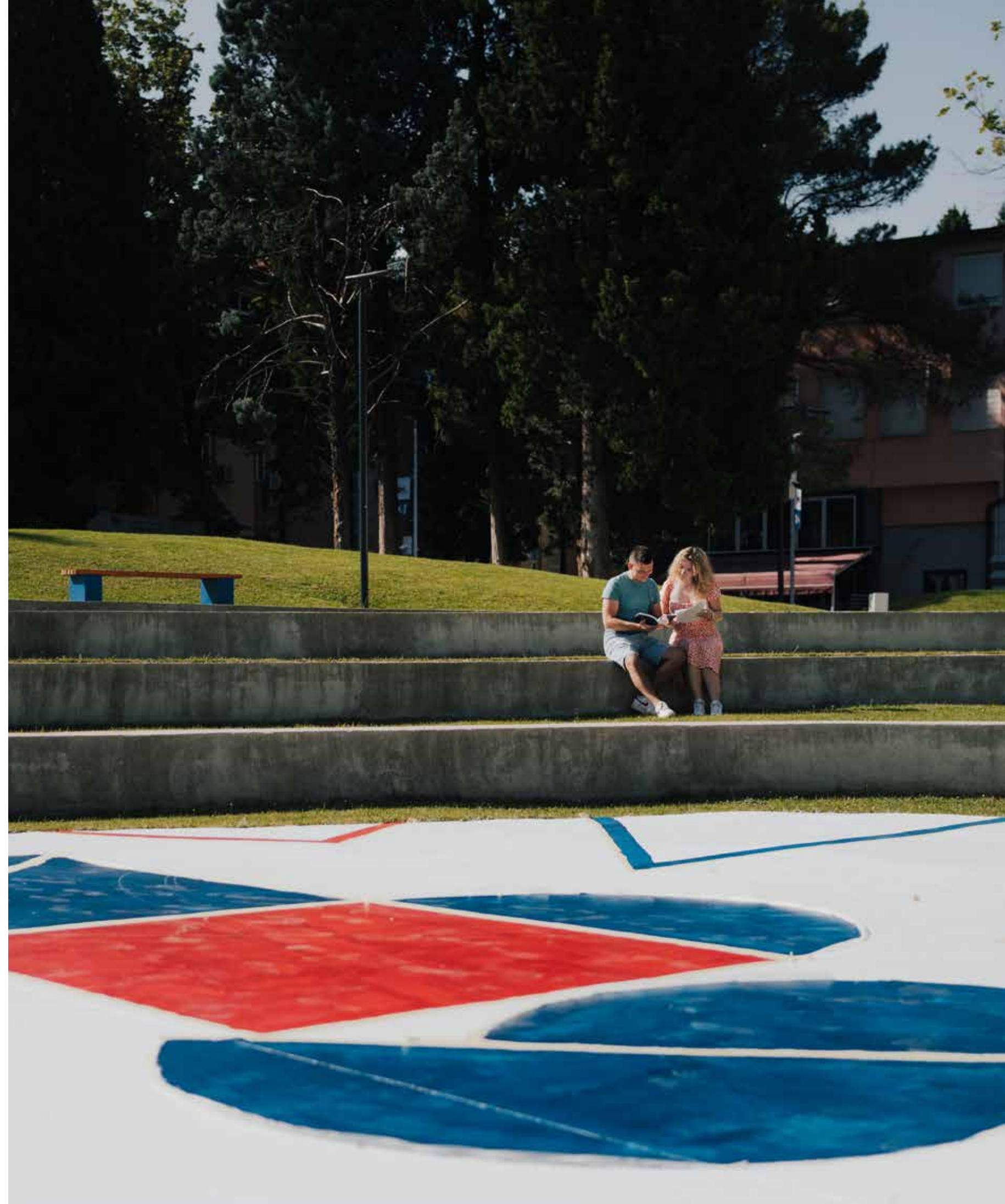
foruma, okruglih stolova kao i nemalome broju događaja u svezi s internacionalizacijom i *online* i uživo u organizaciji naših partnerskih sveučilišta iz EU-a i šire.

Sveučilište u Mostaru i nadalje će aktivno podupirati internacionalizaciju u okvirima organiziranih programa poglavito europskoga obrazovnog prostora osiguravajući time valjano priznavanje studija i raznih oblika znanstvenoga rada u inozemstvu. Imajući sve ovo u vidu, uvjereni smo da je jedno otvoreno, međunarodno orijentirano i aktivno sveučilište korisno ne samo svojim studentima i profesorima nego i svojoj zajednici i cjelokupnome društvu.

the State of Israel in Albania and Bosnia and Herzegovina resulted in the signing of two new agreements with Azrieli College of Engineering Jerusalem and Holon Institute of Technology (HIT) in Tel Aviv.

In the past five-year period, IRO participated in a series of international events, webinars, forums, and round tables, as well as a considerable number of events related to internationalization. Those events were held both online and face-to-face, organized by partner universities from the EU and beyond.

The University of Mostar will continue to actively support internationalization within the framework of organized programs, mainly in the European educational area, thus ensuring valid recognition of studies and various forms of scientific work abroad. Bearing all this in mind, we are convinced that an open, internationally oriented, and the active university is useful not only for its students and professors but also for its community and society as a whole.



Prorektor / Vice-rector

ZDENKO KLEPIĆ



Poslovanje, ljudski potencijali i upravljanje kvalitetom

Pravnom integracijom Sveučilišta u Mostaru i u skladu s tim preuzimanjem određenih poslova na razinu Sveučilišta kreirane su i nove organizacijske jedinice u Rektoratu, a između ostalih i one koje su u svezi s problematikom koja spada u nadležnost prorektora za poslovanje, ljudske potencijale i upravljanje kvalitetom.

Služba za planiranje, analizu i izvještavanje, Služba za ljudske potencijale i Služba za javne nabave nove su službe i nastale su integracijom Sveučilišta u Mostaru i kreiranjem nove organizacije u skladu s novonastalim potrebama zbog integracije Sveučilišta u Mostaru kao i nove vizije i potrebe daljnjega razvoja Sveučilišta.

Prethodnih nekoliko godine posebno je obilježila integracija Sveučilišta u Mostaru i to pravna, financijska, organizacijska, akademska i društvena, te brojni procesi u svezi sa svim segmentima integracije, kao i prilagodba novim uvjetima poslovanja i daljnji razvoj. Također je ostvarena suradnja s gospodarstvom te je Sveučilište organiziralo i sudjelovalo na brojnim događajima koji su pridonijeli daljnjemu povezivanju Sveučilišta s društvom i gospodarstvom te predstavljaju odgovor Sveučilišta na nove zahtjeve i prilagodbu tržištu rada i potrebama gospodarstva.

Služba za financije i računovodstvo

Služba za financije i računovodstvo redovito obavlja poslove iz područja financija i računovodstva za potrebe Rektorata kao i integriranoga Sveučilišta koji su u njihovoj nadležnosti.

Služba je posebno u okviru pripreme za pravnu integraciju Sveučilišta izvršila pripreme radnje za financijsko-računovodstvenu integraciju SUM-a i sačinjavanje početne bilance integriranoga SUM-a. U okviru priprema za integraciju provedena je revizija na svim ustrojbenim jedinicama te su sačinjena financijska izvješća ustrojbenih jedinica na temelju kojih je sačinjena početna bilanca integriranoga

Business, human potentials and quality management

With the legal integration of the University of Mostar and, accordingly, the taking over of certain tasks at the University level, new organizational units were created in the Rectorate, among others, those related to issues that fall under the competence of the vice-rector for business, human resources, and quality management.

The Department for Planning, Analysis, and Reporting, the Human Resources Department, and the Public Procurement Department are new departments created as a result of the integration of the University of Mostar. The new organization followed the newly created needs due to the integration of the University of Mostar and the new vision and needs of further University development.

The legal, financial, organizational, academic, and social integration marked the last few years at the University of Mostar, and a large number of processes related to all integration segments, such as adaptation to new business conditions and further development. The University also achieved cooperation with the economy and organized and participated in numerous events that contributed to further connecting the University with society and the economy. It was the University's response to new demands and adaptation to the labour market and the needs of the economy.

Department for Finance and Accounting

Department for Finance and Accounting regularly performs tasks in the field of finance and accounting for the needs of the Rectorate as well as the integrated University that are under their authority.

In particular, within the framework of preparation for the legal integration of the University, the Department carried out preparatory actions for the financial integration of SUM and the preparation of the initial balance sheet of the integrated SUM. As part of the preparations for integration, an audit was carried out on all organizational units, and financial reports of the organizational units were drawn up, based on which



Sveučilišta u Mostaru. Navedena početna bilanca obuhvaća sumirana stanja imovine, obveza i izvora sredstava predstavljenih u konačnim financijskim izvješćima svih sudionika statusne promjene na dan 3. rujna 2018. godine, eliminirana za vrijednosti međusobnih transakcija i uknjižena je u bilanci Sveučilišta u Mostaru na dan 4. rujna 2018. godine.

Sveučilište je nakon integracije izvršilo prelazak na novi računovodstveno-financijski sustav EXPER-CLOUD koji na cjelovit i jedinstven način predstavlja financijske podatke koji su objedinjeni za integrirani SUM uz mogućnost da se promatraju i odvojeno za svaku ustrojbenu jedinicu unutar SUM-a. Primjenjuje se jedinstveni kontni plan za Sveučilište u Mostaru i uspostavljen je istovjetan način evidentiranja poslovnih promjena na SUM-u.

Sveučilište je registrirano kao PDV obveznik i Služba redovito mjesečno podnosi E-PDV prijave, EKIF-ove i EKUF-ove za integrirano Sveučilište. Također organizira i vrši plaćanje svih javnih prihoda preko glavnoga računa SUM-a za potrebe Rektorata i ustrojbenih jedinica SUM-a.

Služba za financije i računovodstvo redovito priprema i podnosi brojne financijske izvještaje:

Služba za financije i računovodstvo realizira raspodjelu i korištenje sredstava u skladu s odlukama Upravnoga vijeća, Senata Sveučilišta i rektora iz njihovih nadležnosti. Sveučilište je putem službe vršilo intervencije za isplatu plaća, plaćanje poreza i doprinosa na ustrojbenim jedinicama koje su imale probleme, rješavala kreditna zaduženja za potrebe ustrojbenih jedinica te sudjelovala u sanaciji nagomilanih dugogodišnjih financijskih problema i dospelih, ali neizmirenih obveza.

Služba za planiranje, analizu i izvještavanje

Služba za planiranje, analizu i izvještavanje utemeljena je integracijom Sveučilišta u Mostaru i usvajanjem nove integrirane organizacijske strukture, tj. novoga *Pravilnika o organizaciji i sistematizaciji* krajem 2018. godine.

we drew up the initial balance sheet of the integrated University in Mostar. The aforementioned initial balance includes the summarized balances of assets, liabilities, and sources of funds presented in the final financial reports of all participants of the status change as of 3 September 2018, eliminated for the values of mutual transactions and entered in the balance sheet of the University of Mostar as of 4 September 2018.

After the integration, the University made the transition to the new accounting and financial system EXPERT-CLOUD, which presents the financial data completely and uniquely, which are combined for the integrated SUM, with the possibility of viewing them separately for each organizational unit within the SUM. A single chart of accounts for the University of Mostar is applied, and the same way of recording business changes at SUM has been established.

The University is registered as a VAT payer, and the Department regularly submits monthly E-VAT returns and e-books of incoming and outcoming invoices for the integrated University. It also organizes and makes payment of all public revenues through the main account of SUM for the needs of the Rectorate and organizational units of SUM. The Department for Finance and Accounting regularly prepares and submits a large number of financial statements.

The Department for Finance and Accounting realizes the distribution and use of funds following the decisions of the Governing Council, the University Senate, and the Rector within their authority. The University through the Department carried out interventions for the salary payments, tax payments, and contributions at organizational units that had problems, solved credit debts for the needs of organizational units, and participated in the rehabilitation of accumulated long-term financial problems and due but unpaid obligations.

Department for Planning, Analysis and Reporting

The Department for Planning, Analysis, and Reporting was established by the integration of the University of Mostar and the adoption of a new integrated

Služba u koordinaciji sa Službom za financije i računovodstvo izrađuje Instrukcije za izradu financijskih planova na razini SUM-a te vrši pripreme financijskoga plana za Rektorat kao i koordinaciju pripreme pojedinačnih financijskih planova za ustrojbene jedinice. Također vrši pripremu i dostavu objedinjenoga financijskog plana za Sveučilište u Mostaru (pregled pojedinačnih planova, objedinjavanje pozicija, priprema obrazloženja i akta prijedloga financijskoga plana za SUM) te rebalanse financijskih planova.

Služba za planiranje, analizu i izvještavanje aktivno je sudjelovala i izradila brojne analize koje su korištene u kreiranju modela integracije Sveučilišta kako pravne, tako i financijske i organizacijske.

Služba za planiranje, analizu i izvještavanje pripremala je pojedinačne izvještaje o namjenskome utrošku sredstava za Sveučilište u Mostaru dobivenih kao pomoć iz Republike Hrvatske te na osnovi dobivenih projekata i namjenskih sredstava različitih ministarstva i drugih državnih institucija sa svih razina vlasti

U koordinaciji sa Službom za financije i računovodstvo radi na pripremi internih akata iz područja financijskoga i računovodstvenoga poslovanja i u pripremi internih procedura.

Služba za javne nabave

Služba za javne nabave osnovana je u listopadu 2018. godine nakon što je izvršena pravna integracija Sveučilišta u Mostaru i usvojen novi *Pravilnik o organizaciji i sistematizaciji radnih mjesta integriranog Sveučilišta*. Služba za javne nabave kao samostalna služba funkcionira od siječnja 2021. godine kada su novim *Pravilnikom o organizaciji i sistematizaciji Sveučilišta u Mostaru* od službe koja je bila organizirana kao služba za javne nabave i opće poslove formirane dvije službe i to za Služba za javne nabave i Služba za opće poslove.

U svome radu Služba se vodi krovnim zakonom za ovo područje, a to je *Zakon o javnim nabavama Bosne i Hercegovine* kao i drugim podzakonskim aktima koje je propisalo Vijeća ministara BiH i Agencije za javne nabave BiH. Također, rad Službe ustrojen je

organizational structure, i.e. the new Rulebook on organization and systematization at the end of 2018.

The Department, in coordination with the Department of Finance and Accounting, prepares Instructions for the preparation of financial plans at the SUM level and prepares the financial plan for the Rectorate, and coordinates the preparation of individual financial plans for organizational units. It also prepares and delivers a unified financial plan for the University of Mostar (review of individual plans, unification of positions, preparation of explanations, and financial plan proposals for SUM) and rebalancing of financial plans.

The Department for Planning, Analysis, and Reporting actively participated and produced numerous analyzes, used in the University's legal, financial and organizational integration model.

The Department for Planning, Analysis, and Reporting prepared individual reports on the intended expenditure of funds for the University of Mostar received as aid from the Republic of Croatia and on the basis of received projects and earmarked funds from various ministries and other state institutions at government levels.

In coordination with the Department for Finance and Accounting, it prepares internal acts in the financial and accounting operations and internal procedures.

Public Procurement Department

The Public Procurement Service was established in October 2018 after the legal integration of the University of Mostar was completed and the new Rulebook on the organization and systematization of workplaces of the integrated University was adopted. The public procurement service has been functioning as an independent service since January 2021, when according to the new Rulebook on the organization and systematization of the University of Mostar, SUM established two departments from the Department that was organized as a Public Procurement and General Affairs Department, namely the Public Procurement Department and the General Affairs Department.

In its work, the Department is guided by the umbrella law for this area, which is the *Law on Public*





Pravilnikom o javnim nabavama Sveučilišta u Mostaru i *Pravilnikom o postupku izravnoga sporazuma Sveučilišta u Mostaru*, koje je donijelo Upravno vijeće Sveučilišta u Mostaru u prosincu 2018. godine. Navedenim pravilnicima uspostavljenje su interne procedure za javne nabave unutar Sveučilišta.

Služba za javne nabave u cijelosti izvršava poslove koji su joj stavljeni u nadležnost: prati i istražuje tržište roba i usluga od interesa za javnu nabavu Sveučilišta u Mostaru, objedinjuje planove javnih nabava koje dostavljaju ustrojbene jedinice Sveučilišta u Mostaru, priprema plan javnih nabava Sveučilišta u Mostaru, vrši izmjene i dopune planova, vrši izradu natječajne dokumentacije za predmetne postupke, provodi sve postupke javne nabave predviđene *Zakonom o javnim nabavama BiH* za ustrojbene jedinice i Rektorat Sveučilišta u Mostaru .

Nakon izvršene pravne integracije Sveučilišta u Mostaru ova Služba vodi postupke za sve ustrojbene jedinice i Rektorat, što dovodi do veće konkurentnosti na tržištu, veće pravičnosti i transparentnosti u postupcima javnih nabava. Kako bi se u potpunosti zadovoljilo načelo transparentnosti, odluke koje se donesu objavljuju se na mrežnoj stranici Sveučilišta u Mostaru u odjeljku javne nabave (<https://www.sum.ba/objave/javne-nabave>) i na službenoj stranici portala javnih nabava (<https://www.ejn.gov.ba/>), čime su uvelike zadovoljena načela transparentnosti i pravo javnosti.

Temeljni ciljevi kojima se ova Služba vodi u svome radu su: modernizacija, optimizacija, standardizacija, racionalizacija troškova, smanjenje administrativnih troškova, poticanje tržišnoga natjecanja, pojednostavljenje javne nabave, transparentnost i antikorupcijski učinci. Modernizacijom javnih nabava u Bosni i Hercegovini i kreiranjem sustava za e-nabavu Sveučilište u Mostaru veći dio otvorenih postupaka i konkurentskih zahtjeva provodi putem e-aukcije.

Dugoročni planovi Službe ogledaju se u stvaranju i unapređenju internih procedura u provedbi javnih nabava, jačanju ljudskih potencijala radi još bolje komunikacije sa ustrojbenim jedinicama i učinkovitoj provedbi predmetnih postupaka javnih nabava.

Procurement of Bosnia and Herzegovina, and other by-laws prescribed by the Council of Ministers of BiH and the Agency for Public Procurement of BiH. Also, the work of the Department is regulated by the *Rulebook on public procurement of the University of Mostar* and the *Rulebook on the direct agreement procedure of the University of Mostar*, adopted by the Governing Council of the University of Mostar in December 2018. These regulations establish internal procedures for public procurement within the University.

The Public Procurement Department fully executes the tasks assigned to it: monitors and researches the market of goods and services of interest for the public procurement of the University of Mostar, consolidates public procurement plans submitted by organizational units of the University of Mostar, prepares the public procurement plan of the University of Mostar, makes changes and additions to plans, prepares tender documentation for the procedures in question, carries out all public procurement procedures according to the Law on Public Procurement of BiH for organizational units and the Rectorate of the University of Mostar.

After the legal integration of the University of Mostar, this Department manages procedures for all organizational units and the Rectorate, which leads to greater competitiveness in the market, greater fairness, and transparency in public procurement procedures. To fully satisfy the principle of transparency, the decisions that are made are published on the website of the University of Mostar in the public procurement section (<https://www.sum.ba/objave/javne-nabave>) and on the official website of the public procurement portal (<https://www.ejn.gov.ba/>), which largely satisfies the principles of transparency and the right of the public.

The basic goals that guide this Department in its work are modernization, optimization, standardization, rationalization of costs, reduction of administrative costs, stimulation of market competition, simplification of public procurement, transparency, and anti-corruption effects. By modernizing public procurement in Bosnia and Herzegovina and creating an e-procurement system, the University of Mostar conducts most of the open procedures and competitive requests through e-auction.

Služba za ljudske potencijale

Služba za ljudske potencijale nova je služba Sveučilišta u Mostaru koja je nastala integracijom Sveučilišta u Mostaru i usvajanjem novoga integriranog *Pravilnika o unutarnjoj organizaciji i sistematizaciji radnih mjesta*.

Služba je u procesu integracije odradila velik dio posla u pripremama za odjavu zaposlenika sa ustrojbenih jedinica i prijavu svih zaposlenika na Sveučilište u Mostaru. Također je pripremljen jedinstveni obrazac ugovora o radu za stalno zaposlene i ugovora o angažiranju za sve vanjske suradnike te je uvedena jedinstvena procedura za angažiranje zaposlenih na više ustrojbenih i organizacijskih jedinica unutar Sveučilišta u Mostaru.

Služba za ljudske potencijale pripremila je sve ugovore o radu i ugovore o djelu za djelatnike na razini Sveučilišta nakon svake izmjene *Pravilnika o organizaciji i sistematizaciji Sveučilišta u Mostaru* te vršila koordinaciju, pregled i pripremu za potpise ugovora djelatnika za sve ustrojbene jedinice. Također je Služba pripremala, pratila i koordinirala provedbu natječaja za zapošljavanje, vršila i koordinirala sve prijave i odjave zaposlenika kod zapošljavanja, prestanka radnoga odnosa, odlaska u mirovinu te koordinaciju prijave i odjava zaposlenika i članova obitelji u evidencije svih sustava obveznih osiguranja.

Služba za ljudske potencijale kontinuirano radi sve ugovore o djelu kao i autorske ugovore za Rektorat i prikuplja potrebne podatke za iste te prati realizaciju i isplate. Služba, također, izrađuje potrebne odluke za obavljanje dodatnih poslova za djelatnike Sveučilišta u Mostaru.

Aktivno je sudjelovala u planiranju i provedbi edukacije nastavnoga osoblja (TRAIN + program) te je organizirala edukaciju iz engleskoga i njemačkoga jezika za nastavno i nenastavno osoblje.

Izradila je plan napredovanja djelatnika te je urađena evidencija, tj. baza kadrova na Sveučilištu u Mostaru, kako stalno zaposlenih tako i vanjskih suradnika.

Služba za ljudske potencijale koordinirala je provođenje Programa sufinanciranja zapošljavanja na javnim sveučilištima u Federaciji BiH i Sporazuma

The long-term plans of the Department are reflected in the creation and improvement of internal procedures in the implementation of public procurements, the strengthening of human resources for even better communication with organizational units, and the effective implementation of public procurement procedures.

Human Resources Department

The Human Resources Department is a new Department of the University of Mostar that was created by the integration of the University of Mostar and the adoption of the new integrated Rulebook on the internal organization and systematization of workplaces.

In the integration process, the Department did a large part of the work in preparations for the deregistration of employees from organizational units, and the registration of all employees at the University of Mostar. They prepared a unique form of employment contract for permanent employees and a service contract for all external associates. A unique procedure was introduced for engaging employees at several organizational and units within the University of Mostar.

The Human Resources Department prepared all employment contracts for employees at the University level after each amendment to the *Rulebook on Organization and Systematization of the University of Mostar*, and coordinated, reviewed, and prepared for employee contract signatures for all organizational units. The Department also prepared, monitored, and coordinated the implementation of recruitment tenders; carried out and coordinated all applications and deregistrations of employees during employment. It dealt with termination of employment and retirement; and coordinated applications and deregistrations of employees and family members in the records of all compulsory insurance systems.

The Human Resources Department continuously works on all service contracts and copyright contracts for the Rectorate, collects the necessary data, and monitors implementation and payments. The Department also prepares the decisions for the additional work for employees of the University of Mostar.



zaključenoga između Federalnoga zavoda za zapošljavanje, Službe za zapošljavanje HNŽ-a i Sveučilišta u Mostaru. Služba je uvela sustav jedinstvenoga izvještavanja i konsolidiranoga pravljanja sufinanciranja na razini Sveučilišta te kontinuirano prati provedbu Programa. Služba također izrađuje planove zapošljavanja novih kadrova koje Program sufinanciranja obuhvaća.

Služba za ljudske potencijale sa SUMIT-om kreirala je HRM modul koji će digitalizirati sve podatke o zaposlenicima i učiniti veliki iskorak u upravljanju ljudskim potencijalima i provedbi aktivnosti koje funkcionalno pripadaju ovoj Službi.

Ured za unaprjeđenje i osiguranje kvalitete

Unutar sustava za osiguranje kvalitete na Sveučilištu u Mostaru djeluje Ured za unaprjeđenje i osiguranje kvalitete. Ured je u listopadu 2017. godine novim *Pravilnikom o unutarnjoj organizaciji i sistematizaciji radnih mjesta* u Rektoratu Sveučilišta u Mostaru promijenio ime, a do tada se zvao Ured za osiguranje kvalitete.

Svrha, cilj, ustroj i djelovanje te područja vrednovanja sustava za osiguranje kvalitete Sveučilišta u Mostaru definirani su *Pravilnikom o ustroju i djelovanju sustava za osiguranje kvalitete Sveučilišta u Mostaru* (ur. broj: 01–3039/20).

Sveučilište u Mostaru bilo je prvo sveučilište iz BiH koje se 2003. godine obratilo Europskoj asocijaciji sveučilišta (*European University Association*) – EUA s ciljem sudjelovanja u Programu institucionalne procjene. Postupak eksterne institucionalne evaluacije Sveučilišta u Mostaru proveo je 2004. godine poseban EUA procjeniteljski tim, i to kao dio širega zajedničkog projekta Europske komisije i Vijeća Europe pod nazivom „Modernizacija rukovodnih i upravljačkih sposobnosti sveučilišta u Bosni i Hercegovini“ (*Modernising the Management and Governance Capacities of Universities in Bosnia-Herzegovina*). Institucionalno i sustavno praćenje kvalitete na Sveučilištu utemeljeno je upravo na preporukama institucionalne procjene EUA tima. Ured za osiguranje

The Department actively participated in the planning and implementation of teaching staff training (TRAIN+ programme) and organized English and German language courses for teaching and non-teaching staff.

Human Resources Department created an employee advancement plan and made records, i.e., the personnel database at the University of Mostar, both permanent employees and external collaborators.

The Human Resources Department coordinated the implementation of the Employment Co-Financing Programme at public universities in the Federation of Bosnia and Herzegovina, and the Agreement concluded between the Federal Employment Institute, the Employment Service of HNŽ, and the University of Mostar. The Department has introduced a system of unified reporting and consolidated justification of co-financing at the University level and continuously monitors the implementation of the Programme. The Department also prepares employment plans for new staff that the Co-Financing Programme covers.

The Human Resources Department with SUMIT created an *HRM module* that will digitize all employee data and make a big step forward in human resources management and the activity implementation that functionally belong to this Department.

Office for improvement and quality assurance

The Quality Assurance and Improvement Office operates within the quality assurance system at the University of Mostar. In October 2017, the Office changed its name with the new *Rulebook on the internal organization and systematization of workplaces* in the Rectorate of the University of Mostar, and until then, it was called the Quality Assurance Office.

The purpose, goal, organization and operation, and areas of evaluation of the quality assurance system of the University of Mostar are defined by the Rulebook on the organization and operation of the quality assurance system of the University of Mostar (No. 01-3039/20).

The University of Mostar was the first University in Bosnia and Herzegovina to apply to the European University Association (EUA) in 2003 to participate

i unaprjeđenje kvalitete osnovan je 2006. godine, i to tada pri Uredu za međunarodnu suradnju, kao rezultat *Tempus* projekta. Godine 2008. uspostavljen je cjelokupan sustav internoga osiguranja kvalitete na razini sveučilišta i ustrojbenih jedinica, usvajanjem dokumenata koji definiraju njegov ustroj, djelovanje i područja vrednovanja: *Pravilnik o ustroju i djelovanju sustava za osiguranje kvalitete na Sveučilištu u Mostaru; Vodič kroz osiguranje kvalitete Sveučilišta u Mostaru; Priručnik o osiguranju kvalitete Sveučilišta u Mostaru, Upute za samoanalizu studija i Upute za izradu samoevaluacije Sveučilišta*. U kasnijemu razdoblju infrastruktura sustava za osiguranje kvalitete potvrđena je *Pravilnikom o unutarnjoj organizaciji i sistematizaciji radnih mjesta Sveučilišta u Mostaru*, a strateška važnost sustava uspostavljenjem prorektora za poslovanje, ljudske potencijale i osiguranje kvalitete te novom *Strategijom razvoja Sveučilištu u Mostaru 2018-2023*.

Integracija Sveučilišta u Mostaru

sveučilište je u cilju realizacije obveza koje su predviđene *Zakonom o visokom obrazovanju, Statutom Sveučilišta u Mostaru*, preporukama akreditacija kako one iz BiH tako i one međunarodne iz Republike Hrvatske, nalazima i preporukama Federalne revizije osnovalo Povjerenstvo za provedbu integracije sveučilišta koje je definiralo sljedeća područja koja su dalje bila predmetom integracije i to: pravna integracija, financijska integracija, organizacijska integracija, akademska integracija i društvena integracija.

Akademska i društvena integracija bile su predmetom drugih tijela, no naglašeni su određeni elementi ove integracije koji su našli svoje mjesto u daljnjemu radu, ali i definiranim strateškim i prioritetnim ciljevima Sveučilišta u Mostaru.

Pravna integracija provedena je tijekom akademske 2017./2018. godine. Senat je donio odluku o formiranju Povjerenstva za integraciju koje je pripremilo plan pravne integracije, nakon čega su Senat (20. srpnja 2017.) i Upravno vijeće donijeli odgovarajuće

in the Institutional Assessment Program. The process of external institutional evaluation of the University of Mostar was carried out in 2004 by a special EUA assessment team, as part of a wider joint project of the European Commission and the Council of Europe entitled Modernising the Management and Governance Capacities of Universities in Bosnia and Herzegovina. Institutional and systematic quality monitoring at the University is based precisely on the recommendations of the EUA team's institutional assessment. The Office for Quality Assurance and Improvement was established in 2006, under the International Relations Office, as a result of the Tempus project. In 2008, the entire system of internal quality assurance was established at the level of the University and organizational units, with the adoption of documents that define its structure, operation, and evaluation areas. These documents include the *Rulebook on the structure and operation of the quality assurance system at the University of Mostar; Guide to the quality assurance of the University of Mostar; Instructions on the quality assurance of the University of Mostar; Instructions for self-analysis of studies and Instructions for creating a self-evaluation of the University*. In the later period, the infrastructure of the quality assurance system was confirmed by the Rulebook on the internal organization and systematization of workplaces of the University of Mostar. The strategic importance of the system was confirmed by the establishment of the vice-rector for business, human resources, and quality assurance and by the new Development Strategy for the University of Mostar 2018-2023.

Integration of the University of Mostar

To realize the obligations stipulated by the Law on Higher Education, the Statute of the University of Mostar, the recommendations of accreditations both from BiH and the international one from the Republic of Croatia, the findings and recommendations of the Federal Audit, the University established the Committee for the Implementation of University Integration



odluke o pravnoj integraciji, kao i znanstveno-nastavna vijeća fakulteta i Akademije likovne umjetnosti. Osnivači su nakon toga dali suglasnost na donesene odluke o pravnoj integraciji. Izvršene su sve potrebne revizije poslovanja na ustrojbenim jedincima i sačinjena su financijska izvješća koja su predstavljala osnovu za početno stanje integriranoga Sveučilišta. U cilju kvalitetne pripreme pravne integracije održavani su, osim sastanaka Povjerenstva za integraciju, brojni sastanci na razini Kolegija rektora, Kolegija dekana, sastanaka članova Senata s Upravnim vijećem kao i s predstavnicima osnivača. Tražila su se kvalitetna rješenja, ali i potpora procesima integracije kao i izbjegavanje i otklanjanje eventualnih problema koji bi mogli nastati u implementaciji procesa.

Osnovni sud u Mostaru 3. rujna 2018. godine donio je rješenje o pravnoj integraciji, tj. o prestanku postojanju fakulteta kao pravnih osoba i njihovu pripajanju Sveučilištu u Mostaru čime je i formalno završen proces pravne integracije. Svi djelatnici koji su u radnome odnosu na dan prestanka postojanja fakulteta kao pravnih osoba objavljeni su i prijavljeni u poreznoj upravi na Sveučilište u Mostaru te su sačinjeni ugovori o radu za sve zaposlenike, ali i ugovori za vanjske suradnike. Također su objava i prijava izvršene u sustavu zdravstvene zaštite kako zaposlenih tako i njihovih članova obitelji.

Organizacijska integracija rađena je paralelno tako da je su danom integracije Senat i Upravno vijeće usvojili i prihvatili novi pravilnik o organizaciji i sistematizaciji Sveučilišta u Mostaru te novi pravilnik o radu Sveučilišta. Novom organizacijom utemeljene su i nove službe kako bi odgovorile novim zadaćama za kojima se ukazala potreba zbog integracije.

Za organizacijsku integraciju tijekom akademske 2018./2019. godine pripremljeni su i usuglašeni na Povjerenstvu nazivi radnih mjesta kao i nazivi organizacijskih jedinica te je izrađen *Pravilnik o standardima i normativima na Sveučilištu u Mostaru* koji je u proceduri nakon čega će biti izrađeni nova organizacija i novi pravilnik o organizaciji i sistematizaciji radnih mjesta.

Financijska integracija provodi se u nekoliko faza. Prvi dio financijske integracije predstavljalo je

which defined the following areas that were further subject to integration: legal integration, financial integration, organizational integration, academic integration, and social integration.

Academic and social integration were the subject of other bodies, but certain elements of this integration were emphasized, which found their place in further work, but also the defined strategic and priority goals of the University of Mostar.

Legal integration was carried out during 2017/2018. The Senate made a Decision on the formation of the Commission for Integration, which prepared a legal integration plan, after which the Senate (20 July 2017) and the Governing Council made corresponding decisions on legal integration, as well as the scientific and teaching councils of the faculties and the Academy of Fine Arts. After that, the founders gave their consent to the adopted decisions on legal integration. All the necessary audits of the operations of the organizational units were carried out, and financial reports were drawn up. It was the foundation for the initial state of the integrated University. With the aim of quality preparation of legal integration, in addition to the meetings of the Commission for Integration, the Rector's College, the Dean's College, members of the Senate and the Governing Council, and representatives of the founders also held numerous meetings on this topic. Quality solutions were sought but also support for integration processes, as well as avoidance and elimination of potential problems that could arise in the implementation of the process.

On 3 September 2018, the Court in Mostar issued a Decision on legal integration, i.e., on the cessation of the faculty's existence as legal entities and their merger with the University of Mostar, which formally completed the process of legal integration. On the day the faculties ceased to exist as legal entities, all employees were deregistered and registered with the tax administration at the University of Mostar, and employment contracts were drawn up for all employees, as well as contracts for external associates. Deregistration and registration were also carried out in the health care system of both employees and their family members.

Organizational integration was done simultaneously. Therefore, on the day of integration, the Senate and the Governing Council adopted and accepted the new

stabiliziranje i saniranje stanja na određenim ustrojbenim jedinicama koje su imale veća dugovanja, neizmirene obveze, nisu mogle isplatiti plaću itd. Druga faza predstavljala je izmjenu koeficijenata za raspodjelu sredstava koja se dobiju od osnivača, tj. od županija, a koeficijenti nisu mijenjani dugi niz godina i nisu odražavali stvarno stanje niti potrebe ustrojbenih jedinica. Senat Sveučilišta usvojio je nove koeficijente na sjednici Senata u Širokome Brijegu 2018. godine za novu akademsku 2018./2019. godinu i isti vrijede za jednu akademsku godinu uz mogućnost produžavanja za svaku akademsku godinu iznova, što je i učinjeno za akademsku 2019./2020. godinu, do stavljanja u funkciju modela financijske integracije. Treća faza financijske integracije predstavljala je izradu modela financiranja Sveučilišta u Mostaru. Model je 6. srpnja 2018. godine jednoglasno usvojio Senat Sveučilišta u Mostaru, a nakon toga i Upravno vijeće. Vrijeme primjene modela definirat će Senat nakon stvaranja određenih pretpostavki i izvršenih priprema radi održivosti modela.

Rulebook on the organization and systematization of the University of Mostar and the new Rulebook on the work of the University. New Departments were established with the new organization to respond to the new tasks for which the need arose due to integration.

For the needs of organizational integration in 2018/2019, the Commission prepared the names of workplaces and organizational units. Currently, Commission is working on the Rulebook on standards and norms at the University of Mostar. After that, a new organization follows, and the new Rulebook on the organization and systematization of workplaces.

Financial integration is carried out in several stages. The first part of the financial integration was the stabilization and rehabilitation of organizational units that had higher debts, outstanding obligations, could not pay salaries, etc. The second phase was the change of coefficients for the distribution of funds received from the founders, i.e., from the counties, and the coefficients were not changed for many years and did not reflect the actual situation or the needs of the organizational units. The Senate of the University adopted new coefficients at the Senate session in Široki Brijeg in 2018 for the new academic year 2018/2019. The same was valid for one academic year with the possibility of an extension for each academic year again, which was done for the academic year 2019/2020 until the financial integration model was put into operation. The third phase of financial integration represented the creation of a financing model for the University of Mostar. The model was unanimously adopted by the Senate and Governing Council of the University of Mostar on 6 July 2018. The Senate will define the time of model application after making certain assumptions and preparations for model sustainability.



Prorektor / Vice-rector

MILENKO BEVANDA



Biomedicina

Biomedicina na Sveučilištu u Mostaru temelji se na tri biomedicinska fakulteta: Medicinskome fakultetu, Fakultetu zdravstvenih studija i Farmaceutskome fakultetu. U okviru ovih fakulteta provodi se nastava na devet integriranih/preddiplomskih/diplomskih studijskih programa: medicina, dentalna medicina, medicina na engleskome jeziku, sestrinstvo, fizioterapija, radiološka tehnologija, sanitarno inženjerstvo, farmacija i kozmetologija. Na poslijediplomskoj razini organizirana su dva doktorska studija Biomedicina i zdravstvo te doktorski studij Zdravstvene znanosti. Znanstvena platforma svih triju fakulteta objedinjena je u sinergiji zajedničkoga nastavnog kadra, prostornih resursa te zajedničke opreme. U akademskoj 2022./2023. nastavu na trima fakultetima pohađa više od 1200 studenata. Biomedicinski fakulteti Sveučilišta u Mostaru posvećeni su promicanju, razvoju i pružanju izvrsnosti u svim aspektima biomedicinske znanosti kao i pružanju najviše razine usluga pacijentima i javnosti. Uz navedeno velika pozornost posvećuje se stvorenomu biomedicinskom kadru u njihovoj praksi biomedicinske znanosti i postavljanju standarda kvalitete profesije kroz kliničke vještine, obrazovanje, stručno osposobljavanje, ispite i kontinuiran profesionalni razvoj.

Naše su glavne vrijednosti:

1. Student u središtu nastavnoga procesa
Studenti su uključeni u upravljačke strukture fakulteta uz puno vodstvo, podršku i prilike za razvoj koji su im potrebni kako bi ispunili svoj potencijal. Glas studenata sluša se i bavi se njima važnima pitanjima. Izvođenje nastavnoga plana i programa provodi se u skladu s visokim standardima kvalitete prilagođene studentskim potrebama.

2. Čestitost
Poštenje i integritet ogledaju se u svim aspektima rada triju fakulteta. Godišnja izvješća prorektora za biomedicinu i dekana triju fakulteta jasno govore o svim učinjenim aktivnostima i o onima koje se

Biomedicine

Biomedicine at the University of Mostar is based on three biomedical faculties: the Faculty of Medicine, the Faculty of Health Studies, and the Faculty of Pharmacy. Within these faculties, teaching is carried out on nine integrated/undergraduate/graduate study programmes: medicine, dental medicine, medicine in English, nursing, physiotherapy, radiological technology, sanitary engineering, pharmacy, and cosmetology. At the postgraduate level, two doctoral study programmes in Biomedicine and Health, and a doctoral study in Health Sciences are organized. The scientific platform of all three faculties is unified through the synergy of common teaching staff, spatial resources, and equipment. In 2022/23, over 1,200 students attend classes at three faculties. Biomedical faculties of the University of Mostar are dedicated to promoting, developing, and providing excellence in all aspects of biomedical science and providing the highest level of services to patients and the public. In addition to the above, great attention is paid to the biomedical staff in their practice of biomedical science and setting the quality standards of the profession through clinical skills, education, professional training, examinations, and continuous professional development.

Our core values are:

1. The student at the center of the teaching process
Students are involved in faculty governance structures with all the guidance, support, and development opportunities they need to fulfill their potential. We hear the voice of students and deal with issues important to them. The implementation of the curriculum is carried out following high-quality standards adapted to student needs.

2. Honesty
Honesty and integrity are reflected in all aspects of the work of the three faculties. The vice-rector for biomedicine and the deans of the three faculties submit an annual report, in which they clearly state all the activities that have been done or are intended to be





namjeravaju učiniti. Koristimo poštene, otvorene i transparentne procese upravljanja i administracije te snosimo punu odgovornost za svoje postupke.

3. Profesionalizam

Ponosimo se s onim što činimo i sve činimo prema najvišim standardima. Podržavamo pozitivno akademsko okruženje uz sve uzuse akademskoga ponašanja djelatnika i studenata te uvažavanje svih članova društva zajednice u kojoj djelujemo. Cijenimo i štitimo ugled i baštinu biomedicinskih fakulteta Sveučilišta u Mostaru.

4. Poštovanje

Poštujemo i cijenimo sve različitosti koje nas okružuju, iskustvo, pristupe i ideje svih pojedinaca. Postupamo s poštovanjem i pažljivim odnosom prema našim djelatnicima, studentima, partnerima, javnosti i međusobno.

5. Kontinuirano biomedicinsko usavršavanje

Gledamo naprijed i prihvaćamo nove ideje i promjene. Otvoreni smo za učenje od drugih i prihvaćamo zajednički rad. Predani smo profesionalnomu i osobnomu razvoju. Priznajemo svoje pogreške i učimo iz njih.

Cilj nam je u okviru naših djelatnosti provesti digitalnu transformaciju u zdravstvu kroz pojačanje informatičke infrastrukture, digitalne pismenosti i osmišljavanje digitalnih alata za upravljanje nastavnim procesom kako bi tri fakulteta u potpunoj sinergiji postizali optimalne učinke. Uspostavili smo sustav upravljanja istraživačkom opremom kroz ravnopravno sudjelovanje u troškovima održavanja i korištenja opreme. Posvećeni smo jačanju kapaciteta stručnih laboratorija (Centar za citogenetiku, Centar za medicinu spavanja, Molekularni laboratorij i Klinika za dentalnu medicinu), ugovaranju sa zavodima zdravstvenih osiguranja te uspostavi pravilnika za rad na tržištu. Pripremamo projektni prijedlog za osnivanje Simulacijskoga centra za kliničke vještine koji bi koristili studenti i djelatnici na specijalističkim usavršavanjima. Nadalje pripremamo projektni prijedlog za osnivanje biomedicinske knjižnice i čitaonice koje bi

done. We use fair, open, and transparent management and administration processes, and bear full responsibility for our actions.

3. Professionalism

We are proud of what we do and we do everything according to the highest standards. We support a positive academic environment with all the benefits of the academic behavior of employees and students, and respect for all members of the community in which we operate. We value and protect the reputation and heritage of the biomedical faculties of the University of Mostar.

4. Respect

We respect and appreciate all the differences that surround us and the experience, approaches, and ideas of all individuals. We treat our employees, students, partners, the public, and each other with respect and consideration.

5. Continuous biomedical training

We look forward to and embrace new ideas and changes. We are open to learning from others and embrace working together. We are committed to professional and personal development. We admit our mistakes and learn from them.

Our goal is to implement a digital transformation in health care by strengthening IT infrastructure, and digital literacy, and creating digital tools to manage the teaching process so that the three faculties achieve optimal effects in complete synergy. We established a research equipment management system through equal participation in the maintenance costs and equipment use. We are dedicated to strengthening the capacity of expert laboratories (Centre for Cytogenetics, Centre for Sleep Medicine, Molecular Laboratory, and Clinics for Dental Medicine). We have contracts with health insurance institutes and work on establishing regulations for work on the market. We are preparing a project proposal to establish a Simulation Centre for Clinical Skills. The Centre is for students and employees for specialist training. Furthermore, we are preparing a project proposal to establish a biomedical



upotpunile razvoj kadrova i kontinuiranu izobrazbu. U pogledu održiva razvoja radimo na jačanju kapaciteta za energetske obnovljive izvore energije.

Uloga biomedicine u društvu neosporna je. Zajedništvo biomedicinskih fakulteta oblikuje naše živote na razne načine, preko međusobno povezanih transformacija znanja i prakse, istraživanja i zdravstvene skrbi, ustrojbenih jedinica i oblika upravljanja te individualnih i kolektivnih identiteta. Upravo je ova interakcija zalog razvoja biomedicine. Temeljne promjene u stvaranju i primjeni biomedicinskoga znanja predstavljaju izazov za naše razumijevanje i iskustvo zdravlja i bolesti kao i organizaciju znanstvenoga istraživanja i medicinske skrbi. Zajedno s ubrzanim ritmom promjena nužno je u budućnosti izgraditi autentičnu suradnju između biomedicinskih, humanističkih i društvenih znanosti te širega društva u kojemu živimo. Samo tako možemo odgovoriti na goruća pitanja koja će oblikovati poboljšanja u ljudskome zdravlju sada i u desetljećima koja dolaze. Označavamo potrebu za takvim obvezama u pet ključnih područja ljudskoga i društvenoga iskustva koja utječu i na koje utječe razvoj biomedicine: sprječavanje bolesti, optimizacija upravljačkih tijela u zdravstvu, globalne promjene, zakonske reforme i angažmani u znanstvenim inovacijama u zdravstvu. Interakcije između ideja, istraživača i zajednice unutar ovih domena mogu osigurati put za stvaranje novih znanja, metoda i partnerstava za koje vjerujemo da su ključni ako se žele ostvariti obećanja biomedicine.

library and reading room that would complete the development of personnel and continuous education. In terms of sustainable development, we are working on strengthening the capacity for renewable energy sources.

The role of biomedicine in society is undeniable. The community of biomedical faculties shapes our lives in various ways, through interconnected transformations of knowledge and practice, research and health care, organizational units and forms of management, and individual and collective identities. This interaction is the key to the development of biomedicine. Fundamental changes in the creation and application of biomedical knowledge pose a challenge to our understanding and experience of health and disease as well as the organization of scientific research and medical care. Together with the accelerated pace of change, the future must build authentic cooperation between biomedical, humanistic, and social sciences and the wider society in which we live. Only in this way can we answer the pressing questions that will shape improvements in human health now and for decades to come. We highlight the need for such commitments in five key areas of human and social experience that affect and are affected by the development of biomedicine: disease prevention, optimization of health governance, global change, legislative reform, and engagement in scientific innovation in health. Interactions between ideas, researchers, and the community within these domains can provide a pathway for the creation of new knowledge, methods, and partnerships that we believe are critical if the promise of biomedicine is to be realized.



farmaceutski fakultet	akademija likovnih umjetnosti	ekonomski fakultet
medicinski fakultet		
agronomski i prehrambeno-tehnološki fakultet	fakultet strojarstva, računarstva i elektrotehnike	
fakultet zdravstvenih studija	pravni fakultet	
	filozofski fakultet	fakultet građevinarstva, arhitekture i geodezije
fakultet prirodoslovno-matematičkih i odgojnih znanosti		

fakultet prirodoslovno-matematičkih i odgojnih znanosti	arhitekture i geodezije
fakultet zdravstvenih studija	fakultet građevinarstva
agronomski i prehrambeno-tehnološki fakultet	pravni fakultet
medicinski fakultet	fakultet strojarstva, računarstva i elektrotehnike
farmaceutski fakultet	ekonomski fakultet
akademija likovnih umjetnosti	





*agronomski i prehrambeno-
tehnološki fakultet*

Dekan / Dean

IVAN OSTOJIĆ



Povijest

Agronomski i prehrambeno-tehnološki fakultet u Mostaru visokoškolska je ustanova u sastavu Sveučilišta u Mostaru na kojoj se nastava izvodi na hrvatsko-me jeziku. Utemeljen je 1994. godine Odlukom Senata Sveučilišta u Mostaru pod imenom Agronomski fakultet.

Potreba osnivanja jedne visokoškolske ustanove vezane za poljoprivredu dugo je tinjala među agronomskim stručnjacima koji su u to vrijeme radili u različitim institucijama na području Hercegovine. Cijeneći kako trenutačno stanje u poljoprivrednoj i prehrambenoj proizvodnji šire regije Herceg-Bosne zahtijeva veću primjenu znanja i novih tehnologija, samim time i visokoobrazovan stručni kadar, a imajući u vidu da je na širem području od Save pa do Jadranskoga mora u to vrijeme bio jedan agronomski fakultet, skupina profesora s tadašnjega Agronomskog instituta pokrenula je inicijativu o utemeljenju Agronomskoga fakulteta pri Sveučilištu u Mostaru te u travnju 1994. godine pripremila *Elaborat o opravdanosti osnivanja Agronomskog fakulteta u Mostaru*. Na temelju toga dokumenta Senat Sveučilišta u Mostaru na svojoj sjednici održanoj 1. studenoga 1994. godine donosi *Odluku o utemeljenju Agronomskog fakulteta* čime je omogućen nastavak dugogodišnje tradicije obrazovanja u poljoprivredi. Od toga vremena uistinu počinje po mnogo čemu novo razdoblje u dugogodišnjoj tradiciji obrazovanja

History

The Faculty of Agriculture and Food Technology in Mostar is a higher education institution within the University of Mostar where classes are taught in Croatian. It was founded in 1994 by the Decision of the Senate of the University of Mostar under the name Faculty of Agriculture.

The need for establishing a higher education institution related to agriculture has been simmering for a long time among agronomic experts who at that time worked in various institutions in the territory of Herzegovina. Appreciating that the current state of agricultural and food production in the wider region of Herzeg-Bosnia requires greater application of knowledge and new technologies, and therefore highly educated professional staff, and bearing in mind that in the wider area from the Sava river to the Adriatic Sea at that time there was one agriculture faculty, a group of professors from the then Institute of Agriculture launched an initiative on the establishment of the Faculty of Agriculture at the University of Mostar and in April 1994 prepared an Elaborate on the Justification of the Establishment of the Faculty of Agriculture in Mostar. Based on this document, the Senate of the University of Mostar, at its session held on 1 November 1994, passed the Decision on the establishment of the Faculty of Agriculture, which enabled the continuation of the long-standing tradition of education in agriculture. From that time, in many respects, a new





u poljoprivredi – s radom počinje prvo visoko javno učilište u sastavu Sveučilišta u Mostaru koje izvodi sveučilišne studije, znanstveni i visokostručni rad u području agronomije.

Prva generacija od trideset sedam studenata upisana je već u akademskoj 1994./1995. godini na studij Općega smjera koji je predstavljao sintezu više disciplina iz područja poljoprivrede u trajanju od osam semestara uključujući praktikum, laboratorije i terensku nastavu.

Prvi nastavni plan i program Agronomskoga fakulteta Sveučilišta u Mostaru u potpunosti je bio usklađen s referentnim studijima na Agronomskome fakultetu Sveučilišta u Zagrebu i Poljoprivrednome fakultetu Sveučilišta Josipa Jurja Strossmayera u Osijeku.

Istovremeno s izvođenjem nastavnoga procesa sveučilišnih studija, odabrana jezgra znanstvenika okupljena na Agronomskome fakultetu osmišljeno prilazi pokretanju znanstveno-istraživačkoga rada te uspostavljanju i jačanju suradnje sa

period in the long-standing tradition of education in agriculture truly began – the first public higher education institution within the University of Mostar, conducting university studies, scientific and highly specialized work in the field of agriculture, began its work.

The first generation of 37 students was already enrolled in the academic year of 1994/1995 in the General study track, which was a synthesis of several disciplines in the field of agriculture for 8 semesters, including practicum, laboratories and field classes.

The first curriculum of the Faculty of Agriculture at the University of Mostar was fully aligned with reference study programmes at the Faculty of Agriculture at the University of Zagreb and the Faculty of Agriculture at the Josip Juraj Strossmayer University in Osijek.

Simultaneously with the teaching process of university study programmes, the elected core of scientists gathered at the Faculty of Agriculture was deliberately

svim visokoškolskim institucijama za izobrazbu u poljoprivredi.

S vremenom se nastavni plan i program mijenjao, nadopunjavao i prilagođavao potrebama domaće poljoprivredne prakse. Promjene su pratile razvoj poljoprivredne znanosti i proizvodnje u regiji i svijetu, ali i održavale želju znanstveno-nastavnoga osoblja Fakulteta za prilagodbom studijskih programa najnovijim spoznajama kako bi studenti i budući stručnjaci u potpunosti bili spremni za posao koji ih očekuje.

Usporedno s promjenama nastavnoga plana i programa, iz godine u godinu povećavao se i broj studenata te je nekadašnji prostor u zgradi bivšega Đačkog doma postao pretijesan za narasle potrebe Fakulteta koji je na toj lokaciji bio ograničen brojem i veličinom pojedinih prostora posebice praktikuma, laboratorija i predavaonica.

Nova stranica u razvoju Agronomskoga fakulteta otvorena je 2004. godine preseljenjem u novu,

approaching the initiation of scientific-research work and also the establishment and strengthening of cooperation with all higher education institutions for education in the field of agriculture.

Over time, the curriculum was changed, supplemented and adapted to the needs of domestic agricultural practice. The changes followed the development of agricultural science and production in the region and the world, but also maintained the desire of the scientific teaching staff of the faculty to adapt the study programmes to the latest knowledge so that students and future experts are fully prepared for the work that awaits them.

Parallel to the changes in the curriculum, the number of students increased from year to year, and the former space in the building of the former student dormitory became too cramped for the growing needs of the Faculty, which was limited by the number and size of certain spaces in that location, especially practicums, laboratories and lecture halls.

vlastitu zgradu koja je izgrađena donacijama Vlade Republike Hrvatske. Korisna površina fakultetskoga prostora jest 1.600 metara četvornih laboratorijskoga, učioničkoga i drugih prostora čime su stvoreni bolji uvjeti ne samo za izvođenje nastavnog procesa nego i za znanstveno-istraživački i stručni rad.

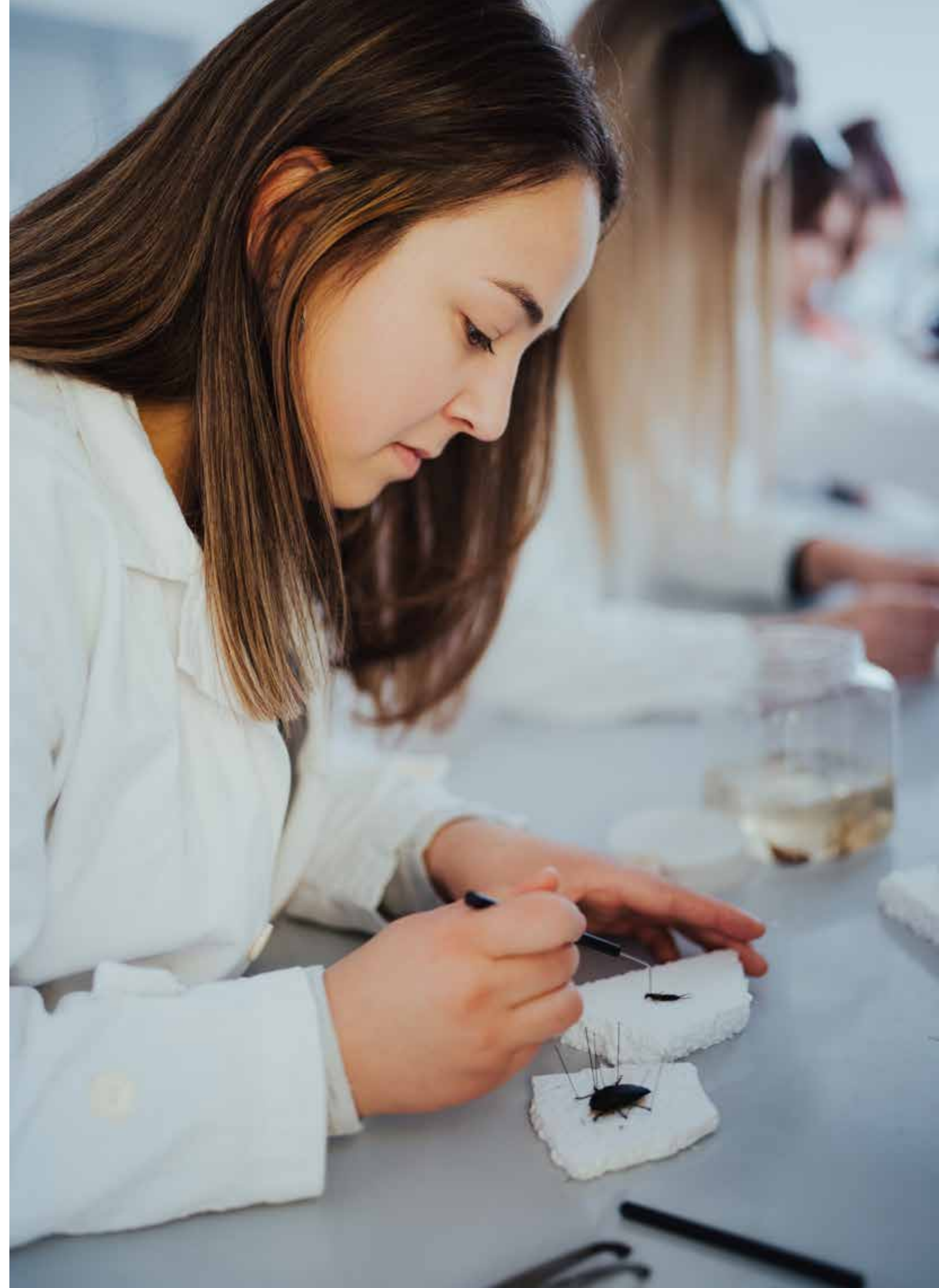
Bolonjska deklaracija, kao temeljni europski dokument kojim se želi postići harmonizacija i promicanje kvalitete europskoga visokoškolskog obrazovanja, znatno je obilježila preobrazbu Agronomskoga fakulteta. U skladu s reformom visokoga obrazovanja Fakultetsko je vijeće na svojoj 63. sjednici održanoj 21. siječnja 2005. godine prihvatilo preustroj studijskih programa prema ovoj deklaraciji i strukturi 3 + 2 + 3 što uključuje preddiplomski studij u trajanju od tri godine, diplomski studij u trajanju od dvije godine i poslijediplomski, doktorski studij u trajanju od tri godine.

Uvođenjem preddiplomskih i diplomskih studija studentima je omogućeno ranije stjecanje prvostupniške diplome i zapošljavanje, što je jedan od ciljeva reforme visokoobrazovanoga sustava u Europi.

Novi studijski programi koji se temelje na promicanju europske dimenzije u visokome obrazovanju i pridonose mobilnosti studenata i nastavnika upisuju se od akademske 2005./2006. godine na sveučilišnome studiju Agronomije.

Godina 2006. također je vrlo bitna za Fakultet jer se tada na Fakultetu otvara novi studijski program. Naime, na preddiplomskome sveučilišnom studiju Prehrambene tehnologije, koji je nastao kao odgovor na rastuće potrebe tržišta za ovome vrstom visokostručnog kadra, ali i kao rezultat želje da se na Fakultetu zaokruži proces obrazovanja mladih stručnjaka i budućih proizvođača hrane, studenti se upisuju od 2006./2007. akademske godine kada Fakultet mijenja ime u Agronomski i prehrambeno-tehnološki fakultet Sveučilišta u Mostaru. Dobivanjem suglasnosti za izvođenje diplomskoga studija od akademske 2012./2013. godine studentima je omogućen nastavak obrazovanja i na diplomskome studiju Prehrambene tehnologije.

Doktorski studij Agronomskoga i prehrambeno-tehnološkog fakulteta izvodi se kao poslijediplomski sveučilišni doktorski studij pod nazivom Poljoprivreda i zaštita okoliša. Koncept poslijediplomskoga dokorskog studija s četiri smjera,



A new page in the development of the Faculty of Agriculture was opened in 2004 by moving to a new, own building, which was built with donations from the Government of the Republic of Croatia. The useful area of the faculty area is 1,600 square meters of laboratory, classroom and other spaces, which created better conditions not only for the teaching process, but also for scientific research and professional work.

The Bologna Declaration, as a fundamental European document aimed at achieving harmonization and promoting the quality of European higher education, significantly marked the transformation of the Faculty of Agriculture. In accordance with the reform of higher education, at its 63rd session held on 21 January 2005, the Faculty Council accepted the reorganization of study according to this Declaration and the 3 + 2 + 3 structure, which includes an undergraduate study programme lasting three years, a graduate study programme lasting two years and postgraduate, doctoral studies programme lasting three years.

With the introduction of undergraduate and graduate study programmes, students are enabled to acquire a bachelor's degree earlier and find employment, which is one of the goals of the reform of the higher education system in Europe.

New study programmes that are based on the promotion of the European dimension in higher education and contribute to the mobility of students and teachers have been enrolled in Faculty of Agriculture since the academic year 2005/2006.

The year 2006 is also very important for the Faculty, as a new study programme opened at the Faculty. Namely, in the undergraduate university studies of Food Technology, which was created as a response to the growing need of the market for this type of highly skilled staff, but also as a result of the desire to complete the education process of young experts and future food producers at the Faculty, students have been enrolled since the academic year 2006/2007, when the Faculty changed its name to the Faculty of Agriculture and Food Technology of the University of Mostar. By obtaining approval for graduate studies from the academic year 2012/2013, students are enabled to continue their education at the graduate study of Food Technology.

Zootehnika, Agroekonomika, Zaštita okoliša i Bilinogojstvo, predstavlja najvišu razinu integracije znanosti i najvažniji doprinos u istraživačko-edukacijskome području znanstvene djelatnosti, a utemeljen je 2013./2014. akademske godine kada je upisana prva generacija od trinaest doktoranada.

Od 2008. godine Fakultet raspolaže vlastitim pokusnim poligonom u Rodoču, površine oko 200 ha na kome se provodi redovita praktična nastava, ali i znanstvena istraživanja iz područja agronomije i zaštite okoliša u kojima pored djelatnika Fakulteta sudjeluju i studenti koji dio dobivenih rezultata istraživanja koriste za završne odnosno diplomske radove.

Praktična nastava za biljnu skupinu predmeta, uglavnom voćarstvo i vinogradarstvo, izvodi se u novoformiranim nasadima gospodarski najvažnijih višegodišnjih vrsta područja Hercegovine koji uključuju: 4,5 hektara vinograda s dvanaest različitih sorti vinove loze; 6,9 hektara voćnjaka s velikim brojem voćnih vrsta; 0,2 hektara pod aromatskim biljem; 0,5 hektara kolekcijškoga nasada hercegovačkih autohtonih kultivara vinove loze s 18 različitih sorata vinove loze, a 2014. godine podignut je i vinograd površine 0,5 hektara sa starim autohtonim sortama vinove loze koje su bile ugrožene ili su u izumiranju. Time je Fakultet sačuvao vrlo važnu kolekciju i spasio od izumiranja mnoge sorte vinove loze. Godine 2021. podignut je novi voćnjak s dvjestotinjak voćnih stabala (breskva, nektarina, orah i lijeska).

Tijekom tridesetak godina svoga postojanja s različitim ustrojstvima i pod različitim nazivima Fakultet je obrazovao brojne stručnjake poput diplomiranih inženjera agronomije (visoka stručna sprema, stupanj stručnosti VII/1) i inženjera agronomije (viša stručna sprema, VI/1 stupanj stručnosti), prvostupnika i magistara agronomije i prehrambene tehnologije, ali i magistara znanosti na poslijediplomskome studiju. Nastavni proces Fakulteta prošlo je više od 2 600 studenata, velik dio njih diplomirao je i stečeno znanje prenio u praksu. Od osnutka do danas na Agronomskome i prehrambeno-tehnološkom fakultetu ukupno je diplomiralo više od 1 700 studenata na studijskim

The doctoral study of the Faculty of Agriculture and Food Technology is conducted as a postgraduate university doctoral study under the title Agriculture and Environmental Protection. The concept of postgraduate doctoral study with four study tracks: Zootechnics, Agricultural Economic, Environmental Protection and Plant Breeding, represents the highest level of science integration and the most important contribution in the research-educational field of scientific activity, and was founded in the academic year 2013/2014 when the first generation of 13 doctoral students was enrolled.

Since 2008 the Faculty has had its own test site in Rodoč, with an area of about 200 hectares, where regular practical classes are conducted, as well as scientific research in the field of agriculture and environmental protection, in which, in addition to Faculty employees, students also participate, and use part of research results for their final, i.e. graduate theses.

Practical classes for the plant group of courses, mainly fruit growing and viticulture, are conducted in newly formed plantations of the economically most important perennial species in the Herzegovina area, which include: 4.5 hectares of vineyards with 12 different varieties of grapevine; 6.9 hectares of orchards with a large number of fruit species; 0.2 hectares under aromatic plants; 0.5 hectare collection plantation of Herzegovinian autochthonous grapevine cultures with eighteen different grapevine varieties, and in 2014, a 0.5 hectare vineyard was built with old autochthonous grapevine varieties that were endangered or in extinction. With this, the Faculty preserved a very important collection and saved many grapevine varieties from extinction. In 2021, a new orchard was built with about two hundred fruit trees (peach, nectarine, walnut and hazelnut).

During the 30 years of its existence with different organizations and under different names, the Faculty has educated numerous experts, such as graduates of agricultural engineering (higher professional education, level of expertise VII/1) and agricultural engineers (higher professional education, level of expertise VI/1), bachelor's and master's degrees in Agriculture and Food Technology, as well as master's degrees in postgraduate studies. More than 2,600 students have gone through the teaching process of the Faculty, a large part of them have graduated and transferred the acquired knowledge into practice. From

programima agronomije i prehrambene tehnologije. Dio studenata završio je preddiplomski studij i zaposlio se, jedan dio studenata nastavio školovanje na drugim fakultetima u inozemstvu, a dio je stekao zvanje inženjera agronomije. Na Fakultetu je obranjeno osam doktorskih disertacija.

Zahvaljujući domaćim znanstvenicima s uspješnim akademskim karijerama te pomoći kolegica i kolega s referentnih fakulteta iz Republike Hrvatske, Fakultet je ulagao u obrazovanje vlastitih mladih i perspektivnih nastavnika i suradnika koji su danas nositelji nastavnoga procesa. Na Fakultetu trenutačno radi 26 nastavnika u različitim zvanjima.

its founding to the present, more than 1,700 students graduated from study programmes in agriculture and food technology at the Faculty of Agriculture and Food Technology. Part of the students finished their undergraduate studies and got a job, part of the students continued their education at other faculties abroad, and part of them obtained the title of agricultural engineer. Eight doctoral dissertations were defended at the Faculty.

Thanks to domestic scientists with successful academic careers and the help of colleagues from reference faculties from the Republic of Croatia, the Faculty invested in the education of its own young and perspective teachers and associates who are today the bearers of the teaching process. There are currently 26 teachers in various positions working at the Faculty.



Ustroj Fakulteta

Agronomski i prehrambeno-tehnološki fakultet jedna je od manjih sastavnica Sveučilišta koja ima svoj ustroj, a definiran je kroz sljedeća tijela:

Znanstveno-nastavno vijeće stručno je vijeće Fakulteta koje čine svi nastavnici izabrani u znanstveno-nastavna i nastavna zvanja, asistenti i viši asistenti, predstavnici vanjskih suradnika te predstavnici studenata preddiplomskih i diplomskih studija. Poslovi Znanstveno-nastavnoga vijeća definirani su *Pravilnikom o radu ZNV-a*, a sam rad odvija se na sjednicama koje se sazivaju po potrebi. Sve odluke koje se odnose na planove i programe preddiplomskih, diplomskih i poslijediplomskih studija, izmjene *Statuta* i ostalih akta, kao i izbor profesora i suradnika provodi Znanstveno-nastavno vijeće uz odobrenje Senata Sveučilišta.

Dekan i prodekani čine rukovodstvo Fakulteta, a njihovi poslovi regulirani su *Statutom* i drugim općim aktima. Dekanu u radu Fakulteta pomažu dva prodekana i to: prodekan za nastavu i studente te prodekan za znanost i međunarodnu suradnju:

- dekan – dr. sc. Ivan Ostojić, red. prof.
- prodekanica za nastavu – dr. sc. Anita Ivanković, izv. prof.
- prodekanica za znanost i međunarodnu suradnju – dr. sc. Adrijana Filipović, izv. prof.

Zavodi su temeljne ustrojbene jedinice Agronomskoga i prehrambeno-tehnološkog fakulteta određene na temelju povezanosti i srodnosti nastavnoga, znanstveno-istraživačkoga i stručnoga rada, a u svome sastavu imaju laboratorije i pokusne poligone. Zavodi organiziraju nastavu i znanstveni i stručni rad. Njihovo nesmetano funkcioniranje omogućavaju zajedničke službe Fakulteta. Na Fakultetu je trenutačno 12 zavoda, a svaki od njih ima svoga predstojnika koji se bira na mandat od četiri godine.

Radu Uprave pomažu stručne službe Tajništva te voditelji-koordinatori za pojedina područja, kao što su studentska praksa, doktorski studij i ostalo. Dužnost tajnika Agronomskoga i

Organization of the Faculty

The Faculty of Agriculture and Food Technology is one of the smaller components of the University, which has its own structure, and is defined through the following bodies:

The Scientific-Teaching Council is an expert council of the Faculty, which consists of all teachers elected to scientific-teaching and teaching academic ranks, assistants and senior assistants, representatives of external collaborators and representatives of undergraduate and graduate students. The tasks of the Scientific-Teaching Council are defined by the Rules of Procedure of the Scientific-Teaching Council, and the work itself takes places at sessions convened as needed. All decisions related to plans and programmes of undergraduate, graduate and postgraduate studies, changes to the Statute and other acts, as well as the selection of professors and associates are made by the Scientific-Teaching Council with the approval of the University Senate.

The Dean and Vice-Deans make up the management of the Faculty, and their jobs are regulated by the Statute and other general acts. The Dean is assisted in the work of the Faculty by two Vice-Deans: the Vice-Dean for Teaching Affairs and Student Affairs and the Vice-Dean for Science and International Relations:

- Dean – Prof Ivan Ostojić, PhD
- Vice-Dean for Teaching and Student Affairs – Prof Anita Ivanković PhD
- Vice-Dean for Science and International Relations – Prof Adrijana Filipović, PhD.

Institutes are the basic organizational units of the Faculty of Agriculture and Food Technology, determined on the basis of the connection and kinship of teaching, scientific research and professional work, and they have laboratories and testing grounds in their composition. Institute organize classes and scientific and professional work. Their smooth functioning is made possible by the joint service of the Faculty. There are currently twelve institutes at the Faculty, and each of them has its own head, who is elected for a four-year term.

prehrambeno-tehnološkog fakulteta obavlja Ivana Božić, dipl. iur.

Zajedničke službe Fakulteta

Dekanat je skupni naziv za ustrojbenu jedinicu zajedničkih službi u kojoj se obavljaju poslovi u svezi s upravljanjem Fakultetom, kadrovskim, općim i administrativnim poslovima, financijsko-računovodstvenim, upravno-pravnim, statističkim i administrativnim poslovima u svezi sa studentima, knjižničarskim, informatičkim i tehničkim poslovima.

Sastoji se od Tajništva s Uredom dekana, Računovodstveno-financijske službe, Studentske referade, Knjižnice, Službe za održavanje informatičkih sustava i Službe za održavanje i čišćenje. Radom svih zajedničkih službi rukovodi tajnik Fakulteta Ivana Božić, dipl. iur., koja je mjerodavna za organizaciju, koordinaciju i nadzor njihova rada.

Ured dekana, Tajništvo i Računovodstveno-financijska služba brinu o regularnome djelovanju Fakulteta te obavljaju opće i administrativne poslove za potrebe Fakulteta i dekana.

Studentska referada mjesto je prvoga upisa na Fakultet ili upisa više godine studija, mjesto ovjeravanja semestara i obavljanja administrativnih poslova u svezi s promjenom statusa studenta ili studija, mjesto izdavanja različitih potvrda i uvjerenja za ostvarivanje studentskih prava.

Knjižnica u svome fondu ima oko 4 000 jedinica knjižne građe, a svojim zbirkama i uslugama pruža informacijsku i komunikacijsku potporu znanstvenoj i nastavnoj djelatnosti Fakulteta te time postaje nezabilazan sastavni dio fakultetskih aktivnosti. Uz standardnu referentnu literaturu najveći dio fonda čine znanstvene i stručne publikacije iz područja prirodnih i biotehničkih znanosti. Knjižnica je od 2009. godine u bibliotečno-informacijskome sustavu COBISS BiH i ima pristup bazama podataka ostalih knjižnica u regiji koje su u sustavu COBISS.Net. Knjižnica je članica COBISS mreže, knjige su katalogizirane prema standardu i mogu se pretražiti *online*. Ostvaruje dobru suradnju i s Matičnom knjižnicom HNŽ-a te Nacionalnom i univerzitetskom bibliotekom u

The work of the Administration is assisted by professional services of the Secretariat and managers-coordinators for individual area, such as student internships, doctoral studies and others. The duty of the secretary of the Faculty of Agriculture and Food Technology is preformed by Ivana Božić dipl.iur.

Joint Services of the Faculty

The Dean's Office is the collective name for an organizational unit of common services in which tasks related to the management of the Faculty, personnel, general and administrative tasks, financial-accounting, administrative-legal, statistical and administrative tasks related to students, librarian, IT and technical tasks are performed.

It consists of the Secretariat with the Dean's Office, the Accounting and Financial Service, the Student Administration Office, the Library, the IT System Maintenance Service and the Maintenance and Cleaning Service.

The Dean's Office, the Secretariat and the Accounting and Financial Service take care of the regular operation of the Faculty and preform general and administrative tasks for the needs of the Faculty and the Dean.

The Student Administration Office is the place for the first enrollment at the Faculty or enrollment for higher years of study, the place for certifying the semester and performing administrative tasks related to the change of student or study status, the place for issuing various certificates and certificates for exercising student rights.

The Library has about 4,000 books in its collection, and with its collections and services it provides information and communication support to the Faculty's scientific and teaching activities, thus becoming an indispensable integral part of the Faculty's activities. In addition to standard reference literature, the largest part of the fund consists of scientific and professional publications in the field of natural and biotechnical sciences. The Library has been in the COBISS BiH Library and Information System since 2009, and has access to the databases of other libraries in the region that are in the COBISS.Net system. The Library is a member of the COBISS Network, the books are







Sarajevu, preko koje je omogućen pristup znanstvenim bazama podataka. Kao fakultetska knjižnica ima besplatan pristup *EBSCOhost* znanstvenim bazama podataka.

Nastavna djelatnost

Temeljna je djelatnost Agronomskoga i prehrambeno-tehnološkog fakulteta visokoškolsko obrazovanje odnosno izvedba studijskih programa sveučilišnoga preddiplomskoga, diplomskoga i poslijediplomskoga studija iz znanstvenoga područja biotehničkih znanosti, znanstvenih polja agronomije, prehrambene tehnologije i nutricionizma.

Studijski programi Agronomije i Prehrambene tehnologije strukturom i načinom izvođenja potpuno su prilagođeni srodnim studijima u državama u Europskoj uniji, Bolonjskoj deklaraciji i strukturi 3 + 2 + 3 što uključuje sveučilišni preddiplomski studij u trajanju od tri godine (180 ECTS bodova), sveučilišni diplomski studij u trajanju od dvije godine (120 ECTS bodova) i poslijediplomski, doktorski studij u trajanju od tri godine (180 ECTS bodova). Na preddiplomskome studiju Agronomije studenti se opredjeljuju za jedan od pet ponuđenih smjerova: Bilnogojstvo, Zootehnika, Agroekonomika, Fitomedicina i Vinogradarstvo i vinarstvo. Studentima studijskoga programa Prehrambene tehnologije za nastavak školovanja na diplomskome studiju na raspolaganju su smjerovi Prehrambeno inženjerstvo i Nutricionizam. Od 2013./2014. akademske godine Fakultet organizira i poslijediplomski sveučilišni doktorski studij Poljoprivreda i zaštita okoliša.

catalogued according to the standard and can be searched online. It achieves good cooperation with the Main Library of Herzegovina-Neretva County and the National University Library in Sarajevo, through which access is possible. As a faculty library, it has free access to EBSCOhost scientific databases.

Teaching activity

The core activity of the Faculty of Agriculture and Food Technology is higher education, i.e. the implementation of university undergraduate, graduate and postgraduate study programmes in the scientific area of Biotechnical Sciences, scientific fields of Agriculture, Food Technology and Nutrition.

The structure and method of conducting of the study programmes of Agriculture and Food Technology are completely adapted to related studies in the countries of the European Union, the Bologna Declaration and the 3 + 2 + 3 structure, which includes a university undergraduate study in duration of three years (180 ECTS credits), a university graduate study in duration of two years (120 ECTS credits) and postgraduate doctoral study in duration of three years (180 ECTS credits). At the undergraduate study of Agriculture, students opt for one of the five study tracks offered: Plant Breeding, Zootechnics, Agro-economics, Phytomedicine and Viticulture and Wine-making. Food Engineering and Nutrition study tracks are available to students of the Food Technology study programme to continue their education at the graduate level. From the academic year 2013/2014, the Faculty also organizes a postgraduate university doctoral study in Agriculture and Environmental Protection.

Tablica br. 1.
 Sveučilišni studijski programi na Agronomskome i prehrambeno-tehnološkom fakultetu

Naziv fakulteta	Preddiplomski studij	Diplomski studij	Poslijediplomski doktorski studij
Agronomski i prehrambeno-tehnološki fakultet	1. Agronomija (Opći smjer)	Bilinogojstvo Zootehnika Fitomedicina Vinogradarstvo i vinarstvo	Poljoprivreda i zaštita okoliša
	1. Prehrambena tehnologija Prehrambena tehnologija	Prehrambeno inženjerstvo Nutricionizam	

Nastava se na svim studijskim programima izvodi po modelu uravnotežene teorijske i praktične nastave. Teorijska nastava izvodi se klasičnom metodom predavanja i seminara, dok se praktična nastava, ovisno o kolegiju, prakticira u laboratorijima, na vlastitome pokusnom poligonu i terenskom nastavom kako bi se studenti upoznali s prirodnim, gospodarskim odnosno poljodjelskim resursima, rezultatima terenskih istraživanja i najvažnijim proizvodnim sustavima. Osim izvedbe nastave, djelatnost Fakulteta uključuje i znanstveno-istraživački rad te primjenu znanstvenih rezultata u praksi što su krajnji cilj i smisao svakoga istraživačkog rada.

Misija Agronomskoga i prehrambeno-tehnološkog fakulteta u Mostaru sastoji se u nastojanju Fakulteta da, osiguravajući najviše akademske slobode i europske obrazovne standarde, svojim studentima omogućiti stjecanje teorijskih i praktičnih znanja i vještina kojima će unaprijediti poljoprivrednu i biotehnološku praksu, obrazovanje i znanost.

Vizija je Agronomskoga i prehrambeno-tehnološkog fakulteta u Mostaru postati ravnopravan partner u jedinstvenome europskom prostoru visokoga obrazovanja i znanstveno-istraživačkoga rada te dostići najviše razine izvrsnosti. Velik broj projekata, visoke kompetencije sudionika i obiman transfer dobivenih rezultata u gospodarstvo stvorit će dodatnu vrijednost u procesu obrazovanja, a sve u cilju ostvarivanja postavljene vizije.

Table no.1.
 University study programmes at the Faculty of Agriculture and Food Technology

Faculty name	Undergraduate study	Graduate study	Postgraduate study
Faculty of Agriculture and Food Technology	1. Agriculture (General study track)	Plant Breeding Zootechnics Phytomedicine Viticulture and Winemaking	Agriculture and Environment Protection
	1. Food Technology Food Technology	Food Engineering Nutrition	

Teaching process in all study programmes is conducted according to the model of balanced theoretical and practical teaching. Theoretical teaching process is carried out using the classical method of lectures and seminars, while practical teaching, depending on the course, is practiced in laboratories, on our own experimental site and field classes in order to familiarize students with natural, economic and agricultural resources, the results of field research and the most important production systems. In addition to teaching process, the Faculty's activity also includes scientific research work and the application of scientific results in practice, which is the ultimate goal and meaning of every research work.

The mission of the Faculty of Agriculture and Food Technology in Mostar consists in the Faculty's effort to, by ensuring the highest academic freedom and European educational standards, enable its students to acquire theoretical and practical knowledge and skills that will improve agricultural and biotechnological practice, education and science.

The vision of the Faculty of Agriculture and Food Technology in Mostar is to become an equal partner in the unique European area of higher education and scientific research and to reach the highest levels of excellence. A large number of projects, high competences of the participants and extensive transfer of the obtained results to the economy will create additional value in the education process, all with the goal of realizing the set vision.



Studijski programi

Studij je organiziran prema trostupanjskome sustavu kao preddiplomski studij u trajanju od tri godine, diplomski studij u trajanju od dvije godine i doktorski studij koji traje, također, tri godine.

Preddiplomski studij

Opći je cilj sveučilišnoga preddiplomskog studija pružiti temeljna znanja u svezi s poljoprivrednom proizvodnjom odnosno prehrambenom tehnologijom.

Tijekom preddiplomskoga studija studentima se pruža mogućnost da steknu dobra i temeljna znanja, osposobe se za stručni rad u različitim područjima poljoprivredne proizvodnje, ali i da raspolazu razinom znanja potrebnom za nastavak diplomskih studija ne samo na ovome Fakultetu nego i na drugim interdisciplinarnim studijima u svezi s ekologijom, zaštitom tla i voda, biologijom, legislativom, ekonomijom i ostalo.

Nakon stjecanja 180 ECTS bodova, izrade i obrane završnoga rada studenti stječu akademski naziv sveučilišni prvostupnik/prvostupnica agronomije s naznakom odabranoga smjera i oznakom kratice Bs (*Baccalaureus*) odnosno prvostupnik/prvostupnica prehrambene tehnologije i oznakom kratice Bs (*Baccalaureus*).

Diplomski studij

Sveučilišni diplomski studij Agronomije odnosno Prehrambene tehnologije upisuju studenti koji su završili sveučilišni preddiplomski studij Agronomije odnosno Prehrambene tehnologije (180 ECTS-a), kao i polaznici koji su završili sveučilišne preddiplomske studije srodnih studijskih grupa uz polaganje razlikovnih ispita. Studenti sveučilišnoga diplomskog studija Agronomije usmjeravaju se k bilinogojstvu, zootehnici, agroekonomici, fitomedicini i vinogradarstvu i vinarstvu, dok su studentima

Study programmes

The study is organized according to the three-level system as an undergraduate study lasting three years, a graduate study lasting two years and a doctoral study lasting also three years.

Undergraduate study programme

The general goal of the university undergraduate study is to provide basic knowledge related to agricultural production and food technology.

During undergraduate studies, students are given the opportunity to acquire good and basic knowledge, to train for professional work in various fields of agricultural production, but also to have the level of knowledge necessary to continue graduate studies not only at this Faculty, but also at other interdisciplinary studies related to ecology, soil and water protection, biology, legislation, economics and others.

After acquiring 180 ECTS credits, preparing and defending the final thesis, students acquire the academic title of Bachelor of Science in Agriculture with an indication of the chosen study track and the abbreviation BA (*Baccalaureus*), or Bachelor of Food Technology and the abbreviation BA (*Baccalaureus*).

Graduate study programme

University graduate study programmes in Agriculture or Food Technology are enrolled by students who have completed university undergraduate study programmes in Agriculture or Food Technology (180 ECTS credits), as well as students who have completed university undergraduate study programmes in related study groups and have passed distinction exams. Students of the university's graduate study in Agriculture are directed to Plant Breeding, Zootchnics, Agricultural Economic, Phytomedicine and Viticulture and Winemaking, while students of Food Technology are offered study tracks of Food Technology and Nutrition.



Prehrambene tehnologije na raspolaganju smjerovi Prehrambenoga inženjerstva i Nutricionizma.

S obzirom na razinu stečena znanja studenti mogu nastaviti znanstvenu karijeru u institucijama koje se bave širokim spektrom istraživanja u svezi s poljoprivrednom proizvodnjom i prehrambenom tehnologijom. Nakon stjecanja 120 ECTS bodova, izrade i obrane diplomskog rada studenti stječu akademski naziv magistar/magistra agronomije s naznakom odabranoga smjera i oznakom kratice mag. odnosno magistar/magistra prehrambenog inženjerstva i oznakom kratice mag.

Doktorski studij

Doktorski studij Agronomskoga i prehrambeno-tehnološkog fakulteta izvodi se kao poslijediplomski sveučilišni doktorski studij pod nazivom Poljoprivreda i zaštita okoliša. Koncept poslijediplomskoga dokorskog studija s četiri smjera, Zootehnika, Agroekonomika, Zaštita okoliša i Bilinogojstvo, predstavlja najvišu razinu integracije znanosti i najvažniji doprinos u istraživačko-edukacijskome području znanstvene djelatnosti, a utemeljen je 2013./2014. akademske godine kada je upisana prva generacija od trinaest doktoranada.

Studij se temelji na znanstvenim aktivnostima u okviru desetak trenutačno aktivnih znanstvenih projekta, a kontinuitet i razvoj istraživačke djelatnosti ogleda se u povećanoj znanstvenoj aktivnosti Fakulteta posljednjih godina. Istraživački su programi pri tome osnova suradničkih istraživanja zavoda unutar Fakulteta, ali i suradnje s drugim fakultetima i znanstvenim institutima. Združena istraživanja predviđena su i samim konceptom studija koji obuhvaća četiri smjera.

Studij traje šest semestara, prva dva semestra nastavna su u kojima studenti upisuju kolegije birajući između pedesetak ponuđenih kolegija. Ostali semestri predviđeni su za znanstveno-istraživački rad, pripremu publikacija i prezentacija te prijavu, izradu i obranu doktorske disertacije. Obranom doktorske disertacije pristupnik stječe akademski stupanj doktor/doktorica biotehničkih znanosti iz polja agronomije s naznakom grane odabranoga smjera dokorskoga studija i oznakom kratice dr. sc.

Given the level of acquired knowledge, students can pursue a scientific career in institutions that deal with a wide range of research related to agricultural production and food technology. After acquiring 120 ECTS credits, preparing and defending the master thesis, students acquire the academic title of Master of Agriculture with an indication of the chosen study track and the abbreviation MA, that is, master's degree in Food Technology and the abbreviation MA.

Doctoral study programme

The doctoral study programme of the Faculty of Agriculture and Food Technology is conducted as a postgraduate university doctoral study programme under the title Agriculture and Environmental Protection. The concept of postgraduate doctoral study programme with four study tracks: Zootechnics, Agricultural Economics, Environmental Protection and Plant Breeding, represents the highest level of science integration and the most important contribution in the research-educational field of scientific activity, and was founded in the academic year 2013/2014 when the first generation of 13 doctoral students was enrolled.

The study programme is based on scientific activities within the framework of a dozen currently active scientific projects, and the continuity and development of research activity is reflected in the increased scientific activity of the Faculty in recent years. Research programmes are the basis of collaborative research of institutes within the Faculty, but also of cooperation with other faculties and scientific institutes. Combined research is foreseen in the study programme concept itself, which includes four study tracks.

The study programme last six semesters, the first two semesters are teaching oriented, in which students enroll in courses choosing from about 50 courses offered. The other semesters are intended for scientific research work, preparation of publications and presentations, and application, preparation and defense of the doctoral dissertation. By defending doctoral dissertation, the candidate acquires the academic degree of Doctor of Biotechnical Sciences in the field of Agriculture with an indication of the branch of the chosen doctoral study track and the abbreviation PhD.

Znanstvena djelatnost

Znanstveno-istraživački rad i znanstvena produkcija najvažnije su mjere vrijednosti i uspješnosti visokoškolske institucije, ali i osnove na kojima počiva sam opstanak akademske zajednice.

Agronomski i prehrambeno-tehnološki fakultet snaži i održava svoj ugled kao visokoškolska institucija u kojoj se odvijaju nacionalni i međunarodno prepoznatljivi znanstveno-istraživački projekti u skladu sa znanstvenim prioritetima Fakulteta.

Znanstveno-istraživački rad odvija se u okviru različitih projekata prihvaćenih i financiranih u sustavu domaćih resornih ministarstava i fondova te nekoliko bilateralnih međunarodnih projekata i projekata suradnje s gospodarstvom pri čemu je ostvarena suradnja s brojnim srodnim domaćim i inozemnim fakultetima i institucijama.

U svijetu u kojemu se društveni i gospodarski razvoj gradi na novim znanjima, presudno je biti na njihovu izvoru. Jedan od načina znanstvenoga i stručnoga osposobljavanja jest sudjelovanje na domaćim i međunarodnim znanstvenim i stručnim skupovima. Tijekom proteklih godina rada Agronomski i prehrambeno-tehnološki fakultet nastojao se profilirati i kao institucija koja organizira znanstvene i stručne skupove, ali i kao institucija s jasnom orijentacijom k publiciranju rezultata širega znanstvenog interesa u inozemstvu, ali i k transferu znanstvenih dostignuća i rezultata u realni sektor, što je zastupljenije na domaćim skupovima.

Agronomski i prehrambeno-tehnološki fakultet Sveučilišta u Mostaru u proteklih nekoliko godina sudjelovao je kao organizator ili suorganizator na sljedećim znanstvenim skupovima i manifestacijama:

- 4. Međunarodni simpozij za poljoprivredu i hrana – ISAF 2022, 12. – 14. listopada 2022. u Ohridu, S. Makedonija.
- 13. Kongres hrvatskog tloznanstvenog društva, Degradacija tla izazov za poljoprivrednu proizvodnju, Sveti Martin na Muri, 12. – 16. rujna 2022.
- 57. Hrvatski i 17. Međunarodni simpozij agronoma, Vodice, 19. – 24. lipnja 2022., Vodice (Hrvatska)
- 2. Međunarodna studentska „Green“ konferencija, Osijek, 2. i 3. 6. 2022.

Scientific activity

Scientific-research work and scientific production are the most important measures of the value and success of a higher education institution, but also the foundations on which the very survival of the academic community rests.

The Faculty of Agriculture and Food Technology strengthens and maintains its reputation as a higher education institution where nationally and internationally recognized scientific research projects take place in accordance with the Faculty's scientific priorities.

Scientific-research work takes place within the framework of various projects accepted and financed in the system of domestic line ministries and funds, as well as several bilateral international projects and projects of cooperation with the economy, in which cooperation was achieved with numerous related domestic and foreign faculties and institutions.

In a world where social and economic development is built on new knowledge, it is crucial to be at its source. One of the ways of scientific and professional training is participation in national and international scientific and professional meetings. During the past years of work, the Faculty of Agriculture and Food Technology has tried to profile itself as an institution that organizes scientific and professional meetings, but also as an institution with a clear orientation towards publishing results of wider scientific interest abroad, but also towards the transfer of scientific achievements and results to the real sector, which is more prevalent at domestic meetings.

Over the past few years, the Faculty of Agriculture and Food Technology of the University of Mostar has participated as an organizer or co-organizer in the following scientific meetings and events:

- IV. International Symposium for Agriculture and FOOD – ISAF 2022, 12-14 October 2022, Ohrid, North Macedonia.
- 14th Congress of the Croatian Society in Agricultural Production, Soil degradation challenges in agricultural production, 12-16 September 2022, Sveti Martin na Muri, Croatia.
- 57th Croatian and 17th International Symposium on Agriculture, 19-24 June 2022, Vodice, Croatia.





- 13. Međunarodni znanstveni skup „Hranom do zdravlja“ Osijek, 16. i 17. rujna 2021.
- 56. Hrvatski i 16. Međunarodni simpozij agronoma, Vodice, 5. – 10. rujna 2021., Vodice (Hrvatska)
- 55. Hrvatski i 15. Međunarodni simpozij agronoma, Vodice, 16. – 21. veljače 2020., Vodice (Hrvatska)
- 54. Hrvatski i 14. Međunarodni simpozij agronoma, Vodice, 17. – 22. veljače 2019., Vodice (Hrvatska)
- 1. Međunarodna studentska „Green“ konferencija, Osijek, svibanj, 2018.
- 53. Hrvatski i 13. Međunarodni Simpozij agronoma, Vodice, veljača, 2018.
- 25. Međunarodno savjetovanje „Krmiva 2018“, Opatija, lipanj, 2018.
- 13. Kongres hrvatskog tloznanstvenog društva – Potencijal tla i zemljišnih resursa: ključne uloge znanosti i učinkovitih politika, Vukovar, rujan, 2018.
- Znanstveno stručni skup „130 godina organiziranog vinogradarstva i vinarstva u BiH, Mostar, rujan, 2018.
- 10. Međunarodni znanstveno-stručni skup „Hranom do zdravlja“ Osijek, listopad, 2017.

Izdavačka djelatnost

Sveučilište u Mostaru značajnu pozornost posvećuje izradi nastavnih tekstova uključujući udžbenike, skripte, zbirke zadataka te upute za laboratorijske vježbe.

Individualni znanstveni rad nastavnika ishodište je i temelj ostalih segmenata znanstveno-istraživačkoga i nastavnoga rada, a izdavačka djelatnost Sveučilišta u Mostaru samo je jedan segment njegove uspješnosti. Agronomski i prehrambeno-tehnološki fakultet od svojih početaka njeguje izdavačku djelatnost svojih nastavnika i suradnika iz područja biotehničkih znanosti. U zadnjih desetak godina djelatnici Fakulteta izdali su tridesetak različitih naslova knjiga i udžbenika.

Fakultet će i dalje razvijati svoju izdavačku djelatnost objavljivanjem radova svojih nastavnika, suradnika i mladih znanstvenika, ali i poticanjem studenata na suradnju i nastavak izdavanja studentskoga lista *Trut(h)*.

- 2nd International Student's GREEN Conference, 2-3 June 2022, Osijek, Croatia.
- 13th International Scientific and Professional Conference “With Food to Health”, 16-17 September 2021, Osijek, Croatia.
- 56th Croatian and 16th International Symposium on Agriculture, 5-10 September 2021, Vodice, Croatia.
- 55th Croatian and 15th International Symposium on Agriculture 16-21 February 2020, Vodice, Croatia.
- 54th Croatian and 14th International Symposium on Agriculture, 17-22 February 2019, Vodice, Croatia.
- 1st International Student's GREEN Conference, May 2018, Osijek, Croatia.
- 53rd Croatian and 13th International Symposium on Agriculture, February 2018, Vodice, Croatia.
- 25th International Conference KRMIVA 2018, 6-8 June 2018, Opatija, Croatia.
- 13th Congress of the Croatian Society of Soil Science – Utilizing potential of soil and land resources: Key roles of science and effective policy, 10-14 September 2018, Vukovar, Croatia.
- Scientific and expert meeting with international participation „130 years of organized viticulture and winemaking in Bosnia and Herzegovina”, September 2018, Mostar, BiH.
- 10th International Scientific and Professional Conference “With Food to Health”, October 2017, Osijek, Croatia.

Publishing activity

The University of Mostar pays significant attention to the creation of teaching texts, including textbooks, scripts, assignment collections and instructions for laboratory exercises.

Individual scientific work of teachers is the origin and foundation of other segments of scientific-research and teaching work, and the publishing activity of the University of Mostar is only one segment of its success. Since its inception, the Faculty of Agriculture and Food Technology has nurtured the publishing activity of its teachers and associates in the field of biotechnical sciences. In the last ten years, the staff of



Stručna djelatnost

Iako je naša dominantna zadaća obrazovanje studenata, suradnju s javnim institucijama i gospodarstvom kao i znanstveno-istraživačku djelatnost treba najjače poticati u onim segmentima koji imaju najviše utjecaja na kvalitetu i uspješnu provedbu studijskih programa. S obzirom na raspoloživo vrijeme i mogućnosti djelatnika Fakulteta dosadašnja suradnja s gospodarstvom relativno je zadovoljavajuća.

U posljednjih nekoliko godina Agronomski i prehrambeno-tehnološki fakultet postao je prepoznatljiv kao važan strateški partner realnoga poljoprivrednoga i prehrambenoga sektora, ali i vladinoga i nevladinoga sektora s kojim surađuje na temelju sklopljenih ugovora i sporazuma. Suradnja se iskazuje na različite načine počevši od svih vrsta konzaltinga, pružanja usluga različitih usko specijaliziranih laboratorijskih ispitivanja preko organiziranja različitih stručnih edukacijskih programa, savjetovanja i okruglih stolova do izrade stručnih studija, elaborata i ekspertiza koje gospodarskim subjektima, ali i vladinome sektoru omogućuju da u svoje poslovanje apliciraju najnovija dostignuća. Suradnja se odvija i kroz gostujuća predavanja stručnjaka iz gospodarstva, organizirane stručne posjete i programe stručnoga usavršavanja te zajedničke stručne projekte.

U posljednjih pet godina Fakultet je ostvario više od 40 stručnih projekata s različitim gospodarskim subjektima iz javnoga i realnoga sektora.

Svakako je važno naglašavati ne samo izravnu, ali ipak relativno skromnu, financijsku korist od ovih poslova nego i čitav niz drugih pozitivnih efekata koji proizlaze iz tih aktivnosti (promidžba Fakulteta i struke u javnosti, veći interes stručnjaka iz prakse za znanstvene i stručne aktivnosti Fakulteta, kvalitetnija povezanost Fakulteta s gospodarstvom, razmjena stručnih znanja i iskustva i dr.).

Međunarodna suradnja

Radi unaprjeđenja znanja, prakse i vještina Agronomski i prehrambeno-tehnološki fakultet od samoga

the Faculty have published about 30 different titles of books and textbooks.

The Faculty will continue to develop its publishing activity by publishing the papers of its teachers, associates and young scientists, but also by encouraging students to cooperate and continue publishing the student magazine *Trut(h)*.

Professional activity

Although our dominant task is the education of students, cooperation with public institutions and the economy as well as scientific-research activities should be strongly encouraged in those segments that have the greatest impact on the quality and successful implementation of study programmes. Considering the available time and the capabilities of the Faculty's employees, the cooperation with the economy so far is relatively satisfactory.

In the last few years, the Faculty of Agriculture and Food Technology has become recognizable as an important strategic partner of the real agricultural and food sector, but also of the governmental and non-governmental sector, with which it cooperates on the basis of concluded contracts and agreements. Cooperation is expressed in different ways, starting from all types of consulting, providing services of various narrowly professional educational programmes, consultations and round tables to the creation of professional studies, expert studies and reports that enable economic entities, as well as the government sector, to apply the latest achievements in their business. Cooperation also takes place through guest lectures by business experts, organized professional visits and professional training programmes, and joint professional projects.

In the last five years, the Faculty has completed more than 40 professional projects with various economic entities from the public and real sector.

It is certainly important to emphasize not only the direct, but still relatively modest, financial benefit from these activities, but also a whole series of other positive effects resulting from these activities

utemeljenja surađuje sa srodnim znanstvenim institucijama u Bosni i Hercegovini i inozemstvu. Suradnja se ostvaruje na temelju potpisanih bilateralnih međufakultetskih sporazuma i u okviru međusveučilišnih sporazuma koje je potpisalo Sveučilište u Mostaru.

Agronomski i prehrambeno-tehnološki fakultet trenutačno je partner na sedam međunarodnih projekata čija je provedba u tijeku.

Osim suradnje Fakulteta kao institucije, postoji i izravna suradnja znanstvenih djelatnika s kolegama u inozemstvu preko koje se razmjenjuju publikacije, znanstveni i stručni radovi, ali i surađuje u istraživanju te zajednički objavljuju rezultati znanstvenoga rada. Razvojem i unaprjeđenjem suradnje bavi se i Podružnica Studentskoga zbora prvenstveno radi organizacije stručnih praksi u inozemstvu te uključivanja što većega broja studenata u međunarodne projekte, stručne seminare, kulturnu razmjenu, treninge, radionice i natjecanja.

Međunarodna suradnja Agronomskoga i prehrambeno-tehnološkog fakulteta očituje se u razvoju međunarodnih odnosa s partnerskim visokoobrazovnim institucijama, sudjelovanju u međunarodnim projektima u području istraživanja i visokoga obrazovanja, a u novije vrijeme i u poticanju mobilnosti studenata, nastavnoga i nenastavnoga osoblja. Posljednjih nekoliko godina razvija se i praksa dolaska pozvanih predavača na predavanja studentima Agronomije i Prehrambene tehnologije, kao i odlazak naših profesora na inozemna sveučilišta. Iako je ovaj dio međunarodne aktivnosti još uvijek u začetku, može se očekivati kako će do važnijega napretka doći sudjelovanjem u *Erasmus* programima akademske individualne mobilnosti profesora i studenata.

Buduća međunarodna suradnja usmjerit će se na poticanje i jače uključivanje u programe međunarodne mobilnosti studenata, nastavnoga i nenastavnoga osoblja, razvijanje instrumenta za korištenje programa mobilnosti i suradnje, razvijanje zajedničkih istraživačkih i razvojnih projekata te sudjelovanje na međunarodnim skupovima i sastancima.

(promotion of the Faculty and the profession in the public, greater interest of experts from practice in scientific and professional activities of the Faculty, better connection of the Faculty with the economy, exchange of professional knowledge and experience, etc.).

International relations

In order to improve knowledge, practice and skills, the Faculty of Agriculture and Food Technology has been cooperating with related scientific institutions in BiH and abroad since its foundation. Cooperation is realized on the basis of signed bilateral faculty agreements within the framework of inter-university agreements signed by the University of Mostar.

The Faculty of Agriculture and Food Technology is currently a partner in seven international projects whose implementation is ongoing.

In addition to the cooperation of the Faculty as an institution, there is also direct cooperation between scientific workers and colleagues abroad through which they exchange publications, scientific and professional works, but also cooperate in research and jointly publish the results of scientific work. The Student Council deals with the development and improvement of cooperation, primarily for the purpose of organizing professional internships abroad and involving as many students as possible in international projects, professional seminars, cultural exchanges, training, workshop and competition.

Internationalization of the Faculty is manifested in the development of international relations with partner higher education institutions, participation in international projects in the field of research and higher education, and more recently in encouraging the mobility of students, teaching and non-teaching staff. In the last few years, the number of guest lecturers increased, as well as the departure of our professors to foreign universities. Although this part of the international activity is still in its infancy it can be expected that more important progress will be made by participating in the Erasmus programme of academic individual mobility of professors and students.



U proteklih pet godina ostvarene su 33 odlazne i 11 dolaznih mobilnosti nastavnoga osoblja, te 28 odlaznih i 7 dolaznih mobilnosti studenata u sklopu *Erasmus* i CEEPUS programa.

Svim aktivnostima međunarodne suradnje koordinira prodekanica za znanost i međunarodnu suradnju dr. sc. Adrijana Filipović, izv. prof.

Popis inozemnih sveučilišta, fakulteta i institucija s kojima je uspostavljena suradnja

Država	Institucija
Republika Hrvatska	Sveučilište u Zagrebu Agronomski fakultet
Republika Hrvatska	Sveučilište u Zagrebu Prehrambeno-biotehnološki fakultet
Republika Hrvatska	Sveučilište Josipa Jurja Strossmayera u Osijeku Fakultet agrobiotehničkih znanosti
Republika Hrvatska	Sveučilište Josipa Jurja Strossmayera u Osijeku Prehrambeno-tehnološki fakultet
Republika Hrvatska	Veleučilište Knin
Republika Hrvatska	Visoko gospodarsko učilište u Križcima
Republika Hrvatska	Veleučilište u Požegi
Republika Hrvatska	Institut za jadranske kulture i melioraciju krša, Split
Republika Hrvatska	Poljoprivredni institut Osijek, Osijek
Republika hrvatska	Hrvatski veterinarski institut, Zagreb
Savezna Republika Njemačka	Fakultät Gartenbau und Lebensmitteltechnologie der Fachhochschule Weihenstephan- Triesdorf
Republika Slovenija	Univerza v Mariboru Fakulteta za kmetijstvo in biosistemske vede
Kraljevina Norveška	Norwegian University of Life Science, Oslo
Kraljevina Španjolska	Universitat de Lleida, Lleida
Portugal	Universidade Católica Portuguesa
Francuska Republika	Institut National Agronomique Paris -Grignon
Republika Austrija	University of Natural Resources and Applied Sciences, Vienna
Savezna Republika Njemačka	Universität Hohenheim, Stuttgart
Francuska Republika	ENITIAA- Ecole Nationale Vétérinaire, Agroalimentaire et de l'alimentation, Nantes
Republika Češka	Faculty of AgriTropical Sciences Czech University of Life Sciences Prague
Republika Srbija	Univerzitet u Kragujevcu Agronomski fakultet Čačak

Fakultet je sklopio i veći broj sporazuma o suradnji s domaćim visokoškolskim ustanovama i institucijama kako bi se stvorili bolji uvjeti za izvođenje nastave, razvili zajednički znanstveno-istraživački i razvojni projekti te omogućio međusobni transfer znanja i novih inovativnih tehnologija. Između ostalog, Agronomski i prehrambeno-tehnološki fakultet Sveučilišta u Mostaru surađuje s Poljoprivredno-prehrambenim fakultetom Univerziteta u Sarajevu, Tehnološkim i Poljoprivrednim fakultetom Univerziteta

Future international cooperation will focus on encouraging and stronger involvement in international mobility programmes of students, teaching and non-teaching staff, developing an instrument for using mobility and cooperation programmes, developing joint research projects, and participating in international gatherings and meetings.

In the past five years, 33 outgoing and eleven incoming mobilities of teaching staff, and 28 outgoing and seven incoming mobilities of student as part of the Erasmus and CEEPUS programmes were realized.

All activities of international cooperation are coordinated by the Vice-Dean for Science and International Relations PhD Adrijana Filipović, Prof

List of foreign universities, faculties and institutions that the cooperation has been established with

Country	Institution
The Republic of Croatia	University of Zagreb Faculty of Agriculture
The Republic of Croatia	University of Zagreb Faculty of Food Technology and Biotechnology
The Republic of Croatia	Josip Juraj Strossmayer University in Osijek Faculty of Agrobiotechnical Sciences
The Republic of Croatia	Josip Juraj Strossmayer University in Osijek Faculty of Food Technology
The Republic of Croatia	Marko Marulić Polytechnic higher education institution in Kinin
The Republic of Croatia	Križevci College of Agriculture
The Republic of Croatia	Polytechnic in Požega
The Republic of Croatia	Institute for Adriatic Cultures and Karst Reclamation, Split
The Republic of Croatia	The Agricultural Institute Osijek, Osijek
The Republic of Croatia	Croatian Veterinary Institute, Zagreb
The Federal Republic of Germany	Faculty of Plant Breeding and Food Engineering at the Weihenstephan-Triesdorf University of Applied Sciences
The Republic of Slovenia	University of Maribor Faculty of Agriculture and Life Sciences
The Kingdom of Norway	Norwegian University of Life Science, Oslo
The Kingdom of Spain	University of Lleida, Lleida
The Republic of Portugal	Portuguese Catholic University
The Republic of France	National Agronomic Institute Paris-Grignon
The Republic of Austria	University of Natural Resources and Applied Sciences, Vienna
The Federal Republic of Germany	University of Hohenheim, Stuttgart
The Republic of France	ENITIAA- National Veterinary, Agri-food and Food School of Nantes
The Czech Republic	Faculty of AgriTropical Sciences at Czech University of Life Sciences in Prague
The Republic of Serbia	University of Kragujevac Faculty of Agronomy in Čačak

The Faculty has concluded a number of cooperation agreements with domestic higher education institutions in order to create better conditions for teaching, develop joint scientific research and development

u Banja Luci, Biotehničkim fakultetom Univerziteta u Bihaću, Tehnološkim fakultetom Univerziteta u Tuzli, Agencijom za sigurnost hrane BiH, Federalnim agromediteranskim zavodom, Agromediteranskim fakultetom Univerziteta u Mostaru, Institutom za genetičke resurse Univerziteta u Banja Luci.

Sustav za osiguranje kvalitete

Svrha, cilj, ustroj i djelovanje te područja vrednovanja sustava za osiguranje kvalitete Sveučilišta u Mostaru definirani su *Pravilnikom o ustroju i djelovanju sustava za osiguranje kvalitete Sveučilišta u Mostaru* (ur. broj: 01–3039/20).

Osim Odbora za osiguranje i unaprjeđenje kvalitete, kao stručnoga tijela na razini Sveučilišta te Ureda za osiguranje i unapređenje kvalitete, kao ustrojbene jedinice Rektorata, na ustrojbenim jedinicama Sveučilišta formirana su povjerenstva za osiguranje i unapređenje kvalitete te su imenovani koordinatori kvalitete ustrojbenih jedinica.

Na Agronomskome i prehrambeno-tehnološkome fakultetu Povjerenstvo za osiguranje i unapređenje kvalitete čine:

- prof. dr. sc. Anita Ivanković, prodekan za nastavu, predsjednik Povjerenstva
- dr. sc. Anita Lalić, doc., koordinador kvalitete, član Povjerenstva
- dr. sc. Ana Mandić, doc., predstavnik nastavnoga osoblja, član Povjerenstva
- Ivana Božić, dipl. iur., predstavnik administracije, član Povjerenstva
- Marija Bevanda, predstavnik studenata, član Povjerenstva.

Tijela iz osiguranja kvalitete na Fakultetu koordiniraju i provode glavne aktivnosti iz područja osiguranja kvalitete, koje su definirane sveučilišnim *Priručnikom za osiguranje kvalitete na Sveučilištu u Mostaru* (2020), a odnose se na praćenja podataka i provođenje anketa.

projects, and facilitate the mutual transfer of knowledge and new innovative technologies. Among others, the Faculty of Agriculture and Food Technology of the University of Mostar cooperates with the Faculty of Agriculture and Food of the University of Sarajevo, the Faculty of Technology and Agriculture of the University of Banja Luka, the Faculty of Biotechnology of the University of Bihać, the Faculty of Technology of the University of Tuzla, the Food Safety Agency of BiH, the Federal Agro-Mediterranean Institute, the Faculty of Agromediterranean of the Džemal Bijedić University of Mostar and Institute for Genetic Resources of the University of Banja Luka.

Quality assurance system

The purpose, goal, organization, operation and areas of evaluation of the quality assurance system of the University of Mostar are defined by the *Rulebook on the organization and operation of the quality assurance system of the University of Mostar* (Number: 01–3039/20).

In addition to the Committee for Quality Assurance and Improvement, as an expert body at the University level, and the Office for Quality Assurance and Improvement, as an organizational unit of the Rectorate, committees for quality assurance and improvement were formed at the organizational components of the University and quality coordinators of organizational components were appointed.

The Committee for Quality Assurance and Improvement at the Faculty of Agriculture and Food Technology consists of:

- Prof Anita Ivanković, PhD, Vice-Dean for Teaching Affairs, Chairperson of the Committee
- Anita lalić, PhD, doc., quality coordinator, member of the Committee
- Ana Mandić, PhD, representative of the teaching staff, member of the Committee
- Ivana Božić, dipl. iur., representative of the administration, member of the Committee
- Marija Bevanda, student representative, member of the Committee



Sveučilište u Mostaru zajedno sa svim ustrojbenim jedinicama prošlo je kroz više vanjskih evaluacija:

- institucionalna akreditacija od nadležnoga Ministarstva prosvjete, znanosti, kulture i športa HNŽ-a prema preporuci Agencije za razvoj visokoga obrazovanja i osiguranje kvalitete BiH, čiji je rezultat upis Sveučilišta u Državni registar akreditiranih visokoškolskih ustanova 2015. godine
- vanjska evaluacija (reakreditacija) Sveučilišta i njegovih sastavnica od Agencije za visoko obrazovanje RH 2017. godine
- obnova institucionalne akreditacije (institucionalna reakreditacija) od nadležnoga Ministarstva prosvjete, znanosti, kulture i športa HNŽ-a prema preporuci Agencije za razvoj visokog obrazovanja i osiguranje kvalitete BiH, čiji je rezultat upis Sveučilišta u Državni registar akreditiranih visokoškolskih ustanova 2020. godine.

U navedenim procesima aktivno su sudjelovali djelatnici Agronomskoga i prehrambeno-tehnološkoga fakulteta što ih je obogatilo novim iskustvom i novim spoznajama o važnosti osiguranja kvalitete u svim procesima i djelatnostima na Fakultetu.

Quality assurance bodies at the Faculty coordinate and implement the main activities in the field of quality assurance, which are defined by the *Instructions for Quality Assurance at the University of Mostar* (2020), and refer to data monitoring and conducting surveys.

The University of Mostar, together with all its organizational components, went through several external evaluations:

- Institutional accreditation from the competent Ministry of Education, Science, Culture and Sports of Herzegovina-Neretva County according to the recommendation of the Agency for the Development of Higher Education and Quality Assurance of BiH, the result of which was the entry of the University into the State Register of Accredited Higher Education Institutions in 2015.
- External evaluation (reaccreditation) of the University and its organizational components by the Agency for Higher Education of the Republic of Croatia in 2017.
- Renewal of institutional accreditation (institutional reaccreditation) by the competent Ministry of Education, Science, Culture and Sports of Herzegovina-Neretva County, according to the recommendation of the Agency for the Development of Higher Education and Quality Assurance of BiH, the result of which is the University's entry into the State Register of Accredited Higher Education Institutions in 2020.

The employees of the Faculty of Agriculture and Food Technology actively participated in the mentioned processes which enriched them with new experience and new knowledge about the importance of quality assurance in all processes and activities at the Faculty.





akademija likovnih umjetnosti

v. d. dekana / Acting Dean

SVETISLAV CVETKOVIĆ



Povijest

Naziv Akademija (grčki: Ἀκαδημία) vuče podrijetlo od filozofske škole koju je 387. godine prije Krista osnovao Platon u Akademovu vrtu, maslinskome gaju nedaleko od Atene. Akademija je bila jedna od prvih organiziranih škola u povijesti zapadne civilizacije. Za Atenjane je prostor Akademije bio sveto zemljište, a sličan odnos imali su i Spartanci koji, za vrijeme invazije i pustošenja Atike, nisu oskvrnuli svetost toga prostora. Akademija je danas uobičajen naziv za ustanovu posvećenu naprednomu učenju i širenju znanja na neke specifičnom području. Pojam i podrijetlo akademije zrače aurom posebnosti i uzvišenosti, aurom koju danas osobito njeguju umjetničke akademije. Jedna od njih je i Akademija likovnih umjetnosti na Širokome Brijegu, Akademija u čijoj auri osim umjetničko-estetskih svjetlucaju i proplamsaji franjevačke duhovnosti.

Inicijatori ideje o osnivanju Akademije bili su čelni ljudi Franjevačke galerije. Ugledni profesori i likovni umjetnici su tu ideju prihvatili i kao matičari sudjelovali u njezinoj realizaciji. Zahvaljujući njihovom radu i zalaganju, kao i potpori i sudjelovanju mnogih drugih znanosti, kulturi i likovnoj umjetnosti sklonih ljudi u sveučilišnim, političkim, crkvenim i umjetničkim krugovima, ideja je bila formalizirana i pretvorena u stvarnost.

History

Title Academy (grčki: Ἀκαδημία) originates from the philosophical school founded by Plato in 387 BC in the Akadem's Garden, an olive grove not far from Athens. The Academy was one of the first organized schools in the history of Western civilization. For the Athenians, the area of the Academy was sacred ground, and the Spartans had a similar attitude, who, during the invasion and desolation of Attica, did not desecrate the sanctity of that area. Academy is today a common name for an institution dedicated to advanced learning and the dissemination of knowledge in a specific field. The term and origin of the academy radiates an aura of uniqueness and sublimity, an aura that art academies especially cherish today. One of them is the Academy of Fine Arts (hereinafter: ALU) in Široki Brijeg. Apart from the artistic and aesthetic, in Academy's aura, the Franciscan spirituality also shines.

The initiators of the idea of founding the Academy were the leaders of the Franciscan Gallery. Eminent professors and fine artists accepted this idea and participated in its realization. Thanks to their work and commitment, as well as the support of people in university, political, church, and artistic circles and the participation of many others inclined into science, culture, and fine arts, the idea was formalized and turned into reality.



Upravno vijeće Sveučilišta u Mostaru na sjednici održanoj 11. siječnja 1996. donijelo je odluku o osnivanju Akademije likovnih umjetnosti, a Vlada Hrvatske Republike Herceg-Bosne 19. siječnja 1996. dala suglasnost na spomenutu odluku. Time je formalno-pravno osnovana Akademija likovnih umjetnosti Sveučilišta u Mostaru sa sjedištem na Širokome Brijegu. Natječaj za upis prvoga naraštaja studenata objavljen je 5. veljače 1996., a prijamni ispit trajao je od 19. do 23. veljače. Akademija je počela raditi 4. ožujka, a svečano je otvorena 7. ožujka 1996. godine u 12 sati.

Od svoga osnutka do danas Akademija je postala glavni generator u sustavu likovne umjetnosti, ne samo u Širokome Brijegu, Mostaru i Hercegovini, nego i mnogo širim okvirima i različitim kontekstima. Pokazatelj značenja i ugleda Akademije jest i činjenica da su tijekom dvadeset šest godina postojanja kroz njezine klase prošli studenti iz BiH, Hrvatske, Ukrajine, Slovenije, Crne Gore, Srbije, Njemačke, Italije, Kosova i Slovačke.

The Governing Council of the University of Mostar, at its session held on 11 January 1996, made a decision to establish the Academy of Fine Arts, and the Government of the Croatian Republic of Herzeg-Bosnia approved the said decision on 19 January 1996. Thus, the Academy of Fine Arts of the University of Mostar with its seat in Široki Brijeg was formally and legally established. The competition for the enrollment of the first generation of students was announced on 5 February 1996, and the entrance exam lasted from 19 to 23 February. The Academy started working on 4 March and was officially opened on 7 March 1996 at noon.

From its establishment until today, the Academy has become the main generator in the system of fine arts, not only in Široki Brijeg, Mostar, and Herzegovina but also in much wider frameworks and different contexts. The fact that students from BiH, Croatia, Ukraine, Slovenia, Montenegro, Serbia, Germany, Italy, Kosovo, and Slovakia have passed through its classes during the twenty-six years of its existence is an indicator of the Academy's importance and reputation.





Po starome nastavnom planu i programu, studij je trajao pet godina, a studenti su se mogli opredijeliti za slikarski, kiparski i grafički odjel. Nakon uspješna završetka studija polaznici Akademije likovnih umjetnosti Sveučilišta u Mostaru stjecali su stručni naziv akademski slikar/kipar/grafičar. Provedbom Bolonjskoga procesa na Sveučilištu nakon završetka petogodišnjega studija na Akademiji stjecalo se zvanje magistar slikarstva/kiparstva/grafike. U programu obiju inačica studija bili su uvršteni i određeni pedagoški predmeti. Stoga se dobivanjem diplome na Akademiji likovnih umjetnosti Sveučilišta u Mostaru stjecao i stručni naziv profesora likovne kulture. Prelaskom na format studija 3+2 na Akademiji je trenutno ustrojen jedan preddiplomski sveučilišni studij likovnih umjetnosti s tri smjera (slikarstvo, kiparstvo, grafika) i tri diplomska studijska programa: diplomski studij likovnih umjetnosti (slikarstvo, kiparstvo, grafika) diplomski studij grafičkog dizajna i diplomski studij scenarija, montaže i režije koji ima dva smjera.

U okviru Akademije do 2011. godine postojao je dvogodišnji poslijediplomski, odnosno magistarski studij, koji je završio 21 student. U skladu s Bolonjskim procesom, po kojem se provode svi studijski programi na Akademiji, godine 2011. usvojen je plan i program i pokrenut je poslijediplomski trogodišnji doktorski studij slikarstva „Ars Sacra“. Završetkom toga studija stječe se titula doktora umjetnosti.

Postupak za stjecanje titule doktora umjetnosti (dr. art.) nakon završetka staroga poslijediplomskoga magistarskog studija „Ars Sacra“ od akademske 2010./2011. godine pokrenulo je 9 doktoranada, a na Akademiji likovnih umjetnosti prva je umjetnička doktorska disertacija obranjena u studenome 2012. godine.

Akademija se u svom razvoju susretala s brojnim izazovima. Pri tome je znatno pridonijela afirmaciji umjetničkog istraživanja i umjetničko-istraživačkih projekata na području Bosne i Hercegovine. Podigla je svijest o likovnoj kulturi i njezinu njegovanju, te je u suradnji s ostalim Akademijama na području BiH značajno pridonijela povećanju izlagačke aktivnosti kroz suradnju s kulturnim i umjetničkim institucijama. Može se reći kako je Akademija, kao

According to the old curriculum, the study lasted five years, and students could opt for the painting, sculpture, and graphics departments. After completing their studies, students of the Academy of Fine Arts of the University of Mostar acquired the professional title of academic painter/sculptor/graphic artist. Through the implementation of the Bologna Process at the University, after the completion of the five-year studies at the Academy, the title of Master of Painting/Sculpture/Graphics was acquired. Certain pedagogical subjects were included in the programme of both study programme versions. Therefore, by obtaining a diploma from the Academy of Fine Arts of the University of Mostar, the professional title of art professor was acquired. By switching to the 3+2 study format, the Academy currently has one undergraduate university study programme of fine arts with three study tracks (painting, sculpture, graphics) and three graduate study programmes: fine arts (painting, sculpture, graphics), graphic design and screenwriting, editing and directing, which has two study tracks.

Within the Academy, until 2011, there was a two-year postgraduate or master's degree programme, which was completed by 21 student. Following the Bologna process, according to which all study programmes at the Academy are implemented, in 2011, the curriculum for the postgraduate three-year doctoral study programme in painting “Ars Sacra” was launched. Upon completion of this study programme, the title of Doctor of Arts is obtained.

Since the academic year 2010/2011, the procedure for obtaining the title of Doctor of Arts (Dr. of Art.), after completing the old postgraduate master's study “Ars Sacra”, initiated by 9 doctoral students, and the first artistic doctoral dissertation was defended at the Academy of Fine Arts in November 2012.

The Academy encountered numerous challenges in its development. In doing so, it significantly contributed to the affirmation of artistic research and artistic research projects in the territory of Bosnia and Herzegovina. It raised awareness of art culture and its nurturing, and in cooperation with other Academies in BiH significantly contributed to the increase of exhibition activity through cooperation with cultural and artistic institutions. It can be said that the Academy, as

ravnopravna članica sveučilišne zajednice, jedan od temeljnih i najznačajnijih pokretača niza aktivnosti u kulturno-edukativnoj sferi regije Hercegovine što je sukladno jednoj od njenih temeljnih misija služnja društvu. Kao akademska zajednica nastavnika, umjetnika, studenata i svih ostalih zaposlenika, Akademija je postala moderna, autoritativna institucija u polju umjetnosti, uključena u zajednički europski visokoškolski prostor.

U akademskoj 2019./2020. i 2020./2021. godini Akademija se susrela s jedim od najznačajnijih izazova svjetske razine, a to je pojava epidemije uzrokovane virusom *Covid-19* što je donijelo značajne prilagodbe i izmjene u nastavnom planu i procesu jer se zbog vladajućih mjera nastava u potpunosti morala organizirati na daljinu. Za visokoškolsku ustanovu umjetničkoga područja kojoj praktična nastava predstavlja primarni i najzastupljeniji oblik nastave, takve okolnosti nisu išle na ruku i pojava epidemije predstavljala je jedno od najvećih organizacijskih iskušenja u 26 godina postojanja Akademije likovnih umjetnosti. Dok je teorijsku nastavu bilo relativno jednostavno organizirati preko različitih *online* platformi, praktična nastava je zahtijevala znatno više truda i organiziranosti jer je iziskivala podjednako napornu aktivnost i angažman kako nastavnika, tako i studenata. Zahvaljujući sveučilišnoj *online* platformi SUMARUM, svi oblici nastave u najvećoj su mjeri uspješno realizirani. Za razliku od akademske 2019./2020. u kojoj su iz navedenih, opravdanih razloga sve izvannastavne aktivnosti i projekti obustavljeni, u 2020./2021. ponovno su stvoreni uvjeti za njihov nastavak i realizaciju. Treba napomenuti kako su se neki od bitnih projekata, u kojima je Akademija sudjelovala, održavali u Sveučilišnoj galeriji Akademije likovnih umjetnosti Široki Brijeg u obliku izložbi, seminara, tribina...

Na Akademiji likovnih umjetnosti u Širokom Brijegu 13. prosinca 2017. godine održana je prva, povijesna sjednica Senata izvan Mostara. Od toga dana 13. prosinca i službeno postaje Dan Akademije likovnih umjetnosti i na ovaj se datum u Sveučilišnoj galeriji Akademije održavaju promocije prvostupnika i diplomanata.

an equal member of the university community, one of the fundamental and most significant initiators of a series of activities in the cultural and educational sphere of the Herzegovina region, which is following one of its fundamental missions of serving society. As an academic community of teachers, artists, students, and all other employees, the Academy has become a modern, authoritative institution in the field of art, included in the common European Higher Education Area.

In the academic years 2019/2020 and 2020/2021, the Academy faced one of the most significant challenges at the world level, namely the emergence of the epidemic caused by the COVID-19 virus, which brought significant adjustments and changes in the curriculum and process, because due to the ruling measures, teaching had to be completely organized remotely. For a higher education institution in the field of art, where practical teaching is the primary and most represented form of teaching, such circumstances did not go well and the outbreak of the epidemic represented one of the biggest organizational trials in the 26 years of the Academy of Fine Arts existence. While the theoretical classes were relatively easy to organize via various online platforms, the practical classes required significantly more effort and organization because they required equally strenuous activity and engagement from both teachers and students. Thanks to the university's online platform SUMARUM, all forms of teaching have been successfully implemented to the greatest extent. Unlike the academic year 2019/2020, in which all extracurricular activities and projects were suspended for the stated, justified reasons, in 2020/2021, the conditions for their continuation and realization have been created again. It should be noted that some of the important projects, in which the Academy participated, were held in the University Gallery of the Academy of Fine Arts Široki Brijeg in the form of exhibitions, seminars, forums, etc.

On 13 December 2017, the first historic session of the Senate outside Mostar was held at the Academy of Fine Arts in Široki Brijeg. From that day on, 13 December officially becomes the Day of the Academy of Fine Arts, and on this date, the promotions of bachelor's and graduate students are held in the University Gallery of the Academy.



Ustroj Akademije

Interna organizacijska struktura Akademije likovnih umjetnosti sastoji se od Umjetničko-nastavnoga vijeća koje predstavlja najviše tijelo institucije i čine ga svi redoviti profesori, docenti i asistenti u stalnom radnom odnosu te predstavnici studenata (dva člana), izabrani od strane studenata i vodstva Akademije.

Također, Akademija ima službu tajništva kroz koju se koordinira rad dekanata i svih ostalih službi kao što je studentska služba koja obavlja rad sa studentima te služba za opće i tehničke poslove koja planira, organizira i rukovodi radom odjela za održavanje i tehničke poslove.

Na Akademiji djeluje i Povjerenstvo za osiguranje kvalitete kao savjetodavno tijelo Umjetničko-nastavnog vijeća Akademije. Njegova je zadaća praćenje, ocjenjivanje i predlaganje poboljšanja kvalitete studijskih programa umjetničke, znanstvene i stručne djelatnosti. Uz to što priprema mjere za osiguranje kvalitete, ono predlaže strategiju usavršavanja, a može obavljati i druge poslove za koje ga ovlasti Umjetničko-nastavno vijeće.

Vanjski suradnici nisu uključeni u upravljačke strukture Akademije, međutim u određenim prijedlozima i stavovima mogu sudjelovati u aktivnostima poput projekata ili posebnih stručnih programa, npr. tematski sastanci, okrugli stolovi i slično.

Vodstvo ALU u akademskoj 2021./22. godini:

- v. d. dekana – doc. dr. art. Svetislav Cvetković, akad. slikar
- prodekanica za umjetnički rad – prof. dr. art. Silva Radić, akad. slikarica
- asistentica za nastavu – Mateja Galić, akad. kiparica
- asistent za međunarodnu suradnju – Darko Dugandžić, akad. grafičar
- tajnica – Nikol Zadro, dipl. iur.

Organization of the Academy

Internal organizational structure of the Academy of Fine Arts consists of the Artistic and Teaching Council, which represents the highest body of the institution and consists of all full-time professors, assistant professors and assistants in permanent employment, as well as student representatives (two members), elected by the students and the leadership of the Academy.

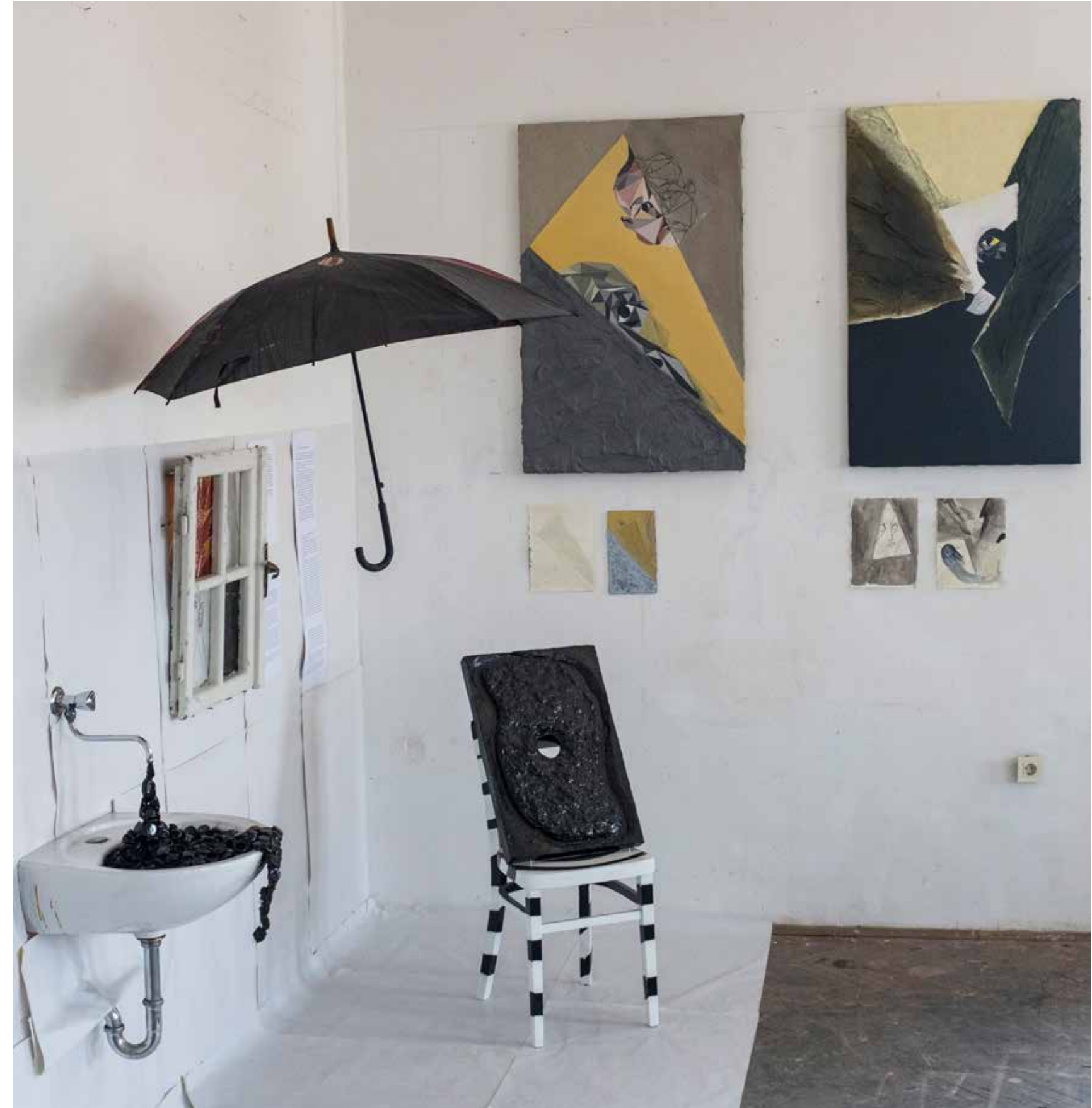
Also, the Academy has a secretariat through which the work of deans and all other services is coordinated, such as the Student Service that works with students and the Service for general and technical affairs that plans, organizes and manages the work of the maintenance and technical affairs department.

The Academy also has a Quality Assurance Committee as an advisory body to the Academy's Artistic and Teaching Council. Its task is to monitor, evaluate and propose improvements in the quality of study programmes in artistic, scientific and professional activities. In addition to preparing measures for quality assurance, it proposes a training strategy, and can perform other tasks for which it is authorized by the Arts and Teaching Council.

External collaborators are not included in the management structures of the Academy, however, in certain proposals and positions, they can participate. These are activities such as projects or special professional programmes, for example thematic meetings, round tables and the like.

The Management of ALU in 2021/22:

- Acting Dean - Svetislav Cvetković, PhD, assistant professor, academic painter
- Vice-Dean for Art Affairs - Prof Silva Radić, PhD, academic painter
- teaching assistant – Mateja Galić, academic sculptor
- international relations assistant – Darko Dugandžić, academic graph. art.
- Secretary – Nikol Zadro, dipl. iur.





Nastavna djelatnost

Preddiplomski i diplomski sveučilišni studiji

Na Akademiji likovnih umjetnosti nastava se izvodi na jednom preddiplomskom i tri diplomatska studijska programa. Riječ je o preddiplomskom sveučilišnom studiju likovnih umjetnosti s tri smjera (slikarstvo, kiparstvo, grafika) i tri diplomatska studijska programa: diplomski studij likovnih umjetnosti (slikarstvo, kiparstvo, grafika) diplomski studij grafičkog dizajna i diplomski studij scenarija, montaže i režije koji ima dva smjera. Najzastupljeniji oblik nastave na svim studijskim programima je praktična nastava koja ujedno nosi i najveći broj ECTS bodova. S obzirom da je riječ o umjetničkom području, nastava je individualizirana i radi se s manjim brojem studenata. Takav oblik organiziranosti nastave najviše pridonosi praktičnoj nastavi na kojoj studenti izvode veliki broj vježbi uz stručni nadzor i konzultacije s profesorima, što je posebno izraženo na diplomskim studijima gdje je naglasak stavljen na mentorski rad. Osim praktične nastave koja se izvodi u klasama na preddiplomskom i diplomskom studiju slikarstva, kiparstva i grafike, ona se izvodi i u visoko specijaliziranim radionicama. Riječ je o radionicama za obradu stakla i metala unutar kojih djeluje pogon za izradu vitraja i ljevaonica umjetnina. One prije svega služe za stručno usavršavanje praktične nastave u konkretnoj primjeni, ali i za suradnju s gospodarstvom.

Preddiplomski studij traje tri godine, odnosno šest semestra. Svaka se godina dijeli na dva semestra. Svi predmeti su obvezni. Svaki semestar nosi 30 ECTS bodova, a akademska godina 60 ECTS bodova. Završni ispit polaže se u šestom semestru, a on se sastoji od teorijskog dijela rada, praktičnog dijela i usmenog izlaganja.

Nakon završetka prvog stupnja studiranja, završenog preddiplomskog studija slikarstva, kiparstva i grafike studenti mogu upisati diplomski studij u trajanju od dvije godine. Također, studenti su informirani o mogućnostima prelazaka na srodne visokoškolske ustanove, uzimajući u obzir njihov uspjeh u studiranju i darovitost za određene umjetničke

Teaching activity

Undergraduate and graduate studies

At the Academy of Fine Arts, one undergraduate and three graduate study programmes are taught. It is an undergraduate study programme of fine arts with three study tracks (painting, sculpture, graphics) and three graduate study programmes: fine arts (painting, sculpture, graphics), graphic design and screenwriting, editing, and directing, which has two study tracks. The most represented form of teaching in all study programmes is practical teaching, which also carries the largest number of ECTS points. Given that it is an art field, the teaching is individualized and is done with a smaller number of students. This form of teaching organization contributes the most to practical classes where students perform a large number of exercises with expert supervision and consultation with professors, which is especially pronounced in graduate studies where the emphasis is on mentoring. In addition to the practical classes, the classes at undergraduate and graduate studies in painting, sculpture, and graphics are also held in highly specialized workshops. These are workshops for processing glass and metal, inside which there is a plant for the production of stained glass and art foundries. First of all, they are used for professional development of practical teaching in concrete application, but also cooperation with the economy.

The undergraduate study programme lasts three years or six semesters. Each year is divided into two semesters. All subjects are compulsory. Each semester carries 30 ECTS points and the academic year 60 ECTS points. The final exam is taken in the sixth semester, and it consists of a theoretical part of the work, a practical part, and an oral presentation.

After the completion of the first cycle of study, the completed undergraduate study programme of painting, sculpture, and graphics, students can enroll in a two-year graduate study programme. Also, students are informed about the possibilities of transferring to related higher education institutions, taking into account their success in studies and talent for certain artistic disciplines. Students can transfer from one study

discipline. Postoji mogućnost prijelaza studenata s jednog studijskog programa na drugi (na sva tri smjera) prije završetka studija. Uvjeti prijelaza definirani su Pravilnikom o studiranju Sveučilišta u Mostaru te popratnim aktima Akademije.

Pokretljivost studenata moguća je sa srodnim studijima na drugim Akademijama likovnih umjetnosti u BiH i inozemstvu (program studija slikarstva kompatibilan je sa sličnim studijima u Europi, pa je pokretljivost studenata moguća sa srodnim institucijama u Europi).

Diplomski sveučilišni studij likovnih umjetnosti (slikarstvo, kiparstvo i grafika) organiziraju se u trajanju od 4 semestra tijekom kojih studenti trebaju osvojiti 120 ECTS bodova. Pravo upisa imaju svi prvostupnici Akademije likovnih umjetnosti u Širokom Brijegu ili sličnih studija u inozemstvu. Pristupnici primljeni na studij dužni su u prvom i drugom semestru studija položiti repetitorne kolegije.

Nakon završetka prvog stupnja studiranja, završenog preddiplomskog studija iz područja umjetnosti, tehničkog područja i područja društvenih i prirodnih znanosti, studenti mogu upisati diplomski studij grafičkog dizajna ili diplomski studij scenarija, montaže i režije u trajanju od dvije godine (uz mogućnost polaganja razlikovnih kolegija o čemu odlučuje nadležno povjerenstvo). Također, studenti su informirani o mogućnostima prelazaka na srodne visokoškolske ustanove, uzimajući u obzir njihov uspjeh u studiranju i darovitost za određene discipline. Uvjeti prijelaza sa studija na studij definirani su Pravilnikom o studiranju Sveučilišta u Mostaru te popratnim aktima Akademije.

Diplomski studiji grafičkog dizajna i scenarija, montaže i režije traju dvije godine, odnosno četiri semestra. Svaka godina sastoji se od dva semestra. Studij se sastoji od obveznih i izbornih predmeta. Svaki semestar nosi 30 ECTS bodova, a akademska godina 60 ECTS bodova, u što se ubrajaju svi obvezni i izborni predmeti studijskoga programa. Nakon stečenih uvjeta studij završava polaganjem diplomskog ispita (posljednji semestar – 30 ECTS), koji se sastoji od obrane praktičnoga i pisanog dijela diplomskog rada.

Student je dužan upisati sve obvezne predmete, a izborne bira tako da semestar uvijek ima opterećenje 30 ECTS bodova.

programme to another (all three study tracks) before completing their studies. The transfer conditions are defined by the Rulebook on studying at the University of Mostar and accompanying acts of the Academy.

Mobility of students is possible with related studies at other Academies of Fine Arts in BiH and abroad (the painting study programme is compatible with similar studies in Europe, so student mobility is possible with related institutions in Europe).

Graduate university studies in fine arts (painting, sculpture, and graphics) are organized for 4 semesters, during which students must earn 120 ECTS points. All bachelors of the Academy of Fine Arts in Široki Brijeg or similar studies abroad have the right to enroll. Applicants admitted to the programme are required to pass refresher courses in the first and second semesters of study.

After completing the first stage of the study, completed undergraduate studies in the field of art, technical field, and social and natural sciences, students can enroll in a graduate study in graphic design or a graduate study in screenwriting, editing, and directing for two years (with the possibility of taking different courses on the competent commission decides). Also, students are informed about the possibilities of transferring to related higher education institutions, taking into account their success in studies and talent for certain disciplines. The conditions for the transition from study to study are defined in the Rulebook on studying at the University of Mostar and accompanying acts of the Academy.

Graduate studies in graphic design and screenwriting, editing, and directing last two years, i.e. four semesters. Each year consists of two semesters. The study consists of compulsory and optional subjects. Each semester carries 30 ECTS points, and the academic year 60 ECTS points, which includes all compulsory and optional subjects of the study programme. Once the requirements have been met, the study ends with a graduation exam (last semester – 30 ECTS), which consists of defending the practical and written part of the thesis.

The student is obliged to enroll in all compulsory courses and choose electives so that the semester always has a load of 30 ECTS points.



Diplomski studiji scenarija, montaže i režije te grafičkoga dizajna, također su zasnovani na praktičnoj nastavi i na raspolaganju imaju učionicu opremljenu specijaliziranim računalima te laboratorij za praktičnu primjenu. Kako praktična nastava na umjetničkom području zahtijeva i veće prostorne kapacitete po studentu, kako bi se uopće mogla izvoditi, Akademija se može pohvaliti s činjenicom da je za svakoga studenta osigurano oko 27 kvadrata raspoloživoga prostora za izvođenje praktične nastave.

Poslijediplomski doktorski sveučilišni studij „Ars Sacra“

Poslijediplomski doktorski sveučilišni studij „Ars Sacra“ (područje: umjetnost; polje: likovna umjetnost; grane: slikarstvo / kiparstvo / grafika; trajanje: 3 godine; broj ECTS bodova: 180) završenim magistrima i profesorima likovne kulture s Akademije likovnih umjetnosti Široki Brijeg, a također i ostalim studentima s drugih sveučilišta u svijetu, koji ispunjavaju uvjete za upis, otvara mogućnost uključivanja u treći ciklus visokoškolskoga obrazovanja i stjecanje titule doktora umjetnosti (dr. art.).

Poslijediplomski doktorski sveučilišni studij „Ars Sacra“ temelji se na savjetničkom, odnosno mentorskom sustavu. Student se, uz pomoć svoga studijskog savjetnika, a kasnije i mentora, može s prikladnim izborom kolegija usmjeravati prema odgovarajućim umjetničkim granama ili interdisciplinarnim istraživanjima iz polja likovnih umjetnosti. Predloženi opći i izborni kolegiji usvojeni su u skladu s ECTS bodovnim sustavom. Mogućnost slobodnog izbora pojedinih kolegija omogućuje studentima upotpunjavanje i produbljivanje znanja u skladu s njihovim umjetničkim interesima. Studentima se omogućuje i upis (najviše dva) kolegija s doktorskih studija drugih članica Sveučilišta u Mostaru ako su oni prilagodljivi konceptu, odnosno planu i programu poslijediplomskoga doktorskoga sveučilišnog studija „Ars Sacra“ o čemu odlučuje Vijeće doktorskoga studija. Vijeće dokorskog Studija predlaže i donosi akte o ustroju, organizaciji i upravljanju Studijem uz suglasnost Senata Sveučilišta u Mostaru. Time

Diploma studies in screenwriting, editing and directing, and graphic design are also based on practical teaching and have a classroom equipped with specialized computers and a laboratory for practical application. As practical teaching in the field of art requires greater spatial capacity per student, to be able to carry it out at all, the Academy can boast of the fact that for each student there are about 27 square meters of available space for conducting practical teaching.

Postgraduate university doctoral study programme „Ars Sacra“

Postgraduate doctoral study programme „Ars Sacra“ (area: art; field: fine arts; branches: painting/sculpture/graphics; duration: three year; number of ECTS credits: 180) opens up the possibility of inclusion in the third cycle of higher education and the acquisition of the title of Doctor of Arts (PhD Art) for completed master's degrees and professors of fine arts from the Široki Brijeg Academy of Fine Arts, as well as for other students from other universities in the world who meet the admission requirements.

The postgraduate doctoral study programme „Ars Sacra“ is based on an advisory, that is mentoring system. The student, with the help of his study advisor, and later also his mentor, can, with an appropriate choice of courses, orientate himself towards appropriate branches of art or interdisciplinary research in the field of fine arts. The proposed general and elective courses are adopted in accordance with the ECTS credit system. The possibility of free choice of individual courses allows students to complete and deepen their knowledge in accordance with their artistic interests. Students are also allowed to enroll in (maximum two) courses from doctoral studies of other constituent units of the University of Mostar if they are adaptable to the concept, i.e. the plan and programme of the postgraduate doctoral university study programme „Ars Sacra“, which is decided by the Council of Doctoral Studies. The Council of the Doctoral Study proposes and passes acts on the structure, organization and management of the study

se ostvaruje dodatna razina interdisciplinarnosti umjetničkoga i stručnoga usavršavanja. Na sličan se način studentima omogućuje i upis kolegija s doktorskih studija koji se održavaju na drugim srodnim akademijama sveučilišta u zemlji i inozemstvu. Akademija likovnih umjetnosti Sveučilišta u Mostaru također je otvorena prema uključivanju umjetnika i znanstvenika iz srodnih institucija za doktorska i poslijedoktorska istraživanja u poljima i granama djelovanja Akademije. U Pravilniku o poslijediplomskom doktorskom sveučilišnom studiju „Ars Sacra“ Akademije likovnih umjetnosti Sveučilišta u Mostaru (usklađenom s Pravilnikom o doktorskim studijima Sveučilišta u Mostaru) predviđa se angažman istaknutih inozemnih umjetnika i znanstvenika, posebice u specijalističkim umjetničkim granama u kojima ne postoje eksperti unutar nositelja studija.

Dakle, na Akademiji likovnih umjetnosti Sveučilišta u Mostaru postoje svi preduvjeti za realizaciju poslijediplomskoga dokorskoga sveučilišnog studija „Ars Sacra“. Stalno je uposlen i angažiran značajan broj nastavnoga i nenastavnog osoblja s odgovarajućim umjetničkim i stručnim kvalifikacijama, u skladu sa standardnim nastavnim opterećenjem utvrđenim zakonom i odgovarajućim pravilnicima. Također je osiguran adekvatan prostor, a jednim dijelom i oprema u skladu s potrebama kvalitetnoga studiranja. Tijekom izvođenja poslijediplomskoga dokorskoga sveučilišnog studija „Ars Sacra“ planira se upotpunjavanje odgovarajuće opreme i dodatno poboljšavanje uvjeta za usavršavanje pristupnika.

Poslijediplomski doktorski sveučilišni studij „Ars Sacra“ usklađen je s kratkoročnim i dugoročnim ciljevima i misijom Sveučilišta u Mostaru i Akademije likovnih umjetnosti. Program je po svojoj strukturi i sadržaju u potpunosti usklađen sa sličnim studijima u BiH i zemljama Europske Unije (Hrvatska, Slovenija, Austrija, Italija...).

programme with the consent of the Senate of the University of Mostar. This achieves an additional level of interdisciplinarity in artistic and professional training. In a similar way, students are also allowed to enroll in courses from doctoral studies held at other related academies of universities in the country and abroad. The Academy of Fine Arts of the University of Mostar is also open to the inclusion of artists and scientists from related institutions for doctoral and postdoctoral research in the fields and branches of the Academy's activities. The Rulebook on Postgraduate Doctoral University Studies „Ars Sacra“ of the Academy of Fine Arts of the University of Mostar (aligned with the Rulebook on Doctoral Studies of the University of Mostar) envisages the engagement of prominent foreign artists and scientists, especially in specialist artistic branches in which there are no experts within the holders of the studies.

Therefore, at the Academy of Fine Arts of the University of Mostar, there are all prerequisites for the realization of the post-graduate doctoral university study „Ars Sacra“. A significant number of teaching and non-teaching staff with appropriate artistic and professional qualifications are constantly employed and engaged, in accordance with the standard teaching load established by law and corresponding regulations. Adequate space is also provided, and partly equipment in accordance with the needs of quality studies. During the implementation of the post-graduate doctoral university study „Ars Sacra“, it is planned to complete the appropriate equipment and further improve the conditions for the training of applicants.

The postgraduate doctoral university study „Ars Sacra“ is aligned with the short-term and long-term goals and mission of the University of Mostar and the Academy of Fine Arts. In terms of its structure and content, the programme is fully aligned with similar studies in Bosnia and Herzegovina and the countries of the European Union (Croatia, Slovenia, Austria, Italy...).





Umjetničko-istraživačka djelatnost

Aktivnosti Akademije likovnih umjetnosti u području umjetničko-istraživačke djelatnosti odnose se na provedena istraživanja utvrđena strategijom razvoja Sveučilišta i koja su održana u okviru nacionalnih i međunarodnih, te umjetničkih i znanstvenih projekata. Samo tijekom akademske 2019./2020. i akademske 2020./2021. godine, za vrijeme spomenute epidemiološke situacije izazvane virusom *Covid-19*, a također i u prošloj akademskoj godini, konstantno se radilo na podizanju kvalitativne i kvantitativne umjetničke djelatnosti. I prije i poslije epidemije, a djelomično i za vrijeme njezina trajanja, nastojalo se ostvarenim projektima prezentirati kulturno naslijeđe regije i države u europskome kontekstu kao i sustavno djelovanje na podizanju kvalitete umjetničkoga i znanstvenoga istraživanja. Dakle, potvrđuje se razvitak umjetničkoga stvaralaštva preko nacionalnih i međunarodnih projekata i suradnja preko umjetničkih i znanstvenih projektnih aktivnosti s nacionalnim i međunarodnim umjetničkim i znanstvenim institucijama. Mogu se izdvojiti izložbe profesora, asistenata, diplomiranih studenata i polaznika doktorskoga studija kao i njihovo sudjelovanje programu Erasmus+, programu Europske unije koji omogućuje mobilnost studenata i osoblja.

Art and research activity

The activities of the Academy of Fine Arts in the field of artistic and research activities refer to the conducted research determined by the University's development strategy and which were held within the framework of national and international, as well as artistic and scientific projects. Only during the academic year 2019/2020 and the academic year 2020/2021, during the aforementioned epidemiological situation caused by the Covid-19 virus, and also in the last academic year, there was constant work on raising qualitative and quantitative artistic activity. Both before and after the epidemic, and partially during its duration, there was an effort to present the cultural heritage of the region and the country in the European context with realized projects, as well as systematic action to raise the quality of artistic and scientific research. Thus, the development of artistic creativity through national and international projects and cooperation through artistic and scientific project activities with national and international artistic and scientific institutions is confirmed. Exhibitions of professors, assistants, graduate students and doctoral students can be singled out, as well as their participation in the Erasmus+ programme, a programme of the European Union that enables the mobility of students and staff.



Kad je riječ o poslijediplomskome doktorskom studiju „Ars Sacra“, može se govoriti o porastu zainteresiranosti za nastavak obrazovanja nakon završenoga drugog ciklusa studiranja. Doktorski studij na Akademiji doseže razinu postavljenih ciljeva, odnosno nastoje se realizirati svi standardi sličnih studija u BiH i zemljama EU. Iz dosadašnjega iskustva i povratnih informacija od studenata može se zaključiti kako su dostupnost studijskih savjetnika i mentora te vrijeme koje im se posvećuje za upućivanje u metode umjetničkoga istraživanja na zadovoljavajućoj razini.

U skladu s Planom i programom dokorskoga studija, studenti prikupljaju bodove od utvrđenih nastavnih i izvannastavnih aktivnosti. Nastavne se aktivnosti izvode preko obveznih i izbornih kolegija,

When it comes to the postgraduate doctoral study “Ars Sacra”, we can speak of an increase in interest in continuing education after the completion of the second cycle of study. Doctoral studies at the Academy reach the level of the set goals, that is, they strive to realize all the standards of similar studies in BiH and EU countries. From past experience and feedback from students, it can be concluded that the availability of study advisors and mentors and the time devoted to them for guidance in artistic research methods are at a satisfactory level. In accordance with the plan and programme of the doctoral study, students collect points from established curricular and extracurricular activities. Teaching activities are carried out through compulsory and elective courses, i.e. through direct

odnosno preko izravnih oblika nastave koje čine predavanja, vježbe, istraživački seminari, radionice... Izvannastavne aktivnosti sastoje se od provedbe umjetničkoga istraživanja uz vodstvo i nadzor studijskoga savjetnika (a kasnije mentora), te izrade umjetničkih radova, izložaba, pisanja stručnih članaka, prezentacija, predavanja, radionica, usavršavanja na srodnim institucijama u zemlji i inozemstvu ili drugih oblika rada čiji je cilj priprema za izradu disertacije.

Akademija likovnih umjetnosti izdaje i časopis „Akademija“ koji izlazi dva puta godišnje i sadrži isključivo referentne članke bazirane na umjetničkim i znanstvenim, odnosno stručnim radovima. Naznačeni su radovi baza djelatnicima i suradnicima Akademije, kao i svim zainteresiranim znanstvenicima

forms of teaching consisting of lectures, exercises, research seminars, workshops... Extracurricular activities consist of the implementation of artistic research under the guidance and supervision of a study advisor (and later mentor), and the creation of artistic works, exhibitions, writing professional articles, presentations, lectures, workshops, training at related institutions in the country and abroad or other forms of work whose goal is preparation for the preparation of a dissertation.

The Academy of Fine Arts also publishes the journal “Akademija”, which is published twice a year and contains exclusively reference articles based on artistic and scientific, i.e. professional works. The works of the database are indicated to employees and associates of



i umjetnicima koji žele objavljivati članke i napredovati u skladu s pravilnicima za napredovanja na vlastitim sveučilištima. Dakle, časopis je otvoren za sve teme iz područja umjetnosti, kulture i znanosti, a radovi se mogu objavljivati na hrvatskom i engleskom jeziku. Također, časopis će omogućiti doktorandima na doktorskom studiju „Ars Sacra“ prikupljanje ECTS bodova za svoje članke, odnosno stjecanje uvjeta za upis na višu godinu dokorskoga studija i javno predstavljanje vlastitih istraživanja u okviru izrade doktorske disertacije.

Budući da su umjetnička ostvarenja jedan od temeljnih fokusa rada Akademije likovnih umjetnosti, nastavnici kontinuirano sudjeluju u međunarodnim umjetničkim projektima koji rezultiraju izložbama ili nekom vrstom prezentacije. Za vrijeme epidemiološke situacije izazvane virusom *Covid-19* može se reći kako se većina projekata i suradnja odvijala *online*. Takav način prezentacije omogućio je studentima stjecanje novih spoznaja koje usvajaju tijekom nastavnoga procesa, a one su temelj kreativnosti bez koje je kulturni, društveni, tehnološki i ekonomski napredak zajednice nemoguć.

Studenti i nastavnici Akademije sudjelovali su na različitim manifestacijama poput skupnih ili samostalnih izložbi, likovnih kolonija, čime pridonose prepoznatljivosti u nacionalnim i međunarodnim okvirima. Većina projekata, osim fizičkog predstavljanja, javnosti se vizualizirala kroz internet-ske platforme. Kroz platformu SUM-a, konkretno PRESSUM-a, treba istaknuti realizaciju i tiskanje časopisa „Akademija“, publikacija nastavnika Akademije i kataloga izložbi održanih u Sveučilišnoj galeriji Akademije likovnih umjetnosti Široki Brijeg. Također, preko portala SUM SOVE objavljuju se promotivna videa, a kod projekata Studentskoga zbora koji, između ostaloga, objavljuju natječaje za promidžbu umjetničkoga rada i kulture, treba istaknuti prepoznatljivost i kvalitetu umjetničko-istraživačkoga rada Akademije likovnih umjetnosti kroz pojedinačni izričaj. Na web stranici Akademije likovnih umjetnosti mogu se pronaći promotivna videa koju su radili studenti diplomskoga studija scenarija, montaže i režije, kao i katalogi održanih doktorskih i diplomskih izložaba.

the Academy, as well as to all interested scientists and artists who want to publish articles and advance in accordance with the regulations for advancement at their own universities. Therefore, the journal is open to all topics in the fields of art, culture and science, and papers can be published in Croatian and English. Also, the journal will enable doctoral students at the doctoral study “Ars Sacra” to collect ECTS credits for their articles, that is, to acquire the conditions for admission to the senior year of doctoral studies and public presentation of their own research as part of the preparation of a doctoral dissertation. Since artistic creations are one of the fundamental focuses of the Academy of Fine Arts’ work, teachers continuously participate in international art projects that result in exhibitions or some kind of presentation. During the epidemiological situation caused by the Covid-19 virus, it can be said that most projects and cooperation took place online. This way of presentation enabled the students to acquire new knowledge that they acquire during the teaching process, and they are the basis of creativity without which the cultural, social, technological and economic progress of the community is impossible.

Students and teachers of the Academy participated in various events such as collective or independent exhibitions, art colonies, thus contributing to recognition in national and international frameworks. Most of the projects, apart from the physical presentation, were visualized to the public through internet platforms. Through the platform of SUM, specifically PRESSUM, the realization and printing of the journal “Akademija”, a publication of the Academy’s teachers, and the catalog of exhibitions held in the University Gallery of the Academy of Fine Arts in Široki Brijeg should be highlighted. Also, promotional videos are published through the *SUM SOVA* portal, and in the case of projects of the Student Union, which, among other things, publish competitions for the promotion of artistic work and culture, the recognition and quality of the artistic and research work of the Academy of Fine Arts should be emphasized through individual expression. On the website of the Academy of Fine Arts, you can find promotional videos made by students of the graduate study of screenwriting,

Također, može se potvrditi djelovanje nastavnika i studenata i izvan okvira Sveučilišta, odnosno akademске zajednice, a rezultati njihovih umjetničkih istraživanja predstavljeni su domaćoj i međunarodnoj javnosti kroz različite umjetničke i interdisciplinarne projekte čija se vizualizacija ostvarivala i preko internetskih platformi u svrhu promoviranja suvremene kulture. Određena razina umjetničke i istraživačke produktivnosti nastavnika uvjet je za izbor, odnosno reizbor u pojedina znanstveno-nastavna i umjetničko-nastavna zvanja.

editing and directing, as well as catalogs of held doctoral and graduate exhibitions. Also, the activities of teachers and students can be confirmed even outside the framework of the University, i.e. the academic community, and the results of their artistic research were presented to the domestic and international public through various artistic and interdisciplinary projects, the visualization of which was also realized through Internet platforms for the purpose of promoting contemporary culture. A certain level of artistic and research productivity of teachers is a condition for selection or re-selection into certain scientific-teaching and artistic-teaching academic ranks.





Infrastrukturni razvitak

U akademskoj 2019./2020. godini, na Akademiji likovnih umjetnosti pokrenute su radionice za obradu metala i stakla u sklopu kojih su osposobljene ljevaonica i radionica za izradu vitraja. Radionice za obradu metala i stakla studentima Akademije omogućuju stvaranje novih umjetničkih djela. Također, one služe studentskoj praksi i otvorene su za suradnju s gospodarstvom i drugim umjetnicima koji u njima mogu izrađivati vlastite umjetnine, a isto tako se i educirati kroz praktičnu primjenu.

Radionice, prije svega, studentima omogućuju praktičnu primjenu znanja i vještina stečenih kroz teorijsku nastavu te dodatno ojačavaju studentsku praksu na ALU koja je za oblik nastave kakav se izvodi na ALU od velikog značaja jer praktična nastava predstavlja i najzastupljeniji oblik nastave. Kao što je već naznačeno, njihovim pokretanjem otvara se i mogućnost suradnje s gospodarstvom što predstavlja i proširenje djelatnosti Akademije na izvannastavni sektor.

U akademskoj 2020./2021. godini nastavljena su ulaganja u razvoj radionica. Nabavkom još jedne peći za emulziju stakla u potpunosti je opremljena radionica za obradu stakla, a u tijeku je i nabavka peći za sušenje kalupa za potrebe radionice za obradu metala, dok je prethodno ona opremljena strojevima i alatima potrebnima za taljenje i obradu metalnih legura. Nabavkom peći za sušenje kalupa te nabavkom zaštitne opreme koje su također u procesu realizacije, očekuje se završetak potrebnih ulaganja i u radionicu za obradu metala.

Dakle, sve što je naznačeno u ovome kratkom pregledu pokazuje da se Akademija likovnih umjetnosti kontinuirano razvija i širi, kako u nastavnom, tako i u umjetničkom i stručnom segmentu.

Za kraj, još će se navesti svi dekani koji su vodili Akademiju u proteklih 26 godina:

Stipe Sikirica (1996. – 2000.),
Vasilije Josip Jordan (2000. – 2006.),
Anto Kajinić (2006. – 2011.),
Igor Dragičević (2011. – 2012.),
Stjepan Skoko (2012. – 2020.),
Svetislav Cvetković (2020. –).

Infrastructural development

In the academic year 2019/2020, workshops for metal and glass processing were launched at the Academy of Fine Arts, as part of which a foundry and a workshop for making stained glass were trained. Workshops for metal and glass processing allow students of the Academy to create new works of art. Also, they serve student practice and are open to cooperation with the economy and other artists who can create their own works of art in them, as well as educate themselves through practical application.

Workshops, first of all, enable students to apply the knowledge and skills acquired through theoretical classes in practice and additionally strengthen student practice at ALU, which is of great importance for the type of teaching that is carried out at ALU, because practical teaching is also the most common form of teaching. As already indicated, their initiation also opens up the possibility of cooperation with the economy, which also represents the extension of the Academy's activities to the extracurricular sector.

Investments in the development of workshops continued in the academic year 2020/2021. With the purchase of another furnace for glass emulsion, the glass processing workshop is fully equipped, and the procurement of a mold drying oven for the needs of the metal processing workshop is underway, while previously it was equipped with machines and tools necessary for melting and processing metal alloys. With the purchase of ovens for drying molds and the purchase of protective equipment, which are also in the process of realization, the necessary investments in the metal processing workshop are also expected to be completed. So, everything indicated in this brief overview shows that the Academy of Fine Arts is continuously developing and expanding, both in the teaching, as well as in the artistic and professional segment.

Finally, all the Deans who led the Academy in the past 26 years will be listed:

Stipe Sikirica (1996 – 2000),
Vasilije Josip Jordan (2000 – 2006),
Anto Kajinić (2006 – 2011),
Igor Dragičević (2011 – 2012),
Stjepan Skoko (2012 – 2020),
Svetislav Cvetković (2020 –).





ekonomski fakultet



Dekan / Dean

IGOR ŽIVKO



Povijest

Odjel Ekonomskoga fakulteta u Sarajevu, čime je počela visokoškolska naobrazba studenata ekonomske struke, otvoren je 8. studenoga 1971. godine. Inicijativa za otvaranje Odjeljenja u Mostaru proistekla je iz potrebe hercegovačke regije za ekonomskim kadrovima i željom da se odgovarajućim institucionalnim okvirima u ovoj sredini potakne i razvoj ekonomske znanosti na korist regiji kao i široj društvenoj zajednici.

Te prve godine, odnosno akademske 1971./1972. godine upisano je 107 studenata na redoviti i 80 studenata na izvanredni studij. Nastavu su u skućenim i neuvjetnim prostorijama ondašnje škole učenika u privredi izvodili nastavnici iz Sarajeva i vlastiti kadar Fakulteta koji su činili tek jedan redoviti profesor, jedan viši predavač i sedam asistenata. Godine 1973. Odjeljenje se seli u današnju zgradu.

Dana 26. prosinca 1976. godine potpisan je *Samoupravni sporazum o udruživanju visokoškolskih i znanstveno-istraživačkih organizacija udruženog rada*, a među potpisnicima bio je i Ekonomski fakultet, čime je uz Pravni fakultet, Strojarski fakultet i Pedagošku akademiju postao osnivač i sastavnica Sveučilišta u Mostaru. *Sporazum* su uz navedene obrazovne institucije potpisali i Duhanski institut te Istraživačko-razvojni institut HEPOK-a. Djelatnost Fakulteta uključivala je dva međusobno povezana dijela: odgojno-obrazovnu djelatnost i znanstveno-istraživački i stručni rad.

History

The department of the Faculty of Economics in Sarajevo, which started with the higher education of students in economics, was opened on 8 November 1971. The initiative to open the Department in Mostar stemmed from the need of the Herzegovinian region for economic personnel and the desire to encourage the development of economic science in this environment with appropriate institutional frameworks for the benefit of the region and the wider social community.

That first year, i.e. academic year 1971/1972, 107 students were enrolled in full-time and 80 students in part-time studies. The classes were conducted in the small and unconditioned rooms of the school for business students at the time by teachers from Sarajevo and the Faculty's own staff, which consisted of only one full professor, one senior lecturer, and seven assistants. In 1973, the Department moved to the present building.

On 26 December 1976, the Faculty of Economics, along with the Faculty of Law, the Faculty of Mechanical Engineering, and the Pedagogy Academy signed the Self-Governing Agreement on the Association of Higher Education and Scientific Research Organizations of Joint Work and became the founder and component of the University of Mostar. In addition to the mentioned educational institutions, the agreement was signed by the Tobacco Institute and the Research and Development Institute of HEPOK. The activity of



Odgojno-obrazovnu djelatnost Fakultet je provodio radi osposobljavanja studenata za stručni stupanj diplomirani ekonomist. Nastava se realizirala kroz četverogodišnji studij sa dva smjera: Financijsko-računovodstveni i Tržišni. Godine 1983. usvojen je novi nastavni plan i program s novim smjerovima: Ekonomska informatika i Vanjska trgovina. Postdiplomski studij pod nazivom Ekonomika i informatika zdravstva prvi je put organiziran 1982. godine u suradnji s Institutom za zdravstvo iz Sarajeva. Od akademske 1985./1986. godine Fakultet je ostvarivao i poslijediplomski studij Ekonomike vanjske trgovine, a od 1990./1991. poslijediplomski studij Poslovna informatika i Organizacije poslovnih sustava te Marketing istraživanja. Početkom 1986. godine na Fakultetu su obranjene i prve doktorske disertacije.

Na Fakultetu je 1983. godine osnovan Centar za ekonomska istraživanja koji je kao sastavnica Fakulteta radio sve do rata 1992. godine. U ovome razdoblju Ekonomski fakultet izrastao je u respektabilnu visokoškolsku ustanovu s blizu 1 500 studenata koji su obrazovani na četverogodišnjemu studiju Poslovne ekonomije s Tržišno-financijskim smjerom, smjerom Poslovna informatika te smjerom Vanjska trgovina, a 1991./1992. godine upisana je prva generacija studenata poslovne škole (VI/1 stupanj).

Dana 7. travnja 1992. godine na zgrade Studentskoga doma i Ekonomskoga fakulteta padaju prve granate čime se na cijelomu Sveučilištu u Mostaru prekida obrazovno-nastavni proces u akademskoj 1991./1992. godini. Potpuni prekid djelatnosti Sveučilišta u Mostaru i njegovih sastavnica trajao je samo u razdoblju travanj – srpanj 1992. godine. Jesenski ispitni rokovi u 1991./1992. godini odvijaju se u Mostaru (za studente koji su živjeli/stanovali u Mostaru) i Širokome Brijegu (za studente iz drugih krajeva). U skladu s odlukama Sveučilišta u Mostaru i Ekonomski fakultet nastavu u akademskoj 1992./1993. godini organizira u Neumu samo za prvu godinu studija. U akademskoj 1993./1994. godini nastava se odvija u Neumu (za studente prve godine studija) i Širokome Brijegu (za studente ostalih godina studija). Od akademske 1994./1995. godine obrazovno-nastavni proces vraća se u Mostar i odvija se u saniranoj i dijelom obnovljenoj zgradi Fakulteta.

the Faculty included two interconnected parts - educational activity and scientific research and professional work.

The educational activities of the Faculty were carried out in order to train students for the professional degree of graduate economist. Teaching was realized through a four-year study programme with two majors - Financial and Accounting and Marketing. In 1983, a new curriculum was adopted with new courses: Economic Informatics and Foreign Trade. Postgraduate studies named Health Economics and Informatics were organized for the first time in 1982 in cooperation with the Institute of Health in Sarajevo. From the academic year 1985/1986, the Faculty also started with postgraduate studies in Foreign Trade Economics and from 1990/1991 with postgraduate studies in Business Informatics and Organization of Business Systems and Marketing Research. At the beginning of 1986, the first doctoral theses were defended at the Faculty.

The Center for Economic Research was established at the Faculty in 1983, which worked as a component of the Faculty until the war in 1992. During this period, the Faculty of Economics grew into a respectable higher education institution with around 1,500 students who attended a four-year course in Business Economics with a Market and Finance major, a Business Informatics major, and a Foreign Trade major. In 1991/1992, the first generation of business school students (VI/1 degree) was enrolled.

On 7 April 1992, the first grenades fell on the buildings of the Student Dormitory and the Faculty of Economics, interrupting the entire educational and teaching process in the academic year 1991/1992 at the University of Mostar. The complete suspension of the activities of the University of Mostar and its components lasted only from April to July 1992. In the academic year 1991/1992, autumn exams were held in Mostar (for students who lived in Mostar) and Široki Brijeg (for students from other regions). In the academic year 1992/1993, following the decisions of the University of Mostar and the Faculty of Economics, classes were organized in Neum only for first-year students. In the academic year 1993/1994, classes were held in Neum (for first-year students) and Široki

Od akademske 1996./1997. godine Fakultet je ostvario i znanstveni magistarski poslijediplomski studij iz poslovne ekonomije. Također je organizirao više važnih znanstvenih i stručnih skupova te izdao više zbornika radova koji su uvršteni u eminentne međunarodne znanstvene baze.

Ključna godina u procesu transformacije jest 2006. kada dolazi do transformacije nastavnoga plana i programa. Do ove godine nastava se na Fakultetu izvodila prema nastavnomu planu broj 4 na četverogodišnjemu preddiplomskom studiju kao i nastavnomu planu broj 4 dvogodišnjoj poslovnoj školi. Važan trenutak dogodio se 2006. godine kada je nastavni plan usklađen s principima Bolonjske deklaracije, pa su od akademske 2006./2007. studenti upisivani prema novim nastavnim planovima prvoga ciklusa studija, upisivani su na sveučilišni preddiplomski studij Poslovne ekonomije u trajanju od četiri godine te kasnije i na stručni studij u trajanju od tri godine.

Studenti su na preddiplomskome studiju Poslovne ekonomije i stručnome studiju mogli odabrati jedan od četiri ponuđena smjera, a to su: Menadžment, Marketing, Računovodstvo i financije te Poslovna informatika.

Ekonomski fakultet Sveučilišta u Mostaru nakon uspješne transformacije prema načelima Bolonjskoga procesa 2006. godine nastavlja s procesima unaprijeđenja, pa je tako 2016. godine osuvremenio nastavne planove i programe. U skladu s tim od akademske 2016./2017. godine primjenjuju se novi (revidirani) nastavni planovi i programi u kojima su unaprijeđeni svi smjerovi te je uveden novi smjer na preddiplomskome i diplomskome sveučilišnom studiju Poslovanje s EU kao i smjerovi na trogodišnjemu stručnom studiju Poduzetništvo, Računovodstvo i porezi i Turističko poslovanje.

Fakultet pokreće tri dislocirana centra: Centar u Vitezu, Centar u Orašju i Centar u Jajcu. Centar u Vitezu pokrenut je 1999. godine te je prva generacija studenata upisana akademske 1999./2000. godine. Centar u Jajcu pokrenut je 2008. godina te je u akademskoj 2008./2009. upisana prva generacija studenata i postojao je dvije akademske godine. Centar u Orašju pokrenut je 2010. godina te je u akademskoj 2010./2011. godini upisana prva generacija studenata, a nastava se izvodila do konca akademske 2018./2019. godine.

Brijeg (for students of other years of study). Since the academic year 1994/1995, the educational process has returned to Mostar and taken place in the partly renovated Faculty building.

From the academic year 1996/1997, the Faculty started a scientific master's postgraduate study programme in business economics. The Faculty also organized several important scientific and professional meetings and published several collections of papers that were included in eminent international scientific databases.

The key year in the transformation process is 2006, when the curriculum was transformed. Until this year, teaching at the Faculty was conducted according to the curriculum number 4 of the four-year undergraduate study programme as well as the curriculum number 4 of the two-year business school. An important moment happened in 2006 when the curriculum was harmonized with the principles of the Bologna Declaration, so from the academic year 2006/2007, students enrolled according to the new curricula of the first cycle of studies. They were enrolled in the university's four-year undergraduate programme of Business Economics and later in the three-year professional programme.

Students in the undergraduate study programme of Business Economics and the professional study programme could choose one of the four offered courses - Management, Marketing, Accounting and Finance, and Business Informatics.

After the successful transformation according to the principles of the Bologna Process in 2006, the Faculty of Economics of the University of Mostar continued with the improvement processes, thus in 2016, it modernized the curricula. Accordingly, in the academic year 2016/2017, new (revised) curricula and programs were implemented. All courses were improved, and a new study track was introduced in the undergraduate and graduate university study programme Business with the EU, as well as study tracks in the three-year professional study programme Entrepreneurship, Accounting and Taxes, and Tourism Business.

The faculty launched three centres with off-campus classes: the Centre in Vitez, the Centre in Orašje, and the Centre in Jajce. The centre in Vitez was launched in 1999, and they enrolled the first generation of



Poslijediplomski doktorski studij pokrenut je 2008. godine u suradnji s Ekonomskim fakultetom Sveučilišta u Splitu. Na ovaj studij upisane su dvije generacije studenata. Godine 2018. pokrenut je samostalni poslijediplomski studij uz angažman nastavnika sa svih ekonomskih fakulteta u regiji (Zagreb, Banja Luka, Sarajevo, Dubrovnik, Rijeka, Osijek, Ljubljana i dr.).

Ustrojstvo Fakulteta

Broj stalno uposlenoga administrativnoga, tehničkoga i pomoćnoga osoblja na početku akademske 2021./2022. godini bio je 13. Kada se promatra ustrojstvo, Ekonomski fakultet ima sljedeće službe: Služba za opće poslove, Knjižnica, Služba za financije i računovodstvo, Studentska služba, Tajništvo i Ured dekana. Na Ekonomskome fakultetu Sveučilišta u Mostaru na početku akademske 2021./2022. godine angažirano je 9 redovitih profesora, 15 izvanrednih profesora, 5 docenata, 6 viših asistenata i 3 asistenta.

Uprava Fakulteta u 2021./2022. godini

- dekan: prof. dr. sc. Igor Živko
- prodekanica za poslovanje i međunarodnu suradnju: prof. dr. sc. Anela Čolak
- prodekan za nastavu, studente i suradnju s gospodarstvom: prof. dr. sc. Nikola Papac.

Nastavna djelatnost

Na Ekonomskome fakultetu Sveučilišta u Mostaru nastava se izvodi na sva tri ciklusa.

Preddiplomski studiji

Nastava na preddiplomskome studiju izvodi se na dvije razine i to preddiplomski sveučilišni studij (4 godine, 8 semestara, 240 ECTS-a) u Mostaru čime se stječe zvanje *bachelor* ekonomije te stručni studij (3 godine, 6 semestara, 180 ECTS-a) u Mostaru

students in the academic year 1999/2000. The centre in Jajce was launched in 2008, and in the academic year 2008/2009, enrolled the first generation of students. It existed for two academic years. The centre in Orašje was launched in 2010, and in the academic year 2010/2011, the first generation of students was enrolled. The classes were held until the end of the academic year 2018/2019.

The postgraduate doctoral study programme was launched in 2008 in cooperation with the Faculty of Economics of the University of Split. Two generations of students were enrolled in this programme. In 2018, an independent postgraduate study programme was launched with the involvement of teachers from all faculties of economics in the region (Zagreb, Banja Luka, Sarajevo, Dubrovnik, Rijeka, Osijek, Ljubljana, etc.).

Organization of the Faculty

The number of permanently employed administrative, technical, and support staff at the beginning of the academic year 2021/2022 was 13. When looking at the organization, the Faculty of Economics consists of the following offices: Office for General Affairs, Library, Office for Finance and Accounting, Student Office, Secretariat, and Dean's Office. At the Faculty of Economics of the University of Mostar at the beginning of 2021/2022, nine full professors, 15 associate professors, five assistant professors, six senior assistants, and three assistants were hired.

Management of the Faculty in 2021/2022

- Dean: Prof Igor Živko, PhD
- Vice-Dean for Business and International Relations: Prof Anela Čolak, PhD
- Vice-Dean for Teaching Affairs, Students and Economic Cooperation: Prof Nikola Papac, PhD

te Centru u Vitezu čime se stječe zvanje stručni *bachelor* ekonomije.

Na preddiplomskome sveučilišnom studiju studenti su mogli birati sljedeće smjerove:

- Računovodstvo i financije
- Marketing
- Menadžment
- Poslovna informatika
- Poslovanje s Europskom unijom.

Na stručnome studiju studenti su mogli birati sljedeće smjerove:

- Poduzetništvo
- Računovodstvo i porezi
- Turističko poslovanje.

Diplomski studiji

Nastava na diplomskome studiju izvodi se na dvije razine i to diplomski jednogodišnji studij (1 godina, II. ciklus obrazovanja nakon završenoga preddiplomskog studija s ostvarenih najmanje 240 ECTS bodova) u Mostaru te diplomski dvogodišnji studij (2 godine, II. ciklus obrazovanja nakon završenoga stručnog ili preddiplomskog studija s ostvarenih najmanje 180 ECTS bodova) u Mostaru. Na II. ciklusu na Ekonomskome fakultetu Sveučilišta u Mostaru stječe se zvanje:

- magistar ekonomije, dvogodišnji studij (120 ECTS), ukupno 300 ECTS-a
- magistar ekonomije, jednogodišnji diplomski studij (60 ECTS), ukupno 300 ECTS-a.

Na diplomskome jednogodišnjem studiju studenti su mogli birati sljedeće smjerove:

- Računovodstvo i financije
- Marketing
- Menadžment
- Poslovna informatika
- Poslovanje s Europskom unijom.

Na diplomskome dvogodišnjem studiju studenti su mogli birati sljedeće smjerove:

- Računovodstvo i financije
- Marketing

Teaching activity

At the Faculty of Economics of the University of Mostar, the teaching process is conducted in all three cycles.

Undergraduate study programme

Teaching at the undergraduate studies is carried out on two levels, namely the undergraduate university study programme (four years, eight semesters, 240 ECTS) in Mostar, which leads to the title of *Bachelor* of Economics. Then, the professional study programme (three years, six semesters, 180 ECTS) in Mostar and the Centre in Vitez, which leads to the specialized *bachelor* of economics title.

At undergraduate study programme, students could choose the following majors:

- Accounting and Finance
- Marketing
- Management
- Business Informatics
- Busines with European Union.

At the professional study programme, students could choose the following study tracks:

- Entrepreneurship
- Accounting and Taxes
- Tourism Business.

Graduate study programmes

Teaching at the graduate study is carried out at two levels, i.e. a one-year graduate study programme (1 year, II. cycle of education after completing an undergraduate study programme with at least 240 ECTS credits) in Mostar and a two-year graduate study programme (2 years, II. cycle of education after completing a professional or undergraduate studies with at least 180 ECTS credits) in Mostar. On II. cycle at the Faculty of Economics of the University of Mostar, the students obtain the following titles:

- Master of Economics, two-year study programme (120 ECTS), in total 300 ECTS
- Master of Economics, one-year graduate study programme (60 ECTS), in total 300 ECTS.



- Menadžment
- Poslovna informatika
- Poslovanje s Europskom unijom.

Poslijediplomski sveučilišni doktorski studij

Dana 27. travnja 2018. godine otvoren je Poslijediplomski sveučilišni doktorski studij Ekonomskoga fakulteta Sveučilišta u Mostaru u trajanju od tri godine, šest semestara, a stječe se zvanje doktora znanosti, 180 ECTS-a. Novi doktorski studij nudi mogućnost stjecanja znanja na poslijediplomskim doktorskim studijima na smjerovima Ekonomija i Poslovna ekonomija. Poslijediplomski sveučilišni studij Ekonomski fakultet Sveučilišta u Mostaru izvodi samostalno uz angažman nastavnika sa svih ekonomskih fakulteta u regiji (Zagreb, Banja Luka, Sarajevo, Dubrovnik, Rijeka, Osijek, Ljubljana i dr.).

Poslijediplomski specijalistički studij

Financijsko-računovodstvena forenzika

Poslijediplomski specijalistički studij Financijsko-računovodstvena forenzika traje jednu godinu, dva semestra, a stječe se zvanje sveučilišni specijalist ekonomije, 60 ECTS-a. Poslijediplomski specijalistički studij Ekonomski fakultet Sveučilišta u Mostaru izvodi samostalno uz angažman nastavnika sa svih ekonomskih fakulteta u regiji (Zagreb, Banja Luka, Sarajevo, Dubrovnik, Rijeka, Osijek, Ljubljana i dr.).

At the graduate one-year study programme, students could choose following study tracks:

- Accounting and Finance
- Marketing
- Management
- Business Informatics
- Business with the European Union.

At the two-year graduate study programme, students could choose the following study tracks:

- Accounting and Finance
- Marketing
- Management
- Business Informatics
- Business with the European Union.

Postgraduate university doctoral study programme

On 27 April 2018, the postgraduate doctoral study programme of the Faculty of Economics of the University of Mostar started consisting of three years and six semesters, leading to the title of Doctor of Science, 180 ECTS. The new doctoral programme offers the possibility of acquiring knowledge in postgraduate doctoral studies at the study tracks Economics and Business Economics. Postgraduate university studies are conducted independently by the Faculty of Economics of the University of Mostar with the involvement of teachers from all economic faculties in the region (Zagreb, Banja Luka, Sarajevo, Dubrovnik, Rijeka, Osijek, Ljubljana, etc.).

Postgraduate specialist study programme

Financial and Accounting Forensics

The postgraduate specialist study programme in Financial and Accounting Forensics lasts one year, two semesters, and one obtains a title of university specialist in economics, 60 ECTS. Postgraduate specialist studies are carried out independently by the Faculty of Economics of the University of Mostar with the involvement of teachers from all economic faculties in the region (Zagreb, Banja Luka, Sarajevo, Dubrovnik, Rijeka, Osijek, Ljubljana, etc.).

Znanstvena djelatnost

Ekonomski fakultet bio je domaćin čitavome nizu međunarodnih i domaćih znanstvenih i stručnih skupova. Prvi stručni skupovi organizirani su već 70-ih godina 20. stoljeća, zajedno s tadašnjim najvažnijim gospodarskim subjektima u Hercegovini. Za Ekonomski se fakultet s punim pravom može reći da je bio nositelj gotovo svih ekonomskih znanstveno-istraživačkih projekata u Hercegovini.

Znanstvene konferencije

Jedna od važnijih konferencija u posljednjih 20 godina jest Međunarodna znanstvena konferencija pod nazivom *Economic System of Bosnia and Herzegovina and Adjustment of Bosnia and Herzegovina* iz 2002. godine. Nakon održane Konferencije tiskan je zbornik radova *Transitional impacts and the EU enlargement complexity*, u partnerskome izdanju Sveučilišta u Mostaru, Ekonomskoga fakulteta, Sveučilišta u Ljubljani i Instituta za svjetsku ekonomiju u Budimpešti.

U organizaciji Ekonomskoga fakulteta u studenome 2011. godine održana je Međunarodna znanstvena konferencija pod nazivom *Economic Theory and Practice: Meeting the new Challenges*. Nakon održane Konferencije tiskan je i zbornik radova pod istim nazivom, u izdanju Ekonomskoga fakulteta i Sveučilišta u Mostaru. Od 2016. godine Ekonomski fakultet organizirao je tri međunarodno-znanstvene konferencije u partnerstvu s *Association for European Community Studies in Bosnia and Herzegovina* – ECSA.

Godine 2015. Ekonomski je fakultet kao partner sudjelovao u održavanju međunarodne znanstvene konferencije *Economic Integration, Competition and Cooperation*, Opatija, Hrvatska. Također je sudjelovao kao partner u održavanju treće i četvrte Međunarodne znanstvene konferencije DIEM, 2017. i 2019. godine. Ekonomski fakultet Sveučilišta u Mostaru osam godina zaredom organizira *Susret katedri za računovodstvo zemalja jugoistočne Europe*, zajedno s pratećom znanstvenom konferencijom. Susret je prvi put upriličen 2014. godine pod okvirnom temom *Stanje i perspektive računovodstvene profesije zemalja jugoistočne Europe*. U svakoj od sljedećih

Scientific activity

the Faculty of Economics hosted a whole series of international and domestic scientific and professional meetings. The first professional meetings were organized already in the 70s of the 20th century, together with the most important economic entities in Herzegovina at the time. It is legitimate to say that the Faculty of Economics has been the bearer of almost all economic scientific research projects in Herzegovina.

Scientific conferences

One of the most important conferences in last 20 years is the International scientific conference titled *Economic System of Bosnia and Herzegovina and Adjustment of Bosnia and Herzegovina* from 2002. The Proceedings *Transitional impacts and the EU enlargement complexity* was printed after the Conference, in the partner edition of the University of Mostar, the Faculty of Economics, the University of Ljubljana and the Institute for the World Economy in Budapest. In November 2011, the Faculty of Economics organized an international scientific conference called Economic Theory and Practice: Meeting the new Challenges. After the Conference, Proceedings with the same title was published by the Faculty of Economics and the University of Mostar. Since 2016, the Faculty of Economics has organized three international scientific conferences in partnership with Association for European Community Studies in Bosnia and Herzegovina – ECSA.

In 2015, the Faculty of Economics participated as a partner in holding the international scientific conference Economic Integration, Competition and Cooperation, Opatija, Croatia. The Faculty also took participation as a partner in holding the third and fourth International Scientific Conference DIEM, in 2017 and 2019. For eight years in a row, the Faculty of Economics of the University of Mostar has been organizing the Meeting of Chairs for Accounting of Southeast European Countries, together with the accompanying scientific conference. The meeting was held for the first time in 2014 under the general topic of State and perspectives of the accounting profession in Southeast European countries. In each of the



godina održavanja skupa i znanstvene konferencije tematski okvir prilagođen je trendovima i izazovima u računovodstvenoj profesiji. Pored redovnih susreta katedri za računovodstvo, Ekonomski fakultet bio je domaćin i drugoga po redu Interkatedarskoga skupa organizacije i menadžmenta u 2013. godini. U listopadu 2020. godine Ekonomski fakultet organizirao je *Mostar Marketing Meeting* u formi *online* susreta katedri za marketing.

Zbornik radova

Časopis Ekonomskoga fakulteta Sveučilišta u Mostaru izlazi jedanput godišnje u kontinuitetu posljednjih dvadeset i šest godina u tiskanome formatu pod ISSN brojem 1840-3255 i *online* formatu

following years of holding the gathering and scientific conference, the thematic framework is adapted to the trends and challenges in the accounting profession. In addition to the regular meetings of the accounting departments, the Faculty of Economics also hosted the second Interdepartmental Meeting of Organization and Management in 2013. In October 2020, the Faculty of Economics organized the Mostar Marketing Meeting in the form of an online meeting of the marketing department.

Proceedings

The journal of the Faculty of Economics of the University of Mostar is published once a year continuously for the last twenty-six years in print format under

ISSN *online* 2712-1097. U *Zborniku* se objavljuju aktualni znanstveni i stručni radovi iz polja globalne ekonomije, regionalne ekonomije, ekonomske politike, menadžmenta, marketinga, financija, računovodstva, turizma, poslovne statistike i informatike. Radovi se objavljuju na hrvatskome i drugim svjetskim jezicima. *Zbornik* je 2008. godine uz naziv na hrvatskome jeziku dobio engleski naziv *Journal of Economy and Business*. Tijekom izlaženja više je puta mijenjao sastav međunarodnoga uredništva. Od njegova pokretanja do danas izišlo je ukupno 26 redovnih i izvanrednih izdanja. Časopis se referira u bazama: CEEOL, ROAD, *Hrčak*, EBSCO, EconLit (2009-2016), *CrossRef*.

ISSN number 1840-3255 and online ISSN 2712-1097. Current scientific and professional works from the fields of global economy, regional economy, economic policy, management, marketing, finance, accounting, tourism, business statistics and informatics are published in the Proceedings. Papers are published in Croatian and other world languages. In 2008, in addition to the title in Croatian, the Proceedings was given the English title Journal of Economy and Business. During its publishing, the composition of the international editorial team has been changed several times. Since its launch, a total of 26 regular and extraordinary editions have been published. The journal is referenced in the databases: CEEOL, ROAD, *Hrčak*, EBSCO, EconLit (2009-2016), *CrossRef*.



Izdavačka djelatnost

Ekonomski fakultet od svoga osnutka i početka rada posebnu pozornost poklanjao je znanstveno-istraživačkomu radu i izdavaštvu. Izdavačka djelatnost obuhvaća aktivnosti izdavanja udžbenika, knjiga i zbornika radova s domaćih i međunarodnih znanstvenih skupova te izdavanje različitih časopisa i drugih publikacija. Mnoge od knjiga i udžbenika kasnije su korištene kao literature za savladavanje gradiva iz određenih ispita, međutim nisu bili namijenjeni samo studentima nego i poduzetnicima, menadžerima, stručnjacima iz područja računarstva i financija te iz raznih drugih područja, kao i svima onima koji žele steći različita ekonomska znanja. Ovdje je važno naglasiti da su mnogi znanstveno-istraživački radovi i knjige napisani i izdani u suradnji djelatnika Ekonomskoga fakulteta i drugih eminentnih stručnjaka i profesora iz zemlje i okruženja što im daje posebnu težinu i važnost. Časopis koji ima posebnu ulogu i važnost u izdavačkoj djelatnosti Ekonomskoga fakulteta jest spomenuti *Zbornik radova Ekonomskoga fakulteta (Journal of Economy and Business)* koji je izišao već 26 puta u isto toliko godina postojanja.

Sva navedena izdanja *Zbornika radova* Ekonomskoga fakulteta, različiti udžbenici i knjige, kojima su autori domaći nastavnici, te sva ostala važna izdanja knjiga, udžbenika i domaćih i međunarodnih zbornika radova čuvaju se u Knjižnici Ekonomskoga fakulteta koja trenutačno posjeduje približno 3000 različitih naslova knjiga, udžbenika i zbornika radova. Također se u Knjižnici čuvaju i svi studentski završni i diplomski radovi te radovi studenata





Publishing activity and the Library

Since its establishment and the beginning of its work, the Faculty of Economics has paid special attention to scientific research and publishing. The publishing activity includes the activities of publishing textbooks, books and proceedings from domestic and international scientific conferences, as well as publishing various journals and other publications. Many of the books and textbooks were later used as literature for mastering the material from certain exams, however, they were not intended only for students, but also for entrepreneurs, managers, experts in the fields of accounting and finance and from various other fields, as well as for all those who want to acquire economic knowledge. It is important to emphasize here that many scientific research papers and books were written and published in collaboration with the staff of the Faculty of Economics and other eminent experts and professors from the country and the surrounding area, which gives them special weight and importance. A journal that has a special role and importance in the publishing activity of the Faculty of Economics is the above-mentioned Proceedings of the Faculty of Economics (Journal of Economy and Business), which has been published 26 times in the same number of years of its existence.

All mentioned editions of Proceedings of the Faculty of Economics, various textbooks and books, authored by local teachers, and all other important editions of books, textbooks and domestic and international proceedings are kept in the Library of the Faculty of Economics, which currently has approximately 3000 different titles of books, textbooks and proceedings. The Library also stores all students' final and graduate theses and the works of postgraduate students (doctoral dissertation, scientific

poslijediplomskoga studija (doktorske disertacija, znanstveni magistarski i specijalistički radovi) koji su obranjeni na Ekonomskome fakultetu Sveučilišta u Mostaru.

Bez obzira na dostupnost suvremenih tehnologija, digitalnih i *online* baza knjiga te znanstvenih i stručnih radova, izdavačka djelatnost uvijek će predstavljati jednu od temeljnih aktivnosti fakulteta, a knjižnice kao središte ove aktivnosti temeljni su dio znanstveno-nastavne infrastrukture jer svojim fondom knjiga i drugih materijala pridonose razvoju znanosti i pomažu u promicanju odgojno-obrazovnog i znanstveno-istraživačkog rada.

Stručna djelatnost

U području stručne djelatnosti velik je broj različitih projekata i aktivnosti koji su ostvareni na Ekonomskome fakultetu ili je Ekonomski fakultet bio jedan od partnera pri njihovu ostvarenju. Ako bismo promatrali posljednjih 20 godina rada, svakako je najvažnije postignuće Ekonomskoga fakulteta po pitanju projektnih aktivnosti dobiveni projekt iz Jean Monnet Modula.

Projekti

Jean Monnet projekt odvijao se pod nazivom *Činjenice i izazovi pristupanju Europskoj uniji*. Projekt je implementiran u razdoblju od 2016. do 2018. godine na tri područja: 1) izvori informacija o EU-u i pozicija BiH u procesu pridruživanja; 2) zakonodavni i institucionalni sustav u uvjetima poslovanja s EU-om i 3) teorija i praksa ekonomske integracije – vodič za usklađivanje ekonomije i poduzetništva u BiH. Ekonomski fakultet dobio je četiri puta sredstva od Federalnoga ministarstva poduzetništva, razvoja i obrta za implementaciju projekata vezanih uz poduzetništvo studenata. Projektne aktivnosti vezane uz poduzetništvo mladih odvijaju se na Ekonomskome fakultetu kontinuirano već četrnaest godina, čime se nastoje poticati kreativnost i razvijati poduzetnička svijest kod studenata. Zadnje projektne aktivnosti odvijane su u sklopu implementacije projekta



master's and professional theses) that were defended at the Faculty of Economics of the University of Mostar.

Regardless of the availability of modern technologies, digital and online databases of books and scientific and professional works, the publishing activity will always represent one of the fundamental activities of the faculty, and libraries as the center of this activity are a fundamental part of the scientific and teaching infrastructure because they contribute with their fund of books and other materials to the development of science and help in promoting educational and scientific research work.

Professional activity

In the field of professional activity, there are a large number of different projects and activities that were realized at the Faculty of Economics or where the Faculty of Economics was one of the partners in their realization. If we were to look at the last 20 years of work, the most important achievement of the Faculty of Economics in terms of project activities is the project from the Jean Monnet Module.

Projects

The Jean Monnet project took place under the title Facts and challenges of accession to the European Union. The project was implemented in the period from 2016 to 2018 in three areas: 1) sources of information about the EU and BiH's position in the accession process; 2) legislative and institutional system in the conditions of doing business with the EU and 3) theory and practice of economic integration - a guide for harmonizing the economy and entrepreneurship in BiH. The Faculty of Economics received funding four times from the Federal Ministry of Entrepreneurship, Development and Crafts for the implementation of projects related to student entrepreneurship. Project activities related to youth entrepreneurship have been taking place at the Faculty of Economics continuously for fourteen years, which aim to encourage creativity and develop entrepreneurial awareness among students. The last project activities took place as part of the implementation of the Student Entrepreneurship project - from the idea to the



Poduzetništvo studenata – od ideje do realizacije poduzetničkih projekata za koji su sredstva dobivena od Federalnoga zavoda za zapošljavanje (2019./2020). Preko ugovora o suradnji s Regionalnom razvojnom agencijom za ekonomski razvoj – REDAH i Razvojnom agencijom Županije zapadnohercegovačke – HERAG nastavnici Ekonomskoga fakulteta sudjelovali su u raznim projektnim aktivnostima kao što su: analiza tržišta rada, analiza potreba malih i srednjih poduzeća za edukacijama u posebnim područjima, mentorstvo novih poduzetnika i brendiranje poljoprivrednih proizvoda. Nastavnici Ekonomskoga fakulteta su, također, sudjelovali u većemu broju *Tempus* projekata kao i u *Erasmus+* programskim aktivnostima.

Programi cjeloživotnoga i stručnoga obrazovanja

Važan su dio stručne djelatnosti i procesi cjeloživotnoga i stručnoga obrazovanja. U sklopu programa cjeloživotnoga obrazovanja Ekonomski fakultet Sveučilišta u Mostaru organizira:

- obuku za kandidate za stjecanja zvanja u računovodstvenoj profesiji
- sudjelovanje u provedbi ispita za stjecanja zvanja u računovodstvenoj profesiji
- sunositeljstvo u organizaciji i izvođenju nastave u programu Zdravstvenoga menadžmenta.

Obuka za kandidate koji su zainteresirani za stjecanja računovodstvenih zvanja obuhvaća aktivnosti nastave i pripreme kandidata za stjecanje profesionalnih zvanja:

- certificirani računovodstveni tehničar (CRT)
- certificirani računovođa (CR)
- ovlašteni revizor (OR).

Na Ekonomskome fakultetu Sveučilišta u Mostaru provodi se ispit za stjecanje zvanja u računovodstvenoj profesiji. Ispiti se provode svake godine u dva roka (svibanj i studeni). Ispitivanje provodi Savez računovođa, revizora i financijskih djelatnika FBiH.

Fakultet je sunositelj u organizaciji i izvođenju nastave u programu Zdravstvenoga menadžmenta koji provodi Zavod za javno zdravstvo Federacije Bosne i Hercegovine u suradnji s Ekonomskim fakultetom

realization of entrepreneurial projects for which funds were obtained from the Federal Employment Agency (2019/2020). Through the cooperation agreement with the Regional Development Agency for Economic Development - REDAH and the Development Agency of the County of Western Herzegovina - HERAG, the teachers of the Faculty of Economics participated in various project activities such as: labor market analysis, analysis of the needs of small and medium-sized enterprises for education in special areas, mentoring new entrepreneurs and branding of agricultural products. The teachers of the Faculty of Economics have also participated in a number of Tempus projects as well as in Erasmus+ program activities.

Lifelong Learning and Professional Education

An important part of professional activity are lifelong and professional education processes. As part of the program of lifelong learning, the Faculty of Economics of the University of Mostar organizes:

- training for candidates to obtain titles in the accounting profession
- participation in the implementation of exams for acquiring titles in the accounting profession
- co-parenting in the organization and delivery of classes in the Health Management program.

Training for candidates who are interested in acquiring accounting titles includes teaching activities and preparation of candidates for acquiring professional titles:

- certified accounting technician (CAT)
- chartered accountant (CA)
- authorized auditor (AA).

The Faculty of Economics of the University of Mostar conducts an exam for obtaining a title in the accounting profession. Exams are held every year in two periods (May and November). The examination is carried out by the Federation of Accountants, Auditors and Financial Workers of FBiH.

The Faculty is a co-leader in the organization and delivery of classes in the Health Management program, which is conducted by the Institute of Public Health of the Federation of Bosnia and Herzegovina

Univerziteta u Sarajevu, Ekonomskim fakultetom i Medicinskim fakultetom Sveučilišta u Mostaru, Medicinskim fakultetom Univerziteta u Sarajevu i Ekonomskim fakultetom Univerziteta u Tuzli, a pod nadzorom Federalnoga ministarstva zdravstva organizira kontinuiranu profesionalnu edukaciju iz područja zdravstvenoga menadžmenta. Edukacijski program obuhvaća tri razine edukacije (SHCE-1, SHCE-2 i SHCE-3) u ukupnome trajanju od 265 sati nastave.

Studentski list

Ovdje svakako treba spomenuti i List SEF koji su pokrenuli studenti Ekonomskoga fakulteta Sveučilišta u Mostaru 2001. godine i od tada do danas neprekidno izlazi svake akademske godine. List studenata Ekonomskog fakulteta – SEF jedan je od najstarijih i najaktivnijih studentskih časopisa na Sveučilištu u Mostaru, ali i u Bosni i Hercegovini, te je postao mjesto okupljanja, druženja i razmjena ideja za mnoge generacije studenata Ekonomskoga fakulteta Sveučilišta u Mostaru.

Idejno je zamišljen da izlazi besplatno jedanput ili dvaput godišnje u tiskanome i digitalnome obliku. Svrha njegova pokretanja bila je u početku uključiti studente u jednu novu aktivnost u kojoj bi se mogli razvijati intelektualno i duhovno, sazrijevati i stjecati prva radna iskustva. Od tada do danas, kroz sve dosad izdane brojeve, list je u punome smislu riječi ostvario svoju misiju, bio je i ostao mjesto susreta, druženja, rada i prijateljstava koja spajaju generacije i ostaju vječna.

in cooperation with the Faculty of Economics of the University of Sarajevo, the Faculty of Economics and the Faculty of Medicine of the University of Mostar, the Faculty of Medicine of the University of Sarajevo and the Faculty of Economics of the University of Tuzla. Under the supervision of the Federal Ministry of Health, organizes continuous professional education in the field of health management. The educational program includes three levels of education (SHCE-1, SHCE-2 and SHCE-3) with a total duration of 265 hours of classes.

Student Magazine

Here, we should mention the SEF magazine. SEF was established by students of the Faculty of Economics of the University of Mostar in 2001. Since then, it has been published every academic year. The student magazine of the Faculty of Economics - SEF is one of the oldest and most active student magazines at the University of Mostar, but also in Bosnia and Herzegovina. It has become a place for gathering, socializing, and exchanging ideas for many generations of students of the Faculty of Economics at the University of Mostar.

The original idea was to publish SEF for free once or twice a year in print and digital form. The initial purpose of the Magazine was to involve students in a new activity to encourage their intellectual and spiritual development, help them mature, and gain their first work experience. Since then, through all issues published so far, the Magazine has fulfilled its mission completely. SEF has been and remained a place of meeting, socializing, working, and friendships that unite generations.



Međunarodna suradnja

Ekonomski fakultet aktivno radi na uspostavljanju međunarodne suradnje i intenziviranju partnerstva sa sličnim institucijama u Europi i diljem svijeta kao i razmjeni znanja preko međunarodnih odlaznih i dolaznih mobilnosti studenata te nastavnoga i nena-stavnoga osoblja.

Studenti i nastavnici Ekonomskoga fakulteta u Mostaru prvenstveno preko programa *Erasmus+* i CEEPUS imaju mogućnost međunarodne mobilnosti. Tako su preko odlazne mobilnosti nastavnici Ekonomskoga fakulteta izvodili nastavu, prošli trening-programe, studenti su pohađali nastavu i polagali ispite na sveučilištima u Francuskoj, Poljskoj, Portugalu, Španjolskoj, Češkoj, Hrvatskoj i drugim zemljama. Također je Ekonomski fakultet bio domaćin nastavnici i studentima iz sveučilišta zemalja EU-a. Koordinator za međunarodnu mobilnost aktivno su sudjelovali u kreiranju niza dokumenata kojima bi se uredilo područje međunarodne mobilnosti na Sveučilištu u Mostaru i njegovim ustrojbenim jedinicama. U više navrata nastavnici Ekonomskoga fakulteta sudjelovali su u Povjerenstvima za vrednovanje kandidata u odlaznoj mobilnosti nastavnika i studenata. Ekonomski fakultet nastaviti će kontinuirano promovirati međunarodnu mobilnost studenata i nastavnika, poticati na međunarodnu mobilnost, pružati pomoć u prijavi na međunarodnu mobilnost i pratiti studente i nastavnike u međunarodnoj mobilnosti te poticati svaki oblik razmjene znanja i iskustava s međunarodnim okruženjem.

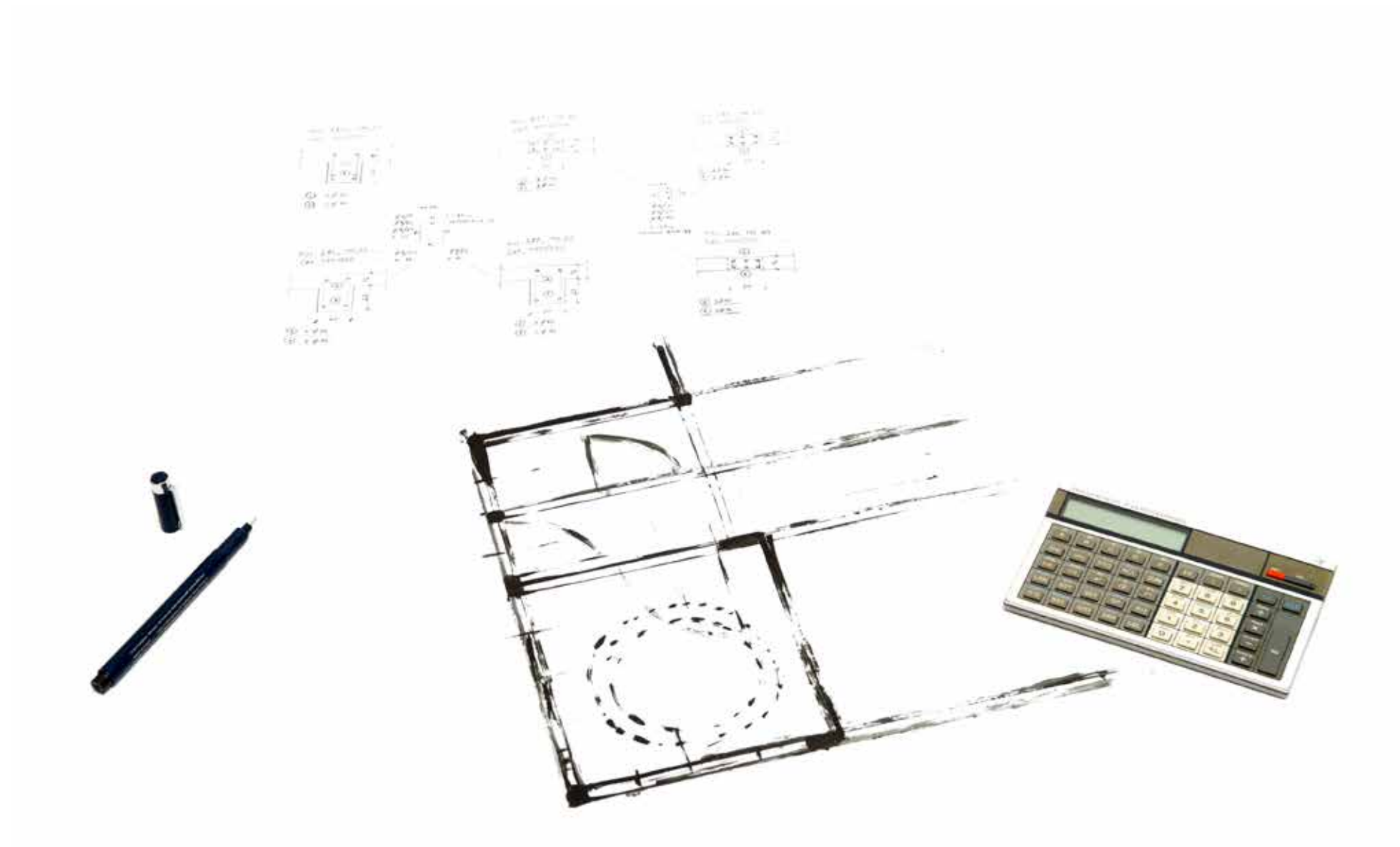
International relations

The Faculty of Economics is actively working on establishing international cooperation and intensifying partnerships with similar institutions in Europe and around the world, as well as knowledge exchange through international outgoing and incoming mobility of students and teaching and non-teaching staff.

Students and teachers of the Faculty of Economics in Mostar primarily have the possibility of international mobility through the Erasmus+ and CEEPUS programs. Thus, through outgoing mobility, teachers of the Faculty of Economics taught classes, underwent training programs, students attended classes and took exams at universities in France, Poland, Portugal, Spain, the Czech Republic, Croatia, and other countries. The Faculty of Economics also hosted teachers and students from universities in EU countries. International mobility coordinators actively participated in the creation of a series of documents that would regulate the field of international mobility at the University of Mostar and its organizational units. On several occasions, the teachers of the Faculty of Economics participated in the Commissions for the evaluation of candidates in the outgoing mobility of teachers and students. The Faculty of Economics will continue to continuously promote the international mobility of students and teachers, encourage international exchange, provide assistance in applying for international mobility and accompany students and teachers in international mobility, and encourage any form of exchange of knowledge and experience with the international environment.



*fakultet građevinarstva,
arhitekture i geodezije*



Dekanica / Dean

MAJA PRSKALO



Povijest

Fakultet građevinarstva, arhitekture i geodezije u Mostaru visokoškolska je ustanova u području graditeljstva, arhitekture i urbanizma i geodezije i geoinformatike. Započeo je s radom 1. rujna 1978., a službeno je registriran 11. svibnja 1979. godine kao Građevinski fakultet, Rješenjem Privrednog suda u Mostaru, broj U-1248/79. Otvaranje Građevinskoga fakulteta u Mostaru proisteklo je iz naraslih potreba regije za obrazovanjem visokoškolskih kadrova građevinske struke i razvijanja znanstveno-istraživačkoga i stručnoga rada iz područja građevinarstva, kao temeljnih pretpostavki i nositelja daljnjega gospodarstvenoga i društvenoga razvitka regije. Od početka djelovanja Fakultet nastoji u svakome pogledu postati dio jedinstvenoga europskog visokoobrazovnog sustava i prostora. U prvu akademsku 1978./1979. godinu na Građevinskome fakultetu upisalo se ukupno 160 studenata. Za prvu generaciju nije bilo više različitih usmjerenja. Studenti su pohađali samo konstruktivno-izvođački smjer da bi već druga generacija, osim konstruktivno-izvođačkoga, imala i završene diplomirane inženjere hidrotehničkoga smjera. Od tada pa sve do kraja prijeratnoga razdoblja ova su dva usmjerenja ostala kao izbor na završnim godinama studija. Vrijedi istaknuti da su u ovome razdoblju značajnu kadrovsku pomoć u radu Fakulteta pružali građevinski fakulteti u Sarajevu i Splitu.

History

Faculty of Civil Engineering, Architecture and Geodesy (hereinafter: FGAG) in Mostar is a higher education institution in the field of construction, architecture and urban planning, as well as geodesy and geoinformatics. It started working on 1 September 1978, and was officially registered on 11 May 1979 as the Faculty of Civil Engineering, by Decision of the Commercial Court in Mostar (Number: U-1248/79). The opening of the Faculty of Civil Engineering in Mostar resulted from the growing needs of the region for the education of higher education personnel in the construction profession and the development of scientific research and professional work in the field of construction, as the basic assumptions and carriers of further economic and social development of the region. Since its inception, the Faculty has been striving to become a part of the unique European higher education area in every respect. In the first academic year 1978/1979, a total of 160 students enrolled at the Faculty of Civil Engineering. For the first generation, there were no different study tracks. The students attended only the study track of construction, that the second generation, in addition to that study track, would also have graduated hydraulic engineers. From then until the end of the pre-war period, these two study tracks remained as a choice in the final years of study. It is worth pointing out that in this period significant staff assistance in the work of the Faculty was provided by the construction faculties in Sarajevo and Split.



Najveće posljedice za Fakultet u ratnome razdoblju osjetile su se u odljevu nastavničkoga kadra. Nakon Neuma i Širokoga Brijega u ograničenu prostoru Đačkoga doma zajedno s Agronomskim fakultetom uspješno se odvijao nastavi proces. Na Fakultetu dolazi do izmjena nastavnih planova i programa te usklađivanja s referentnim Fakultetom u Splitu. Zahvaljujući splitskomu fakultetu i njegovim profesorima koji su u najtežim okolnostima, često i pod udarom neprijateljskih granata, dolazili u Mostar i revno izvršavali svoje nastavničke obveze, premostilo se najteže razdoblje u povijesti našega Fakulteta. Još je jedan Fakultet odigrao značajnu ulogu u najtežim vremenima. Profesori sa Strojarskoga fakulteta u ratnim godinama praktično su držali prve dvije godine Građevinskoga fakulteta. Također i u prostornome segmentu uloga Strojarskoga fakulteta bila je ogromna. Akademske 1999./2000. kratko je pokrenut stručni studij građevinarstva i geodezije stupnja VI/1, a 2001. godine dobili smo prve inženjere građevinarstva, a 2002. inženjere geodezije.

Kao i na cijelome Sveučilištu, od akademske 2004./2005. godine nastava je i na Građevinskome fakultetu započela po novome sustavu usklađenom s načelima Bolonjske deklaracije. Od tada se nastava održava najvećim dijelom usklađena po svome programu s našim referentnim Fakultetom građevinarstva, arhitekture i geodezije iz Splita. Sveučilišni studij građevinarstva ustrojen je u dvije razine: pred-diplomski studij u trajanju od tri godine (180 ECTS bodova) i diplomski studij u trajanju od dvije godine (120 ECTS bodova) s dva smjera: Konstrukcije i Opći smjer.

Fakultet je sve do 2008. djelovao u prostoru zgrade Đačkoga doma u Ulici kralja Zvonimira 14. Na dan

The greatest consequences for the Faculty in the war period were felt in the outflow of teaching staff. After Neum and Široki Brijeg, in the limited space of the Student Dormitory together with the Faculty of Agriculture, the continuing process was successfully carried out. At the Faculty, there were changes in curricula and programmes and their harmonization with the reference faculty in Split. Thanks to the Faculty of Split and its professors who were coming to Mostar in the most difficult circumstances, often under the attack of enemy shells, and eagerly preformed their teaching duties, the most difficult period in the history of our Faculty was bridged. Another faculty played a significant role in the most difficult times. During the war years, professors from the Faculty of Mechanical Engineering practically held the first two years of teaching activity of the Faculty of Civil Engineering. Also in the spatial segment, the role of the Faculty of Mechanical Engineering was huge. In the academic year 1999/2000 the professional study programme of civil engineering and geodesy, degree VI/1, was briefly launched, and in 2001, the Faculty received the first civil engineers, and in 2002 geodetic engineers.

As in the entire University, since the academic year 2004/2005, teaching activity at the Faculty of Civil Engineering began according to a new system aligned with the principles of the Bologna Declaration. Since then, teaching activity has mostly been held in accordance with the programme of reference Faculty of Civil Engineering, Architecture and Geodesy from Split. The university study programme of civil engineering is organized into two levels: undergraduate studies lasting three years (180 ECTS credits) and graduate studies lasting two years (120 ECTS credits) with two study tracks: Construction and General.

2. veljače 2007. godine započeta je izgradnja nove zgrade, za koju je sredstva osigurala Vlada Republike Hrvatske u sklopu I. faze investiranja u objekte kampusa Sveučilišta u Mostaru. Svečano otvaranje nove zgrade održano je 13. studenoga 2008. godine. Isti dan otvoren je i Međunarodni znanstveni simpozij *Modeliranje konstrukcija* koji je bio jedna od manifestacija kojom je Fakultet obilježio 30. obljetnicu postojanja. Povodom 30. obljetnice postojanja izdana je i monografija *30 godina Građevinskog fakulteta Sveučilišta u Mostaru*.

Najznačajnija znanstvena aktivnost na Fakultetu otpočela je u lipnju 2011. godine pokretanjem elektroničkoga časopisa Građevinskoga fakulteta Sveučilišta u Mostaru, *e-ZBORNICA*, koji je tijekom narednih godina uvršten u EBSCO bazu i u bazu *Hrčak*, od 2020. godine dobio je i DOI broj te od 2021. godine uvršten je u DOAJ bazu, tako da je postao puno vidljiviji i citiraniji što je od izuzetna značaja za napredak nastavnika kod izbora u znanstveno-nastavna zvanja.

Akademske 2014./2015. otvoren je interdisciplinarni smjer Arhitektonsko urbano inženjerstvo na Sveučilišnome diplomskom studiju koji je upisivao studente do početaka akademske 2017./2018. godine.

Kako je od osnutka Fakulteta, pored nastavne i znanstvene, stručna djelatnost bila značajna i u profesionalnome i financijskome smislu, Znanstveno-nastavno vijeće Građevinskoga fakulteta Sveučilišta u Mostaru donosi odluku o osnivanju društva s ograničenom odgovornošću koje će poslovati pod imenom Građevinski istraživački centar d.o.o. Mostar. Od tada pa do danas Fakultet je izradio nekoliko vrlo zahtjevnih i značajnih projekata koji se mogu naći u referencama Fakulteta i Centra.

Until 2008, the Faculty operated in the premises of the Student Dormitory building *14 Kralj Zvonimir* street. On 2 February 2007, the construction of a new building began, for which the Government of the Republic of Croatia provided funds as part of the first phase of investment in University campus facilities in Mostar. The official opening of the new building was held on 3 November 2008. On the same day, the International Scientific Symposium Modeling of Structures was opened, which was one of the manifestations with which the Faculty marked its 30th anniversary. On the occasion of the 30th anniversary of its existence, the monograph *30 years of the Faculty of Civil Engineering of the University of Mostar* was published.

The most significant scientific activity at the Faculty began in June 2011 with the launch of the electronic journal of the Faculty of Civil Engineering of the University of Mostar, *e-ZBORNIK*, which was included in the EBSCO database and in the *Hrčak* database, and from 2020 it received a DOI number and from 2021 was included in the DOAJ database, so that it became much more visible and cited, which is of exceptional importance for the progress of teachers in the selection of scientific-teaching academic ranks.

In academic year 2014/2015 the interdisciplinary study track of Architectural Urban Engineering was introduced at the university graduate study programme, which enrolled students until the beginning of the academic year 2017/2018.

Since the establishment of the Faculty, in addition to teaching and research, the professional activity has been significant in professional and financial terms as well, the Scientific-Teaching Council of the Faculty of Civil Engineering of the University of Mostar makes a decision to establish a limited liability company





Akadske 2017./2018. nakon 40 godina rada po-
kreće se novi studij, Sveučilišni preddiplomski studij
arhitekture i urbanizma u trajanju od tri godine (180
ECTS bodova), uz punu podršku Arhitektonskoga
fakulteta iz Zagreba, zatim Udruge studija arhitek-
ture i urbanizma u Hrvatskoj (USAUH – AF Zagreb,
FGAG Split, GiAF Osijek, FGAG Mostar), čiji smo
ravnopravni član postali od osnutka 2017. godine.

Godine 2018. Fakultet je obilježio 40. obljetnicu
postojanja održavanjem nekoliko značajnih simpo-
zija: u lipnju je održan treći po redu Simpozij o kršu
i kamenu *Hercegovina – zemlja kamena*, u listopa-
du Znanstveno-stručni skup *Geo-expo 2018.*, gdje
je Fakultet bio suorganizator skupa, i u studenome
Znanstveno-stručni skup *40 za budućnost*. Povo-
dom ovoga jubileja izdana je i monografija *40 godina
Građevinskog fakulteta Sveučilišta u Mostaru*. Iste
godine u rujnu proslavili smo 10. obljetnicu Udruge
hrvatskih građevinskih fakulteta, koju čine Građe-
vinski fakultet Sveučilišta u Zagrebu, Građevinski
fakultet Sveučilišta u Rijeci, Građevinski i arhitek-
tonski fakultet Sveučilišta Josipa Juraja Strossmayera
u Osijeku i Fakultet građevinarstva, arhitekture i
geodezije Sveučilište u Splitu, kada smo bili u ulozi
predsjedavajuće članice Udruge u razdoblju od velja-
če 2017. do veljače 2019. godine.

Od akademske 2018./2019. godine ponovno upisu-
jemo smjer Hidrotehniku i okolišno inženjerstvo na
Sveučilišnome diplomskom studiju građevinarstva.

Dvadeset godina nakon što smo imali prve in-
ženjere geodezije, akademske 2019./2020. godine
pokrećemo Sveučilišni preddiplomski studij geode-
zije i geoinformatike u trajanju od tri godine (180
ECTS bodova) kao i studij koji se najavljivao dugi niz
godina: Poslijediplomski doktorski sveučilišni studij

that will operate under the name of the Construction
Research Centre LLC Mostar. From then until today,
the Faculty has created several very demanding and
significant projects that can be found in the references
of the Faculty and the Centre.

In the academic year of 2017/2018, after 40 years
of work, a new study track was launched, the univer-
sity undergraduate study of Architecture and Urban
Planning lasting three years (180 ECTS credits), with
the full support of the Faculty of Architecture from
Zagreb, then the Association of Architecture and
Urbanism Studies in Croatia (USAUH – AF Zagreb,
FGAG Split, GiAF Osijek, FGAG Mostar), of which
FGAG became an equal member in 2017.

In 2018, Faculty marked the 40th anniversary of its
existence by holding several important symposia: the
third Symposium on Karst and Stone *Herzegovina –
Land of Stone*, held in June; in October, the Scientific
and Professional Conference *Geo-expo 2018*, where
the Faculty was a co-organizer of the conference, and
in November the Scientific-Professional Meeting *40
for the Future*. On the occasion of this jubilee, a mono-
graph on *40 years of the Faculty of Civil Engineering of
the University of Mostar* was published. In September
of the same year, FGAG celebrated the 10th anniver-
sary of the Association of Croatian Civil Enginee-
ring Faculties, which consists of: the Faculty of Civil
Engineering of the University of Zagreb, the Faculty
of Civil Engineering of the University of Rijeka, the
Faculty of Civil Engineering and Architecture of the
Josip Juraj Strossmayer University in Osijek and the
Faculty of Civil Engineering, Architecture and Geode-
sy at the University of Split, when they were in the role
of presiding member of the Association in the period
from February 2017 – February 2019.

građevinarstva, na hrvatskome i engleskome jeziku,
u trajanju od tri godine (180 ECTS bodova).

Ove akademske godine, 2021./2022., upisali smo
četrdeset treću generaciju studenata Sveučilišnoga
preddiplomskog studija građevinarstva i Sveučiliš-
noga diplomskog studija građevinarstva, petu ge-
neraciju studenata Sveučilišnoga preddiplomskog
studija arhitekture i urbanizma, treću generaciju
studenata Sveučilišnoga preddiplomskog studija
geodezije i geoinformatike kao i drugu generaciju
Poslijediplomskoga dokorskog sveučilišnoga studija
građevinarstva.

Na 204. Sjednici ZNV-a održanoj 22. rujna 2021.
godine izglasana je promjena naziva Fakulteta u
Fakultet građevinarstva, arhitekture i geodezije
(FGAG).

Since the academic year 2018/2019, the Faculty has
been re-enrolling in the Hydraulic and Environmen-
tal Engineering study track at the university graduate
study programme of Civil Engineering.

Twenty years after the first geodetic engineers, in
the academic year 2019/2020, they launched the uni-
versity undergraduate study programme of geodesy
and geoinformatics lasting three years (180 ECTS cre-
dits), as well as the study programme that was anno-
unced for many years: Postgraduate doctoral univer-
sity study programme of civil engineering in Croatian
and English, lasting three years (180 ECTS credits).

This academic year 2021/2022 we enrolled the 43rd
generation of students of the university undergra-
duate study of Civil Engineering and the university
graduate study of Civil Engineering, the 5th generation
of students of the university undergraduate study of
Architecture and Urban Planning, the 3rd generation
of students of the university undergraduate study of
Geodesy and Geoinformatics, as well as the second
generation of postgraduate doctoral university study
of Civil Engineering.

At the 204th session of the Scientific-Teaching Coun-
cil held on 22 September 2021, it was voted to change
the name of the faculty to the Faculty of Civil Enginee-
ring, Architecture and Geodesy.



Ustroj Fakulteta

Fakultet građevinarstva, arhitekture i geodezije javna je ustanova, znanstveno-nastavna sastavnica Sveučilišta u Mostaru koja ustrojava i izvodi sveučilišne studije, znanstveni i stručni rad u znanstvenome području tehničkih znanosti. Znanstveno-nastavno vijeće Fakulteta čine stalno uposleni nastavnici, stalno uposleni asistenti i predstavnici studenata.

Uprava Fakulteta u 2021./2022. godini

dekanica: prof. dr. sc. Maja Prskalo
prodekan za nastavu: prof. dr. sc. Željko Rozić
prodekan za znanost: prof. dr. sc. Gordan Prskalo
tajnica: Renata Prce Antunović, dipl. iur.

Vijeće doktorskoga studija

Vijeće doktorskoga studija čine profesori s istraživačkih grana doktorskoga studija.
Voditelj je doktorskoga studija prof. dr. sc. Gordan Prskalo.

Katedre Fakulteta

- Katedra za mehaniku, materijale i konstrukcije, voditelj: dr. sc. Dragan Ćubela, doc.
- Katedra za hidrotehniku i geotehniku, voditeljica: prof. dr. sc. Maja Prskalo
- Katedra za prometnice i organizaciju i tehnologiju građenja, voditeljica: prof. dr. sc. Ivana Domljan
- Katedra za arhitekturu i urbanizam, voditeljica: dr. sc. Valerija Kopilaš, doc.
- Katedra za geodeziju i geoinformatiku, voditelj: dr. sc. Danko Markovinović, doc.

Organization of the Faculty

FGAG is public institution, a scientific and teaching component of the University of Mostar, which organizes and carries out university study programmes, scientific and professional work in the scientific field of technical sciences. The Scientific-Teaching Council of the Faculty consists of permanently employed teachers, permanently employed assistants and student representatives.

Faculty management in academic year 2021/2022

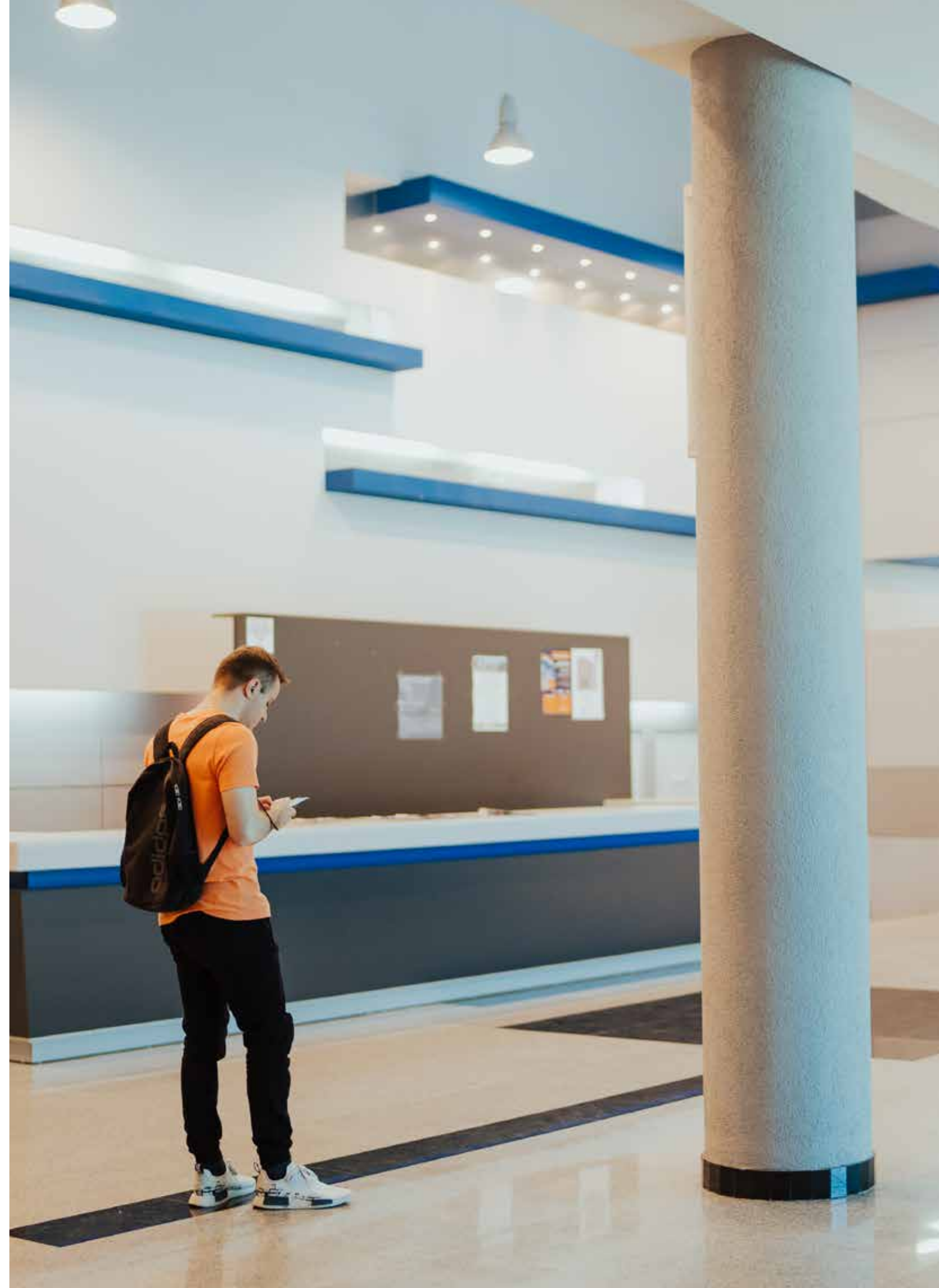
Dean: Prof Maja Prskalo, PhD
Vice-Dean for Academic Affairs: Prof Željko Rozić, PhD
Vice-Dean for Science: Prof Gordan Prskalo, PhD
Secretary: Renata Prce Antunović, dipl. iur.

Doctoral Study Council

The Doctoral Study Council consists of professors from the research branches of the doctoral study.
The Head of the doctoral study is Prof Gordan Prskalo, PhD.

Departments of the Faculty

- Department of Mechanics, Materials and Structures, Head: Dragan Ćubela, PhD
- Department of Hydraulic Engineering and Geotechnics, Head: Prof Maja Prskalo, PhD
- Department of Roads and Construction Management, Head: Prof Ivana Domljan, PhD
- Department of Architecture and Urban Planning, Head: Valerija Kopilaš, PhD
- Department for Geodesy and Geoinformatics, Head: Danko Markovinović, PhD



Nastavna djelatnost

Uvod

Fakultet građevinarstva, arhitekture i geodezije Sveučilišta u Mostaru od svoga utemeljenja nastoji biti dio jedinstvenoga europskog visokoobrazovnog sustava. Izvođenje nastave po nastavnome planu i programu usklađenom s načelima Bolonjskoga procesa počelo je akademske 2005./2006. godine. Nastavni planovi i programi usklađeni su s nastavnim planovima i programima srodnih fakulteta iz država iz okružja koji nastavu izvode po načelima Bolonjskoga procesa.

Redovito osuvremenjivanje nastavnih planova omogućuje studentima kvalitetno i *up to date* obrazovanje te im jamči da će njihova znanja i kompetencije nakon završenoga studija biti priznati i cijenjeni u široj zajednici.

Studenti svih studijskih programa terenskom nastavom obilaze veća i važnija gradilišta i institucije u Bosni i Hercegovini i Republici Hrvatskoj.

Posebna pozornost dana je osiguranju kvalitete izvođenja nastave, mobilnosti studenata i nastavnoga osoblja u stjecanju novih znanja kao i postupku priznavanja diploma.

Na Fakultetu je ustrojeno pet studijskih programa:

- Sveučilišni preddiplomski studij građevinarstva
- Sveučilišni diplomski studij građevinarstva
- Sveučilišni poslijediplomski studij građevinarstva
- Sveučilišni preddiplomski studij arhitekture i urbanizma i
- Sveučilišni preddiplomski studij geodezije i geoinformatike.

Teaching activity

Introduction

Since its establishment, FGAG strives to be a part of the unique European higher education system. Teaching according to the curriculum aligned with the principles of the Bologna Process began in the academic year 2005/2006. Curriculums are harmonized with the curriculums of related faculties from countries in the region, which conduct teaching activities according to the principles of the Bologna Process.

Regular updating of curriculums enables students to receive quality and up-to-date education and guarantees that their knowledge and competences will be recognized and appreciated in the wider community after completing their studies.

Students of all study programmes, through fieldwork, visit larger and more important construction sites and institutions in Bosnia and Herzegovina and the Republic of Croatia.

Special attention is paid to ensuring the quality of teaching, the mobility of students and teaching staff in acquiring new knowledge, as well as the process of recognizing diplomas.

Five study programmes are organized at the Faculty:

- Civil Engineering – undergraduate study programme
- Civil Engineering – graduate study programme
- Civil Engineering – postgraduate doctoral study programme
- Architecture and Urban Planning – university undergraduate study programme
- Geodesy and Geoinformatics – university undergraduate study programme



Sveučilišni preddiplomski studij građevinarstva

Sveučilišni preddiplomski studij građevinarstva traje tri godine (šest semestara), čijim se završetkom stječe 180 ECTS bodova.

Pravo upisa na studij imaju osobe koje su završile srednjoškolske programe u trajanju od četiri godine, koji u sve četiri godine imaju predmet Matematiku.

Završetkom sveučilišnoga preddiplomskog studija studentice i studenti stječu akademski naziv prvostupnica/prvostupnik (*baccalaurea/baccalaureus*) građevinarstva.

Sveučilišni preddiplomski studij građevinarstva sastavljen je od temeljnoga (prirodoslovno-matematički i temeljni tehnički predmeti) i glavnoga dijela (stručni usmjereni predmeti te nekoliko predmeta izvan područja građevinarstva, ali s primjenama u građevinarstvu) te uz terensku i praktičnu nastavu i završni ispit pruža studentima stručne i znanstvene temelje za nastavak obrazovanja na diplomskome studiju.

Prvostupnicima koji se odluče za zaposlenje nakon prvoga stupnja obrazovanja daju se stručna znanja za dimenzioniranje, planiranje i vođenje manjih građevinskih zahvata i konstrukcija.

U akademskoj 2021./2022. godini broj upisanih studenata na sve tri godine studija bio je 214, a broj studenata koji su 2020./2021. godine završili Sveučilišni preddiplomski studij građevinarstva bio je 46.

Sveučilišni diplomski studij građevinarstva

Sveučilišni diplomski studij građevinarstva traje dvije godine (četiri semestra), čijim se završetkom stječe 120 ECTS bodova.

Pravo upisa na studij imaju osobe koje su završile Sveučilišni preddiplomski studij građevinarstva te preddiplomske studije srodnih tehničkih znanosti ili stručne studije uz polaganje razlike predmeta.

Završetkom sveučilišnoga diplomskog studija studentice i studenti stječu akademski naziv magistra/magistar građevinarstva.

University undergraduate study programme of Civil Engineering

University undergraduate study programme of Civil Engineering lasts three years (six semesters), upon competition of which 180 ECTS credits are acquired.

People who have completed four-year high school programmes, who have taken Mathematics as a course in all four years, have the right to enroll in study.

Upon competition of the undergraduate study programme, students acquire the academic title of bachelor's degree (*baccalaurea/baccalaureus*) in Civil Engineering.

The undergraduate study programme in Civil Engineering is composed of the basic (science-mathematical and basic technical courses) and the main part (professionally oriented courses and several courses outside the field of civil engineering, but with applications in civil engineering) and, in addition to fieldwork, practical teaching activities and final exam, provides students with professional and scientific foundations for continuing education at graduate study programmes.

Bachelors who decide to get a job after the first level of education are given professional knowledge for dimensioning, planning and management of small construction projects and constructions.

In the academic year 2021/2022, the number of students enrolled in all three years of study programme was 214, and the number of students who completed the undergraduate study programme of Civil Engineering in 2020/2021 was 46.

University graduate study programme of Civil Engineering

University graduate study programme of Civil Engineering lasts two years (four semesters), upon competition of which 120 ECTS credits are acquired.

The right to enroll in the study programme is available to persons who have completed the university undergraduate studies in civil engineering and undergraduate studies in related technical sciences or professional study programmes with passing the courses distinction.

Diplomski studij građevinarstva podijeljen je na tri smjera:

- Opći
- Konstrukcije
- Hidrotehnika i okolišno inženjerstvo.

Smjerovi Opći i Konstrukcije datiraju od uvođenja Bolonjskoga procesa u nastavu od akademske 2008./2009. godine.

Smjer Hidrotehnika i okolišno inženjerstvo uveden je akademske 2017./2018. kao odgovor na potrebe tržišta za novim i stručnim kadrovima iz područja hidrotehnike, hidrotehničkih sustava i zaštite okoliša.

Osposobljavanje za stručne poslove ili za razvojna ili znanstvena istraživanja u izabranoj grani građevinarstva osnovni je cilj studija.

Osim zajedničkih matematičkih i društveno-humanističkih predmeta studenti tijekom diplomskog studija građevinarstva slušaju temeljne stručne predmete i stručne predmete kojima se ostvaruju specijalizacije.

Osim prethodno navedenih predmeta studenti upisuju i izborne predmete kojima proširuju svoja stručna, ali i opća znanja.

Završetkom studija studenti se zapošljavaju u tvrtkama koje se bave projektiranjem, nadzorom i izvođenjem hidrotehničkih, prometnih, geotehničkih i objekata visokogradnje. Također, mogu se zapošljavati u državnoj i lokalnoj upravi te bilo kojim drugim tvrtkama u svezi s područjem građevinarstva ili sličnim tehničkim područjima.

S ciljem povezivanja visokoga obrazovanja, znanosti, istraživačkoga rada i prakse uspostavili smo suradnju s institucijama i tvrtkama iz okružja radi dodatnoga osposobljavanja i pripreme studenata za buduće znanstvene i stručne poslove, a u NPP uveli smo akademske 2020./2021. godine izborni predmet Stručna praksa. Fakultet je, između ostalih, potpisao *Sporazum o suradnji* s nastavnim bazama: Grad Mostar, tvrtka HERING d. d. iz Širokoga Brijega, Ministarstvo graditeljstva i prostornog uređenja HNŽ, tvrtka FORUM 98 d. o. o. Stolac, Federalna uprava za geodetske i imovinsko-pravne odnose, tvrtka IGH d. o. o. Mostar i J. P. Elektroprivreda Hrvatske zajednice Herceg Bosne d. d. Mostar i Integra d. o. o. Mostar.

Upon completion of the university graduate studies, students acquire the academic title of Master of Civil Engineering.

The graduate study in Civil Engineering is divided into three study tracks:

- General
- Constructions
- Hydraulic and Environmental Engineering.

The General and Construction study tracks date back to the introduction of the Bologna Process into teaching activities in the academic year 2008/2009.

The Hydraulic and Environmental Engineering study track was introduced in the academic year 2017/2018 as a response to the market's needs for new and professional personnel in the field of hydraulics, hydrotechnical systems and environmental protection.

Training for professional jobs or for development or scientific research in the chosen branch of construction is the main goal of the graduate studies.

In addition to the common mathematics and social-humanities courses, during the graduate study programme in Civil Engineering, students take basic vocational courses and courses that lead to specializations.

In addition to the previously mentioned courses, students also enroll in elective courses to expand their professional and general knowledge.

Upon competition of graduate studies, students are employed in companies that design, supervise and execute hydrotechnical, traffic, geotechnical and civil engineering facilities. Also, they can be employed in state and local administration and any other companies related to the field of construction or similar technical fields.

With the aim of connecting higher education, science, research work and practice, we established cooperation with institutions and companies from the area for additional training and preparation of students for future scientific and professional jobs, and in the academic 2020/2021 we introduced the optional course Professional practice in curriculums. The Faculty, among others, signed an agreement on cooperation with teaching bases: City of Mostar, company HERING from Široki Brijeg, Ministry of Construction



U akademskoj 2021./2022. godini broj upisanih studenata na obje godine Studija bio je 77, a broj studenata koji su završili Sveučilišni diplomski studij građevinarstva akademske 2020./2021. bio je 15.

Poslijediplomski doktorski sveučilišni studij građevinarstva

Poslijediplomski doktorski sveučilišni studij građevinarstva traje tri godine, čijim se završetkom stječe 180 ECTS bodova. Pokrenut je 2019. godine. Studij je iz znanstvenoga područja tehničkih znanosti, znanstvenoga polja građevinarstva i sljedećih znanstvenih grana: konstrukcija, hidrotehnika, geotehnika, prometnice i organizacija i tehnologija građenja.

Upis se vrši na temelju javnoga natječaja. U 2022. godini upisana je druga generacija poslijediplomanada.

Završetkom studija stječu se kompetencije doktora znanosti iz znanstvenoga područja tehničkih znanosti, polje građevinarstvo. Doktori znanosti osposobljeni su, prije svega, za primjenu znanstvene metodologije i budući samostalan znanstveno-istraživački rad. Stječu se kompetencije za predvodništvo znanstvenoga razvitka utemeljena na novim tehnologijama, uvođenju novih znanstvenih pristupa koji se temelje na projektiranju i istraživanju kao i na znanstvenome planiranju i odlučivanju pri kojemu se koriste najnovije znanstvene metode prikupljanja, obrade i analize informacija. Akademski stupanj (ili titula) koji se stječe završetkom Studija jest doktor znanosti iz područja tehničkih znanosti.

Prva javna obrana doktorske disertacije pristupnice Ivane Lukić Kristić, dipl. ing. građ., pod nazivom *Prediction of the nonlinear load-settlement relationship for shallow foundations on granular soils*, održala se 12. ožujka 2021. godine putem platforme *Google Meet* i pred Povjerenstvom za obranu u sastavu: prof. dr. sc. Ivo Čolak, predsjednik (Sveučilište u Mostaru, FGAG), prof. dr. sc. Maja Prskalo, mentorica i članica (Sveučilište u Mostaru, FGAG) i prof. dr. sc. Predrag Mišćević, član (Sveučilište u Splitu, FGAG).

Obrana doktorske disertacije povijesna je za Fakultet jer je to prvi obranjeni doktorat na Poslijediplomskome doktorskom studiju, kao prvi doktorat

and Spatial Planning of Herzegovina-Neretva County, company FORUM 99 from Stolac, the Federal Administration for Geodetic and Real Property Affairs, company IGH LLC Mostar, Public Company Elektroprivreda of Croatian Community of Herzeg Bosnia, and Integra LLC Mostar.

In the academic year 2021/2022, the number of students enrolled in both years of study was 77, and the number of students who completed the university graduate study in Civil Engineering in the academic year 2020/2021 was 15.

Postgraduate doctoral study programme of Civil Engineering

The postgraduate doctoral study programme in Civil Engineering lasts three years, upon competition of which 180 ECTS credits are acquired. It was launched in 2019. The study programme is from the scientific area of technical sciences, the scientific field of construction and the following scientific branches: construction, hydraulics, geotechnics, roads and organization and construction technology. Enrollment is based on a public tender. In 2022, the second generation of postgraduates was enrolled.

Upon competition of the studies, the competences of a Doctor of Science in the scientific field of technical sciences, in the field of construction are acquired. Doctors of science are trained, above all, for the application of scientific methodology and future independent scientific and research work. Competencies are acquired for leading scientific development based on new technologies, introducing new scientific approaches based on design and research, as well as on scientific planning and decision-making in which the latest scientific methods of information collection, processing and analysis is used. The academic degree (or title) obtained at the end of the Study is a Doctor of Science in the area of technical sciences.

The first public defense of the doctoral dissertation of applicant Ivana Lukić Kristić, dipl. ing. građ., entitled *Prediction of the nonlinear load-settlement relationship for shallow foundations on granular soils*, was held on 12 March 2021 via the Google Meet

na engleskome jeziku i kao prvi *online* obranjeni doktorat.

Sveučilišni preddiplomski studij arhitekture i urbanizma

Odlukom Senata Sveučilišta u Mostaru od 24. svibnja 2017. godine (ur. br. 01-898/17) uvodi se od akademske 2017./2018. godine Sveučilišni preddiplomski studij arhitekture i urbanizma u trajanju od tri godine ili šest semestara (180 ECTS bodova).

Potreba za uvođenjem ovoga studijskog programa proistekla je iz činjenice osjetna nedostatka stručnoga kadra iz područja arhitekture i urbanizma u užemu i širem okružju.

Sveučilišni preddiplomski studij arhitekture i urbanizma upisuju kandidati sa završenom srednjom školom u trajanju od četiri godine uz zadovoljenje kriterija razredbenoga postupka te rezultata prijamnoga ispita.

Završetkom Sveučilišnoga preddiplomskog studija studentice i studenti stječu akademski naziv prvostupnica/prvostupnik (*baccalaurea/baccalaureus*) arhitekture i urbanizma.

Nastavni plan na Sveučilišnome preddiplomskome studiju arhitekture i urbanizma usklađen je s nastavnim planovima Arhitektonskoga fakulteta Sveučilišta u Zagrebu, Fakulteta građevinarstva, arhitekture i geodezije Sveučilišta u Splitu i Građevinskoga i arhitektonskoga fakulteta Sveučilišta Josipa Juraja Strossmayera u Osijeku.

Završetkom studija studenti su sposobni demonstrirati znanje iz područja arhitekture i urbanizma, primijeniti znanje i razumijevanje na način karakterističan za arhitekturu i urbanizam, rješavati probleme iz arhitektonske i urbanističke prakse, prikupljati, analizirati i interpretirati relevantne podatke iz područja arhitekture i urbanizma.

Studenti razvijaju vještine učenja potrebne za cjelovito obrazovanje, ali i nastavak studiranja na 2. ciklusu studijskoga programa arhitekture i urbanizma.

U akademskoj 2021./2022. godini ukupan broj upisanih studenata na Studij bio je 101, a broj studenata koji su završili Sveučilišni preddiplomski

platform and in front of the Defense Committee composed of: prof. dr. sc. Ivo Čolak, president (University of Mostar, FGAG), prof. dr. sc. Maja Prskalo, mentor and member (University of Mostar, FGAG) and prof. dr. sc. Predrag Mišćević, member (University of Split, FGAG).

The defense of the doctoral dissertation is historic for the Faculty because it is the first defended doctoral dissertation at the Postgraduate Doctoral Study, as the first doctoral dissertation in English and as the first defended online doctoral dissertation.

University undergraduate study programme of Architecture and Urban Planning

The Decision of the Senate of the University of Mostar dated 24 May 24 2017 (Number 01-898/17) introduces the University undergraduate study of Architecture and Urban Planning for the duration of three years or six semesters (180 ECTS credits) from the academic year 2017/2018. The need to introduce this study programme arose from the fact that there is a noticeable lack of professional staff in the field of Architecture and Urban Planning in the local and wider area.

University undergraduate studies in Architecture and Urban planning are enrolled by candidates who have completed secondary education for a duration of four years and who meet the criteria of the enrollment procedure and the results of the entrance exam..

Upon completion of the University undergraduate studies, students acquire the academic title of Bachelor of Architecture and Urban Planning. The curriculum at the university undergraduate study of Architecture and Urban Planning is aligned with the curricula of the Faculty of Architecture of the University of Zagreb, Faculty of Civil Engineering, Architecture and Geodesy of the University of Split, and Faculty of Civil Engineering and Architecture of the University of Josip Juraj Strossmayer in Osijek. Upon completion of the studies, students are able to demonstrate knowledge in the field of architecture and urban planning, apply knowledge and understanding in a manner characteristic of architecture and urban



studij arhitekture i urbanizma akademske 2020./2021. bio je 20.

Sveučilišni preddiplomski studij geodezije i geoinformatike

U akademskoj 2018./2019. godini provedene su sve potrebne aktivnosti za uvođenje novoga studijskoga programa – Sveučilišnoga preddiplomskog studija geodezije i geoinformatike u trajanju od tri godine (šest semestara), čijim se završetkom stječe 180 ECTS bodova.

Odlukom Senata Sveučilišta u Mostaru od 18. lipnja 2019. godine (ur. br. 01-4949/19) Studij je pokrenut od akademske 2019./2020. godine. Izvođenje nastave na ovome studijskom programu usklađeno je s nastavnim planovima i programima srodnih fakulteta u Republici Hrvatskoj.

Pravo upisa na Studij imaju kandidati koji su završili srednjoškolski program u trajanju od četiri godine.

Završetkom Sveučilišnoga preddiplomskog studija geodezije i geoinformatike studentice i studenti stječu akademski naziv prvostupnica (*baccalaurea*) i prvostupnik (*baccalaureus*) geodezije i geoinformatike.

U akademskoj 2021./2022. godini ukupan broj upisanih studenata na Studiju bio je 54.

planning, solve problems from architectural and urban practice, collect, analyze and interpret relevant data from the field of architecture and urban planning. Students develop the learning skills necessary for life-long education, but also to continue studying at the 2nd cycle of the Architecture and Urban Planning study programme. In the academic year 2021/2022, the total number of students enrolled in the study programme was 101, and the number of students who completed the university undergraduate Study in Architecture and Urban Planning in the academic year 2020/2021 was 20.

University undergraduate study programme of Geodesy and Geoinformatics

In the academic year 2018/2019, all necessary activities were carried out for the introduction of a new study programme - University undergraduate study of Geodesy and Geoinformatics lasting three years (six semesters), upon completion of which 180 ECTS credits are acquired. By the Decision of the Senate of the University of Mostar from 18 June 2019 (Number 01-4949/19), the study programme was launched from the academic year 2019/2020. Teaching activity in this study programme is coordinated with the curricula of related faculties in the Republic of Croatia. Candidates who have completed a four-year high school programme are eligible to enroll in the study programme.

Upon completion of the University undergraduate study of Geodesy and Geoinformatics, students acquire the academic title of bachelor's degree in Geodesy and Geoinformatics. In the academic year 2021/2022, the total number of students enrolled in the study programme was 54.



Znanstvena djelatnost

Znanstvena aktivnost djelatnika Fakulteta građevinarstva, arhitekture i geodezije redovito se prati i analizira, što je puno učinkovitije i vidljivije otkako su svi naši djelatnici registrirani na mrežama *ResearchGate* i *Google Znalac*. Nastavnici i asistenti tijekom posljednje tri akademske godine objavili su 62 rada, dok je broj objavljenih knjiga u posljednjih nekoliko godina u autorstvu i suautorstvu 17.

Od 2017./2018. akademske godine prvi put uvodi se sustav godišnjega planiranja znanstvenih aktivnosti i izvješćivanja o ostvarenim aktivnostima. Radi poticanja znanstveno-istraživačkih aktivnosti nastavnoga osoblja donosi se i *Odluka o poticanju znanstvenih aktivnosti*. Ono što je bitno za naše kvalitetno funkcioniranje jest to da smo uspjeli pomladiti asistentski kadar zahvaljujući sporazumu koji su potpisali Sveučilište u Mostaru i Zavod za zapošljavanje HNŽ-a, tako da smo u posljednje tri godine primili četiri nova asistenta i jednu docenticu.

Scientific activity

The scientific activity of the employees of the FGAG is regularly monitored and analyzed, which is much more efficient and visible since all our employees are registered on the ResearchGate and *Google Znalac* networks. During the last three academic years, teachers and assistants have published 62 papers, while the number of published books in the last few years in authorship and co-authorship is 17. Starting from the academic year 2017/2018, a system of annual planning of scientific activities and reporting on completed activities is being introduced for the first time. In order to encourage the scientific and research activities of the teaching staff, the *Decision on the encouragement of scientific activities* is adopted. What is important for our high-quality functioning is that we managed to rejuvenate the assistant staff thanks to the agreement signed by the University of Mostar and the Employment Office of Herzegovina-Neretva County, so that in the last three years we have received four new assistants and one assistant professor.





**e-ZBORNİK, elektronički časopis
Građevinskoga fakulteta**

e-ZBORNİK, elektronički zbornik radova Građevinskoga fakulteta (<https://e-zbornik.gf.sum.ba/>), objavljuje se dva puta godišnje, u lipnju i prosincu. U časopisu se objavljuju radovi iz polja građevinarstva i ostalih tehničkih znanosti. Svi radovi prolaze postupak dvostruke „slijepe“ recenzije. Časopisu se ne plaća nikakva naknada i otvorena je pristupa te je sadržaj u cijelosti besplatan.

U prosincu 2021. godine, u jedanaestoj godini izlaska, objavljen je 22. broj *e-ZBORNİK*-a.

Ovaj je broj, kao i prethodni, objavljen na hrvatskome i engleskome jeziku. *e-ZBORNİK* možete pronaći u bazama časopisa EBSCO, *Hrčak*, DOI (*CrossRef*) i DOAJ, a u tijeku su aktivnosti na upisu u nove baze. Bibliografski je časopis prepoznat pod sljedećim podacima: ISSN 2232-9080 (mrežno izdanje) i DOI: 10.47960/2232-9080.

e-ZBORNİK vidljiv je u bazi EBSCO, u bazi *Engineering Source* na mrežnoj stranici: <https://www.ebscohost.com/academic/engineering-source>. Uključen je i u *Hrčak* – portal znanstvenih časopisa Hrvatske od 2018. godine i nalazi se na adresi: <https://hrcak.srce.hr/e-zbornik>. Od tada pa do 1. studenoga 2021. godine časopis je imao ukupnu posjećenost od 65 756 posjeta, što u odnosu na prošlogodišnji broj ukupne posjećenosti od 28 305 posjeta predstavlja godišnji rast od 37 451 posjet.

Časopis je uključen u DOAJ (*The Directory of Open Access Journals*) bazu, a u tijeku su aktivnosti na uključivanju časopisa i u ostale baze. Izdavačka prava kao i ona u svezi sa samostalnom pohranom tekstova provode se onako kako je opisano na mreži organizacije *Sherpa* (usluga RoMEO), koja se održava na Sveučilištu u Nottinghamu.

**e-ZBORNİK, the electronic journal of the
Faculty of Civil Engineering**

e-ZBORNİK, the electronic journal of the Faculty of Civil Engineering (<https://e-zbornik.gf.sum.ba/>), is published twice a year, in June and December. The journal publishes papers from the field of construction and other technical sciences. All papers undergo a double “blind” review process. No fee is paid to the journal, it is open access and the content is completely free. In December 2021, in its eleventh year of publication, the 22nd issue of *e-ZBORNİK* was published.

This issue, like the previous one, was published in Croatian and English. *e-ZBORNİK* can be found in journal databases of EBSCO, *Hrčak*, DOI (*CrossRef*) and DOAJ, and registration in new databases is underway. Bibliographically, the magazine is recognized under the following data: ISSN 2232-9080 (online issue) and DOI: 10.47960/2232-9080.

e-ZBORNİK is visible in the EBSCO database, in the Engineering Source database on the website: <https://www.ebscohost.com/academic/engineering-source>. It has also been included in *Hrčak* – the portal of Croatian scientific journals since 2018 and can be found at: <https://hrcak.srce.hr/e-zbornik>. From then until 1 November 2021, the journal had a total attendance of 65,756 visits, which compared to last year’s total attendance of 28,305 visits represents an annual growth of 37,451 visits.

The journal is included in the DOAJ (The Directory of Open Access Journals) database, and activities are underway to include the journal in other databases as well. Publishing rights as well as those related to self-storage of texts are carried out as described on the Sherpa network (a RoMEO service), which is hosted by the University of Nottingham.

Znanstveni projekti

Značajniji znanstveni projekti posljednjih godina su:

Modeliranje i kalibracija kružnih raskrižja u BiH u svrhu optimizacije projektiranja i sigurnosti, u trajanju od 1. siječnja 2017. do 31. prosinca 2017. godine, izvor financiranja: Federalno ministarstvo obrazovanja i znanosti. Cilj je istraživanja optimizacija kružnih raskrižja u BiH radi smanjenja čekanja, odnosno potrošnje goriva, pa time i smanjenja emisije plinova, odnosno optimalna projektiranja i sigurnosti u kružnim raskrižjima.

Istraživanje izdašnosti izvora u priobalnom pojasu, u trajanju od ožujka 2016. do ožujka 2017. godine.

Opis projekta: Crpna hidroelektrana Čapljina, koja je nastala kao rezultat realizacije kompleksnoga sustava razvitka i upravljanja vodnim i za njih vezanim resursima u slivu rijeke Trebišnjice, odnosno Neretve, ima svoju odgovarajuću upravljačku ulogu i s njom u svezi odgovarajuće obveze. Svrha provedenih istraživanja bila je razjasniti hidrogeološku problematiku u svezi s vodoodrživosti kompenzacijskoga bazena Svitava i inženjersko-geoloških uvjeta za izgradnju projektiranih objekata.

Tijekom 2019. godine realiziran je projekt *Unaprjeđenje studijskog programa sveučilišnog preddiplomskog studija arhitekture i urbanizma na Građevinskom fakultetu Sveučilišta u Mostaru, kao centra izvrsnosti – Izvrsnošću do opstojnosti*. Projekt je financiralo Federalno ministarstvo kulture i športa.

U tijeku su dva Erasmus+ projekta u kojima sudjeluje Fakultet, i to:

- *Erasmus+ Projekt InAMath – An interdisciplinary approach to mathematical education* (Erasmus+ – Ključna aktivnost 2: Strateška partnerstva (KA201) za područje odgoja i općeg obrazovanja); trajanje Projekta je od 1. rujna 2020. do 28. veljače 2023. godine.

Voditelj je projekta Sveučilište u Rijeci, a partneri su: Centar tehničke kulture Rijeka, Osnovna sola heroja Janeza Hribarja Stari trg pri Lozu, Osnovna škola Nikola Tesla, Sveučilište u Mostaru, Univerza na Primorskom i Univerzitet u Novom Sadu.

Cilj je ovoga projekta osmisliti i učiniti dostupnim paket različitih mjera koje će nakon završetka

Scientific projects

More significant scientific projects in recent years are:

Modeling and calibration of roundabouts in BiH for the purpose of optimizing design and safety, from 1 January 1 2017 to 31 December 312017, source of funding: Federal Ministry of Education and Science. The aim of the research is optimization of roundabouts in Bosnia and Herzegovina in order to reduce waiting times, i.e., fuel consumption, and thereby also reduce gas emissions, i.e., optimal design and safety at roundabouts.

Research on the abundance of springs in the coastal zone, from March 2016 to March 2017. Project description: The Čapljina pumped hydroelectric power plant, which was created as a result of the implementation of a complex system of development and management of water and related resources in the Trebišnjica, i.e., Neretva River basin, has its appropriate management role and related obligations. The purpose of the conducted research was to clarify the hydrogeological issues related to the water sustainability of the compensation basin Svitava and the engineering-geological conditions for the construction of the designed facilities.

During 2019, the project *Improvement of the study programme of the university undergraduate study of architecture and urbanism at the Faculty of Civil Engineering of the University of Mostar, as a center of excellence – with Excellence to Sustainability*, was implemented. The project was financed by the Federal Ministry of Culture and Sports.

Two Erasmus+ projects in which the Faculty participates are underway, namely:

- *Erasmus+ Projekt InAMath – An interdisciplinary approach to mathematical education* (Erasmus+ – Key activity 2: Strategic partnerships (KA201) for the field of education and general education); the duration of the Project is from 1 September 2020 to 28 February 2023.

The project leader is the University of Rijeka, and the partners are: Center of Technical Culture Rijeka, Elementary School of Hero Janez Hribarja Stari trg pri Lozu, Elementary School Nikola Tesla, University of Mostar, University of Primorska and University



projekta rezultirati većom zastupljenošću interdisciplinarnosti u nastavi matematike.

- *Erasmus+ projekt BKSTONE: Higher Education–Enterprise platform for fostering, modernisation and sustainable growth in natural stone industry in Western Balkans*; trajanje projekta je od 15. studenoga 2019. do 14. studenoga 2022. godine.

Koordinatori projekta su Univerziteti Politeknik i Tiranes, Albanija, a partneri su: Univerzitet Aleksander Xhuvani Elbasan, Albanija; univerziteti „Eqrem Çabej“ i Gjirokastrës, Albanija; Univerzitet u Sarajevu, Bosna i Hercegovina; Sveučilište u Mostaru, Bosna i Hercegovina; Univerzitet Mediteran Podgorica, Crna Gora; Univerzitet u Prištini, Kosovo; Kolegij Nderkombtar per Biznes dhe Teknologji, Kosovo; University of Coruna, Španjolska; IES Ribeira do Louro, Španjolska; Asociacion Emprederial de Invertagacion Centro Tecnológico del Marmol y La Piedra, Španjolska; Università Degli Studi di Roma La Sapienza, Italija; C.P.I.P.E Escuela Edile di Padova, Italija; National Technical University of Athens, Grčka; Transilvania University of Brasov, Rumunija.

Osnovni su ciljevi projekta *BKSTONE* poticanje modernizacije i razvoja sektora kamena u partnerskim zemljama zapadnoga Balkana jačanjem odnosa između visokoškolskih ustanova i industrije te internacionalizacija kurikuluma i metoda.

Znanstveni sati

Održavanje *Znanstvenih sati* također je jedan oblik znanstvene djelatnosti u vidu predavanja koja održavaju nastavnici s drugih sveučilišta, fakulteta, ali i djelatnici Fakulteta i kolege iz struke. Tijekom proteklih pet godina održano je na desetine ovakvih predavanja.

Održani simpoziji 2017. – 2021.

Niz je manifestacija i događanja tijekom 2018. godine koje smo organizirali i tako obilježili 40. godišnjicu postojanja: Znanstveno-stručni skup *40 za budućnost*, 3. simpozij o kamenu *Hercegovina-zemlja kamena* te

of Novi Sad. The goal of this project is to design and make available a package of different measures that, after the end of the project, will result in a greater representation of interdisciplinarity in the teaching of mathematics.

- *Erasmus+ project BKSTONE: Higher Education–Enterprise platform for fostering, modernization and sustainable growth in natural stone industry in Western Balkans*; the duration of the Project is from 15 November 2019 to 14 November 2022.

The coordinators of the project are Politeknik and Tiranes Universities, Albania, and the partners are: Aleksander Xhuvani Elbasan University, Albania; “Eqrem Çabej” and Gjirokastrës universities, Albania; University of Sarajevo, BiH; University of Mostar, BiH; Mediterranean University Podgorica, Montenegro; University of Pristina, Kosovo; International College of Business and Technology, Kosovo; University of Coruna, Spain; IES Ribeira do Louro, Spain; Business Association for Research Marble and Natural Stone Technology Center, Spain; Università degli Studi di Roma La Sapienza, Italy; C.P.I.P.E Construction School of Padova, Italy; National Technical University of Athens, Greece; Transilvania University of Brasov, Romania.

The main goals of the *BKSTONE* project are to encourage the modernization and development of the stone sector in the partner countries of the Western Balkans by strengthening the relationship between higher education institutions and industry and the internationalization of curriculum and methods.

Scientific Hours

Holding of *Scientific Hours* is also a form of scientific activity in the form of lectures held by teachers from other universities and faculties, as well as Faculty employees and professional colleagues. Over the past five years, dozens of such lectures have been held.

Symposia held in 2017– 2021

There are a number of manifestations and events during 2018 that we organized and thus marked the 40th

se kroz prateću izložbu fotografija o kamenoj baštini Hercegovine koja je bila otvorena karaktera Fakultet predstavio i kao promicatelj kulturnoga identiteta i zaštite kamene baštine ovoga područja.

Od održanih simpozija važno je spomenuti: *Desetu obljetnicu Udruge hrvatskih građevinskih fakulteta*. Organizatori: Građevinski fakultet Sveučilišta u Mostaru i Udruga hrvatskih građevinskih fakulteta, održan 24. rujna 2018. godine.

Osmi znanstveno-stručni skup GEO-EXPO 2018. Organizatori: Građevinski fakultet Sveučilišta u Mostaru i Društvo za geotehniku u Bosni i Hercegovini, održan u Neumu od 18. do 19. listopada 2018. godine.

Znanstveno stručni skup 40 za budućnost. Organizatori: Građevinski fakultet Sveučilišta u Mostaru, održan od 15. do 16. studenog 2018. godine.

Znanstveno stručni skup „Koridor V_c – tunel Prenj“ održan je 25. listopada 2019. godine u Sarajevu u suorganizaciji Građevinskoga fakulteta Univerziteta u Sarajevu, Građevinskoga fakulteta Sveučilišta u Mostaru i Fakulteta za saobraćaj i komunikacije Univerziteta u Sarajevu. Cilj skupa bio je predavanjima i panel-raspravama domaće sudionike, koji su na izravan ili neizravan način uključeni u projekt, upoznati s mogućim problemima i izazovima pri ostvarivanju projekata ovakvih razmjera. Skup su podržali Vlada FBiH, Federalno ministarstvo prometa i komunikacija, EBRD, EIB, JP Autoceste i JP Ceste Federacije BiH.

Međunarodnu konferenciju za studente građevinarstva i arhitekture Valja nama preko. Međunarodna udruga studenata građevinarstva IACES LC Mostar i Studentski zbor Građevinskoga fakulteta Sveučilišta u Mostaru, u suradnji s Građevinskim fakultetom Sveučilišta u Mostaru, uspješno su organizirali tri međunarodne konferencije za studente građevinarstva i arhitekture *Valja nama preko*, 2017., 2018. i 2019. godine, dok je četvrta, ujedno i prva *online*, konferencija održana 1. prosinca 2020. godine u suradnji s udruženjem mladih za upravljanje projektima *IPMA Young Crew Bosna i Hercegovina* organizirala *Dan upravljanja projektima* u sklopu iste konferencije.

Od 2013. do 2019. godine u kontinuitetu je održano sedam *Zajedničkih temelja*. Kako *Zajednički*

anniversary of our existence: Scientific and professional conference *40 for the Future*, the 3rd symposium on stone *Hercegovina - the Land of Stone*, and through the accompanying exhibition of photographs about the stone heritage of Hercegovina, which was open character, the Faculty also presented as a promoter of cultural identity and protection of the stone heritage of this area.

Of the held symposia, it is important to mention: *The tenth anniversary of the Association of Croatian Civil Engineering Faculties*. Organizers: Faculty of Civil Engineering of the University of Mostar and the Association of Croatian Civil Engineering Faculties, held on 24 September 24 2018.

The eighth scientific and professional meeting GEO-EXPO 2018. Organizers: Faculty of Civil Engineering, University of Mostar and Society for Geotechnics in Bosnia and Herzegovina, held in Neum 18-19 October 2018.

Scientific and professional conference “*40 for the Future*”. Organizers: Faculty of Civil Engineering, University of Mostar, Held on 15-16 November 2018.

The scientific expert meeting “Vc Corridor - Prenj Tunnel” was held on 25 October 2019, in Sarajevo in the co-organization of the Faculty of Civil Engineering of the University of Sarajevo, the Faculty of Civil Engineering of the University of Mostar and the Faculty of Traffic and Communications of the University of Sarajevo. The aim of the meeting was to familiarize domestic participants, who are directly or indirectly involved in the project, with possible problems and challenges in the implementation of projects of this scale through lectures and panel discussions. The meeting was supported by the FBiH Government, the Federal Ministry of Transport and Communications, the EBRD, the EIB, Public Company *Autoceste* and Public Company Roads of the Federation of BiH.

International conference for civil engineering and architecture students “Valja nama preko”. The International Association of Civil Engineering Students IACES LC Mostar and the Student Union of the Faculty of Civil Engineering of the University of Mostar, in cooperation with the Faculty of Civil Engineering of the University of Mostar, successfully organized three



temelji ne bi postali žrtvom pandemije te kako bi njihov duh nastavio živjeti, u organizaciji Udruge hrvatskih građevinskih fakulteta i Građevinskoga fakulteta Sveučilišta u Mostaru od 23. do 24. rujna 2021. održali su se 8. *Zajednički temelji 2021*, prvi put na način novoga normalnog – *online*. Nadamo se da će već idući, 9. *Zajednički temelji 2022*. ponovno zauzeti svoje mjesto u prostorijama osječkoga Građevinskog i arhitektonskog fakulteta.

Izdavačka djelatnost 2017. – 2021.

- Kožul, M., Džolan, A.: *Mehanika II – Kinematika i dinamika*, Sveučilište u Mostaru, 2017.
- Domljan, I.: *Participacija privatnoga sektora u vodoopskrbi*, Građevinski fakultet Sveučilišta u Mostaru, 2017.
- Akmadžić, V., Smoljanović, H., Balić, I., *Građevna statika II – Metoda pomaka kroz primjere*, Sveučilište u Mostaru, Mostar, 2018.
- *Zbornik radova 3. simpozija Hercegovina – zemlja kamena*, knjiga sažetaka, urednica Galić, A., Građevinski fakultet Sveučilišta u Mostaru, Mostar, 2018.
- *Godišnjak 2018. (Građevinski fakultet Sveučilišta u Mostaru)*, urednica Prskalo, M., Građevinski fakultet Sveučilišta u Mostaru, Mostar, ISSN 2566-3593, 2018.
- *Monografija Građevinskog fakulteta – 40 godina*, urednik prof. dr. sc. Ivo Čolak
- Akmadžić, V., Soljanović, H., Balić, I.: *Građevna statika II – Metoda pomaka kroz primjere*, Sveučilište u Mostaru, Mostar, 2018. ISBN 978-9958-16-085-1
- Prskalo, M., Džeba, T.: *Zbirka riješenih zadataka*, Luke i pomorske građevine i Obalno inženjerstvo, ISBN 978-9958-16-113-1, Sveučilište u Mostaru, PRESSUM, 2019.
- *Godišnjak 2019. (Građevinski fakultet Sveučilišta u Mostaru)*, urednica Prskalo, M., Građevinski fakultet Sveučilišta u Mostaru, PRESSUM, Mostar, ISSN 2566-3593, 2019
- Domljan I., Domljan V.: „Innovation-Led Development: The Case of Bosnia and Herzegovina”, Chapter 21, pp. 467-491, *Handbook of Research*

international conferences for construction and architecture students “*Valja nama preko*” in 2017, 2018 and 2019, while the fourth, also the first online conference was held on 1 December 2020, in cooperation with the project management youth association IPMA Young Crew BiH organized the Project Management Day as part of the same conference. From 2013 to 2019, seven *Common Foundations* were held continuously. In order for the *Common Foundations* not to become a victim of the pandemic and for their spirit to continue to live, the 8th Common Foundations 2021 was held from 23-24 September 2021, organized by the Association of Croatian Civil Engineering Faculties and the Faculty of Civil Engineering of the University of Mostar, for the first time in a way of the new normal - online. We hope that the next one, the 9th Common Foundations in 2022, will once again take its place in the premises of the Osijek Faculty of Civil Engineering and Architecture.

Publishing activity in period 2017-2021

- Kožul, M., Džolan, A.: *Mehanika II – Kinematika i dinamika*, Sveučilište u Mostaru, 2017.
- Domljan, I.: *Participacija privatnoga sektora u vodoopskrbi*, Faculty of Civil Engineering, University of Mostar, 2017.
- Akmadžić, V., Smoljanović, H., Balić, I., *Građevna statika II – Metoda pomaka kroz primjere*, University of Mostar, Mostar, 2018.
- *Zbornik radova 3. simpozija Hercegovina – zemlja kamena*, a book of abstracts, Editor Galić, A., Faculty of Civil Engineering, University of Mostar, Mostar, 2018.
- *Godišnjak 2018. (Faculty of Civil Engineering, University of Mostar)*, Editor Prskalo, M., Faculty of Civil Engineering, University of Mostar, Mostar, ISSN 2566-3593, 2018.
- *Monograph of Faculty of Civil Engineering – 40 years*, Editor prof. dr. sc. Ivo Čolak
- Akmadžić, V., Soljanović, H., Balić, I.: *Građevna statika II – Metoda pomaka kroz primjere*, University of Mostar, Mostar, 2018. ISBN 978-9958-16-085-1

- *on Integrating Industry 4.0 in Business and Manufacturing*, (eds) Isak Karabegović, et al., book series Advances in Business Information Systems and Analytics (ABISA), IGI Global, USA, 2020. (DOI: 10.4018/978-1-7998-2725-2.ch021, ISBN 9781799827252 (hardcover), ISBN 9781799827269 (ebook)), 2020.
- *Godišnjak 2020. (Građevinski fakultet Sveučilišta u Mostaru)*, urednica Prskalo, M., Građevinski fakultet Sveučilišta u Mostaru, PRESSUM, Mostar, ISSN 2566-3593, 2020.
- *Zbornik radova Građevinskog fakulteta Sveučilišta u Mostaru*, Godište V, broj 5, Nakladnik: Sveučilište u Mostaru, PRESSUM, Građevinski fakultet, urednica Raič, M., ISSN 1512-9322, 2020.
- Rozić, Ž.: Održivo upravljanje urbanim vodnim sustavom u funkciji zaštite okoliša, GlobeEdit, ISBN 978-620-0-62190-0, travanj 2021.
- Šunjić, G., Čubela, D., Markić, R., *Mostovi – odabrana poglavlja*, sveučilišni udžbenik, Sveučilište u Mostaru, PRESSUM, 2021.
- *Godišnjak 2021. (Građevinski fakultet Sveučilišta u Mostaru)*, urednica Prskalo, M., Građevinski fakultet Sveučilišta u Mostaru, PRESSUM, Mostar, ISSN 2566-3593, 2021.

Zajedničke aktivnosti sa studentima FGAG-A

Studentski zbor je do prošle godine, već šestu godinu zaredom, uspješno surađivao s Međunarodnom udrugom studenata građevinarstva *IACES LC Mostar* te su u 2019. godini zajednički organizirali *Natjecanje u modeliranju mostova* za maturante srednjih škola. Također, u okviru *Green Design Biennale* organizirana je Međunarodna ljetna škola, a tri radionice na temu zelenih gradova pohađalo je 50 studenata s nekoliko sveučilišta.

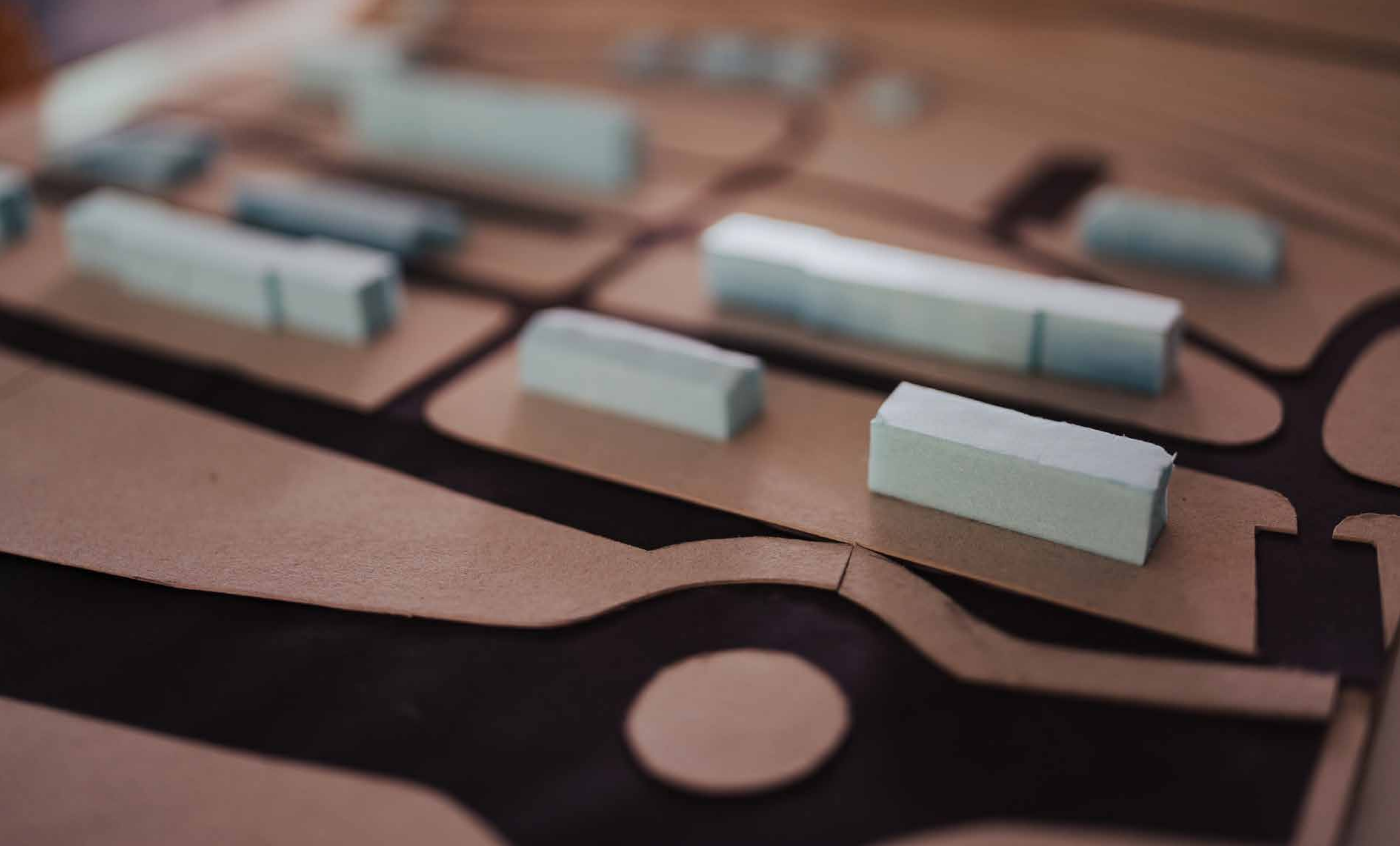
U suradnji sa Studentskim zborom Fakulteta strojarstva, računarstva i elektrotehnike Sveučilišta u Mostaru pokrenut je projekt izgradnje *Pametne klupe* u kojemu cijeli projekt izrađuju studenti naših fakulteta uz pomoć jednoga asistenta.

- Prskalo, M., Džeba, T.: *Zbirka riješenih zadataka*, Luke i pomorske građevine i Obalno inženjerstvo, ISBN 978-9958-16-113-1, University of Mostar, PRESSUM, 2019.
- *Godišnjak 2019. (Faculty of Civil Engineering, University of Mostar)*, Editor Prskalo, M., Faculty of Civil Engineering, University of Mostar, PRESSUM, Mostar, ISSN 2566-3593, 2019
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Joint activities with FGAG students

Until last year, for the sixth year in a row, the Student Union successfully cooperated with the International Association of Civil Engineering Students *IACES LC Mostar*, and in 2019 they jointly organized a *Bridge Modeling Competition* for high school graduates. Also,





Studentski zbor krajem 2019. godine organizirao je božićni domjenak na Fakultetu. Odaziv je bio odličan, više od stotinu i dvadeset studenata i nekolicina profesora. Nadali smo se da će ovo postati nekakva vrsta tradicije, ali nam u posljednje dvije godine trenutačna situacija izazvana pandemijom to ne dopušta. Vjerujemo da će se budući sazivi Studentskoga zbora potruditi nastaviti započeto.

Studenti su preko većine kolegija uključeni u razne oblike praktične nastave: u projektiranje u sklopu stručnih projekata koje rade nastavnici, numeričko modeliranje u računalnim učionicama Fakulteta, ispitivanje konstrukcija, gradiva i tla na terenu i u laboratorijima Fakulteta i nastavne baze, izradu maketa objekata u arhitektonskome studiju, posjete gradilištima (posebice većih građevinskih objekata kao što je izgradnja autocesta u BiH i Hrvatskoj). U tome smislu intenzivna je suradnja s nastavnom bazom. Od potpisanih sporazuma s nastavnim bazama izdvajamo: Grad Mostar, Federalna geodetska uprava, HERING d. o. o., Vlada Hercegovačko-neretvanske županije i dr.

Suradnja u znanstvenome radu očituje se u radovima koje objavljujemo u *e-ZBORNIKU*, elektroničkome zborniku radova GF-a. Rezultat su, između ostaloga, i studentskih sudjelovanja na domaćim i međunarodnim konferencijama, kao i manjega broja diplomskih radova predstavljenih zajedničkom suradnjom nastavnika i naših studenata.

Studenti redovito objavljuju studentski časopis *Nestabilnost* uz punu podršku Fakulteta, a ova je godina jubilara, naime obilježava se 20 godina od prvoga izdanja.

an International Summer School was organized within the framework of the Green Design Biennale, and 50 students from several universities attended three workshops on the topic of green cities.

In cooperation with the Student Union of the Faculty of Mechanical Engineering, Computing and Electrical Engineering of the University of Mostar, the project of building a *Smart Bench* was launched, in which the entire project is created by the students of our faculties with the help of an assistant.

At the end of 2019, the Student Union organized a Christmas party at the Faculty. The turnout was excellent, more than one hundred and twenty students and several professors. We hoped that this would become some kind of tradition, but in the last two years, the current situation caused by the pandemic has not allowed us to do so. We believe that future convocations of the Student Union will make an effort to continue what has been started.

Through the majority of courses, students are involved in various forms of practical teaching: in designing as part of professional projects carried out by teachers, numerical modeling in the Faculty's computer classrooms, examination of structures, materials and soil in the field and in the laboratories of the Faculty and the teaching base, making models of buildings in the architectural studio, visits to construction sites (especially larger construction facilities such as the construction of highways in BiH and Croatia). In this sense, there is intensive cooperation with the teaching bases. From the signed agreements with teaching bases, we single out: City of Mostar, Federal Geodetic Administration, HERING LLC., Government of Herzegovina-Neretva County and others.

Cooperation in scientific work is manifested in the papers that we publish in *e-ZBORNIK*, the electronic journal of Faculty's papers. The result is, among other things, student participation in national and international conferences, as well as a smaller number of diploma theses presented by the joint cooperation of teachers and our students. Students regularly publish the student magazine *Nestabilnost* with the full support of the Faculty, and this year is a jubilee year, namely the 20th anniversary of the first issue.

Stručna djelatnost

Kako je od osnutka Fakulteta, osim nastavne i znanstvene, stručna djelatnost bila bitna i u profesionalnome i financijskome smislu, Znanstveno-nastavno vijeće Građevinskoga fakulteta Sveučilišta u Mostaru 2015. godine donosi odluku o osnivanju društva s ograničenom odgovornošću koje će poslovati pod imenom Građevinski istraživački centar d.o.o. Mostar.

Centar je bilo nužno osnovati iz niz razloga: kvalitetnijega financijskog vođenja i obrade stručnih projekata i usluga, omogućavanja sudjelovanja Fakulteta i Centra u postupcima javnih nabava, perspektiva suradnje s inozemnim tvrtkama te boljega uključivanja naših studenata u djelatnost projektiranja što daje neprocjenjive povratne učinke na njihovo obrazovanje. Danas, sedam godina nakon osnivanja, za Centar može se reći da se kao subjekt pozicionirao u našem gospodarstvu te u sinergiji s Fakultetom čini prepoznatljivu i respektabilnu grupu ponuditelja svih usluga u svezi s graditeljstvom kao strukom.

U 2021. godini Fakultet je preko Građevinskoga istraživačkog centra nastavio obavljati djelatnosti projektiranja, revizija, stručnoga nadzora, nostrificiranja projekata, izrade stručnih mišljenja i elaborata, ispitivanja konstrukcija te ostalih djelatnosti. Tijekom 2021. godine potpisana su 32 ugovora, a od osnutka 2015. godine više od 200 ugovora.

Zahvalni smo svim investitorima, počevši od javnih poduzeća, ministarstava, općina kao privatnih investitora koji u Fakultetu prepoznaju visoku stručnu kvalitetu i partnera za uspješnu realizaciju vrlo složenih inženjerskih projekata i studija. Među najznačajnijim projektima u posljednjih sedam godina izdvajaju se: Dovršetak izgradnje zgrade Hrvatskoga narodnog kazališta u Mostaru, prva faza, nastavak Izrada Glavnoga i Izvedbenoga projekta nastavka izgradnje objekta Hrvatskoga narodnog kazališta u Mostaru; Revizija Glavnih projekata izmjene tehnologije izrade rasponske konstrukcije za most *Drivuša* i vijadukt *Perin Han*, autocesta Vc, dionica Donja Gračanica – Drivuša; Idejno rješenje zgrade Medijskoga i istraživačkoga centra Sveučilišta u Mostaru; Brojanje prometa na regionalnim i

Professional activity

As since the establishment of the Faculty, in addition to teaching and research, professional activity has been important in professional and financial terms, the Scientific-Teaching Council of the Faculty of Civil Engineering of the University of Mostar made a decision in 2015 to establish a limited liability company that will operate under the name Construction Research Center Ltd., Mostar.

It was necessary to establish the Center for a number of reasons: better financial management and processing of professional projects and services, enabling the participation of the Faculty and the Center in public procurement procedures, the perspective of cooperation with foreign companies, and better involvement of our students in the design activity, which gives invaluable feedback effects on their education. Today, seven years after its establishment, the Center can be said to have positioned itself as an entity in our economy and, in synergy with the Faculty, forms a recognizable and respectable group of providers of all services related to construction as a profession.

In 2021, the Faculty, through the Construction Research Center, continued to carry out the activities of designing, auditing, professional supervision, project certification, preparation of expert opinions and studies, construction testing and other activities. During 2021, 32 contracts were signed, and since its foundation in 2015, more than 200 contracts.

We are grateful to all investors, starting from public companies, ministries, municipalities as well as private investors who recognize the Faculty's highly professional quality and partner for the successful implementation of very complex engineering projects and studies. Among the most significant projects in the last seven years, the following stand out: Completion of the building of the Croatian National Theater in Mostar, first phase, continuation of the Main and Executive Project for the continuation of the building of the Croatian National Theater in Mostar; Revision of the main projects of changing the technology of making the span structure for the Drivuša bridge and the Perin Han viaduct, the Vc highway, the Donja Gračanica - Drivuša section; Conceptual design of



priključnim cestama na području HNŽ/K iz *Okvir-noga sporazuma o brojanju prometa do 2022. godine*; Izrada tehničke dokumentacije za HE Vrilo; Program opskrbe vodom za piće na prostoru Županije Zapadnohercegovačke; Hidraulički model vodoopskrbnoga sustava Tribistovo s ograncima za Grad Imotski i mnogo drugih.

Ističemo naručitelje nekih bitnijih projekata/usluga: J. P. Elektroprivreda HZHB d. d. Mostar, Ministarstvo prometa i veza HNK/Ž, Ministarstvo gospodarstva Županije Zapadnohercegovačke, STRABAG AG, Podružnica Sarajevo, Fond za zaštitu okoliša Federacije BiH, HERING d. d. Široki Brijeg, Grad Mostar, Općina Ljubuški, Općina Čitluk, Općina Posušje, Općina Tomislavgrad, Grad Široki Brijeg, Općina Grude, Ministarstvo poljoprivrede, šumarstva i vodoprivrede HNK/Ž i mnoge druge javne ustanove, obrazovne institucije, vjerske institucije, privatne osobe i sl.

Posebno vrijedi istaknuti provedbu *Simulacije izrade Glavnog projekta konstrukcije dogradnje 4. kata na postojećoj zgradi Medicinskog fakulteta Sveučilišta u Mostaru* na kojoj je radilo devet studenata.

Svakako treba istaknuti da je stanje u svezi s pandemijom virusa COVID-19 tijekom 2020. i 2021. godine bitno utjecalo na rad Centra, kako na postupak natjecanja tako i na ugovaranje stručnih projekata/usluga. No, ipak, Centar se i u ovim teškim uvjetima pokazao uspješnim, tako da je svaku godinu završio s pozitivnom bilancom.

the building of the Media and Research Center of the University of Mostar; Traffic counting on regional and connecting roads in the area of HNŽ/K from the Framework Agreement on traffic counting until 2022; Creation of technical documentation for HPP Vrilo; Drinking water supply programme in the area of Zapadnohercegovačka County; Hydraulic model of the Tribistovo water supply system with branches for the City of Imotski and many others.

We highlight the clients of some of the more important projects/services: J.P. Elektroprivreda HZHB d.d. Mostar, Ministry of Transport and Communications HNK/Ž, Ministry of Economy of Zapadnohercegovačka County, STRABAG AG, Sarajevo Subsidiary, Environmental Protection Fund of the Federation of BiH, HERING d.d. Široki Brijeg, City of Mostar, Municipality of Ljubuški, Municipality of Čitluk, Municipality of Posušje, Municipality of Tomislavgrad, City of Široki Brijeg, Municipality of Grude, Ministry of Agriculture, Forestry and Water Management HNK/Ž and many other public institutions, educational institutions, religious institutions, private individuals, etc.

In particular, it is worth highlighting the implementation of the simulation of the main design of the construction of the 4th floor extension on the existing building of the Faculty of Medicine of the University of Mostar, on which nine students worked.

It should certainly be pointed out that the situation related to the pandemic of the COVID-19 virus during 2020 and 2021 had a significant impact on the Center's work, both on the competition procedure and on the contracting of professional projects/services. However, even in these difficult conditions, the Center proved to be successful, so that it ended each year with a positive balance sheet.

Međunarodna suradnja

Razvoj međunarodne suradnje primarni je zadatak razvojne politike na Fakultetu građevinarstva, arhitekture i geodezije. Mobilnost studenata, nastavnika i suradnika jača kvalitetu studijskih programa i izvrsnost istraživanja, jača akademsku i kulturnu internacionalizaciju europskoga visokog obrazovanja, suradnju i natjecateljski duh među visokoškolskim ustanovama. Posebno nas raduju ostvareni kontinuitet i opseg suradnje u doba pandemije COVID-19. Svjetska zdravstvena organizacija (WHO) sredinom ožujka 2020. godine proglasila je globalnu pandemiju COVID-19, što je nedvojbeno donijelo velike izazove i promjene za naš Fakultet, kako u pogledu organizacijskih izazova (*online* nastava) tako i u pogledu međusveučilišne i međunarodne suradnje tijekom 2020. i 2021. godine. U rujnu 2020. godine Sveučilište u Mostaru (SUM) potpisalo je međunarodni institucionalni sporazum s Beijing University of Civil Engineering and Architecture iz Kine, a krajem listopada 2020. godine SUM postaje člani međunarodnoga BRAUIC (Belt and Road Architectural University Consortium) konzorcija. Tijekom 2021. godine pandemija COVID-19 i dalje je bila prisutna i još uvijek donosi velike izazove i promjene za naš Fakultet, u pogledu organizacijskih izazova (*online* nastava) i međusveučilišne i međunarodne suradnje. „Novo normalno“ stanje ipak dovodi do „procvata“ virtualnih konferencija te su, u skladu s time, *Erasmus dani* obilježeni virtualno. Isto tako svjedočimo i povećanju broja sastanaka na daljinu.

Posebno nas raduje suradnja s prof. dr. sc. Miguelom Ángelom Fortesom s Odjela za primijenjenu matematiku Sveučilišta u Granadi (Kraljevina Španjolska) i prof. dr. sc. Miguelom Luisom Rodríguezom Gonzálezom, koji su boravili na našem Fakultetu 2018. godine, kao i našim gostujućim profesorima, Aronom Gaborom sa Sveučilišta Claude Bernard u Lyonu (Francuska Republika) i Marcinom Kozłowskim s Odjela za građevinarstvo Šleskog politehničkog sveučilišta u Gliwicama (Republika Poljska), u obliku objavljivanja znanstvenih radova u *e-ZBORNIKU*, elektroničkome zborniku radova Građevinskoga fakulteta.

International relations

The development of international cooperation is the primary task of the development policy at the Faculty of Civil Engineering, Architecture and Geodesy. The mobility of students, teachers and associates strengthens the quality of study programmes and research excellence, strengthens academic and cultural internationalization of European higher education, cooperation and competitive spirit among higher education institutions. We are particularly pleased with the achieved continuity and scope of cooperation in the era of the COVID-19 pandemic. In mid-March 2020, the World Health Organization (WHO) declared a global pandemic of COVID-19, which undoubtedly brought great challenges and changes for our Faculty, both in terms of organizational challenges (online classes) and in terms of inter-university and international cooperation during 2020. and in 2021. In September 2020, the University of Mostar (SUM) signed an international institutional agreement with Beijing University of Civil Engineering and Architecture from China, and at the end of October 2020, SUM became members of the international BRAUIC (Belt and Road Architectural University Consortium) consortium. During 2021, the COVID-19 pandemic was still present and still brings great challenges and changes for our Faculty, in terms of organizational challenges (online classes) and inter-university and international cooperation. The “new normal” situation nevertheless leads to a “boom” of virtual conferences and, accordingly, the Erasmus days were celebrated virtually. We are also witnessing an increase in the number of remote meetings.

We are especially pleased to collaborate with Prof Miguel Ángel Fortes, PhD from the Department of Applied Mathematics of the University of Granada (Kingdom of Spain) and Prof Miguel Luis Rodríguez González, PhD, who stayed at our Faculty in 2018, as well as our visiting professors, Aron Gabor from the Claude Bernard University in Lyon (France) and Marcin Kozłowski from the Civil Engineering Department of the Silesian Polytechnic University in Gliwice (Poland), in the form of publication of scientific works in *e-ZBORNIK*, the electronic collection of works of the Faculty of Civil Engineering.

Until the onset of the COVID-19 pandemic, there



Do pojave pandemije COVID-19 bio je niz odlaznih mobilnosti nastavnika i studenata u sklopu *Erasmus+* programa, među kojima su one na Fakultetu građevinarstva, arhitekture i geodezije Sveučilišta u Splitu (Hrvatska), na Katoličkome Sveučilištu u Leuvenu (Belgija), na Sveučilištu Claude Bernard u Lyonu (Francuska), Sveučilištu u Granadi, (Španjolska), na Radboud Sveučilištu u Nijmegenu (Kraljevina Nizozemska), na Sveučilištu u Vigo (Kraljevina Španjolska), *Virtualnom Erasmus tjednu* u organizaciji Sveučilišta Zapad u Temišvaru (Rumunjska) i dr.

U Motovunu se u Studijskome centru Arhitektonskoga fakulteta Sveučilišta u Zagrebu održava Međunarodna ljetna škola arhitekture u organizaciji Udruge hrvatskih studija arhitekture, međufakultetsko

was a series of outgoing mobility of teachers and students as part of the Erasmus+ programme, among which those at the Faculty of Civil Engineering, Architecture and Geodesy at the University of Split (Croatia), at the Catholic University of Leuven (Belgium), at the Claude Bernard University in Lyon (France), University of Granada (Spain), Radboud University in Nijmegen (Kingdom of the Netherlands), University of Vigo (Kingdom of Spain), Virtual Erasmus Week organized by the University of the West in Timisoara (Romania) and others.

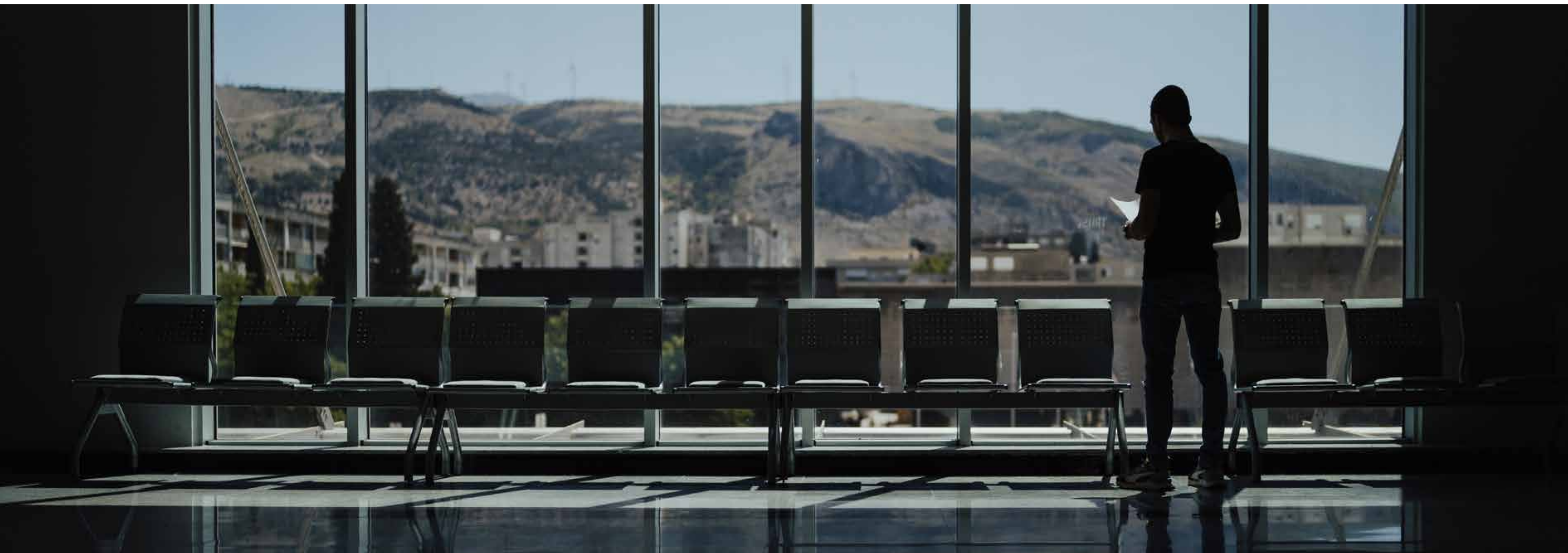
In Motovun, in the Study Center of the Faculty of Architecture of the University of Zagreb, the International Summer School of Architecture is organized by the Association of Croatian Architectural Studies, an

(Zagreb, Split, Osijek i Mostar) okupljanje nastavnika i studenata kroz učenje i druženje u kojemu su sudjelovali i naši studenti.

Zajednički temelji redoviti je skup mladih istraživača (doktoranada i poslijedoktoranada) iz područja građevinarstva i srodnih tehničkih znanosti. Ideja o kreiranju ovakva skupa došla je sa sastanka Udruge hrvatskih građevinskih fakulteta (UHGF). U razdoblju od 2013. do 2019. godine u kontinuitetu je održano sedam *Zajedničkih temelja*, čiji su ciljevi u potpunosti ispunjeni, tako da završetak jednoga Skupa predstavlja početak iščekivanja idućega. Naime, ciljevi su Skupa poticanje upoznavanja i suradnje među mladim istraživačima, razmjena ideja te, u skladu s tim, kreiranje snažne i održive mreže

inter-faculty (Zagreb, Split, Osijek and Mostar) gathering of teachers and students through learning and socializing, in which our students also participated.

Common foundations is a regular group of young researchers (doctoral students and postdoctoral students) from the field of civil engineering and related technical sciences. The idea of creating such a gathering came from a meeting of the Association of Croatian Civil Engineering Faculties (UHGF). In the period from 2013 to 2019, seven Common Foundations were held continuously, whose goals were fully met, so that the end of one Gathering represents the beginning of anticipation for the next one. Namely, the goals of the Gathering are to encourage acquaintance and cooperation among young researchers, the exchange of ideas and, accordingly, the



spremljene za znanstveno-istraživačke, profesionalne i društvene izazove budućnosti. Kako *Zajednički temelji* ne bi postali žrtvom pandemije te kako bi njihov duh nastavio živjeti, 2021. godine su se u organizaciji Udruge hrvatskih građevinskih fakulteta i Fakulteta građevinarstva, arhitekture i geodezije Sveučilišta u Mostaru održali 8. *Zajednički temelji 2021*, prvi put na način novoga normalnog – *online*. Nadamo se da će već idući, 9. *Zajednički temelji* ponovno zauzeti svoje mjesto u prostorijama osječkoga Građevinskog i arhitektonskog fakulteta.

Asocijacije s drugim fakultetima

Udruga hrvatskih građevinskih fakulteta udruga je svih građevinskih fakulteta koji u obrazovnome ciklusu koriste hrvatski jezik kao službeni, a čine je: Građevinski fakultet Sveučilišta u Zagrebu, Građevinski fakultet Sveučilišta u Rijeci, Građevinski fakultet Sveučilišta Josipa Jurja Strossmayera u Osijeku, Fakultet građevinarstva, arhitekture i geodezije Sveučilišta u Splitu i Fakultet građevinarstva, arhitekture i geodezije Sveučilišta u Mostaru. Misija je UHGF–a promicanje i unaprijeđivanje građevinske struke i njoj srodnih struka radi osiguravanja visoke kvalitete znanstvene, obrazovne i stručne aktivnosti prepoznatljive i uvažene na međunarodnome tržištu rada i usluga.

U udruzi HGF 2018. godine bili smo domaćini proslave desete obljetnice, a Udrugom smo predsjedavali od veljače 2017. do veljače 2019. godine. Ovo bogato četrnaestogodišnje iskustvo koje dijelimo s građevinskim fakultetima na kojima se nastava održava na hrvatskome jeziku iznimno je važno za nas, posebice za naše doktorande.

Priznavanje diploma i upisi na diplomatske studije u kojima su naši studenti potpuno izjednačeni s drugim studentima u RH najvažnije su tekovine koje imamo djelovanjem Udruge.

Udruga studija arhitekture i urbanizma Hrvatske (Arhitektonski fakultet Sveučilišta u Zagrebu, Građevinski i arhitektonski fakultet Sveučilišta Josipa Jurja Strossmayera u Osijeku, Fakultet građevinarstva, arhitekture i geodezije Sveučilišta u Splitu i Fakultet

creation of a strong and sustainable network ready for the scientific-research, professional and social challenges of the future. So that the Common Foundations would not become a victim of the pandemic and so that their spirit would continue to live, in 2021, the Association of Croatian Civil Engineering Faculties and the Faculty of Civil Engineering, Architecture and Geodesy of the University of Mostar organized the 8th Common Foundations 2021, for the first time in the way of the new normal. – online. We hope that the next one, the 9th Common Foundation, will once again take its place in the premises of the Faculty of Civil Engineering and Architecture in Osijek.

Associations with other faculties

The Association of Croatian Civil Engineering Faculties is an association of all civil engineering faculties that use the Croatian language as an official language in the educational cycle, and consists of: Faculty of Civil Engineering, University of Zagreb, Faculty of Civil Engineering, University of Rijeka, Faculty of Civil Engineering, University of Josip Jurj Strossmayer in Osijek, Faculty of Civil Engineering, Architecture and Geodesy University of Split and the Faculty of Civil Engineering, Architecture and Geodesy of the University of Mostar. The mission of the UHGF is to promote and advance the construction profession and its related professions in order to ensure high quality scientific, educational and professional activities recognizable and respected on the international market of labor and services.

In 2018, we hosted the tenth anniversary celebration in the HGF association, and we chaired the association from February 2017 to February 2019. This rich fourteen-year experience that we share with the faculties of civil engineering where classes are held in the Croatian language is extremely important for us, especially for our doctoral students.

Recognition of diplomas and admissions to graduate studies in which our students are completely equal to other students in the Republic of Croatia are the most important achievements that we have through the activities of the Association.

građevinarstva, arhitekture i geodezije Sveučilišta u Mostaru) organizira trodnevnu posjetu studenata Arhitektonskomu fakultetu u Zagrebu u sklopu nastave iz kolegija Stambene zgrade i tako već tri godine za redom. Pandemija je ovo nakratko zaustavila, ali se ponovno organiziramo za ovaj posjet u 2022. godini.

Infrastrukturni razvitak

Nakon što je Čitaonica na drugome katu prilagodbom u 2020. godini pretvorena u učionicu, u 2021. godini još je jedna prostorija na drugome katu prilagođena i pretvorena u učionicu – prostorija bivše kopirnice. Prilagodba je uključivala nabavu, ugradnju i instalaciju novoga projektora za projekciju računalne slike; nabavu i ugradnju nove zelene ploče; ugradnju računala s pripadajućim programima, nabavu nove profesionalne *web*-kamere te ugradnju pametne ploče *Smart Board MX265* koju je Fakultet nabavio u sklopu projekta *BKSTONE*.

Za Sveučilište u Mostaru i Građevinski fakultet Sveučilišta u Mostaru, kao jednomu od partnera na *Erasmus+* projektu pod nazivom: *Higher Education-Enterprise platform for fostering, modernisation and sustainable growth in natural stone industry in Western Balkans – BK STONE*, osigurana je nabava laboratorijske opreme i softvera u iznosu od 31 500 eura.

U 2018. godini nabavljeno je četrdeset novih računala u računalnoj učionici, a u 2021. godini trideset je računala u dvije računalne učionice nadograđeno i poboljšano. Nabavljeni su i ugrađeni SSD diskovi i dodatne radne memorije od 4 GB. Na svakome od ovih računala na novi SSD disk instalirani su: licencirani operacijski sustav *Microsoft Windows 10* te licencirane edukacijske inačice sljedećih aplikacija: *Microsoft Office 2016*, *AutoCAD 2021*, *ArchiCAD 22*, *Navisworks Manage*, *Revit 2019*, *Tower 8*, *ArmCAD 6*, *Allplan* i *Geo5*.

Godina 2020. specifična je za naš Fakultet, kao i za sve fakultete, zbog situacije nastale pandemijom bolesti COVID-19. Traženo je optimalno rješenje koje bi omogućavalo neometano izvođenje nastave u

The Croatian Architecture and Urbanism Studies Association (Faculty of Architecture, University of Zagreb, Faculty of Civil Engineering and Architecture, University of Osijek, Faculty of Civil Engineering, Architecture and Geodesy, University of Split, and Faculty of Civil Engineering, Architecture, and Geodesy, University of Mostar) organizes a three-day visit of students to the Faculty of Architecture in Zagreb as part of classes in the Residential Buildings course and so for three years in a row. The pandemic stopped this for a while, but we are organizing again for this visit in 2022.

Infrastructural development

After the Reading Room on the second floor was adapted and turned into a classroom in 2020, in 2021 another room on the second floor was adapted and turned into a classroom - the room of the former copy shop. The adaptation included the procurement, installation, and installation of a new computer image projection projector; procurement and installation of a new green board; installation of a computer with related programmes, purchase of a new professional webcam and installation of a Smart Board MX265 that the Faculty acquired as part of the BKSTONE project.

For the University of Mostar and the Faculty of Civil Engineering of the University of Mostar, as one of the partners in the Erasmus+ project entitled: Higher Education-Enterprise platform for fostering, modernization and sustainable growth in the natural stone industry in Western Balkans - BK STONE, the procurement of laboratory equipment and software in the amount of 31,500 euros.

In 2018, forty new computers were acquired in the computer classroom, and in 2021, thirty computers in two computer classrooms were upgraded and improved. Built-in SSD disks and additional working memories of 4 GB were also purchased. On each of these computers, the following are installed on a new SSD: the licensed operating system Microsoft Windows 10 and the licensed educational versions of the following applications: Microsoft Office 2016, AutoCAD 2021,



učionici uz istovremenu uključenost studenata koji nastavu prate *online*. U svih deset učionica postavljeno je kvalitetno računalo i izvršena je nabavka deset novih profesionalnih *web*-kamera koje prenose sliku i zvuk iz učionica putem *Google Meeta* ili neke druge videokonferencijske aplikacije.

Poštujući predložene preventivne epidemiološke mjere, radi zdravstvene zaštite studenata i nastavnika Fakultet je nabavio zaštitne prozirne pregrade od pleksiglasa dimenzija 650 cm x 650 cm s otvorom. Pregrade omogućavaju komunikaciju nastavnika i studenta u radnome okružju učionice, konzultacije i pregled radova.

U 2020. godini unaprijeđena je bežična mreža Fakulteta. Nabavljena su i ugrađena još dva profesionalna uređaja koja služe kao bežične pristupne točke te je na njima instalirana bežična mreža Fakulteta. Na ovim je uređajima, kao i na onim prethodno ugrađenim, instalirana i mreža *eduroam*, *roaming*-usluga zamišljena pod okriljem europske udruge akademskih i istraživačkih mreža koja omogućava nesmetano spajanje na internet u svim akademskim prostorima u kojima postoji instaliran *eduroam*.

Ususret suvremenim potrebama studijskih programa Fakultet je napravio, ali i planirao niz infrastrukturnih prilagodbi. Oblikovan je višenamjenski prostor na etaži prvoga kata u sjevernome bloku zgrade, gdje su spojene dvije postojeće učionice i dio zajedničkoga hodnika u prostrani studio za arhitekturu i urbanizam (Studio A + U). Studio se koristi za različite nastavne aktivnosti, kao što su crtaonica, vježbaonica, predavaonica i za slobodno vrijeme studenata. Nakon nastave studenti mogu koristiti studije za učenje, izradu radnih zadataka, čitanje stručne literature ili jednostavno druženje na sjedalicama uz zastakljenu stjenku s pogledom na grad. Interijer Studija A + U karakteriziraju fleksibilan namještaj i tehnološki uređaji koji pomažu studentima u usvajanju nastavnoga materijala. Fleksibilan namještaj odgovara na različite potrebe i jednostavnim pomicanjima formira se prostor za izložbe, druženja ili navedene nastavne aktivnosti. Prostor Studija A + U površine od 150 m² osigurava 36 radnih stolova za crtaonice i izložbe, stolce za sjedenje, prostor radionice i priručnu biblioteku. Biblioteku čine police i

ArchiCAD 22, Navisworks Manage, Revit 2019, Tower 8, ArmCAD 6, Allplan and Geo5.

The year 2020 is specific for our Faculty, as well as for all faculties, due to the situation caused by the COVID-19 pandemic. We were looking for an optimal solution that would enable the unhindered delivery of classes in the classroom with the simultaneous involvement of students who follow the classes online. A high-quality computer was installed in all ten classrooms and ten new professional web cameras were purchased that transmit images and sound from the classrooms via Google Meet or another video-conferencing application.

Respecting the proposed preventive epidemiological measures, for the health protection of students and teachers, the Faculty acquired protective transparent plexiglass partitions measuring 650 cm x 650 cm with an opening. Partitions enable communication between teachers and students in the working environment of the classroom, consultations and review of works.

In 2020, the wireless network of the Faculty was improved. Two more professional devices that serve as wireless access points were purchased and installed, and the Faculty's wireless network was installed on them. On these devices, as well as on those previously installed, the eduroam network is installed, a roaming service designed under the auspices of the European Association of Academic and Research Networks, which enables a smooth connection to the Internet in all academic spaces where eduroam is installed.

In response to the modern needs of study programmes, the Faculty has made and planned a series of infrastructural adjustments. A multi-purpose space was created on the first floor in the northern block of the building, where two existing classrooms and a part of the common corridor were joined into a spacious studio for architecture and urban planning (Studio A + U). The studio is used for various teaching activities, such as drawing room, practice room, lecture room and for students' free time. After classes, students can use the studios to study, create work assignments, read professional literature or simply hang out on the seats next to the glazed wall with a view of the city. The interior of Studio A + U is characterized by

ormarići na kojima je smještena radna literatura, što potiče studente na korištenje i upoznavanje sa stručnom literaturom u vrijeme nastave.

Nastavno uz Studio A + U realizirani su radovi na prilagodbi Učionice C. Površinom od 70 m², novim radnim stolovima, stolcima i policama stvorio se fleksibilan prostor za 26 studenata. Crtaonica, radionica i predavaonica namijenjena je za studentske aktivnosti individualna i timskog rada. Uporaba tehničkih pomagala i osobnih računala olakšana je izradom integriranih priključaka na elektroinstalacije uz zidove prostorije.

Nakon ovih radova pristupilo se izradi projekta za proširenje kapaciteta zgrade dogradnjom treće etaže u površini od 1 100 m². Ovim projektom u sjevernome i južnome bloku zgrade oblikuje se po pet učionica u kojima nastavu može pohađati 270 studenata. Središnji komunikacijski prostori prožimaju se sa zelenim krovnim terasama s višenamjenskim prostorima za individualni, grupni i timski rad. Otvoreni i poluotvoreni prostori zamjenjuju zatvorene učionice u nastavnome procesu. Novi je sadržaj i višenamjenska dvorana sa 137 mjesta za sjedenje koja je planirana iznad postojećega amfiteatra. Prilagodбом dijela interijera omogućava se izravan pristup u novu dvoranu površine 150 m². Budući prostori bit će prepoznati po konceptu inteligentnih učionica opremljenih suvremenom obrazovnom tehnologijom koja nastavni proces čini učinkovitijim i cjelovitijim.

Razmišljajući o energetske uštedama, izrađeno je idejno rješenje fotonaponske elektrane s 353 fotonaponska panela na krovnoj konstrukciji. Idejni projekt pokazao je mogućnost uštede oko 75 % godišnje potrošnje električne energije.

flexible furniture and technological devices that help students learn the teaching material. Flexible furniture responds to different needs and with simple movements, a space is formed for exhibitions, gatherings or the mentioned teaching activities. The Studio A + U area of 150 m² provides 36 desks for drawing rooms and exhibitions, chairs for sitting, a workshop area and a handy library. The library consists of shelves and cabinets where working literature is placed, which encourages students to use and familiarize themselves with professional literature during classes.

In addition to Studio A + U, work was carried out on the adaptation of Classroom C. With an area of 70 m², new desks, chairs and shelves, a flexible space for 26 students was created. The drawing room, workshop and lecture hall are intended for individual and team work student activities. The use of technical aids and personal computers is facilitated by the creation of integrated connections to electrical installations along the walls of the room.

After these works, the project for expanding the building's capacity by adding a third floor with an area of 1,100 m² was started. This project creates five classrooms each in the northern and southern blocks of the building, in which 270 students can attend classes. Central communication spaces intertwine with green roof terraces with multi-purpose spaces for individual, group and team work. Open and semi-open spaces replace closed classrooms in the teaching process. The new content is also a multi-purpose hall with 137 seats, which is planned above the existing amphitheater. By adjusting part of the interior, direct access to the new hall of 150 m² is possible. The future spaces will be recognized by the concept of intelligent classrooms equipped with modern educational technology that makes the teaching process more efficient and complete.

Thinking about energy savings, a conceptual solution of a photovoltaic power plant with 353 photovoltaic panels on the roof structure was created. The conceptual project showed the possibility of saving about 75% of annual electricity consumption.





*fakultet prirodoslovno-matematičkih
i odgojnih znanosti*

Dekan / Dean

MARIN ĆORLUKA



Povijest

Tri najvažnija rezultata u razvitku hercegovačkoga svjetovnog školstva od 1878. do 1918. god. nalaze se u Širokome Brijegu, i to kao Franjevačka klasična gimnazija s pravom javnosti koju otvaraju hercegovački franjevci 1844. god. te u Mostaru Velika gimnazija nastala 1893. god. (danas: Gimnazija Mostar, a poznata kao „stara gimnazija“) i Muška učiteljska škola (Preparandija) otvorena školske 1913./1914. godine.

Fakultet prirodoslovno-matematičkih i odgojnih znanosti (u daljnjemu tekstu: FPMOZ) je, gledajući u prošlost, relativno mlada ustrojbeni jedinica Sveučilišta u Mostaru (u daljnjemu tekstu: SUM), no njegov nastanak umnogome se veže za akademsku 1950./1951. godinu kada je nastala najstarija svjetovna višeškolska institucija u Hercegovini – jednogodišnja Viša pedagoška škola, i to s dva usmjerenja Matematika – Fizika i Biologija – Kemija. Prijelaz na dvogodišnje studiranje zadesila je zabrinjavajuća višegodišnja kriza zbog mala interesa za upis na navedene studijske grupe te je izvjesno vrijeme Viša pedagoška škola vegetirala s jednom studijskom grupom: Matematikom – Kemijom. Nepovoljno materijalno i financijsko stanje tadašnjega društva kočilo je infrastrukturni razvoj škole, no unatoč tomu otvorili su se i odsjeci za Jezik – Književnost – Povijest i Povijest – Geografiju, a nastavljaju s radom te s vremenom bilježe zadovoljavajući upis studenata odsjeci za Biologiju – Kemiju te Matematiku – Fiziku.

History

The three most important results in the development of secular education in Herzegovina from 1878 to 1918 are located in Široki Brijeg. First, the Franciscan classical high school that the Herzegovinian Franciscans established in 1844. Then, in Mostar, the Great Grammar School was established in 1893 (today: Grammar School Mostar, known as the “old grammar school”), and the Male Teacher’s School (Preparandija) opened in the school year 1913/1914.

The Faculty of Science and Education (in the following text: FPMOZ) is, looking back, a relatively young organizational unit of the University of Mostar (in the following text: SUM), but its origin is largely linked to the academic year 1950/1951. The oldest secular higher education institution in Herzegovina was established then - a one-year Higher Pedagogical School, with two majors: Mathematics - Physics and Biology - Chemistry. The transition to two-year studies was hit by a worrisome multi-year crisis due to low interest in enrolling in the aforementioned study groups, and for some time the Higher Pedagogical School had only one active study group of Mathematics - Chemistry. The unfavorable material and financial situation of the society at that time hindered the infrastructural development of the school, but despite this, the departments for Language - Literature - History and History - Geography were opened, and the departments for Biology - Chemistry, and Mathematics



Godine 1969. potonja ustanova prerasta u Pedagošku akademiju te otvara, pored postojećih, nova usmjerenja za Hrvatski i Srpski jezik, potom Povijest – Geografiju, a kasnije i odjele Razredne nastave i Predškolskoga odgoja. Razvojni smjer Akademije, dakako prvenstveno okrenut prema kvaliteti studiranja, doveo je do pohvalne materijalne situiranosti, što je svakako bilo važnu u pogledu nastavnoga kadra koji se sve ozbiljnije uključivao na poslijediplomske studije, tako da 1974. godina bilježi i prvoga doktoranda, stalno uposlenoga nastavnika u dugogodišnjemu postojanju Više pedagoške škole i Pedagoške akademije.

Nadalje, Pedagoška akademija prethodnica je Pedagoškomu fakultetu Sveučilišta u Mostaru, koji taj naziv nosi od akademske 1994./1995. godine kada je i osnovan i od kada je prerastao u visokoškolsku (četverogodišnju) ustanovu te koji se proširuje novim pripadajućim filološkim i humanističkim odsjecima. U desetoj obljetnici svoga postojanja Pedagoški fakultet brojio je 12 programskih sadržaja, odnosno smjerova čime je nudio kvalitetnu naobrazbu primjerenu za djelovanje u suvremenome dobu.

Fakultet prirodoslovno-matematičkih i odgojnih znanosti jedan je od fakulteta Sveučilišta u Mostaru. Akademske 2005./2006. godine potonji se, zajedno s Filozofskim fakultetom, izdvaja iz zajedničke matice – Pedagoškoga fakulteta – u samostalan fakultet te djeluje po reformiranim nastavnim planovima i programima bolonjskoga procesa studiranja sa širokim spektrom raznolikih programa te znanstvenih i umjetničkih područja koje je moguće studirati na istome.

- Physics continue to work and record a satisfactory enrollment of students over time.

In 1969, the latter institution grew into the Pedagogical Academy and opened, in addition to the existing ones, new study programmes for Croatian and Serbian languages, then History - Geography, and later the departments of Classroom Teaching and Preschool Education. The development direction of the Academy, of course, primarily focused on the quality of studies, which led to a commendable material situation, which was certainly important in terms of the teaching staff who were increasingly involved in postgraduate studies. Therefore, the year 1974 saw the first doctoral student, a permanently employed teacher during the long-standing existence of the Higher Pedagogical School and the Pedagogical Academy.

Furthermore, the Pedagogical Academy is the predecessor of the Faculty of Pedagogy of the University of Mostar, which had that name since the academic year 1994/1995 when it was founded. Since then, it has grown into a higher education (four-year) institution, which has been expanded with new philological and humanistic departments. On the tenth anniversary of its existence, the Faculty of Pedagogy had 12 programme contents, i.e., courses, which offered quality education suitable for working in the modern age.

The Faculty of Science and Education is one of the faculties of the University of Mostar. In the academic year 2005/2006, together with the Faculty of Humanities and Social Sciences, it separates from the Faculty of Pedagogy into an independent faculty and operates according to the reformed curricula of the Bologna process of study with a wide range of diverse programmes and scientific and artistic fields that can be studied there.





Ustroj Fakulteta

Od utemeljenja Fakulteta prirodoslovno-matematičkih i odgojnih znanosti do danas bilježi se djelovanje triju dekana: prof. dr. sc. Zoran Primorac (od 2005. do 2013. god.), prof. dr. sc. Mario Vasilj (od 2013. do 2021. god.) i prof. dr. sc. Marin Čorluka (dekan od 2021.). Rad Fakulteta prirodoslovno-matematičkih i odgojnih znanosti ne može se zamisliti bez važna administrativnog osoblja koje čine razne službe, kao što su Služba za pravne i kadrovske poslove, Računovodstvena služba, Tehnička služba i Služba za informacijske tehnologije. Jedna je od takvih službi i Studentska referada u kojoj se ostvaruje prvi kontakt s budućim studentima, odnosno brućošima. Referada vodi evidenciju o studenskoj dokumentaciji kao i o redovitim i o završnim te diplomskim ispitima. Arhiv, dakako, sačinjava arhivsko gradivo koje se može proučavati prema utvrđenim propisima. Tu je i Knjižnica s čitaonicom kojom se mogu služiti i nastavnici i studenti FPMOZ-a, a posjeduje literaturu na hrvatskome, engleskome i njemačkome jeziku. Alumni klub, koji vodi Fakultet, služi za uspostavljanje i održavanje veza između Fakulteta i diplomiranih studenata kao i za poticanje suradnje između Fakulteta te poduzeća i organizacija u kojima su isti uposleni, što uključuje razmjenu iskustava, organiziranje druženja, seminara i sličnih događanja važnih za unapređenje djelatnosti Fakulteta.

Uprava Fakulteta u 2021./2022. godini

- dekan: prof. dr. sc. Marin Čorluka
- prodekan za nastavu: dr. sc. Miran Pehar, doc.
- prodekanica za znanost i međunarodnu suradnju: dr. sc. Milea Ajduk Kurtović
- prodekanica za poslovanje, ljudske potencijale i upravljanje kvalitetom: dr. sc. Lidija Vladić-Mandarić, doc.
- pomoćnica dekana za studente i studentska pitanja: dr. sc. Antea Čilić, doc.
- pomoćnica dekana za projekte: dr. sc. Ivana Jovanović, doc.
- tajnica Fakulteta: Julijana Markota, dipl. iur.

Organization of the Faculty

The Faculty of Science and Education, had three deans so far: Prof Zoran Primorac, PhD (from 2005 to 2013); Prof Mario Vasilj, PhD, (from 2013 to 2021) and Prof Marin Čorluka, PhD (Dean from 2021). The work of the Faculty of Science and Education cannot be imagined without the important administrative services, such as the Legal and Human Resources Department, the Accounting Department, the Technical Department, and the Information Technology Department. One of these services is the Student Administration Office, where the future students, i.e., freshmen come first. The Office keeps records of student documentation as well as regular and final exams. The archive, of course, consists of archival material that can be studied according to established regulations. There is also a library with a reading room that can be used by teachers and students of FPMOZ, and it includes literature in Croatian, English, and German. The Alumni Club, run by the Faculty, serves to establish and maintain connections between the Faculty and graduate students. Its role is to encourage cooperation between the Faculty and the companies and organizations in which they are employed, which includes the exchange of experiences, organizing meetings, seminars, and similar events important for the improvement activities of the Faculty.

Management of the Faculty in 2021/2022

- Dean: Prof Marin Čorluka, PhD
- Vice-Dean for Teaching Affairs: Miran Pehar, PhD, assistant professor
- Vice-Dean for Science and International Relations: Milea Ajduk Kurtović, PhD
- Vice-Dean for Business, Human Resources and Quality Management: Lidija Vladić-Mandarić, PhD, assistant professor
- Dean's Assistant for Student Affairs: Antea Čilić, PhD, assistant professor
- Dean's Assistant for Projects: Ivana Jovanović, PhD, assistant professor
- Secretary of the Faculty: Julijana Markota, dipl. iur.



Nastavna djelatnost

FPMOZ po prirodi svojih studija predstavlja kompleksnu ustrojbenu jedinicu Sveučilišta u Mostaru, odnosno jedinstvenu fuziju interdisciplinarnoga obrazovanja. Fakultet čine četiri sastavnice, i to prirodoslovno-matematičke znanosti, odgojne znanosti, kineziologija i glazbene umjetnosti. Većina je studijskih programa usmjerena na obrazovanje nastavnoga profila, tj. za poslove izvođenja nastave u osnovnim i srednjim školama, a napose Fakultet pokriva i obrazovanje cjelokupnoga predškolskog odgoja.

Preddiplomski i diplomski studiji organizirani su po sustavu 3 + 2 i 4 + 1 te su usporedivi s referentnim programima visokih učilišta u Republici Hrvatskoj i Europi. U konačnici, FPMOZ osposobljava studente za daljnje samoobrazovanje, odnosno cjeloživotno učenje iz njihova i srodnih područja te podrazumijeva široke mogućnosti pokretljivosti i razmjene studenata i na preddiplomskoj i diplomskoj te poslijediplomskoj razini.

Djelatnici svih studija trajno vode brigu o unaprjeđenju nastavne, stručne, znanstvene i umjetničke djelatnosti nastojeći novim generacijama studenata približiti suvremene tijekove na odabranim studijima. Na FPMOZ-u nastava se izvodi na preddiplomskoj i diplomskoj razini (jednopredmetno i/ili dvopredmetno).

Studij Biologije

Studij Biologije nudi mogućnost upoznavanja sustava od molekule do živoga bića u prirodnome okolišu, upoznavanja i razumijevanja stanica kao osnovnih jedinica života, otkrivanja tajnih nasljeđivanja i raznolikosti životnih oblika na zemlji. Radi stjecanja praktičnih vještina i razvitka kreativnih sposobnosti eksperimentalni rad u laboratorijima i terenska nastava zastupljeni su značajnim udjelom u nastavi biologije. Na diplomskome studiju Biologije postoji i istraživački smjer Ekologija i zaštita prirode.

Studij Edukacijske rehabilitacije

Studij Edukacijske rehabilitacije daje uvid u komplementarne koncepte o razvoju odgojno-obrazovnih i rehabilitacijskih znanosti te razvija profesionalni identitet u raznim područjima. U dijelu studijskoga programa koji se odnosi na inkluzivni odgoj i obrazovanje te rehabilitaciju studenti usvajaju suvremeni pristup invaliditetu u kontekstu ljudskih prava i razvijaju razumijevanje invaliditeta kao posljedice međudjelovanja oštećenja i utjecaja socijalnoga konteksta.

Teaching activity

FPMOZ, by the nature of its studies, represents a complex organizational unit of the University of Mostar, i.e., a unique fusion of interdisciplinary education. The Faculty consists of four components, namely, natural and mathematical sciences, educational sciences, kinesiology, and musical arts. Most of the study programmes are focused on the education of the teaching profile, i.e., for teaching tasks in primary and secondary schools. Particularly, the Faculty covers the education of the entire preschool education.

Undergraduate and graduate studies are organized according to the 3 + 2 and 4 + 1 systems and are comparable to reference programmes of higher education institutions in the Republic of Croatia and Europe. Ultimately, FPMOZ trains students for further self-education, i.e., lifelong learning in their own and related fields, and includes wide opportunities for student mobility and exchange at the undergraduate, graduate, and postgraduate levels.

The employees of all study groups permanently take care of the improvement of teaching, professional, scientific and artistic activity, striving to bring new generations of students closer to contemporary trends in the selected studies. At FPMOZ, classes are held at the undergraduate and graduate levels (single major and/or double major).

Study of Biology

The Biology study programme offers the opportunity to get to know systems from molecules to living beings in the natural environment, to get to know and understand cells as the basic units of life, and to discover secret inheritance and the diversity of life forms on earth. In order to acquire practical skills and develop creative abilities, experimental work in laboratories and field teaching are represented by a significant share in biology classes. In the Biology graduate study programme, there is also a research course in Ecology and Nature Protection.

Study of Educational Rehabilitation

The study programme of Educational Rehabilitation provides insight into complementary concepts on the development of educational and rehabilitation sciences and develops professional identity in various fields. In the part of the study programme related to inclusive upbringing and education and rehabilitation, students adopt a modern approach to disability in the context of human rights and develop an understanding of disability as a consequence of the interaction of impairments and the influence of the social context.



dvorana Zlatko Dalić



Studij Fizike

Studij Fizike osposobljava mlade ljude za temeljitije i dublje razumijevanje prirode i svemira, svega onoga što nas okružuje čak i onoga što ne spoznajemo vlastitim osjetilima. Ovim se studijem stječu znanja i sposobnosti za obavljanje pomoćnih poslova u laboratorijama u raznim tvrtkama, školama i drugim sličnim organizacijama te ustanovama, a nakon diplomskoga studija stječu se znanja koja imaju široku i znanstvenu primjenu prvenstveno u školskim obrazovnim i u znanstveno-istraživačkim ustanovama.

Studij Geografije

Studij Geografije (sa smjerom Turizma i zaštite okoliša) ukazuje na to da su informacije jedan od ključnih resursa razvoja te da je problematika prostornoga i regionalnoga razvoja interdisciplinarno područje u kojemu geografija, posebno primijenjena, ima glavnu ulogu. Posebno se stavlja naglasak na poznavanju geografskih informacijskih sustava. Geografija preko znanosti o okolišu naglašava primijenjenu stranu ekologije i interdisciplinarnost između bioloških, geoloških i geografskih aspekata zaštite krajobrazne raznolikosti. Radi stjecanja praktičnih vještina i razvitka kreativnih sposobnosti praktični radovi i terenska nastava zastupljeni su u nastavi studija Geografije.

Studij Glazbene umjetnosti

Studij Glazbene umjetnosti usporediv je s programima istovrsnih studija na visokim umjetničkim učilištima u Hrvatskoj i Europi. Mnoga od zanimanja uključuju glazbene pedagoge, teoretičare, solo pjevače, instrumentaliste (klavir, violina, flauta, gitara, klasična harmonika) – nastavnike i profesore u osnovnim i srednjim glazbenim školama, glazbenim akademijama; te (etno) muzikologe – znanstvenike koji se bave proučavanjem tradicijske i glazbene kulture cijeloga svijeta.

Studij Informatike

U novije vrijeme razvoj informatičkih tehnologija sve više utječe na društvo u cjelini, npr. ekonomiju, medicinu i druge znanosti. Na sveučilišnome se studiju Informatike stručni sadržaji dopunjuju metodičkim i pedagoško-psihološkim sadržajima. Cilj je ovoga studija osposobljavanje studenata za uspješno i društveno odgovorno prenošenje informatičkoga znanja na mlade naraštaje, uz samostalno korištenje najnovije računalne tehnologije u pripadajućim i raznolikim informatičkim primjenama.

Study of Physics

The study of Physics prepares young people for a more thorough and deeper understanding of nature and the universe, everything that surrounds us, even what we cannot perceive with our own senses. With these studies, knowledge and skills are acquired for performing assistant work in laboratories in various companies, schools, and other similar organizations and institutions. After graduation, students have the necessary knowledge that has a wide and scientific application, primarily in school education and scientific research institutions.

Study of Geography

The study of Geography (with a specialization in Tourism and Environmental Protection) indicates that information is one of the key resources of development and that the issue of spatial and regional development is an interdisciplinary field in which geography, especially applied, plays a major role. Special emphasis is placed on knowledge of geographic information systems. Geography through environmental science emphasizes the applied side of ecology and interdisciplinarity between biological, geological, and geographical aspects of landscape diversity protection. In order to acquire practical skills and develop creative abilities, practical work and field teaching are represented in geography studies.

Study of Music Arts

The study of Music Arts is comparable to similar study programmes at art colleges in Croatia and Europe. Many of the professions include music pedagogues, theorists, solo singers, instrumentalists (piano, violin, flute, guitar, classical accordion), then, teachers and professors in primary and secondary music schools and music academies; and (ethno)musicologists, scientists who study the traditional and musical culture of the whole world.

Study of Informatics

In recent times, the development of information technology increasingly affects society, e.g., economics, medicine, and other sciences. In the university study of Informatics, professional content is supplemented with methodical and pedagogical-psychological content. This study programme aims to train students for the successful and socially responsible transfer of information technology knowledge to the younger generation, with the independent use of the latest computer technology in related and diverse information technology applications.



Studij Kemije

Program studija Kemije osigurava obrazovanje visokostručno-nastavnoga i znanstveno-istraživačkoga kadra koji se može uključiti u obrazovne procese, znanstveno-istraživački rad, industriju i druge privredne te gospodarske djelatnosti. Radi stjecanja praktičnih vještina i razvitka kreativnih sposobnosti, s velikim udjelom u nastavi, znatno je zastupljen obvezni eksperimentalni rad u laboratoriju na svim godinama studija. Diplomski studij Analitičke kemije i biokemije omogućava studentima da se specijaliziraju u potonjim područjima, uz istovremeno omogućavanje razvoja širokoga profesionalnog profila.

Studij Kineziologije

Na studiju Kineziologije studenti slušaju zajedničku nastavu iz predmeta temeljnih kinezioloških znanosti i interdisciplinarnih područja. Stječu znanja o kineziologiji kao znanosti koja proučava zakonitosti upravljanja procesom vježbanja i posljedice djelovanja potonjega na ljudski organizam što unapređuje zdravlje. Dakle stječu znanja o pojmu, razvoju i strukturi kineziologije, o antropološkim karakteristikama, o utjecaju tjelesnoga vježbanja na pojedine osobine, sposobnosti i zdravlje te o procesu istraživanja u kineziologiji.

Studij Matematike

Matematika je temeljna znanost tradicionalno povezana s fizikom i tehničkim znanostima. U novije vrijeme uključena je u razvoj informatičkih tehnologija i sve više u ekonomiju, medicinu te druge znanosti. Na studiju se stručni matematički sadržaji realiziraju kroz obvezne i izborne kolegije te se dopunjuju metodičkim i pedagoško-psihološkim sadržajima. Cilj je ovoga studija osposobljavanje studenata za uspješno i društveno odgovorno prenošenje matematičkoga znanja na mlade naraštaje.

Studij Pedagogije

Studij Pedagogije jedan je od najmlađih studija na FPMOZ-u. Naime, Pedagogija se kao dvopredmetni studij studira od utemeljenja samoga Fakulteta, dok se od akademske 2006./2007. godine izučava i jednopredmetno. Glavni je cilj, u bilo kojoj kombinaciji, omogućiti studentima stjecanje kompetencija za kvalificirano obavljanje djelatnosti pedagoga u javnim i privatnim odgojno-obrazovnim ustanovama kao i u području medija, kulture, javne uprave, privatnoga poduzetništva te nevladinoga sektora.

Study of Chemistry

The study programme of Chemistry ensures the education of highly professional teaching and scientific research staff who can be involved in educational processes, scientific-research work, industry, and other economic and economic activities. In order to acquire practical skills and develop creative abilities, with a large share in classes, compulsory experimental work in the laboratory is significantly represented in all years of study. The graduate study programme of Analytical Chemistry and Biochemistry enables students to specialize in the latter fields, while at the same time enabling the development of a broad professional profile.

Study of Kinesiology

In the study programme of Kinesiology, students listen to joint classes in the subjects of basic kinesiology sciences and interdisciplinary fields. They acquire knowledge about kinesiology as a science that studies the laws of managing the exercise process and the consequences of the latter's effects on the human body, which improves health. Thus, they acquire knowledge about the concept, development, and structure of kinesiology, anthropological characteristics, the influence of physical exercise on individual traits, abilities, and health, and the research process in kinesiology.

Study of Mathematics

Mathematics is a fundamental science traditionally associated with physics and technical sciences. More recently, it has been involved in the development of information technology and economics, medicine, and other sciences. In the study programme of Mathematics, professional mathematical content is realized through compulsory and optional courses and is supplemented with methodical and pedagogical-psychological content. This study programme aims to train students for the successful and socially responsible transfer of mathematical knowledge to the younger generations.

Study of Pedagogy

The study of Pedagogy is one of the youngest studies at FPMOZ. Namely, Pedagogy has been studied as a double major combination since the establishment of the Faculty itself, while since the academic year 2006/2007, it is also studied as a single major combination. The main goal, in any combination, is to enable students to acquire competencies for the qualified performance of pedagogic activities in public and private educational institutions, as well as in



Studij Predškolskog odgoja

Studij Predškolskoga odgoja na temelju stečenih kompetencija osposobljava studente za stručni odgoj i obrazovanje djece rane i predškolske dobi, što uključuje njegu i brigu za zdravlje, pripremu djece za školu u različitim odgojno-obrazovnim predškolskim programima te programima izobrazbe roditelja. Također, osposobljava za obavljanje mentorstva u dječjim vrtićima, vježbaonicama za studente i sudjelovanje u ostvarivanju programa i projekata stručno-pedagoških službi predškolske institucije, kao što su programi cjeloživotnoga usavršavanja odgojitelja, komunikacija predškolske institucije s javnošću te sudjelovanje u istraživačkim projektima.

Studij Razredne nastave

Studij Razredne nastave nastao je kao rezultat objektivnih društvenih potreba koje se temelje na suvremenim, znanstvenim i pedagoškim spoznajama te preporučenim praksama djelovanja. Težište studija predstavljaju interaktivni i interdisciplinarni nastavni procesi koji osposobljavaju studente za cjeloživotno učenje, usvajanje vještina potrebnih na tržištu, praktični rad ne samo u okviru Fakulteta nego i unutar raznih medijskih, vladinih i nevladinih organizacija.

Poslijediplomski studiji

FPMOZ svoj identitet i prepoznatljivost već uvelike dokazuje raznovrsnošću studijskih profila te studentima iz nekoliko zemalja regije. Jačanje institucije omogućeno je razvojem i uvođenjem novih studijskih programa, posebice triju doktorskih studija, kao i pojačanom nastavnom i znanstvenom suradnjom s drugim fakultetima i institutima te gospodarskim institucijama, uz uspostavljanje bolje organizacije rada i uvođenje sustavna praćenja svih aktivnosti.

Ekologija, zaštita prirode i okoliša

studij je na kojemu se u prvome redu ekologija definira kao znanost, a zadaće su zaštita prirode i okoliša, očuvanje, njega i unaprjeđenje zaštite prirodnih prostora koji se izdvajaju svojom posebnosti i ljepotom, biološkom raznolikošću i posebnim značenjem za opće dobro. Poslijediplomski studij prirodnih znanosti ima dva usmjerenja, i to smjer Ekologija, polje biologije, granu ekologije te smjer Znanost o okolišu, polje interdisciplinarnih prirodnih znanosti, granu znanost o okolišu. Doktorand ovim poslijediplomskim studijem stječe kompetencije koje obuhvaćaju suvremeno-teorijsko i praktično znanje iz područja prirodnih znanosti i specifičnih oblasti unutar grane ekologije i

the field of media, culture, public administration, private entrepreneurship, and non-governmental sector.

Study of Preschool Education

Based on acquired competencies, the study of Preschool Education prepares students for the professional education of children of early and preschool age, which includes care and health care, preparing children for school in various educational preschool programmes and parent training programs. It also provides training for mentoring in kindergartens, training rooms for students, and participation in the implementation of programmes and projects of the professional-pedagogical services of the preschool institution, such as lifelong training programs for educators, communication of the preschool institution with the public, and participation in research projects.

Study of Classroom Teaching

The study of Classroom Teaching was created as a result of objective social needs based on contemporary, scientific, and pedagogical knowledge and recommended practices. The focus of studies is interactive and interdisciplinary teaching processes that train students for lifelong learning, acquisition of skills needed in the market, and practical work within the Faculty and various media, governmental and non-governmental organizations.

Postgraduate Studies

FPMOZ already proves its identity and recognizability to a large extent with the variety of study profiles and students from several countries of the region. The strengthening of the institution was made possible by the development and introduction of new study programmes, especially three doctoral studies, as well as increased teaching and scientific cooperation with other faculties and institutes, and economic institutions, along with the establishment of a better organization of work and the introduction of systematic monitoring of all activities.

Ecology, nature and environmental protection

is a study programme in which ecology is primarily defined as a science, and the tasks are the protection of nature and the environment, preservation, care, and improvement of the protection of natural spaces that stand out for their uniqueness and beauty, biological diversity and special significance for the common





znanosti o okolišu, ovisno o interesu kandidata, sposobnosti kritičke analize i kreativna rješavanja problematike zaštite prirode i okoliša.

Studij Geografske osnove planiranja u okolišu

nudi suvremenu geografiju i prostorno planiranje koje povezuje niz zajedničkih ili barem sličnih značajki. Geografija proučava geoprostor i njegove preobrazbe pod utjecajem prirodnih i društvenih čimbenika, pri čemu se prostor promatra kao složena cjelina u kojoj se pojave i procesi isprepliću, suprotstavljaju i zajednički djeluju. S tim se znanstvenim gledištem geografija u mnogočemu približava prostornomu planiranju, ili radi objekta proučavanja – kraja (regije) ili razumijevanja prostora (regije), jer prostor tretira kao kompleksnu stvarnost. Studij za stjecanje akademskoga stupnja doktora znanosti završava polaganjem svih ispita, izradbom i javnom obranom doktorskoga rada, čime se postiže akademski stupanj doktora prirodnih znanosti, na znanstvenome polju geoznanosti, grana geografija.

Poslijediplomski studij odgojnih znanosti – Pedagogija

interdisciplinarno je usmjeren prema obrazovanju stručnjaka koji će moći provoditi znanstvena istraživanja u području znanosti o odgoju i predstavlja dio cjeloživotnoga obrazovanja pedagoga te srodnih profesija u okviru odgoja i obrazovanja. Ustroj doktorskoga studija potiče suvremeni pristup – plan i program, oblike nastave i znanstveno-istraživačku orijentaciju povezivanja programa i projekata, unutar i izvan Sveučilišta u Mostaru te proizvodnju i primjenu znanja u znanstvenim institutima, privatnome i javnome sektoru koji osiguravaju kvalitetu studija i usporedivost sa sličnim doktorskim studijima pedagogije u Europi, što omogućuje uključivanje studija ili njegovih pojedinih modula u zajedničke programe s inozemnim sveučilištima. Poslijediplomski studij ostvaruje se u okviru područja društvenih znanosti te znanstvenoga polja pedagogije.

Prijedlog studijskoga programa Promet i logistika, smjer Cestovni promet na FPMOZ-u izrađen je prema stavu Sveučilišta u Mostaru o usporedivosti s komplementarnim studijima u Republici Hrvatskoj te drugih sveučilišta u inozemstvu. Uz suglasnost Rektorata te Fakulteta prometnih znanosti Sveučilišta u Zagrebu korišten je nastavni plan i program potonjega te je isti ujedno i referentni fakultet za ovaj studij.

Sveučilišni centri

Prateći društvena kretanja, Fakultet je uočio potrebu za organiziranjem nastave na dislociranim studijima te se izvodila nastava u Orašju, i to studijskih

good. The postgraduate study programme of natural sciences has two study tracks, namely the study track of Ecology, field of biology, branch of ecology, and the study track of Environmental Science, field of interdisciplinary natural sciences, branch of environmental science. In this postgraduate study programme, the doctoral student acquires competencies that include modern theoretical and practical knowledge in the field of natural sciences and specific areas within the branch of ecology and environmental science, depending on the candidate's interest, ability to critically analyze and creatively solve issues of nature and environmental protection.

Study of the Geographical basics of planning in the environment

Geography offers contemporary geography and spatial planning that connects several common or at least similar features. Geography studies geospace and its transformations under the influence of natural and social factors, whereby space is viewed as a complex entity in which phenomena and processes intertwine, oppose and interact. With this scientific point of view, geography approaches spatial planning in many ways, either for the sake of the object of study - the end (region) or understanding of space (region), because it treats space as a complex reality. The study programme for obtaining the academic degree of Doctor of Science ends with passing all exams, preparation, and public defense of the doctoral thesis, which leads to the academic degree of Doctor of Natural Sciences, in the scientific field of geosciences, a branch of geography.

Postgraduate study of educational sciences - Pedagogy

Geography offers contemporary geography and spatial planning that connects several common or at least similar features. Geography studies geospace and its transformations under the influence of natural and social factors, whereby space is viewed as a complex entity in which phenomena and processes intertwine, oppose and interact. With this scientific point of view, geography approaches spatial planning in many ways, either for the sake of the object of study - the end (region) or understanding of space (region), because it treats space as a complex reality. The study programme for obtaining the academic degree of Doctor of Science ends with passing all exams, preparation, and public defense of the doctoral thesis, which leads to the academic degree of Doctor of Natural Sciences, in the scientific field of geosciences, a branch of geography.

The proposal for the study programme of Transport and Logistics, study track Road Transport at FPMOZ, was prepared according to the position of the University of Mostar on comparability with complementary studies in the Republic of Croatia and other universities abroad. With the consent of the Rector's Office and the Faculty of Transport and Traffic Sciences of the University of Zagreb, their curriculum was used, and they are the reference faculty for this study programme.



programa Geografija, sa smjerom Turizam i zaštita okoliša, Informatika, Kineziologija, Predškolski odgoj (sveučilišni i stručni) i Razredna nastava. Također je aktivno djelovao i dislocirani studij Glazbene umjetnosti u Kreševu koji je dao već nekoliko generacija završenih klasičnih harmonikaša i glazbenih pedagoga.

University Centres

Following social trends, the Faculty noticed the need to organize classes at dislocated studies, and classes were held in Orašje, namely, study programmes in Geography, with a specialization in Tourism and Environmental Protection, Informatics, Kinesiology, Preschool Education (university and vocational) and Classroom Teaching. Also, the off-campus classes of Music Arts in Kreševo were active bringing out several generations of classical accordionists and music pedagogues.





Znanstvena djelatnost

Nastavnici Fakulteta prirodoslovno-matematičkih i odgojnih znanosti objavljuju recenzirane radove u etabliranim časopisima kao i knjige, monografije, udžbenike, skripte... Studenti i nastavnici uspješni su sudionici brojnih domaćih i međunarodnih znanstvenih skupova te su djelatni na potonjim i kao članovi organizacijskih i programskih odbora. Fakultet je bio domaćinom nekoliko međunarodnih znanstvenih skupova, simpozija, okruglih stolova iz raznih područja na kojima se poticala rasprava o aktualnim društvenim i kulturnim zbivanjima današnjice.

Konferencije i simpoziji

Među najvažnijim je skupovima znanstveno-popularna manifestacija *Dan prirodnih znanosti* koja se održava dugi niz godina u suradnji s Prirodno-matematičkim fakultetom Univerziteta u Sarajevu i Prirodno-matematičkim fakultetom Univerziteta u Tuzli, kojoj je cilj popularizacija znanosti i znanstveno-istraživačkoga rada u javnosti – posebno među mladima, učenicima i studentima. Također je važna i znanstveno-stručna konferencija s međunarodnim sudjelovanjem pod nazivom *Sport i komunikacija* nastala suradnjom triju institucija: FPMOZ-a, Filozofskoga fakulteta SUM-a i Društva hrvatskih novinara Bosne i Hercegovine. Studentske aktivnosti bilježe nekoliko međunarodnih znanstvenih konferencija studenata pod nazivom *Pedagogija, obrazovanje i nastava – PON*. Fakultet uvelike obilježava i znanstveno-kulturni događaj *Jesen na FPMOZ-u* koji sa sobom nosi i Likovnu koloniju *Krešimir Ledić*, koncerte umjetničke glazbe, kao što je *Etno u klasičnoj glazbi*, razne vokalne i instrumentalne nastupe, izložbe radova raznih akademskih slikara (Ž. Mucka, J. Mijića, S. Nobila, S. Pavlovića...), javna predavanja, primjerice, predavanje hrvatskoga fizičara i izumitelja prof. dr. sc. Davora Pavune na temu *Znanstveni izazovi bolje, zelene civilizacije*, zatim predavanje na temu *Matematika i muzika* prof. dr. sc. Zvonimira Šikića, a svakako su vrijedne spomena i znanstveno-stručne konferencije s međunarodnim sudjelovanjem u organizaciji FPMOZ-a

Scientific Activity

The teachers of the Faculty of Science and Education publish peer-reviewed papers in established journals as well as books, monographs, textbooks, scripts, etc. Students and teachers are successful participants in numerous domestic and international scientific meetings and are active in the latter as members of organizational and program committees. The faculty hosted several international scientific meetings, symposia, and round tables from various fields, where discussions on current social and cultural events of today were encouraged.

Conferences and symposia

Among the most important gatherings is the scientific and popular manifestation Day of Natural Sciences, held for many years in cooperation with the Faculty of Science of the University of Sarajevo and the Faculty of Science of the University of Tuzla. The goal is to popularize science and scientific research work in the public - especially among young people, pupils, and students. In addition, important is the scientific and professional conference with international participation called Sport and Communication, established by the cooperation of three institutions: FPMOZ, the Faculty of Humanities and Social Sciences of SUM, and the Society of Croatian Journalists of Bosnia and Herzegovina. Student activities include several international student scientific conferences under the name Pedagogy, Education, and Teaching. The Faculty celebrates the popular scientific and cultural event Autumn at FPMOZ. This event includes the Krešimir Ledić Art Colony, classical music concerts, such as Ethno in classical music, various vocal and instrumental performances, exhibitions of works by various academic painters (Ž. Mucka, J. Mijić, S. Nobil, S. Pavlović...), public lectures, for example, a lecture by the Croatian physicist and inventor Prof Davor Pavuna, PhD, on the topic Scientific challenges of a better, green civilization; then, a lecture on Mathematics and music by Prof Zvonimir Šikić, PhD. It is worth mentioning scientific and professional conferences with

od kojih se izdvajaju *Zaštita voda u kršu* i *Mathematical Inequalities and Applications* – MIA.

Znanstveni sati

Na FPMOZ-u redovito se održavaju znanstvena i stručna predavanja zajedničkoga naziva *Znanstveni sati*. Među brojim javnim predavanjima jest i ono prof. dr. sc. Kreše Zadre na temu *O kurikularnoj reformi u Hrvatskoj*, gdje je govorio o projektu *Škola za život* i metodama uvođenja u nastavu novih predmetnih kurikula... Slovenska prof. dr. sc. Maja Uran Maravić s katedre za Trajnosti razvoj destinacij Univerze v Ljubljani obilježila je svoj dolazak temom o turizmu i njegovoj važnosti danas, a o *Putu Mongolijom – riječju i slikom* iz svoga osobnog iskustva govorila je prof. dr. sc. Željka Šiljković sa Sveučilišta u Zadru. Javna predavanja nisu izostala ni na studiju Kemije s temom *Teorijski opis fotofizičkih i fotokemijskih procesa* predavačice prof. dr. sc. Nađe Došlić s Instituta *Ruder Bošković* u Zagrebu; potom predavanje dr. sc. Ante Prkića, doc., sa Sveučilišta u Splitu koji se bavio temom *Razvoja novih membrana na ionsko-selektivne elektrode s dodatkom nanočestica metala i metalnih oksida...* Održan je niz predavanja na studiju Kineziologije: *Znanstveni projekti u kineziologiji*, *Planiranje i programiranje treninga u nogometu*, *Put do olimpijske medalje*, *Dijagnostika treniranosti sportaš* i mnoga druga. Glazbena umjetnost također se diči svojim humanističkim područjem te znanstvenicima koji svoja predavanja oblikuju, osim na simpozijima, okruglim stolovima, seminarima i znanstvenim satima, i u radioemisijama prenoseći na obrazovan način različite glazbene kulture svijeta. Sva su predavanja javna te služe za interdisciplinarno povezivanje kolega i kolegica s drugih visoko-obrazovnih institucija, javnih i privatnih poduzeća.

international participation organized by FPMOZ, such as Protection of Water in Karst and Mathematical Inequalities and Applications - MIA.

Scientific Hours

FPMOZ regularly hosts scientific and professional lectures, titled Scientific Hours, which include many public lectures. It is worth mentioning the following ones: Prof Krešo Zadro on the topic of Curricular reform in Croatia, where he spoke about the School for Life project and methods of introducing new course curricula into the teaching process; Prof Maja Uran Maravić, PhD, from the Department of Sustainable Destination Development at the University of Ljubljana, who marked her arrival with the topic of tourism and its importance today; then, Prof Željka Šiljković, PhD, from the University of Zadar, who talked about her personal experience of traveling through Mongolia. There were also public lectures at the Chemistry department, e.g., Theoretical description of photo-physical and photochemical processes by the lecturer Prof Nada Došlić, PhD, from the Ruder Bošković Institute in Zagreb; then a lecture by Ante Prkić, PhD, assistant professor, from the University of Split, who dealt with the topic of the development of new membranes for ion-selective electrodes with the addition of nanoparticles of metals and metal oxides. A series of lectures were held at the Kinesiology study: Scientific projects in kinesiology; Planning and programming of football training; Path to the Olympic medal; Diagnostics of athlete training, and many others. The Music Arts department is also proud of its humanistic field and scientists who shape their lectures, apart from symposia, round tables, seminars, and science classes, also in radio broadcasts, transmitting in an educated way the different musical cultures of the world. All lectures are public and serve for the interdisciplinary connection of colleagues from other higher education institutions, and public and private companies.



Izdavačka djelatnost

Fakultet prirodoslovno-matematičkih i odgojnih znanosti Sveučilišta u Mostaru izdavač je, u sunakladništvu s Maticom hrvatskom u Mostaru, časopisa za prosvjetu i kulturu pod nazivom *Suvremena pitanja* u kojemu nastavnici ili nastavnici u suradnji sa studentima te suradnici iz regije i šire iznose promišljanja i istraživanja aktualna trenutka cjeline odgoja i obrazovanja. Unutar časopisa objavljuju se radovi prvenstveno iz područja odgojnih i obrazovnih znanosti kao i radovi interdisciplinarna karaktera, odnosno ostalih područja koja su u svezi s postojećim znanostima, potom prikazi knjiga, osvrti na znanstvene i stručne skupove, stručne i umjetničke radionice te slične skupove od interesa za znanstveno-stručnu javnost. Časopis nastoji primjenjivati načela transparentnosti i najbolje prakse u znanstvenome izdavaštvu. Sadržaj je u cijelosti besplatno dostupan u elektroničkome obliku na službenoj mrežnoj stranici časopisa te se nalazi u *Central and Eastern European Online Library* (CEEOL) bazi podataka.

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Publishing activity¹

The Faculty of Science and Education of the University of Mostar is the publisher, in co-publishing with *Matica Hrvatska* in Mostar, of a journal for education and culture called *Suvremena pitanja* – Contemporary Issues, in which teachers individually or in collaboration with students and colleagues from the region and beyond present current reflections and research of the entire upbringing and education. Within the journal, papers are published primarily from the field of educational sciences, as well as interdisciplinary papers, i.e., papers from other fields related to existing sciences; then, book reviews, reviews of scientific and professional meetings, professional and artistic workshops and similar meetings of interest to the scientific and professional public. The journal strives to apply the principles of transparency and best practices in scientific publishing. The entire content is available for free in electronic form on the journal's official website and is located in the Central and Eastern European Online Library (CEEOL) database.

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¹ Arranged by years from 2005 to the present, and then alphabetically by the last name

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² The textbook is intended primarily for undergraduate students of kinesiology and health studies.

³ The book was promoted on 17 December 2021 in Široki Brijeg, promoters: Prof Ljubomir Zovko, PhD, Prof Hrvoje Mandić, PhD, Ivona Šego Marić, PhD, and Prof Tihomir Zovko, PhD.

Stručna djelatnost

Važno je naglasiti raznolikosti na FPMOZ-u pa tako, primjerice, u okviru svojih studija Fakultet ima studij Glazbene umjetnosti koji je vrlo aktivan kada je riječ o nastupu njegovih studenata i nastavnika, kao što su nastupi na Muzičkoj akademiji Univerziteta u Sarajevu, Muzičkoj akademiji Sveučilišta u Zagrebu, Međunarodnome zbornom festivalu *Cro Patria* u Splitu, u Katedrali Uznesenja Blažene Djevice Marije u Dubrovniku, u Matici hrvatskoj u Zagrebu, St. Paul' church u Cambridgeu, u Galeriji ULUS u Beogradu... Mladi glazbenici – studenti Glazbene umjetnosti – pokazali su jedan snažan umjetnički uspon u vrlo kratkome razdoblju svoga postojanja što dokazuje niz nagrada i priznanja osvojenih na raznim solističkim (instrumentalnim i solo pjevanjem) te zbornim natjecanjima u regiji i šire. Studij Glazbene umjetnosti najmanje četiri puta godišnje organizira samostalne koncerte studenata i nastavnika.

Tradicionalnu popularizaciju znanosti i umjetnosti na Fakultetu svakako obilježavaju *Dani otvorenih vrata* koji svojim programima surađuju s društvenom zajednicom, zainteresiranim budućim studentima, učenicima osnovnih i srednjih škola, nastavnicima i profesorima. Dani se održavaju kako bi se društvenoj zajednici približili rad i funkcioniranje Fakulteta te ih se upoznalo s ponudom studija i kompetencijama po završetku istih. Ni u doba pandemije COVID-19 Fakultet nije posustajao. Održavali su se virtualni Dani s raznim zabavnim i poučnim radionicama za učenike kako bi im se približio rad Fakulteta te prikazao način školovanja budućih generacija.

Još jedan pokazatelj kompleksnosti Fakulteta djelovanje je Škole tradicijskih glazbala u kojoj su studenti smjera Glazbene kulture i etnomuzikologije, a i drugi zainteresirani izvan Fakulteta i sveučilišne zajednice, bili u izravnu dodiru s raznolikim instrumentarijem hrvatske tradicijske baštine.

Professional Activity

It is important to emphasize the diversity at FPMOZ, so, for example, as part of its studies, the Faculty has a Musical Arts study programme which is very active when it comes to the performance of its students and teachers. They perform at the Music Academy of the University of Sarajevo, the Music Academy of the University of Zagreb, the International Choir Festival *Cro Patria* in Split, the Cathedral of the Assumption of the Blessed Virgin Mary in Dubrovnik, in Matica Hrvatska in Zagreb, St. Paul's Church in Cambridge, in the ULUS Gallery in Belgrade, etc. Young musicians - students of Musical Arts - have shown a strong artistic rise in a very short period of their existence, as evidenced by a series of awards and recognitions won at various solo (instrumental and solo singing) and choral competitions in the region and beyond. The Music Arts Department organizes solo concerts of students and teachers at least four times a year.

The traditional popularization of science and art at the Faculty is certainly marked by Open Door Days, which is an opportunity for collaboration with the social community, interested future students, primary and secondary school students, teachers, and professors. The Open Door Days are held to bring the work and functioning of the Faculty closer to the social community and to familiarize them with the offer of studies and the competencies upon completion of them. Even during the COVID-19 pandemic, the Faculty did not lose strength. The Faculty also organized Virtual days with various fun and educational workshops for students to familiarize them with the work of the Faculty and to show the way of education for future generations.

Another indicator of the complexity of the Faculty is the School of Traditional Musical Instruments. It is an opportunity for students of the study track Music Culture and Ethnomusicology, as well as others interested outside the Faculty and the university community, to see diverse instruments that belong to the traditional heritage of Croatian people.



Studentske aktivnosti

Studenti FPMOZ-a aktivno sudjeluju u kulturnome i športskome životu Sveučilišta i šire te tako pokreću i studentski list *Eureka* koji djeluje od 2009. do danas, a od travnja 2016. godine pokreću i emisiju pod istoi-menim nazivom. Udruga *Info Tech* djeluje od siječnja 2016. godine i uključena je u aktivnosti poput diza-jniranja studentskoga časopisa, snimanja emisija te prijenosa uživo fakultetskih događanja.

Udrugu EGEA Mostar čine studenti Geografije, smjera Turizma i zaštite okoliša, te je ista dio velike europske porodice EGEA koja predstavlja jednu od najvećih studentskih organizacija u Europi. Na Fakul-tetu djeluje i *Klub mladih pedagoga* koji je aktivan po pitanju humanitarnih akcija i volontiranja. Studenti Kineziologije članovi su Sveučilišne malonogometne ekipe koja osvaja medalje na svim dosadašnjim natje-canjima. Vrijedno je spomena i natjecanje u progra-miranju pod nazivom *Code Challenge by Switch* na kojemu je uvjerljivu pobjedu odnio tim sa studija Informatike na temu *Ekologija: problemski zadatak Komunalni sustav* i tako osvojio nagradu *Samsung Galaxy S8*.

Međunarodna suradnja

Ured prodekana za međunarodnu suradnju Fakulte-ta prirodoslovno-matematičkih i odgojnih znanosti Sveučilišta u Mostaru formiran je, odnosno tehnički opremljen za rad sa studentima, nastavnim i ne-nastavnim osobljem koje sudjeluje u programima međunarodne mobilnosti. Isti je na raspolaganju gostujućim profesorima i studentima koji sudjeluju u programu mobilnosti kao i za postupke prijave i oda-bira mobilnosti domaćih nastavnika i studenata. Da-kle, Fakultet prirodoslovno-matematičkih i odgojnih znanosti aktivan je u poticanju mobilnosti studenata i nastavnika i administrativnoga osoblja. Također, svi su studiji (pred)diplomske i poslijediplomske razine otvoreni prema unutarnjoj mobilnosti studenata, tj. prema upisu studenata koji su na FPMOZ-u ili na drugim visokim učilištima završili preddiplomske,

Student activities

The students of FPMOZ actively participate in the cultural and sports life of the University and beyond, thus starting the student newspaper *Eureka*, which has been active since 2009 until today, and since April 2016, they have also started a show under the same name. The Info Tech association has been operating since January 2016 and is involved in activities such as designing the student magazine, recording shows, and live broadcasting of faculty events.

The EGEA Mostar association consists of students of Geography, Tourism, and Environmental Prote-ction, and is part of the large European EGEA family, which represents one of the largest student organiza-tions in Europe. The Faculty also has a Club of Young Pedagogues, which is active in humanitarian actions and volunteering. Kinesiology students are members of the University mini-football team, which has won medals in all previous competitions. It is also worth mentioning the programming competition called Code Challenge by Switch, in which the team from the Informatics study on the topic of Ecology: the Utility System problem won a convincing victory and thus won the Samsung Galaxy S8 prize.

International Relations

The Office of the Vice-Dean for International Re-lations of the Faculty of Science and Education of the University of Mostar was formed, i.e., techni-cally equipped to work with students, teaching, and non-teaching staff participating in international mobility programmes. The same is available to visiting professors and students participating in the mobility programme, as well as for application and selection procedures for the mobility of domestic teachers and students. Therefore, the Faculty of Science and Educa-tion is active in encouraging the mobility of students and teachers, and administrative staff. Also, all (pre) graduate and postgraduate level studies are open to internal student mobility, i.e., to the enrollment of stu-dents who have completed undergraduate or graduate

odnosno diplomske studijske programe srodne oni-ma čiji su ti studiji izravan nastavak.

Na FPMOZ-u studenti iz inozemstva imaju prili-ku biti na plaćenju praksi. Za takav oblik suradnje zaslužni su Uprava Fakulteta i studenti koji djeluju pri međunarodnoj udruzi IASTE. Na ovakav je način Fakultet i svojim studentima pružio mogućnost obavljanja financijski osiguranih praksi u inozem-stvu. Pored udruge za razmjenu studenata tehničkih i prirodnih znanosti IASTE djeluje i udruga AISEC koja se isključivo bavi međunarodnom suradnjom i studentskim razmjenama.

Projekti

U okvirima aktualnoga europskog konteksta, dakle, uključivanjem u europski sustav visokoga obrazo-vanja, FPMOZ nalazi svoje mjesto u mnogim pro-jektima međunarodne suradnje, poput programa unapređenja kvalitete sveučilišnoga obrazovanja (*Tempus*, IPA); poput programa akademske mobil-nosti (*Erasmus mundus*, CEEPUS, *JoinEU-SEE...*); *Teacher Erasmus+*; Međunarodnog znanstvenog projekta – *Obrazovanje na manjinskim jezicima*, interkulturalne kompetencije i europske vrijednosti; Međunarodnoga i međufakultetskoga znanstvenog projekta – *University education through photograp-hic perspective (a visual ethnographic perspective)*; Studentskoga projekta FMON; projekta CONNECT, *Izgradnja inteligentnog tutorskog sustava za potrebe američke mornarice (Adaptive Courseware Based on Natural Language Processing AC & NL Tutor)*, CULTURAL COLLISION – *Bosnia and Herzegovina (past, present & future)*; *Educating Science Teachers for All* – ESTA; *Enhancing Adaptive Courseware based on Natural Language Processing*; INAMATH – *An interdisciplinary approach to Mathematical education*; *Teacher training institutions initiative e-Twinning* TTI; ECOBIAS i mnogih drugih.

study programmes related to those whose studies are a direct continuation at FPMOZ or other universities.

At FPMOZ, students from abroad have the oppor-tunity to do a paid internship. The faculty admini-stration and students who work for the international association IASTE are responsible for such a form of cooperation. In this way, the Faculty offered its stu-dents the opportunity to perform financially secured internships abroad. In addition to the association for the exchange of technical and natural sciences students IASTE, there is also the association AISEC, which exclusively deals with international cooperation and student exchanges.

Projects

Within the framework of the current European context, therefore, by being included in the European system of higher education, FPMOZ finds its place in many projects of international cooperation, such as the programme for improving the quality of university education (*Tempus*, IPA); such as academic mobility programmes (*Erasmus Mundus*, CEEPUS, *JoinEU-SEE...*); *Teacher Erasmus+*; International scientific project - Education in minority languages, intercul-tural competencies and European values; Interna-tional and interfaculty scientific project – University education through photographic perspective (a visual ethnographic perspective); Student project FMON; CONNECT project, Building an intelligent tutor-ing system for the needs of the US Navy (Adaptive Courseware Based on Natural Language Processing AC & NL Tutor), CULTURAL COLLISION – Bosnia and Herzegovina (past, present & future); Educating Science Teachers for All – ESTA; Enhancing Adaptive Courseware based on Natural Language Processing; INAMATH – An interdisciplinary approach to Math-ematical education; Teacher training institutions initi-ative e-Twinning TTI; ECOBIAS and many others.



Infrastrukturni razvitak

Stručni i razvojni projekti pridonijeli su jačanju istraživačke i druge infrastrukture FPMOZ-a te podizanju kvalitete obrazovanja. Dio ostvarenih projekata odnosio se na organiziranje znanstvenih i stručnih konferencija, odnosno tiskanja njihovih zbornika radova, a dio je usmjeren široj javnosti, bilo da je riječ o ispitivanju radioaktivno-kontaminiranih područja ili jačanju svijesti i animiranju javnosti o potrebi zaštite i očuvanja okoliša te kulturnome uzdizanju. Svi projekti u svojoj domeni postigli su očekivane rezultate.

Primjer važna projekta jest *Unapređenje osnovnog učenja i obrazovanja u Bosni i Hercegovini (Enhancing and Advancing Basic Learning and Education in Bosnia and Herzegovina – ENABLE-BiH)* koji podržava Agencija za međunarodni razvoj SAD-a (USAID). Studij Informatike implementirao je učionicu u suradnji s organizacijom *Save the Children* te je nastao i otvoren je STEM centar izvrsnosti koji je opremljen novom didaktičkom opremom u skladu sa STEM standardima, dakle, modernim multimedijskim stolovima koji uključuju sve priključke (struju, mrežu i USB) te 20 ergonomskih stolica. Ima i pet računala koja se pokreću virtualizacijskom platformom. Centar je opremljen i pametnom te magnetnom pločom, *Ultimaker 3D* printerom, laserskim printerom u boji i *Smart TV* FHD.

Veći dio nastavnika aktivno je uključen u stručne radne skupine za izradu novih, odnosno izmjenu postojećih prostornih planova, različitih studija, strategija i akcionih planova, brojne umjetničke/kulturne i sportske aktivnosti, što predstavlja izravan prijenos znanja u društvo. Fakultet je potpisao brojne sporazume i ugovore o suradnji s raznim institucijama radi uključivanja Fakulteta u širu društvenu zajednicu i okruženje te podizanja kvalitete rada na najvišu razinu čime omogućava studentima stjecanje prakse.

U skladu s navedenim neki su od potpisanih sporazuma i ugovora s Kineziološkim fakultetom Sveučilišta u Zagrebu i Kineziološkim fakultetom Sveučilišta u Splitu, Fakultetom za tjelesni odgoj i sport Univerziteta u Tuzli, Fakultetom kemijskog inženjerstva i tehnologije Sveučilišta u Zagrebu, Institutom za turizam u Zagrebu, Univerzitetom Sv. Kiril i Metodij

Infrastructural Development

Professional and development projects contributed to strengthening the research and other infrastructure of FPMOZ and raising the quality of education. Part of the completed projects was related to the organization of scientific and professional conferences, i.e., the printing of their proceedings. Another part was aimed at the general public, whether it was the examination of radioactively-contaminated areas, or the strengthening of awareness and animating the public about the need to protect and preserve the environment and cultural promotion. All projects in their domain achieved the expected results.

An example of an important project is Enhancing and Advancing Basic Learning and Education in Bosnia and Herzegovina (ENABLE-BiH), which is supported by the US Agency for International Development (USAID). The Informatics Department implemented a classroom in cooperation with the Save the Children organization. Also, the STEM centre of excellence was established and opened, equipped with new didactic equipment following STEM standards, i.e., modern multimedia tables that include all connections (electricity, network, and USB) and 20 ergonomic chairs. There are also five computers running a virtualization platform. The center is equipped with a smart and magnetic board, an Ultimaker 3D printer, a color laser printer, and a Smart TV FHD.

Most of the teachers are actively involved in expert working groups for creating new or changing existing spatial plans, various studies, strategies, and action plans, and numerous artistic/cultural and sports activities, which represent a direct transfer of knowledge to society. The Faculty has signed numerous agreements and contracts on cooperation with various institutions in order to include the Faculty in the wider social community and environment and raise the quality of work to the highest level, which enables students to gain practice.

In accordance with the above, some of the signed agreements and contracts with different universities and institutions are the following: the Faculty of Kinesiology of the University of Zagreb and the Faculty of Kinesiology of the University of Split, the Faculty

u Skopju, Institutom za turizam i okoliš Sveučilišta u Mostaru, Fakultetom za menadžment u turizmu i ugostiteljstvu Sveučilišta u Rijeci, Agronomskim i prehrambeno-tehnološkim fakultetom Sveučilišta u Mostaru, INTERA tehnološkim parkom, ustanovama Dječji vrtići, *Sportić* u Mostaru i *Pčelica* Orašje, Osnovnom školom za djecu s posebnim potrebama u Mostaru, Domom za djecu ometenu u tjelesnom ili psihičkom razvoju MARIJA-NAŠA NADA te s Centrom za djecu i omladinu s posebnim potrebama *Los Rosales*; Daruvarskim toplicama, specijalnom bolnicom za medicinsku rehabilitaciju iz Daruvara, javnom ustanovom za razvoj turizma i zaštitu kulturno-povijesnog i prirodnog naslijeđa *Radimlja* Stolac, s javnim poduzećem Park prirode *Blidinje* i Park prirode *Hutovo blato*, Prirodoslovno-matematičkim fakultetom Sveučilišta u Splitu, s Akademijom za umjetnost i kulturu Sveučilišta Josipa Jurja Strossmayera u Osijeku, konzorcijski ugovor za međunarodni zajednički diplomski studij *web-znanosti s Alma Mater Europae-European center* u Mariboru, s Agencijom za predškolsko, osnovno i srednje obrazovanje Mostar, sporazum o znanstvenoj, obrazovnoj i stručnoj suradnji s Agencijom za školovanje i stručno usavršavanje kadrova te mnogim drugim zdravstvenim, farmaceutskim i kulturnim institucijama, srednjim školama, sportskim klubovima, vrtićima i ministarstvima.

Fakultet prirodoslovno-matematičkih i odgojnih znanosti svojim znanstveno-stručnim istraživanjem i stvaranjem novih znanja te njihovim prenošenjem na nove naraštaje, uz umjetničko/kulturno stvaranje, pokretač je društvenih promjena uz istodobno prihvaćanje civilizacijskih vrijednosti koje su jednako važne kao i stjecanje određenih kvalifikacija potrebnih društvu. U skladu s postavljenom misijom FPMOZ nastoji razvijati studije i ojačati instituciju kako bi pridonio gospodarskomu i društvenomu razvoju regije i šire.

of Physical Education and Sports of the University of Tuzla, the Faculty of Chemical Engineering and Technology of the University of Zagreb, the Institute for Tourism in Zagreb, the University St. Kiril i Metodij in Skopje, the Institute for Tourism and the Environment of the University of Mostar, the Faculty of Tourism and Hospitality Management of the University of Rijeka, the Faculty of Agriculture and Food Technology of the University of Mostar, the INTERA technology park, kindergartens Sportić in Mostar and Pčelica Orašje; Elementary school for children with disabilities in Mostar, Home for children with disabilities in physical or mental development MARIJA-NAŠA NADA and Centre for children and youth with disabilities Los Rosales, Daruvar spa - a special hospital for medical rehabilitation from Daruvar, a public institution for the development of tourism and the protection of cultural, historical and natural heritage Radimlja Stolac, the public company Blidinje Nature Park and Hutovo Blato Nature Park, the Faculty of Science of the University of Split, the Academy of art and culture of Josip Juraj Strossmayer University in Osijek; consortium agreement for an international joint graduate study programme in web science with Alma Mater Europae-European Centre in Maribor; with the Agency for Preschool, Primary and Secondary Education Mostar; an agreement on scientific, educational and professional cooperation with Agency for education and professional development of staff and many other health, pharmaceutical and cultural institutions, secondary schools, sports clubs, kindergartens and ministries.

With its scientific and professional research, the creation of new knowledge and its transmission to new generations, and artistic/cultural creation, the Faculty of Science and Education is the initiator of social changes while at the same time accepting civilizational values that are just as important as the acquisition of certain qualifications necessary for society. In accordance with the set mission, FPMOZ strives to develop studies and strengthen the institution in order to contribute to the economic and social development of the region and beyond.



*fakultet strojarstva,
računarstva i elektrotehnike*



Dekanica / Dean

DAVORKA ŠARAVANJA

Povijest

Postojanje i neprekidni rast Fakulteta strojarstva, računarstva i elektrotehnike Sveučilišta u Mostaru tijekom protekle šezdeset i tri godine najpotpunije svjedoči o afirmaciji, ulozi ove visokoškolske ustanove i ispunjenju njezine obrazovne i znanstvene funkcije.

Sve je započelo daleke 1959. godine Zakonom Izvršnoga vijeća NR BiH kojim je utemeljena Visoka tehnička škola mašinske struke (VTŠ MS, preteča današnjega Fakulteta). Iz spomenutoga Zakona, kao i iz naše stvarnosti, vidljivo je da je od početka pa do danas Fakultet bio usko povezan s gospodarstvom i ukupnim društvenim okruženjem tako da su njegovu fizionomiju i njegov napredak uvjetovale aktualne potrebe grada Mostara, Hercegovine i šire regije. O tome najbolje svjedoči i prvi, kao i trenutačno aktualni nastavni plan i program studija, ali i činjenica da je velik dio nastavnoga i asistentskoga kadra angažiran iz tadašnjega kombinata SOKO isto kao i velik broj danas angažiranoga nastavnog kadra iz gospodarstvenih subjekata koji su svojom djelatnošću usko povezani s Fakultetom. Nije nebitno spomenuti da se nakon kvalifikacijskoga ispita u prvu školsku godinu, 1959./1960., upisalo 46 polaznika i svi su bili iz područja proizvodnoga strojarstva.

Nakon osnivanja ova je ustanova doživljavala različite preobrazbe te organizacijske i pravne ustroje.

History

The existence and continuous growth of the Faculty of Mechanical Engineering, Computing, and Electrical Engineering (hereinafter: FSRE) of the University of Mostar during the past sixty-three years is a complete testimony to the affirmation, the role of this higher education institution, and the fulfillment of its educational and scientific function.

It all started way back in 1959 with the Law of the Executive Council of the Republic of Bosnia and Herzegovina, which established the Higher Technical School of Mechanical Engineering (the forerunner of today's Faculty). From the aforementioned Law, as well as from our reality, it is evident that from the beginning until today, the Faculty was closely connected with the economy and the overall social environment. Its physiognomy and progress were conditioned by the current needs of the city of Mostar, Herzegovina, and the wider region. This is best evidenced by the first, as well as the current study curriculum, as well as the fact that a large part of the teaching and the assistant staff was hired from the SOKO at the time. Also, a large number of teaching staff hired today are from economic entities that are closely related to the Faculty. It is not irrelevant to mention that after the qualification exam, 46 students enrolled in the first school year, 1959/1960, and all of them were in the field of production engineering.





Godine 1976. postaje samostalnom visokoškolskom ustanovom pod imenom Mašinski fakultet u sastavu tadašnjega Univerziteta *Džemal Bijedić*. Godine 1992. Fakultet mijenja ime u Strojarski fakultet.

Svjesni činjenice kako je sustav obrazovanja s jedne strane u uskoj vezi s tehnološkim razvitkom, a s druge strane s društvenim promjenama koje se događaju u svijetu, Fakultet je akademske 2002./2003. godine okrenuo novu stranicu svoje povijesti. Pokrenut je Studij računarstva uz postojeći Studij strojarstva, što je uvjetovalo i promjenu naziva fakulteta u Fakultet strojarstva i računarstva Sveučilišta u Mostaru. Danas, kada je svijet ovisan o tehnici, više nego ikada dolazi do izražaja svrsishodno i pravodobno prilagođavanje visokoga obrazovanja potrebama društva općenito. Otvaranjem Studija računarstva i osuvremenjivanjem Studija strojarstva, poštujući načela Bolonjske deklaracije, Fakultet u kontinuitetu nastoji odgovoriti izazovima nadolazećega vremena.

Akademske 2016./2017. godine uvodi se Studij elektrotehnike, a potreba za ovim studijem očituje se u izraženoj potražnji za stručnjacima iz ovoga znanstvenog polja i u BiH i u čitavoj regiji pa i cijelome svijetu. To je posebno izraženo u sadašnjemu trenutku kada društvene i gospodarske promjene zahtijevaju razvoj novih, malih ili srednjih, tehnološki naprednih poduzeća, koja će biti novi oslonac razvoja gospodarstva, i zbog toga što je proizvodnja energije jedan od glavnih imperativa suvremenoga svijeta. Elektronika i informacijski uređaji, pametne mreže i energetska učinkovitost izazovna su područja za suvremeno društvo. Raspoloživost električne energije, i s njom razina upotrebe elektrotehničkih uređaja, sve je veća. Također, u BiH je energetika jedna od glavnih djelatnosti i stup društvenoga brutoproizvoda. U tome smislu Fakultet ponovno doživljava promjenu imena u Fakultet strojarstva, računarstva i elektrotehnike i pozicionira se ponovno kao jedan od najvažnijih stupova razvitka i novih mogućnosti zapošljavanja kadrova koji završe jedan od ova tri vrlo važna studijska programa.

S obzirom na to da je Mostar gospodarsko središte, gravitira mu široko područje Hercegovine i središnje Bosne, ali i dio susjedne Republike Hrvatske, a kao dokaz tomu velik je broj upisanih studenata na naš Fakultet dugi niz godina.

After its establishment, this institution experienced various transformations and organizational and legal structures. In 1976, it became an independent higher education institution under the name Faculty of Mechanical Engineering (*Mašinski fakultet*) within the then Džemal Bijedić University. In 1992, the Faculty changed its name to the Faculty of Mechanical Engineering (Strojarski fakultet).

Aware of the fact that, on the one hand, the education system is closely related to technological development, and on the other hand, to the social changes that are taking place in the world, in the academic year 2002/2003, the Faculty turned a new page in its history. The Computing study programme was launched in addition to the existing Mechanical Engineering study programme, which conditioned the change of the name to the Faculty of Mechanical Engineering and Computing of the University of Mostar. Today, when the world is dependent on technology, more than ever the purposeful and timely adaptation of higher education to the needs of society, in general, comes to the fore. By establishing the study programme of Computing and modernizing Mechanical Engineering, respecting the principles of the Bologna Declaration, the Faculty continuously strives to meet the challenges of the coming time.

In the academic year 2016/2017, the Faculty introduced a study programme of Electrical Engineering, and the need for this study programme is reflected in the strong demand for experts in this scientific field in Bosnia and Herzegovina, in the entire region, and the whole world. This is especially pronounced at the current moment when social and economic changes require the development of new, small or medium-sized, technologically advanced companies, which will be the new support for economic development, and because energy production is one of the main imperatives of the modern world. Electronics and information devices, smart networks, and energy efficiency are challenging areas for modern society. The availability of electricity, and with it the level of use of electro-technical devices, is increasing. Also, in Bosnia and Herzegovina, energy is one of the main activities and a pillar of the gross social product. In this sense, the Faculty is once again experiencing a name change to

Dakle, dostignuti stupanj razvitka u izobrazbi, istraživanjima i pružanju usluga svrstava Fakultet u red respektabilnih obrazovnih i znanstvenih ustanova, i to ne samo na lokalnoj razini nego i u međunarodnim relacijama.

Prihvaćajući spoznaju da su međunarodne znanstvene konferencije u suvremenome svijetu jedan od osnovnih načina globalnoga prijenosa znanja i tehnologija s jedne i kristalizacijska točka povezivanja i međusobna oplemenjivanja znanosti i gospodarstva s druge strane, Fakultet je postao prepoznatljiv i cijenjen po organiziranju konferencija – počevši još od prvih kao što je *Proučavanje i mjerenje rada* (1997. godine) u suradnji s međunarodnom asocijacijom DAAM International Vienna iz Beča.

Danas Fakultet strojarstva, računarstva i elektrotehnike kao registrirana visokoškolska institucija u okviru Sveučilišta u Mostaru svoju ulogu realizira kroz tri obrazovna ciklusa (preddiplomski, diplomski i poslijediplomski) i istraživanja čiji je cilj oplemenjivanje procesa obrazovanja i provedba rezultata u gospodarstvu.

Znanju se na Fakultetu pristupa kao glavnomu resursu koji se dijeljenjem uvećava i obnovljivome izvoru čiji se potencijali rabe za održavanje konkurentne prednosti na tržištu. Sinergija ideja, znanja i novih tehnologija primjenjiva u obrazovnome i znanstveno-istraživačkome procesu, koja rezultira inovativnim gospodarstvom, put je potpunije afirmacije Fakulteta kao kompetentne visokoškolske ustanove. Suvremeni smjerovi razvoja i tržišnoga gospodarstva nametnuli su i na FSRE-u potrebu izraženijeg i učinkovitijeg povezivanja znanstveno-istraživačkoga rada i sustava obrazovanja na svim razinama.

U više od šezdeset godina bogate tradicije jasno se izražavaju dva povijesna razdoblja u razvoju i izražavanju FSRE-a, koji kao važne odrednice određuju mjesto i ulogu Fakulteta u prošlosti, sadašnjosti i budućnosti. Prvo razdoblje od 1959. do 1990. godine karakteriziraju dva obrazovna stupnja i razvijen poslijediplomski studij, kao i izradba i obrana doktorskih disertacija. U tome je okviru FSRE bio prepoznatljiv po usmjerenjima (proizvodno strojarstvo, konstrukcije, zrakoplovstvo) i vrlo razvijenim znanstveno-istraživačkim radom ostvarenim kroz mnoštvo projekata.

the Faculty of Mechanical Engineering, Computing, and Electrical Engineering and is once again positioning itself as one of the most important pillars of development and new employment opportunities for staff who complete one of these three very important study programmes.

Given that Mostar is an economic center, it gravitates to a wide area of Herzegovina and central Bosnia, as well as part of the neighboring Republic of Croatia, and as proof of this is the large number of students enrolled at our Faculty for many years.

Thus, the achieved level of development in education, research, and service provision ranks the Faculty among respectable educational and scientific institutions, not only at the local level but also in international relations.

International scientific conferences in the modern world are one of the basic ways of global transfer of knowledge and technologies on the one hand and a crystallization point of connection and mutual refinement of science and economy, on the other hand. Therefore, the Faculty has become recognizable and respected for organizing conferences - starting from the first ones, as the Study and Measurement of Work (1997) in cooperation with the international association DAAM International Vienna from Vienna.

Today, the Faculty of Mechanical Engineering, Computing, and Electrical Engineering, as a registered higher education institution within the University of Mostar, realizes its role through three educational cycles (undergraduate, graduate, and postgraduate) and research aimed at improving the education process and implementing the results in the economy.

At the Faculty, knowledge is approached as the main resource that is increased by sharing and as a renewable source whose potential is used to maintain a competitive advantage in the market. The synergy of ideas, knowledge, and new technologies applicable in the educational and scientific-research process, which results in an innovative economy, is the path to a complete affirmation of the Faculty as a competent higher education institution. Modern directions of development and market economy imposed on FSRE the need for a more pronounced and effective connection of scientific research work and the education system at all levels.

Osnovne značajke toga razdoblja bile su:

- uska povezanost znanosti i obrazovanja s produktivnošću rada u gospodarstvu (Soko, Unis, Energoinvest, Igman, Industrija alata Trebinje...)
- proces utvrđivanja znanstvenih potreba ostvarivao se neposrednom suradnjom svih čimbenika u tome procesu (oko 30 % dohotka ostvarivano je iz suradnje)
- postojala je i stalno se unaprjeđivala funkcionalna veza između obrazovanja, znanosti i proizvodnje (Fakultet postaje središte proizvodnoga strojarstva u bivšoj državi; organizator priznatoga međunarodnog simpozija *Promjer* i sl.)
- djelovanjem sveučilišnoga nastavnika učinkovito su integrirane znanstvene i nastavne aktivnosti (od 65 zaposlenih većina je nastavno osoblje)
- kvalitetni kadrovi iz neposredne proizvodnje uključivani su u nastavnu djelatnost
- oslanjanje na vlastite kadrove i uspješna strategija opremanja laboratorija najsuvremenijom opremom Fakultet pozicionira kao jednu od prestižnih visokoškolska ustanova na području bivše države.

Vrijeme od 1990. do danas drugo je razdoblje u razvoju Fakulteta. Karakteriziraju ga tri obrazovna ciklusa (preddiplomski, diplomski i poslijediplomski) i više usmjerenja po studijskim programima (Studij strojarstva – Konstruiranje i razvoj proizvoda, Proizvodno inženjerstvo, Industrijsko inženjerstvo i menadžment, Mehatronika, Sigurnost i zaštita na radu; Studij računarstva – Programsko inženjerstvo i informacijski sustavi i Računalni sustavi i mreže; Studij elektrotehnika – Sustavi upravljanja i automatizacija i Elektroenergetika).

Ostale značajke toga razdoblja su:

- kadrovski potencijal smanjen uz visoku razinu moralnoga digniteta (posljedice ratnih zbivanja minimalne su)
- nedovoljno brzo i učinkovito opremanje Fakulteta (osim ratnih posljedica na djelu je i neodgovarajuća društvena klima kada je posrijedi financiranje visokoga obrazovanja i znanosti)
- prilično uspješna provedba načela Bolonjske deklaracije

In more than sixty years of rich tradition, two historical periods in the development and growth of FSRE are clearly expressed, which as significantly determine the place and role of the Faculty in the past, present, and future. The first period, from 1959 to 1990, is characterized by two educational degrees and a developed postgraduate study programme, as well as the preparation and defense of doctoral theses. Within this framework, FSRE was recognizable by its directions (production mechanical engineering, structures, aviation) and highly developed scientific and research work achieved through a multitude of projects.

The basic features of that period were:

- close connection of science and education with labour productivity in the economy (Soko, Unis, Energoinvest, Igman, Industrija alata Trebinje...)
- the process of determining scientific needs was realized through the direct cooperation of all factors in that process (about 30% of the income was realized from cooperation)
- there was and was constantly improving the functional connection between education, science, and production (the Faculty became the centre of production engineering in the former state; organizer of the recognized international symposium *Promjer*, etc.)
- thanks to the work of the university teacher, scientific and teaching activities are effectively integrated (the majority of the 65 employees are teaching staff)
- quality personnel from direct production are included in the teaching activity
- relying on its staff and a successful strategy of equipping laboratories with state-of-the-art equipment positions the Faculty as one of the prestigious higher education institutions in the territory of the former state.

The time from 1990 to today is the second period in the development of the Faculty. It is characterized by three educational cycles (undergraduate, graduate, and postgraduate) and several orientations according to study programmes (Mechanical Engineering - Product Design and Development, Production Engineering, Industrial Engineering and Management, Mechatronics, Safety and Health at Work; Computing



- visoka razina iskoristivosti komparativnih prednosti – uvjet uspješnosti rada Fakulteta (dugogodišnja tradicija u području strojarstva, iskustvo nastavnoga kadra)
- u godinama s početka ovoga stoljeća, zahvaljujući planskoj nabavci dijela opreme za istraživanje i kompjuterizaciji nastavnoga procesa i istraživačke djelatnosti, na Fakultetu se intenzivira znanstveno-istraživački rad, što je rezultiralo povećanim brojem znanstveno-istraživačkih projekata
- kao važno priznanje za ukupnu djelatnost Fakulteta (zajedno s Mašinskim fakultetom Sarajevo) izabran je na međunarodnome javnom pozivu kao nositelj izradbe Strategije razvoja industrije u FBiH
- Fakultet postaje nositeljem aktivnosti na razini Sveučilišta za osiguranje kvalitete i kompjuterizacije nastavnoga procesa u svim njegovim segmentima
- sudjelovanje u realizaciji velikoga broja projekta imalo je višestruki značaj kroz proširenje osobnih vidika sudionika, sklapanje poznanstava s predstavnicima europskih sveučilišta partnera na projektima, učinkovitiju primjenu rezultata na vlastitu instituciju, nabavljanje suvremene informatičke opreme, nabavljanje literature itd.
- rezultati znanstveno-istraživačkoga rada iskazuju se objavljivanjem radova na međunarodnim konferencijama i u časopisima, objavljivanjem knjiga te sudjelovanjem u različitim znanstveno-istraživačkim i stručnim projektima, većemu broju obranjenih doktorskih disertacija i napretkom vlastitoga kadra.

U skladu sa svojom misijom i vizijom Fakultet ima razvijenu međunarodnu suradnju s brojnim fakultetima i institucijama iz inozemstva. Suradnja s fakultetima hrvatskih sveučilišta (FSB-om Sveučilišta u Zagrebu, FESB-om Sveučilišta u Splitu i FERIT-om Sveučilišta Josipa Jurja Strossmayera u Osijeku, TF-om Sveučilišta u Rijeci, SF-om Sveučilišta u Slavonskom Brodu) uvelike je pridonijela pokretanju preddiplomskoga Studija elektrotehnike 2016. godine, diplomskoga Studija elektrotehnike 2019. godine, doktorskoga Studija strojarstva 2011. i 2015. godine

- Software Engineering and information systems and Computer systems and networks; Electrical Engineering
- Control systems and automation and Electrical power).

Other features of that period are:

- personnel potential reduced with a high level of moral dignity (the consequences of war events are minimal)
- insufficiently fast and efficient equipping of the Faculty (besides the consequences of the war, there is also an inappropriate social climate at work when it comes to the financing of higher education and science)
- fairly successful implementation of the principles of the Bologna Declaration
- a high level of utilization of comparative advantages - a condition for the success of the Faculty's work (a long-standing tradition in the field of mechanical engineering, the experience of the teaching staff)
- in the years from the beginning of this century, thanks to the planned acquisition of part of the research equipment and the computerization of the teaching process and research activity, the scientific and research work at the Faculty intensified, which resulted in an increased number of scientific and research projects
- as an important recognition for the overall activity of the Faculty (together with the Faculty of Mechanical Engineering in Sarajevo) it was chosen at an international public invitation as the holder of the development of the Industry Development Strategy in FBiH
- the Faculty becomes the bearer of activities at the University level for quality assurance and computerization of the teaching process in all its segments
- participation in the realization of a large number of projects had multiple significance through the broadening of personal perspectives of the participants, making acquaintances with representatives of European partner universities on projects, effective application of results to one's own institution, acquisition of modern IT equipment, acquisition of literature, etc.
- the results of scientific-research work are expressed by the publication of papers at international conferences and in magazines, the publication of

te doktorskoga Studija računarstva 2017. godine. Suradnja se i dalje nastavlja u održavanju nastave na spomenutim studijima i znanstveno-istraživačkome radu.

Povijest Fakulteta strojarstva, računarstva i elektrotehnike obilježena je i vrlo bogatom i plodnom izdavačkom djelatnošću. U mnoštvu udžbenika, stručnih knjiga i znanstvenih publikacija ističu se i monografska izdanja koja prate razvitak Fakulteta:

- *Naših dvadeset godina* (1959. – 1979.)
- *Mašinski – Strojarski fakultet u Mostaru* (1959. – 1989.)
- *Četrdeset godina Strojarskog fakulteta u Mostaru* (1959. – 1999.)
- *Pedeset godina Fakulteta strojarstva i računarstva Sveučilišta u Mostaru* (1959. – 2009.)
- *Šezdeset godina Fakulteta, strojarstva i elektrotehnike Sveučilišta u Mostaru* (1959. – 2019.)

Za potpunije spoznavanje unutarnje strukture Fakulteta i njegovih značajki važne su i publikacije pod nazivom *ECTS vodič studija* među kojima se ističe Informacijski paket – ECTS vodič kroz preddiplomske, diplomatske i poslijediplomske studije.

U povodu obilježavanja 60. godine Fakulteta u suradnji s DAAAM-om organizirana je Znanstvena konferencija BSM 2020 (*Bridge Symposium Mostar*), kao poveznica između triju područja: strojarstvo, računarstvo i elektrotehnika. Ova Konferencija predstavljala je nastavak do sada uspješno organizirane znanstvene konferencije na Fakultetu. Situacija s koronavirusom promijenila je prvobitni cilj pa je konferencija u okviru DAAAM-a održana *online* što je, također, posvjedočilo pozitivnu iskustvu u primjeni novih tehnologija u obrazovanju.

FSRE obrazuje studente spremne za dizajniranje proizvoda, suvremenu proizvodnju, primjenu inženjerstva i informacijskih tehnologija, primjenu znanja iz automatike, elektrotehnike, elektronike, s posebnim naglaskom na otvorenost novim konceptima i inovativnim rješenjima, koji će svojim znanjima povećavati konkurentnost gospodarskih subjekata na globalnome tržištu.

FSRE sadržajem svojih nastavnih planova i programa težio je suvremenosti, prije svega zbog dobre

books and participation in various scientific research and professional projects, a greater number of defended doctoral theses, and the progress of the Faculty's staff.

Following its mission and vision, the Faculty has developed international cooperation with numerous faculties and institutions from abroad. Cooperation with the faculties of Croatian universities (FSB of the University of Zagreb, FESB of the University of Split and FERIT of the Josip Juraj Strossmayer University in Osijek, TF of the University of Rijeka, SF of the University of Slavonski Brod) greatly contributed to the launch of the undergraduate study programme of Electrical Engineering in 2016, the graduate study programme of Electrical Engineering in 2019, the doctoral study programme of Mechanical Engineering in 2011 and 2015, and doctoral study programme of Computing in 2017. Cooperation continues in the teaching of the mentioned studies and scientific research work.

The history of the Faculty of Mechanical Engineering, Computing, and Electrical Engineering is marked by a very rich and fruitful publishing activity. Among the multitude of textbooks, professional books, and scientific publications, the monographic editions that follow the development of the Faculty stand out:

- *Naših dvadeset godina* (1959. – 1979.)
- *Mašinski – Strojarski fakultet u Mostaru* (1959. – 1989.)
- *Četrdeset godina Strojarskog fakulteta u Mostaru* (1959. – 1999.)
- *Pedeset godina Fakulteta strojarstva i računarstva Sveučilišta u Mostaru* (1959. – 2009.)
- *Šezdeset godina Fakulteta, strojarstva i elektrotehnike Sveučilišta u Mostaru* (1959. – 2019.)

The different publications, e.g., the ECTS study guide, which includes the Information package - ECTS guide through undergraduate, graduate, and postgraduate studies, serve for a complete understanding of the internal structure of the Faculty and its features.

On the occasion of celebrating the 60th year of the Faculty, in cooperation with DAAAM, the Scientific Conference BSM 2020 (Bridge Symposium Mostar)



sinteze općih i stručnih temeljnih znanja sa specifičnim znanjima triju znanstvenih polja. Rezultat takve orijentacije izobrazbe svojih studenata očituje se i u činjenici da su stručnjaci potekli s FSRE-a dali značajan doprinos industrijskomu, tehničkomu i sveopćemu razvoju i, kao takvi, dobro su prihvaćeni, prepoznati i cijenjeni i izvan domovine.

Daljnja je vizija FSRE-a nastaviti biti moderna, autoritativna visokoškolska institucija koja će biti uključena u zajednički visokoškolski europski prostor, što uključuje spremnost za razmjenom rezultata istraživanja te kontinuirano isticanje želje za partnerstvom s različitim gospodarskim subjektima.

Sa sigurnošću se može reći da su u proteklih više od šezdeset godina stručnjaci nastali na FSRE-u bili i jesu perjanica razvoja gospodarstva na ovim prostorima. Inženjeri, magistri i doktori znanosti od najranijih dana generatori su napretka u gospodarstvu, u društvu uopće, tvorci kreativnih rješenja i stvaratelji promjena kojima naše društvo postaje bolje.

was organized as a link between three areas: mechanical engineering, computing, and electrical engineering. This Conference represented the continuation of the scientific conferences organized successfully by the Faculty so far. The situation with the coronavirus changed the original goal, so the DAAAM conference was held online, which also testified to a positive experience in the application of new technologies in education.

FSRE educates students to prepare them for product design, modern production, application of engineering and information technologies, and application of knowledge in automatics, electrical engineering, and electronics. Special emphasis is put on openness to new concepts and innovative solutions, which will increase the competitiveness of economic entities on the global market with their knowledge.

FSRE strove for modernity in the content of its curricula, primarily due to a good synthesis of general and professional basic knowledge with specific knowledge of three scientific fields. The result of such an orientation of the training of its students is also reflected in the fact that experts who came from FSRE made a significant contribution to industrial, technical, and general development and, as such, are well accepted, recognized, and appreciated outside their homeland.

The further vision of FSRE is to continue to be a modern, authoritative higher education institution included in the common European higher education space. It expresses the willingness to exchange research results and continuously emphasizes the desire for partnership with various economic entities.

It can be said with certainty that in the past sixty years and more, experts who studied at FSRE have been and are the spearhead of economic development in these areas. From the earliest days, engineers, masters, and doctors of science have been generators of progress in the economy, and in society in general, creators of creative solutions and changes that make our society better.

Ustroj Fakulteta

Fakultet strojarstva, računarstva i elektrotehnike javna je ustanova, znanstveno-nastavna sastavnica Sveučilišta u Mostaru koja ustrojava i izvodi sveučilišne studije, znanstveni i stručni rad u znanstvenome području tehničkih znanosti. Pored dekana i dva prodekana (prodekan za nastavu i prodekan za znanstveno-istraživački rad i projekte), ustroj Fakulteta čine Znanstveno-nastavno vijeće i službe (studentska, pravna i financijska služba).

Znanstveno-nastavno vijeće čine svi stalno zaposleni nastavnici izabrani u znanstveno-nastavno zvanje redovitoga profesora, izvanrednoga profesora, docenta, četiri predstavnika asistenata (po jedan predstavnik studija strojarstva, računarstva i elektrotehnike te jedan predstavnik općih ili zajedničkih kolegija), četiri studenta i jedan nastavnik iz reda vanjskih suradnika u zvanju redovitoga profesora.

Uprava Fakulteta u 2021./2022. godini

- dekanica: dr. sc. Davorka Šaravanja, izv. prof.
- prodekan za znanstveno-istraživački rad i projekte: dr. sc. Nebojša Rašović, izv. prof.
- tajnik Fakulteta: Suzana Marić, dipl. iur.

Vijeće/Odbor poslijediplomskoga doktorskog studija

- Vijeće/odbor poslijediplomskoga doktorskog Studija čine profesori sa znanstvenih polja i grana doktorskoga studija koje bira i potvrđuje znanstveno-nastavno vijeće na prijedlog dekana.
- Voditelji doktorskih studija strojarstva i računarstva u proteklome razdoblju bili su prof. dr. sc. Milenko Obad i dr. sc. Goran Kraljević, doc.

Organization of the Faculty

The Faculty of Mechanical Engineering, Computing, and Electrical Engineering is a public institution, a scientific-teaching component of the University of Mostar, which organizes and carries out university studies, and scientific and professional work in the scientific field of technical sciences. In addition to the dean and two vice-deans (vice-dean for teaching affairs and vice-dean for science, research and projects), the structure of the Faculty consists of the Scientific-Teaching Council and services (student, legal and financial services).

The Scientific-Teaching council consists of all permanently employed teachers elected to the scientific-teaching title of full professor, associate professor, assistant professor, four representatives of assistants (one representative each of mechanical engineering, computing, and electrical engineering studies and one representative of general or joint courses), four students and one teacher from the ranks of external associates in the title of full professor.

Management of the Faculty in 2021/2022

- Dean: Prof Davorka Šaravanja, PhD
- Vice-Dean for Science, Research and Projects: Prof Nebojša Rašović, PhD
- Secretary: Suzana Marić, dipl. iur.

Council/Committee of Postgraduate Doctoral studies

- The Council/Committee of the Postgraduate Doctoral Studies consists of professors from scientific fields and branches of doctoral studies, chosen and confirmed by the Scientific-Teaching council at the proposal of the Dean.
- The supervisors of doctoral studies in mechanical engineering and computer science in the past period were Prof Milenko Obad, PhD and Goran Kraljević, PhD, assistant professor.



Nastavna djelatnost

Nastavni planovi i programi usklađeni su s nastavnim planovima i programima srodnih fakulteta iz država iz okruženja koji nastavu izvode po načelima Bolonjskoga procesa.

Redovito osuvremenjivanje nastavnih planova omogućuje studentima kvalitetno obrazovanje te im jamči da će njihova znanja i kompetencije nakon završenoga studija biti priznati i cijenjeni. Posebna pozornost dana je osiguranju kvalitete izvođenja nastave, mobilnosti studenata i nastavnoga osoblja u stjecanju novih znanja kao i postupku priznavanja diploma.

Na Fakultetu se izvode sljedeći studijski programi:

- sveučilišni preddiplomski Studij strojarstva
- sveučilišni diplomski Studij strojarstva
- znanstveni poslijediplomski doktorski Studij strojarstva
- sveučilišni preddiplomski Studij računarstva
- sveučilišni diplomski Studij računarstva
- znanstveni poslijediplomski doktorski Studij računarstva
- sveučilišni preddiplomski Studij elektrotehnike
- sveučilišni diplomski Studij elektrotehnike.

U akademskoj 2022./2023. pokreću se revidirani nastavni planovi i programi za preddiplomski studij Strojstva, preddiplomski i diplomski Studij računarstva te preddiplomski Studij elektrotehnike. Ovom revizijom nastavni planovi i programi osuvremenjeni su i bolje prilagođeni potrebama gospodarstva.





Teaching activity

Curricula and programmes are harmonized with the curricula and programmes of related faculties from countries in the surrounding area, which conduct classes according to the principles of the Bologna Process.

Regular updating of curricula provides students with quality education and guarantees that their knowledge and competences will be recognized and appreciated after completing their studies. Special attention is paid to ensuring the quality of teaching, the mobility of students and teaching staff in acquiring new knowledge, as well as the process of recognizing diplomas.

The Faculty offers the following study programmes:

- university undergraduate study programme of mechanical engineering
- university graduate study programme of mechanical engineering
- scientific post-graduate doctoral study programme of mechanical engineering
- university undergraduate study programme of computing
- university graduate study programme of computing
- scientific post-graduate doctoral study programme of computing
- university undergraduate study programme of electrical engineering
- university graduate study programme of electrical engineering.

In the academic year 2022/2023, the Faculty launched revised curricula and programs for the undergraduate study programme of Mechanical Engineering, the undergraduate and graduate programmes of Computing, and the undergraduate study programme of electrical engineering. With this revision, the curricula were modernized and better adapted to the needs of the economy.



Studij strojarstva

Strojarstvo je orijentirano stvaranju novih vrijednosti i po tome je jedno od područja koja omogućuju funkcioniranje i razvitak svake zajednice. Danas je industrijski napredak rezultat znanstveno-istraživačkoga rada i razvoja, temeljenih na vještu domišljanju novih idejnih rješenja. Sveučilišni preddiplomski i diplomski Studij strojarstva osposobljava studente za rad na razvoju, konstruiranju, gradnji, uporabi i održavanju strojeva, uređaja i postrojenja te druge tehničke opreme.

Sveučilišni preddiplomski Studij strojarstva
Sveučilišni preddiplomski studij strojarstva traje tri godine (šest semestara) čijim se završetkom stječe 180 ECTS bodova. Pravo upisa na studij imaju osobe koje su završile srednjoškolske programe u trajanju od četiri godine. Završetkom sveučilišnoga preddiplomskog studija stječe se akademski naziv prvostupnica/prvostupnik (*baccalaurea/baccalaureus*) strojarstva. Prve dvije godine studija zajedničke su za sve studente, a na trećoj godini studenti biraju jedan od četiri izborna modula koji sadrže po četiri zajednička kolegija, uz mogućnost biranja jednoga izbornog tehničkog i jednoga izbornog netehničkog kolegija. U suradnji s poduzećima iz okruženja studenti odrađuju studentsku praksu i pišu završni rad na trećoj godini studija.

Sveučilišni diplomski Studij strojarstva
Sveučilišni diplomski Studij strojarstva traje dvije godine (četiri semestara) čijim se završetkom stječe 120 ECTS bodova. Pravo upisa na studij imaju osobe koje su završile sveučilišni preddiplomski Studij strojarstva te preddiplomske studije srodnih tehničkih znanosti ili stručne studije uz polaganje razlike predmeta. Završetkom sveučilišnoga diplomskog Studija strojarstva stječe se akademski naziv magistra/magistar strojarstva. Diplomski Studij strojarstva podijeljen je u četiri smjera:

- Konstruiranje i razvoj proizvoda
- Proizvodno inženjerstvo

Study of Mechanical Engineering

Mechanical engineering is oriented toward new values and is, therefore, one of the areas that enable the functioning and development of every community. Today, industrial progress is the result of scientific-research work and development based on the skillful imagination of new conceptual solutions. The university's undergraduate and graduate studies of mechanical engineering train students to work on the development, design, construction, use, and maintenance of machines, devices, plants, and other technical equipment.

University undergraduate study programme of Mechanical Engineering
The university's undergraduate study programme of mechanical engineering lasts three years (six semesters), upon completion of which 180 ECTS points are acquired. People who have completed four-year high school programmes have the right to enroll. Upon completion of the university undergraduate studies, the academic title of bachelor's degree in mechanical engineering is obtained. The first two years of study are common for all students, and in the third year, students choose one of four elective modules that contain four common courses each, with the option of choosing one elective technical and one elective non-technical course. In cooperation with companies from the surrounding area, students do a student internship and write a final thesis in the third year of their studies.

University Graduate Study Programme of Mechanical Engineering
The university graduate study programme of Mechanical Engineering lasts two years (four semesters), and it has 120 ECTS credits in total. The right to enroll in the study is available to persons who have completed a university undergraduate study programme of mechanical engineering and undergraduate studies in related technical sciences or professional studies with a distinction in courses. Upon completion of the university graduate study programme in mechanical engineering, the academic title of master's/master's degree in mechanical engineering is obtained.

- Industrijsko inženjerstvo i menadžment
- Mehatronika.

Znanstveni poslijediplomski doktorski Studij strojarstva
Poslijediplomski doktorski sveučilišni Studij strojarstva traje tri godine, čijim se završetkom student stječe 180 ECTS bodova i akademski naziv doktora znanosti u polju strojarstva. Upis se vrši na temelju natječaja gdje se navode detaljno opisani uvjeti. Studij je pokrenut akademske 2010/2011. godine.

Doktorski Studij strojarstva podijeljen je u pet smjerova:

- Konstruiranje i razvoj proizvoda
- Proizvodno inženjerstvo
- Industrijsko inženjerstvo i menadžment
- Mehatronika
- Procesno energetski smjer.

Do danas su pokrenuta tri ciklusa doktorskoga Studija strojarstva i od tada je na Fakultetu obranjeno sedam doktorskih disertacija. Svoju doktorsku disertaciju obranili su sljedeći kandidati:

1. dr. sc. Nebojša Rašović
2. dr. sc. Boris Crnokić
3. dr. sc. Miljan Rupar
4. dr. sc. Nikola Knezović
5. dr. sc. Samir Dizdar
6. dr. sc. Igor Bošnjak
7. dr. sc. Igor Planinić.

Studij računarstva

Računarstvo obrazuje stručnjake sposobne prilagođavanju stalnim promjenama u području programskoga inženjerstva, što obuhvaća davanje potrebnih temelja iz svih područja računalne tehnike i tehnologije. Cilj je razviti sposobnosti softverskoga projektiranja, primjene i korištenja računalnih znanosti i informacijskih tehnologija u kreiranju najnovijih tržišno održivih rješenja.

The graduate study programme of Mechanical Engineering is divided into four study tracks:

- Product design and development
- Production engineering
- Industrial engineering and management
- Mechatronics.

Scientific Postgraduate Doctoral Study Programme of Mechanical Engineering
The postgraduate doctoral university study programme in Mechanical Engineering lasts three years, consists of 180 ECTS credits, and leads to the academic title of Doctor of Science in the field of mechanical engineering. Enrollment is carried out based on a competition where the conditions are described in detail. The study programme was launched in the academic year 2010/2011.

The Doctoral Study Programme of Mechanical Engineering is divided into five study tracks:

- Product design and development
- Production engineering
- Industrial engineering and management
- Mechatronics
- Process energy study track.

To date, three cycles of doctoral studies in mechanical engineering have been launched, and since then, seven doctoral dissertations have been defended at the Faculty. The following candidates defended their doctoral dissertations:dr. sc. Nebojša Rašović

1. Boris Crnokić, PhD
2. Miljan Rupar, PhD
3. Nikola Knezović, PhD
4. Samir Dizdar, PhD
5. Igor Bošnjak, PhD
6. Igor Planinić, PhD

Study of Computing

Computing includes the education of experts capable of adapting to constant changes in the field of software engineering, which includes providing the necessary foundations in all areas of computer engineering and



Sveučilišni preddiplomski Studij računarstva

Sveučilišni preddiplomski Studij računarstva traje tri godine (šest semestara) čijim se završetkom stječe 180 ECTS bodova. Pravo upisa na studij imaju osobe koje su završile srednjoškolske programe u trajanju od četiri godine. Završetkom sveučilišnoga preddiplomskog studija stječe se akademski naziv prvostupnica/prvostupnik (*baccalaurea/baccalaureus*) računarstva. Prve tri godine studija zajedničke su za sve studente.

Sveučilišni diplomski Studij računarstva

Sveučilišni preddiplomski Studij računarstva traje dvije godine (četiri semestara) čijim se završetkom stječe 120 ECTS bodova. Pravo upisa na studij imaju osobe koje su završile sveučilišni preddiplomski Studij računarstva te preddiplomske studije srodnih tehničkih znanosti ili stručne studije uz polaganje razlike predmeta. Završetkom sveučilišnoga diplomskog Studija računarstva stječe se akademski naziv magistra/magistar računarstva.

Diplomski studij računarstva podijeljen je u dva smjera:

- Programsko inženjerstvo i informacijski sustavi
- Računalni sustavi i mreže.

Znanstveni poslijediplomski doktorski Studij računarstva

Znanstveni poslijediplomski doktorski Studij računarstva traje tri godine (šest semestara) čijim završetkom student stječe 180 ECTS bodova i akademski naziv doktora znanosti u polju računarstva. Studij je pokrenut 2015./2016. godine. Upis se vrši na temelju natječaja gdje se navode detaljno opisani uvjeti.

Program poslijediplomskoga dokorskog Studija sadrži sljedeće skupine predmeta:

- temeljne zajedničke predmete
- temeljne izborne predmete
- specijalističke (znanstveno-usmjeravajuće) predmete.

Do danas je pokrenut jedan ciklus doktorskoga Studija računarstva i od tada je na Fakultetu

technology. The goal is to develop the capabilities of software design, application, and use of computer science and information technologies in the creation of the latest market-viable solutions.

University undergraduate study programme of Computing

The university undergraduate study programme of computing lasts three years (six semesters) and consists of 180 ECTS credits. Persons who have completed four-year secondary school programmes have the right to enroll. Upon completion of the university undergraduate study, the academic title of bachelor's degree (*baccalaurea/baccalaureus*) in computer science is acquired. The first three years of study are common for all students.

University graduate study programme of Computing

The University Undergraduate Study programme of Computing lasts two years (four semesters), at the end of which 120 ECTS points are acquired. The right to enroll in the study is available to those who have completed a university undergraduate study programme of Computing and undergraduate studies in related technical sciences or professional studies with a distinction in subjects. Completion of the university's Bachelor's Degree in Computing leads to the academic title of Master of Computing.

The graduate study of Computing is divided into two study tracks:

- Software engineering and information systems
- Computer systems and networks.

Scientific Postgraduate Doctoral Study Programme of Computing

The Scientific Postgraduate Doctoral Study Programme of Computing lasts three years (six semesters), and upon completion, the student acquires 180 ECTS credits and the academic title of Doctor of Science in the field of Computing. The study programme was launched in 2015/2016. Enrollment is carried out based on a competition where the conditions are described in detail.

obranjena jedna doktorska disertacija. Svoju doktor-sku disertaciju obranio je kandidat dr. sc. Ivan Boban.

Studij elektrotehnike

Elektrotehnika daje fokus na osposobljavanje za rad u različitim područjima elektrotehničkoga inženjerstva koji uključuju integraciju softverskih, hardverskih i procesnih rješenja. Cilj je razviti sposobnosti automatizacije postrojenja i procesa, ali i kreiranje održivosti elektroenergetskih mreža i strojeva.

Sveučilišni preddiplomski Studij elektrotehnike

Sveučilišni preddiplomski Studij elektrotehnike traje tri godine (šest semestara) čijim se završetkom stječe 180 ECTS bodova. Pravo upisa na studij imaju osobe koje su završile srednjoškolske programe u trajanju od četiri godine. Završetkom sveučilišnoga preddiplomskog studija stječe se akademski naziv prvostupnica/prvostupnik (*baccalaurea/baccalaureus*) elektrotehnike. Prve tri godine studija zajedničke su za sve studente.

Sveučilišni diplomski Studij elektrotehnike

Sveučilišni preddiplomski Studij elektrotehnike traje dvije godine (četiri semestara) čijim se završetkom stječe 120 ECTS bodova. Pravo upisa na studij imaju osobe koje su završile sveučilišni preddiplomski Studij elektrotehnike te preddiplomske studije srodnih tehničkih znanosti ili stručne studije uz polaganje razlike predmeta. Završetkom sveučilišnoga diplomskog Studija elektrotehnike stječe se akademski naziv magistra/magistar elektrotehnike.

Diplomski Studij elektrotehnike podijeljen je u dva smjera:

- Sustavi upravljanja i automatizacija
- Elektroenergetika.

S ciljem povezivanja visokoga obrazovanja, znanstveno-istraživačkoga rada i prakse uspostavili smo suradnju s institucijama i tvrtkama iz okruženja radi dodatnoga osposobljavanja i pripreme studenata za buduće znanstvene i stručne poslove, a u NPP

The postgraduate doctoral study programme contains the following groups of subjects:

- basic common courses
- basic elective courses
- specialist (scientific-oriented) courses.

To date, one cycle of Doctoral Studies in Computing has been initiated and since then, one doctoral dissertation has been defended at the Faculty. The doctoral dissertation was defended by the candidate, Ivan Boban, PhD.

Study of Electrical Engineering

Electrical engineering focuses on training for work in various areas of electrical engineering that include the integration of software, hardware, and process solutions. The goal is to develop the capabilities of automation of plants and processes, but also to create the sustainability of power networks and machines.

University undergraduate study programme of Electrical Engineering

The university's undergraduate study programme of electrical engineering lasts three years (six semesters), and upon completion, 180 ECTS points are obtained. Persons who have completed secondary school programmes lasting four years have the right to study. Upon completing the university undergraduate study programme, a student obtains the academic title of Bachelor of Electrical Engineering (*baccalaurea/baccalaureus*). The first three study years are common for all students.

Graduate study programme of Electrical engineering

The university undergraduate study programme of Electrical Engineering lasts two years (four semesters), upon completion of which 120 ECTS points are obtained. The right to enroll in this study programme is available to those who have completed the university's undergraduate study in electrical engineering and undergraduate studies in related technical sciences or professional studies with a distinction in subjects.





uveden je predmet Stručna praksa, gdje studentice i studenti stječu praktične vještine i postižu bolju pripremu za tržište rada. Fakultet je osigurao prostor za ostvarivanje stručne prakse potpisivanjem niza bilateralnih sporazuma o suradnji s tvrtkama iz javnoga i realnoga sektora. Također u tome smislu boljega i užega povezivanja s poslodavcima i gospodarskim subjektima, Fakultet je član Klastera metala i plastike koji okuplja tvrtke iz sektora prerade metala i plastike.

Upon completion of the university’s graduate study programme in electrical engineering, the academic title of Master in electrical engineering is obtained.

The Graduate Study in Electrical Engineering is divided into two study tracks:

- Control systems and automation
- Electric power.

Intending to connect higher education, scientific-research work, and practice, we have established cooperation with institutions and companies from the surrounding area for additional training and preparation of students for future scientific and professional jobs, and the course Professional practice was introduced in the curriculum, where students acquire practical skills and achieve better preparation for the labour market. The Faculty has provided space for professional practice by signing several bilateral agreements on cooperation with companies from the public and real sectors. Also in terms of better and closer connections with employers and business entities, the Faculty is a member of the Metal and Plastic Cluster, which gathers companies from the metal and plastic processing sector.

Znanstvena djelatnost

Znanstvena aktivnost djelatnika Fakulteta strojarstva, računarstva i elektrotehnike redovito se prati i potiče, što je puno učinkovitije i vidljivije od kako su svi naši djelatnici registrirani na mrežama *ResearchGate* i *Google Znalac*.

Za naše kvalitetno funkcioniranje značajno je to da smo uspjeli podmladiti asistentski kadar te su samo u tekućoj 2022. godini zaposlena tri nova asistenta. Znanstvenu djelatnost FSRE-a dodatno unaprjeđuje redovito izdavanje periodične publikacije Fakulteta *Zbornika radova*, sudjelovanje u znanstveno-istraživačkim projektima Federalnoga ministarstva obrazovanja i znanosti kao i nizu razvojnih projekata koje financiraju europske institucije.

Zbornik radova, tiskani časopis Fakulteta strojarstva, računarstva i elektrotehnike

Zbornik radova Fakulteta strojarstva, računarstva i elektrotehnike periodična je publikacija registrirana u COBISS sustavu Bosne i Hercegovine pod ISSN brojem: 1986-5236. U časopisu se objavljuju radovi iz polja tehničkih znanosti. Svi radovi prolaze postupak dvostruke „slijepe“ recenzije. Časopisu se ne plaća nikakva naknada i otvorena je pristupa te je sadržaj u cijelosti besplatan. Svi objavljeni brojevi *Zbornika radova* nalaze se na mrežnoj stranici Fakulteta.

Znanstveni projekti

Značajniji znanstveno-istraživački projekti posljednjih su godina:

- razvoj metodologije za ispitivanje mehaničkoga ponašanja aditivno izrađena i topološki optimizirana dizajna rešetkaste strukture temeljene na rubno-krilnoj jediničnoj ćeliji
- koncept metodologije definiranja parametarskoga opisa digitaliziranih površina prototipova
- inteligentno okruženje za optimizaciju postupka brze izrade prototipa na temelju evaluacije virtualnoga modela korištenjem težinskih faktora

Scientific activity

The scientific activity of employees of the Faculty of Mechanical Engineering, Computing, and Electrical Engineering is regularly monitored and encouraged, which is much more effective and visible than when all our employees are registered on the ResearchGate and Google Scholar networks.

It is significant for our high-quality functioning that we succeeded in rejuvenating the assistant staff, the Faculty employed three new assistants in the current year 2022. The scientific activity of FSRE is additionally enhanced by the regular publication of the Faculty’s periodical publication Proceedings, participation in scientific research projects of the Federal Ministry of Education and Science, as well as a series of development projects financed by European institutions.

***Proceedings*, printed journal of the Faculty of Mechanical Engineering, Computing and Electrical Engineering**

Proceedings of the Faculty of Mechanical Engineering, Computing, and Electrical Engineering is a periodical publication registered in the COBISS system of Bosnia and Herzegovina under ISSN number: 1986-5236. The journal publishes works from the field of technical sciences. All papers undergo a double “blind” review process. No fee is paid to the journal, it is open access, and the content is completely free. All published issues of Proceedings are available on the Faculty’s website.

Scientific projects

More significant scientific research projects in recent years are:

- development of a methodology for testing the mechanical behavior of additively manufactured and topologically optimized lattice structure designs based on edge-wing unit cells
- the concept of the methodology of defining the parametric description of digitized surfaces of prototypes



- razvoj natkoljениčne proteze s integriranim pogonom zglobova koljena i gležnja u području potkoljenice natkoljениčne proteze
- razvoj natkoljениčne proteze s odvojenim pogonom za zglobove koljena i gležnja
- istraživanje natkoljениčne proteze s aktivnim hidraulično pogonjenim zglobovima koljena i gležnja i protetskog stopala s pasivnim zglobnim savijanjem u prednjemu dijelu.

Pored znanstveno-istraživačkih projekata, Fakultet posljednjih nekoliko godina sudjeluje u nizu razvojnih projekata veoma značajnih s gledišta upotrijebljavanja potreba u znanstveno-istraživačkom radu nabavkom veoma moderne, tehnički vrlo sofisticirane opreme.

- Značajniji razvojni projekti koji su potpomogli znanstveno-istraživačke aktivnosti posljednjih su godina:
- projekt NOVALIS, koji sufinancira EU putem *EU4Business* projekta koji su zajednički provodili GIZ, UNDP i ILO u okviru Strategija lokalnog razvoja – programa za lokalnu samoupravu i ekonomski razvoj u Bosni i Hercegovini. nabavljena oprema: Shimadzu univerzalna kladiva AGS-X 100kN 400V
 - *Erasmus partish*, koji sufinancira Europska unija putem programa *Erasmus* + Jačanje kapaciteta u visokom obrazovanju, nabavljena oprema: računarska oprema (*distance learning*)
 - *Erasmus DualSci*, koji sufinancira Europska unija putem programa *Erasmus* + Jačanje kapaciteta u visokom obrazovanju, nabavljena oprema: računalna oprema za dualno obrazovanje (šest računala, tri prijenosna računala i server)
 - *Erasmus KnowHUB*, koji sufinancira Europska unija putem programa *Erasmus* + Jačanje kapaciteta u visokom obrazovanju, nabavljena oprema: šest 3D printera od čega jedan industrijski – *stratasys 270*
 - IC-SMED, koji sufinanciraju Europska unija i Savezna Republika Njemačka putem *EU4Business* projekta koji zajednički provode GIZ, ILO i UNDP

- an intelligent environment for the optimization of the rapid prototyping process based on the evaluation of the virtual model using weighting factors
- development of an above-the-knee prosthesis with an integrated drive of the knee and ankle joints in the area of the lower leg of the above-the-knee prosthesis
- development of an above-the-knee prosthesis with a separate drive for the knee and ankle joints
- research of an above-knee prosthesis with active hydraulically driven knee and ankle joints and a prosthetic foot with passive joint bending in the front part.

In addition to scientific-research projects, the Faculty has been participating in several development projects for the past few years, which are very significant from the point of view of completing the needs in scientific-research work by acquiring very modern, technically very sophisticated equipment.

- More significant development projects that have supported scientific research activities in recent years are:
- the NOVALIS project, which is co-financed by the EU through the *EU4Business* project jointly implemented by GIZ, UNDP, and ILO within the Local Development Strategy - programme for local self-government and economic development in Bosnia and Herzegovina. acquired equipment: Shimadzu universal breaker AGS-X 100kN 400V
 - Erasmus partish, which is co-financed by the European Union through the Erasmus+ Capacity Building in Higher Education programme, acquired equipment: computer equipment (*distance learning*)
 - Erasmus DualSci, which is co-financed by the European Union through the Erasmus+ Capacity Building in Higher Education programme, acquired equipment: computer equipment for dual education (six computers, three laptops, and a server)
 - Erasmus KnowHUB, which is co-financed by the European Union through the Erasmus+ Capacity Building in Higher Education programme,

- nabavljena oprema: 3D skener, kolaborativni robot / robotska ruka, bespilotna letjelica i oprema za energetska efikasnost
- projekt *learning factory*, koji sufinancira EU i Vlade Njemačke putem programa *EUProLocal* koji je provodio GIZ. nabavljena oprema: četiri montažna mjesta u tvornici za učenje/radionici.

Objavljene knjige 2009. – 2021.:

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- Šaravanja, D., Petković, D. (2010): *Vibracijska dijagnostika – teorija i praksa*, monografija, Fakultet strojarstva i računarstva Sveučilišta u Mostaru i Mašinski fakultet Univerziteta u Zenici, ISBN 978-9958-9263-1-0.
- Bogdan, Š., Salai I. (2012): *Proračun čvrstoće tankostjenih konstrukcija*, Sveučilište u Mostaru, ISBN 978-9958-690-92-1
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- ISBN 978-9958-9263-3-4
- Topić A., Primorac T. (2014): *Materijali – Ravnotežni dijagrami stanja metala i legura*, Sveučilište u Mostaru, ISBN 978-9958-9263-2-7.
- Vučina, A., Obad, M. & Rašović, N. (2015): *Dizajn proizvoda predviđenih za proizvodnju aditivnim tehnologijama*, Sveučilište u Mostaru, Mostar, BiH. ISBN 978-9958-16-043-1, COBISS. BH-ID 22250502
- Vučina, A., Milčić, D. (2016): *QFD – Integriranje zahtjeva kupca u dizajn proizvoda*, Sveučilište u Mostaru, ISBN 978-9958-16-068-4.
- Rašović, N. & Obad, M. (2016): *Praktikum 3D modeliranja kroz SOLIDWORKS*, Sveučilište u Mostaru, Mostar, BiH. ISBN 978-9958-16-071- 4, COBISS.BIH-ID 23502342
- Raspudić, V. (2016): *Nauka o čvrstoći – pregled teorije i tablice*, Sveučilište u Mostaru, ISBN 978-9958-16-062-2.

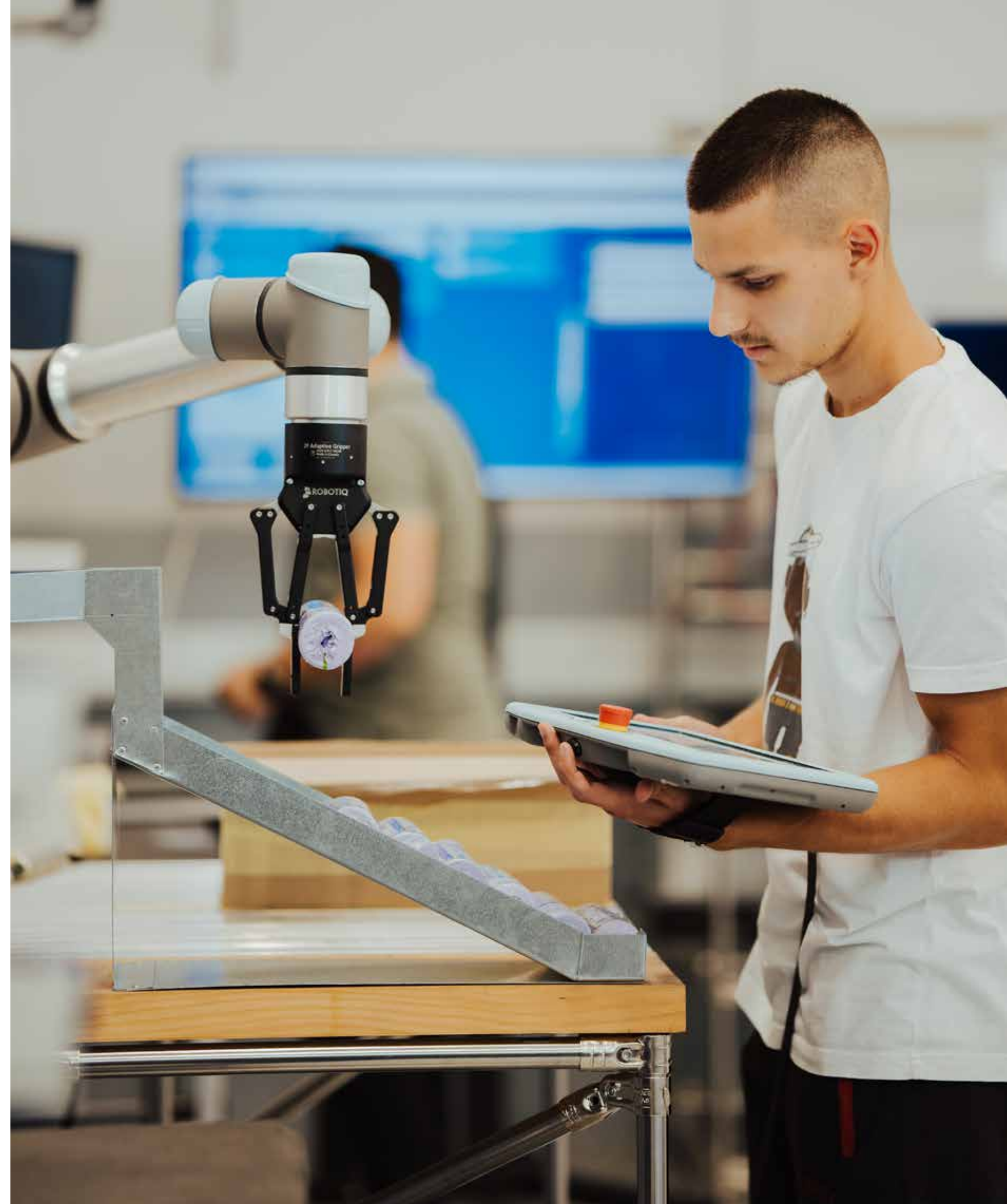
- acquired equipment: six 3D printers, one of which is industrial – *Stratasys 270*
- IC-SMED, which is co-financed by the European Union and the Federal Republic of Germany through the *EU4Business* project jointly implemented by GIZ, ILO, and UNDP acquired equipment: 3D scanner, collaborative robot / robotic arm, drone, and equipment for energy efficiency
 - the learning factory project, which is co-financed by the EU and the German Government through the *EUP-roLocal* programme implemented by GIZ. equipment acquired: four assembly sites in the learning factory/workshop.

Published books 2009 – 2021:

- Šaravanja, D. (2009): *Mehanika II*, University of Mostar, ISBN 978-9958-690-69-3.
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- Stojkić, Ž., Bošnjak, I. i dr. (2018): *Inovativno pametno poduzeće*, Fakultet elektrotehnike, strojarstva i brodogradnje, Sveučilište u Splitu, ISBN 978-953-290-082-8
- Bogdan, Š. (2019): *Teorija elastičnosti*, Sveučilište u Mostaru, ISBN 978-9958-16-121-6, COBISS.BH-ID-28346118.
- Šaravanja, D.; Grbešić, M. (2019): *Mehanika I*, Sveučilište u Mostaru, ISBN 978-9958-16-111-7, COBISS.BH.ID-27764742.
- Čović, D. (2019): *Liderstvo i ljudski resursi*, Sveučilište u Mostaru, ISBN 978-9958-16-118-6, COBISS.BH-ID-28337414.
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- Rašović, N. (2022): *Višekriterijski aspekti dizajna proizvoda za aditivnu proizvodnju*, Sveučilište u Mostaru, ISBN 978-9958-16-212-1, COBISS.BH-ID-49405446.
- Rašović, N. & Obad, M. (2016): *Praktikum 3D modeliranja kroz SOLIDWORKS*, University of Mostar, Mostar, BiH. ISBN 978-9958-16-071-4, COBISS.BIH-ID 23502342
- Raspudić, V. (2016): *Nauka o čvrstoći – pregled teorije i tablice*, University of Mostar, ISBN 978-9958-16-062-2.
- Salai, I., Krešo-Mišić, D. (2017): *Teorija helikoptera*, Federal Ministry of Education and Science, ISBN 978-9958-11-139-6.
- Stojkić, Ž., Bošnjak, I. i dr. (2018): *Inovativno pametno poduzeće*, Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture, University of Split, ISBN 978-953-290-082-8
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Studentske aktivnosti

Studentski zbor Fakulteta izborni je predstavničko tijelo fakulteta koje sada već duže od 20 godina zastupa interese studenata, brine o kvaliteti studijskoga procesa, studentskim pravima i mnogim drugim pitanjima.

Studentski zbor sudjeluje u raznim izvannastavnim aktivnostima. Tako se svake godine prijavljuje na razne natječe pomoću kojih se pokušavaju financirati brojne izvannastavne aktivnosti, kao što su *FSRacing*, Mašinijada, studentski list *Robot*, posjeti mnogim fakultetima u regiji, *STEM Games* i sl.

Studenti Fakulteta strojarstva, računarstva i elektrotehnike Sveučilišta u Mostaru od 2014. godine imaju priliku sudjelovati na *Summer Campu Ericsson Nikola Tesla* u Zagrebu.

Godine 2013. na inicijativu studenata strojarstva Marka Jurića i Dejana Jurišića formiran je tim koji je pokrenuo projekt *Formula Student*, organiziran od IMechE-a (*Institution of Mechanical Engineers*). Prvi bh. *Formula Student* tim sudjelovao je na međunarodnome natjecanju u sklopu projekta *Formula Student* u gradu Mostu u Češkoj, koje se održalo na pisti Most Autodrom od 1. do 6. rujna 2015. Tim pod nazivom *FSRacing team* nastupio je na natjecanju s prvim bh. bolidom pod nazivom *Ammodytes*. Prvi bh. *Formula Student* tim ponosan je jer je uspio dokazati da se uz dovoljno truda, volje i vjere u sebe mogu napraviti velike stvari i u našoj državi. Može se reći da je rezultat sudjelovanja na natjecanju bila promocija i Sveučilišta u Mostaru i grada Mostara, a i države Bosne i Hercegovine. Od ukupno 40 *Formula Student* timova, Fakultet strojarstva i računarstva Sveučilišta u Mostaru sa svojim bolidom *Ammodytes* osvojio je 20 mjesto, što je odličan uspjeh kad se uzme u obzir da su jaku konkurenciju činili timovi s drugih sveučilišta iz Njemačke, Francuske, Rusije, Češke, Velike Britanije, Finske, Mađarske, Ukrajine, Hrvatske, Srbije i drugih država svijeta.

Godine 2016. okuplja se novi sastav *FSRacing teama* radi izrade drugoga bh. formula bolida pod nazivom *Ammodytes V2. FSRacing team* od 24. do 28. srpnja 2019. godine uspješno sudjeluje na međunarodnome natjecanju *Formula Student*, koje je

Student activities

The Student Union of the Faculty is an elected representative body of the faculty that has been representing the interests of students for more than 20 years, taking care of the quality of the study process, student rights, and many other issues.

The student body participates in various extracurricular activities. Thus, every year, they apply for various competitions, which are used to finance numerous extracurricular activities, such as *FSRacing*, *Mašinijada*, the student newspaper *Robot*, visits to many faculties in the region, *STEM Games*, etc.

Since 2014, students of the Faculty of Mechanical Engineering, Computing, and Electrical Engineering of the University of Mostar have had the opportunity to participate in the *Ericsson Nikola Tesla Summer Camp* in Zagreb.

In 2013, on the initiative of mechanical engineering students Marko Jurić and Dejan Jurišić, a team was formed that launched the *Formula Student* project, organized by IMechE (*Institution of Mechanical Engineers*). The first BiH *Formula Student* team participated in the international competition as part of the *Formula Student* project in the city of Most in the Czech Republic, which took place at the Most Autodrom track from September 1 to 6, 2015. The team called *FSRacing team* took part in the competition with the first BiH bolide called *Ammodytes*. The first BiH *Formula Student* team proudly managed to prove that with enough effort, will, and faith in oneself, great things can be done in our country as well. Participation in this competition promoted the University of Mostar, the city of Mostar, and Bosnia and Herzegovina. Among 40 *Formula Student* teams, the Faculty of Mechanical Engineering and Computer Science of the University of Mostar won 20th place with its *Ammodytes* car. It was a great success considering that the strong competition was made up of teams from other universities from Germany, France, Russia, the Czech Republic, Great Britain, Finland, Hungary, Ukraine, Croatia, Serbia, and other countries of the world.

In 2016, new students gathers in the *FSRacing team* to create the second BiH formula bolide called *Ammodytes V2*. From July 24 to 28, 2019, the *FSRacing team* successfully participated in the international

održano u talijanskome gradu Varano de'Melegari na stazi Autodromo Riccardo Paletti. U konkurenciji od 85 *Formula Student* timova iz cijeloga svijeta *FSRacing team* osvojio je 40 mjesto.

U suradnji sa Studentskim zborom Fakulteta strojarstva, računarstva i elektrotehnike Sveučilišta u Mostaru pokrenut je projekt izgradnje *Pametne klupe*, u kojemu cijeli projekt izrađuju studenti naših fakulteta.

IEEE

IEEE (*Institute of Electrical and Electronics Engineers*) najveća je svjetska tehnološka organizacija koja broji više od 400 000 članova diljem svijeta. IEEE redovito organizira kongrese, predavanja kao i inovacijska natjecanja te, osim studenata, želi približiti i srednjoškolce poslovnim prilikama, grantovima i kontaktima koji bi im mogli koristiti u budućnosti. Na njihovim događanjima okupljaju se studenti strojarstva, elektrotehnike, računarstva, građevine, ekonomije, medicine itd., tako da svaki student može naći mjesto za sebe. Na Sveučilištu u Mostaru IEEE SB pokrenut je prije dvije godine tijekom kojih je organizirano nekoliko radionica vezanih za STEM, kao i *Soft skills* radionica, gdje su bili pozvani svi studenti našega Sveučilišta, kao i nastavno osoblje te učenici srednjih škola. Realiziran je projekt *Pametna klupa* u suradnji sa Studentskim zborom Građevinskoga fakulteta kao i sa Studentskim zborom FSRE-a, gdje su studenti bili u mogućnosti da znanje stečeno na fakultetu primjene u praksi.

Sajam zapošljavanja – FSRE JobFair 2018.

Na Fakultetu strojarstva, računarstva i elektrotehnike Sveučilišta u Mostaru 27. i 28. veljače 2018. godine po prvi put održao se sajam zapošljavanja – *JobFair*. Sajam je organiziran zajedno sa Studentskim zborom Fakulteta. U sklopu sajma održana je i konferencija STIN – *Studentski tehnički Inkubator*. Studentski tehnički inkubator zamišljen je kao pomoć u edukaciji studenata na temu razvoja *startupova* i poslovnih ideja, a

Formula Student competition, which was held in the Italian city of Varano de'Melegara on the Autodromo Riccardo Paletti track. In the competition of 85 *Formula Student* teams from all over the world, the *FSRacing team* won 40th place.

In cooperation with the Student Union of the Faculty of Mechanical Engineering, Computer Science, and Electrical Engineering of the University of Mostar, the project of building the Smart Bench was launched, in which students participate in the implementation of the entire project.

IEEE

IEEE (*Institute of Electrical and Electronics Engineers*) is the world's largest technology organization with more than 400,000 members worldwide. IEEE regularly organizes congresses, lectures, and innovation competitions. In addition to students, it also aims to bring high school students closer to business opportunities, grants, and contacts that could benefit them in the future. Students of mechanical engineering, electrical engineering, computing, construction, economics, medicine, etc. gather at their events so that every student can find a place for himself. At the University of Mostar, the IEEE SB was established two years ago. Several soft skills and STEM workshops were organized. All students of the University were invited, as well as teaching staff and high school students. The Smart Bench project was realized in cooperation with the Student Union of the Faculty of Civil Engineering as well as with the Student Union of FSRE, where students were able to apply the knowledge acquired at the University in practice.

FSRE JobFair 2018

On 27 and 28 February 2018, a job fair - *JobFair* - was held for the first time at the Faculty of Mechanical Engineering, Computing, and Electrical Engineering of the University of Mostar. The fair was organized together with the Student Union of the Faculty. The conference STIN - Student Technical INcubator was



sastoji se od organiziranja konferencije i radionica kao pomoć u ostvarivanju studentskih ideja.

Mašinjada

Od 2012. godine studenti aktivno sudjeluju u različitim znanstvenim i sportskim natjecanjima strojar-
skih fakulteta regije. Natjecanja u znanju obuhvaćaju
sljedeće predmete: Strojarski elementi, Termodina-
mika, Nauka o čvrstoći, Mehanika fluida, Mehanika I,
Mehanika II, Matematika I i Matematika II. Natjeca-
nja u sportu obuhvaćaju sljedeće športove: nogomet,
košarka, rukomet, odbojka, stolni tenis i šah. Na ovim
susretima studenti upoznaju mlade ljude svoje struke
iz cijele regije. Zahvaljujući tim poznanstvima, mogu
lakše organizirati različite studijske posjete, razmjene
studenata i slične suradnje, a mogu im biti i od koristi
nakon školovanja, pri gradnji buduće karijere.

STEM Games

STEM Games međunarodno je natjecanje koje oku-
plja više od tisuću najboljih europskih studenata iz
STEM (*Science, Technology, Engineering, Mathema-
tics*) područja. Ciljevi su STEM Gamesa poticanje in-
terdisciplinarnosti, pružanje prilike za odmjerenje
znanja, poticanje i promocija sveučilišnoga sporta
kao i zdrava načina života. Sudjelujući u natjecanju
i ostalim edukativnim i zabavnim aktivnostima, stu-
denti upoznaju kolege sa srodnih fakulteta te imaju
priliku razmijeniti znanja i iskustva. Na natjecanju u
znanju odmjerauju snage u STEM Games arenama.
Studenti Fakulteta strojarstva, računarstva i elektro-
tehnike na STEM Gamesu prvi put sudjelovali su
2019. godine (7. – 12. svibnja u Poreču), zajedno s
kolegama s drugih fakulteta Sveučilišta u Mostaru, a
FSRE je predstavljalo osam studenata.

Studentski list Robot

Studentski list *Robot*, prvi put objavljen u prosin-
cu 2014. na 55. obljetnicu postojanja Fakulteta

also held as part of the fair. The student technical
incubator is designed to help educate students on the
topic of developing startups and business ideas and
consists of organizing conferences and workshops to
help realize student ideas.

Mašinjada

Since 2012, students have been actively participating
in various scientific and sports competitions of the
engineering faculties of the region. Knowledge com-
petitions include the following subjects: Mechanical
Elements, Thermodynamics, Science of Solids, Fluid
Mechanics, Mechanics I, Mechanics II, Mathematics
I, and Mathematics II. Sports competitions include the
following sports: football, basketball, handball, volley-
ball, table tennis, and chess. At these meetings, students
meet young people in their profession from the entire
region. Thanks to these acquaintances, they can more
easily organize various study visits, student exchanges,
and similar collaborations, and they can also be useful
to them after school when building a future career.

STEM Games

The STEM Games is an international competition
that brings together more than a thousand of the best
European students from the STEM (Science, Tech-
nology, Engineering, Mathematics) field. The goals of
the STEM Games are to encourage interdisciplinarity,
provide an opportunity to measure knowledge, and
encourage and promote university sports as well as a
healthy lifestyle. By participating in competitions and
other educational and entertainment activities, stu-
dents meet colleagues from related faculties and have
the opportunity to exchange knowledge and experi-
ence. At the knowledge competition, they compete in
the STEM Games arenas. Students of the Faculty of
Mechanical Engineering, Computing, and Electrical
Engineering participated in the STEM Games for the
first time in 2019 (7-12 May in Poreč), together with
colleagues from other faculties of the University of
Mostar, and FSRE was represented by eight students.

strojarstva, računarstva i elektrotehnike, u pot-
punosti uređuju studenti (dizajniraju, pišu članke
i lektoriraju). Ovaj časopis od velike je važnosti za
naše studente jer opisuje sva njihova postignuća ti-
jekom prethodnih godina, njihove aktivnosti, putov-
vanja i osvojene nagrade te predstavlja sve inovacije
i zanimljivosti iz STEM područja. Također sadrži
intervjue s profesorima i istaknutim stručnjacima.
Do sada je objavljeno šest brojeva studentskog lista
Robot.

Student magazine Robot

The student magazine *Robot*, first published in De-
cember 2014 on the 55th anniversary of the Faculty of
Mechanical Engineering, Computing and Electrical
Engineering, is entirely edited by students (they de-
sign, write articles and proofread). This magazine is of
great importance for our students because it describes
all their achievements during the previous years, their
activities, trips and awards won, and presents all inno-
vations and interesting things from the STEM field. It
also contains interviews with professors and promi-
nent experts. So far, six issues of the student newspa-
per *Robot* have been published.



Stručna djelatnost

U suradnji s trinaest lokalnih poduzeća Fakultet je osnovao Klaster metala i plastike – dobrovoljnu, samostalnu, nestranačku, nevladinu i neprofitnu udrugu koja povezuje tvrtke, istraživačke institucije i obrazovne institucije u području obrade metala, plastike i proizvodne tehnologije. Na polju stručne djelatnosti u proteklome su razdoblju realizirana četiri projekta, koja su financirali EU i UNIDO u ukupnoj vrijednosti višoj od dva milijuna KM i tri projekta koja su financirala federalna ministarstva u vrijednosti višoj od 50 tisuća KM. Zahvaljujući ovim projektima, stvoreni su i bolji uvjeti za kvalitetnije obavljanje praktičnoga dijela nastave.

Fakultet je 2019. godine sudjelovao na projektu *Povećanje konkurentnosti malih i srednjih poduzeća* stvaranjem udruženja poduzeća i uspostavljanjem *Learning Factory*, koji je sufinancirala Europska unija kroz EU *ProLocal* program. Projekt je implementirao Fakultet s partnerskim poduzećima iz okruženja: Feal d.o.o. Široki Brijeg, TT Kabeli d.o.o. Široki Brijeg, TEM Mandeks d.o.o. Široki Brijeg, Bilton d.o.o. Grude, Femis d.o.o. Posušje, Weltplast d.o.o. Posušje, Miviko d.o.o. Posušje, SIK d.o.o. Mostar, Škutor d.o.o. Mostar te Gradom Široki Brijeg i Općinom Posušje.

U sklopu toga projekta stvoreno je okruženje za učenje, gdje se procesi i tehnologije temelje na stvarnome industrijskom pogonu koji omogućuje izravan pristup procesu razvoja i proizvodnje određenoga

Professional activity

In cooperation with thirteen local companies, the Faculty founded the Metal and Plastic Cluster - a voluntary, independent, non-partisan, non-governmental, and non-profit association that connects companies, research institutions, and educational institutions in the field of metal processing, plastics, and production technology. In the field of professional activities, four projects were realized in the past period, which were financed by the EU and UNIDO with a total value of more than two million BAM, and three projects financed by federal ministries with a value of more than 50 thousand BAM. Thanks to these projects, better conditions have been created for better performance of the practical part of teaching.

In 2019, the Faculty participated in the project *Increasing the competitiveness of small and medium-sized enterprises* by creating an association of enterprises and establishing a Learning Factory, which was co-financed by the European Union through the EU *ProLocal* program. The project was implemented by the Faculty with partner companies from the surrounding area: Feal Ltd. Široki Brijeg, TT Kabeli Ltd. Široki Brijeg, TEM Mandeks Ltd. Široki Brijeg, Bilton Ltd. Grude, Femis Ltd. Posusje, Weltplast Ltd. Posusje, Miviko Ltd. Posusje, SIK Ltd. Mostar, Škutor Ltd. Mostar and the City of Široki Brijeg and the Municipality of Posušje.

As part of that project, the Faculty created a learning environment, where processes and technologies



proizvoda. Također podrazumijeva edukacijsko okruženje koje u velikoj mjeri predstavlja stvarnu tvornicu i uvjete u njoj.

Laboratorij za automobilske mehatroničke sustave izgrađen je u sklopu projekta *Unaprjeđenje sveučilišnog obrazovanja iz područja mehatronike motornih vozila*, koji implementiraju *Hyundai Motor Europe Technical Center GmbH* iz Njemačke i *Deutsche Gesellschaft für Internationale Zusammenarbeit* (GIZ) GmbH (njemačka vladina razvojna organizacija), a pod pokroviteljstvom DeveloPPP.de programa, njemačkoga Saveznog ministarstva za gospodarsku suradnju. Realizacijom projekta i izgradnjom suvremena laboratorija za automobilske mehatroničke sustave i ispitivanje motora s unutarnjim izgaranjem 2019. godine Fakultet je svojim studentima omogućio praktičan rad na ispitivanju motora s električnim upravljanjem i tako će zasigurno podgnuti kvalitetu nastave u području mehatronike motornih vozila.

Posljednja i najveća investicija na Fakultetu jest Univerzalna kidalica – stroj za karakterizaciju materijala proizvođača *Shimadzu* nabavljena u okviru projekta NOVALIS (EDA) koji sufinancira EU putem *EU4Business* projekta koji su zajednički proveli GIZ, UNDP i ILO u okviru Strategija lokalnog razvoja – Programa za lokalnu samoupravu i ekonomski razvoj u Bosni i Hercegovini. Univerzalna kidalica sa svom pratećom infrastrukturu smještena je u prostorijama preko puta glavne zgrade Fakulteta i temeljni je uređaj za formiranje laboratorija za ispitivanje materijala i analize proizvoda.

are based on a real industrial plant. It allows direct access to the development and production process of a specific product. It also implies an educational environment that largely represents the actual factory and the conditions in it.

The Laboratory for Automotive Mechatronic Systems was built as part of the project Improvement of university education in the field of motor vehicle mechatronics, implemented by Hyundai Motor Europe Technical Center GmbH from Germany and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH (German government development organization), and under the auspices of DeveloPPP .de programme of the German Federal Ministry for Economic Cooperation. By implementing the project and building a modern laboratory for automotive mechatronic systems and internal combustion engine testing in 2019, the Faculty enabled its students to work on testing engines with electronic control and thus will certainly raise the quality of teaching in the field of motor vehicle mechatronics.

The last and biggest investment at the Faculty is the Universal shredder - a machine for characterization of materials manufactured by Shimadzu, purchased within the framework of the NOVALIS (EDA) project, which is co-financed by the EU through the EU4Business project jointly implemented by GIZ, UNDP and ILO as part of the Local Development Strategy - Programme for Local Self-Government and economic development in Bosnia and Herzegovina. The universal shredder with all the accompanying infrastructure is located in the premises opposite the main building of the Faculty and is the basic device for forming a laboratory for material testing and product analysis.

Međunarodna suradnja

U skladu sa svojom misijom i vizijom Fakultet ima razvijenu međunarodnu suradnju s brojnim fakultetima i institucijama iz inozemstva. Suradnja s fakultetima hrvatskih sveučilišta (FSB-om Sveučilišta u Zagrebu, FESB-om Sveučilišta u Splitu i FERIT-om Sveučilišta Josipa Jurja Strossmayera u Osijeku) uvelike je pridonijela pokretanju preddiplomskog Studija elektrotehnike 2016. godine, diplomskog Studija elektrotehnike 2019. godine, doktorskoga Studija strojarstva 2011. i 2015. godine te doktorskoga Studija računarstva 2017. godine. Suradnja se i dalje nastavlja u održavanju nastave na spomenutim studijima i u znanstveno-istraživačkome radu.

Zahvaljujući suradnji s navedenim fakultetima iz Hrvatske, s Fakultetom za strojništvo Maribor iz Slovenije, potpisanu sporazumu o suradnji s DICGI-Mom (*Department of Chemical, Management, Computer, Mechanical Engineering*) Sveučilišta u Palermu iz Italije, suradnji s TU Darmstadtom, TU Bochumom, ESB Reutlingenom iz Njemačke, potpisanu sporazumu o suradnji s THM Friedbergom i Sveučilištem u Lemgu nastavnici i studenti Fakulteta imaju mogućnost istražiti najnoviju literaturu, upoznati se s novim tehnologijama i realizirati svoja istraživanja na suvremenoj opremi, zajedno s kolegama iz bliskih znanstvenih područja. Rezultati ovakvih suradnji ogledaju se u zajedničkim znanstveno-istraživačkim projektima i izradi doktorskih disertacija.

FSRE ima dugogodišnju suradnju s DAAAM International Vienna. Na 20. Međunarodnom svjetskom simpoziju *Intelligentna proizvodnja i automatizacija: teorija, praksa i obrazovanje* DAAAM u Beču rektoru Sveučilišta u Mostaru prof. dr. sc. Vladi Majstoroviću i pomoćniku rektora za nastavu i studente prof. dr. sc. Voji Višekruni, djelatnicima našega Fakulteta, uručene su jubilarne zlatne medalje za izniman doprinos razvoju međunarodne znanstvene i akademske suradnje u okvirima DAAAM međunarodne mreže.

Fakultet je od 2019. godine član Međunarodnoga udruženja tvornica za učenje (IALF). IALF je grupa istraživačkih institucija širom svijeta koje koriste tvornicu za učenje kao edukacijsko okruženje. Osim

International relations

Following its mission and vision, the Faculty has developed international cooperation with numerous faculties and institutions from abroad. Cooperation with the faculties of Croatian universities (FSB of the University of Zagreb, FESB of the University of Split, and FERIT of the University of Josip Juraj Strossmayer in Osijek) greatly contributed to the launch of the Undergraduate Study Programme of Electrical Engineering in 2016, the Graduate Study Programme of Electrical Engineering in 2019, the Doctoral Study Programme in Mechanical Engineering in 2011 and 2015, and Computing in 2017. The cooperation continues in teaching the aforementioned studies and in scientific research work.

Thanks to the cooperation with the mentioned faculties from Croatia, with the Faculty of Mechanical Engineering Maribor from Slovenia, the signed cooperation agreement with DICGIM (Department of Chemical, Management, Computer, Mechanical Engineering) of the University of Palermo from Italy, cooperation with TU Darmstadt, TU Bochum, ESB Reutlingen from Germany, in the cooperation agreement signed with THM Friedberg and the University of Lemgo, teachers, and students of the Faculty have the opportunity to research the latest literature, learn about new technologies and carry out their research on modern equipment, together with colleagues from related scientific fields. The results of such collaborations are reflected in joint scientific research projects and the preparation of doctoral dissertations.

FSRE has a long-standing cooperation with DAAAM International Vienna. At the 20th International World Symposium Intelligent Production and Automation: Theory, Practice and Education DAAAM in Vienna, the Rector of the University of Mostar, Prof Vlado Majstorović, PhD and assistant rector for teaching and students Prof Voja Višekruna, PhD, the employees of the Faculty were presented with jubilee gold medals for their exceptional contribution to the development of international scientific and academic cooperation within the framework of the DAAAM international network.

The Faculty has been a member of the International Association of Learning Factories (IALF) since 2019.





fakulteta, članice su renomirana sveučilišta i istraživačke institucije širom svijeta (TU Darmstadt, TU Munich, TU Wien, Université du Luxembourg, Industrial Management Universiti Malaysia, Purdue University USA i dr.).

Od 2019. godine Fakultet je član udruženja *Informatics Europe*, neprofitne organizacije sa sjedištem u Švicarskoj, koja predstavlja akademsku i istraživačku zajednicu u području informatike, objedinjuje sveučilišne odjele i istraživačke laboratorije (oko 140 institucija članica iz 31 zemlje) te promiče zaštitu i oblikovanje kvalitetnoga istraživanja i informatičkoga obrazovanja.

CEEPUS projekt vrlo je koristan formalan način suradnje između partnerskih institucija. Mreže omogućuju mobilnost studenata i nastavnika i razmjenu znanja i iskustava te međusobno upoznavanje i razvoj vrijednih obrazovnih i istraživačkih programa.

FSRE je partner u dvije CEEPUS mreže, i to:

- od 2015. godine: CIII-RS-0304-11-1819 (*Technical Characteristics Researching of Modern*

Products in Machine Industry (Machine Design, Fluid Technics and Calculations) with the purpose of improvement their market characteristics and better placement on the market, čiji je koordinator Univerzitet u Novom Sadu. Mreža broji 28 partnera iz 11 zemalja (BiH, Bugarska, Češka, Mađarska, Crna Gora, Makedonija, Poljska, Rumunjska, Srbija, Slovačka, Slovenija).

- 2014./2015. godine: CIII-BG-0613-04-1415 (*Nanotechnologies, materials and new production technologies – university cooperation in research and implementation of joint programs of study by stimulating academic mobility 1.*)

Godine 2015. FSRE je uspješno prihvatio novi Erasmus+ program koji koriste nastavnici za boravke na partnerskim institucijama, kao i studenti za mobilnost u trajanju od jednoga tjedna do više mjeseci.

Veliki doprinos FSRE je dao u realizaciji međunarodnih Tempus (*Trans-European Mobility Programme or University Studies*) projekata, koji su se realizirali na razini Sveučilišta u Mostaru (OPUS, MOREMS, ESABIH, CCMILL, INTERFACE, SHEQA, STREW, QinR, RINGIDEA, FINHED, Bio-EMIS, BIHTEK, IPROD, BHQFHE).

IALF is a group of research institutions around the world that use the Learning Factory as an educational environment. In addition to the faculty, the members are renowned universities and research institutions around the world (TU Darmstadt, TU Munich, TU Wien, Université du Luxembourg, Industrial Management Universiti Malaysia, Purdue University USA, etc.).

Since 2019, the Faculty has been a member of the Informatics Europe association, a non-profit organization based in Switzerland, which represents the academic and research community in the field of informatics, unites university departments and research laboratories (about 140 member institutions from 31 countries) and promotes the protection and shaping of quality research and IT education.

The CEEPUS project is a very useful formal way of cooperation between partner institutions. Networks enable the mobility of students and teachers and the exchange of knowledge and experience, as well as a mutual acquaintance and the development of valuable educational and research programmes.

FSRE is a partner in two CEEPUS networks, namely:

- from 2015: CIII-RS-0304-11-1819 (Technical Characteristics Researching of Modern Products in Machine Industry (Machine Design, Fluid Technics, and Calculations) to improve their market characteristics and better placement on the market, whose coordinator is the University of Novi Sad. The network has 28 partners from 11 countries (BiH, Bulgaria, Czech Republic, Hungary, Montenegro, Macedonia, Poland, Romania, Serbia, Slovakia, and Slovenia).

- 2014/2015 year: CIII-BG-0613-04-1415 (*Nanotechnologies, materials, and new production technologies – university cooperation in research and implementation of joint study programmes by stimulating academic mobility 1.*)

In 2015, FSRE successfully accepted the new Erasmus+ programme, which is used by teachers for stays at partner institutions, as well as students for mobility lasting from one week to several months.

FSRE made a great contribution to the realization of international Tempus (*Trans-European Mobility Programme or University Studies*) projects, which were realized at the level of the University of Mostar (OPUS, MOREMS, ESABIH, CCMILL, INTERFACE,



Sudjelovanje u realizaciji međunarodnih projekata imalo je višestruki značaj: proširenje osobnih vidika sudionika, sklapanje poznanstava s predstavnicima europskih sveučilišta partnera na projektima, učinkovitiju primjenu rezultata na vlastitoj instituciji, nabavljanje suvremene informatičke opreme, nabavljanje literature itd. U tijeku je realizacija *Erasmus+* (KA2) projekata:

- *Reconnecting universities and enterprises to unleash regional innovation and entrepreneurial activity – KnowHub*
- *Strengthening capacities for the implementation of dual education in BH higher education – DualSCI.*

Infrastrukturni razvitak

Fakultet strojarstva, računarstva i elektrotehnike raspolaže s 15 predavaonica, od kojih se neke koriste i kao laboratoriji za praktičnu nastavu, ukupnoga prostora od cca 1210 m². Postojeći prostor dovoljan je za trenutačno upisani broj studenata na studijima koji se izvode na Fakultetu. Prilikom izrade tjednoga rasporeda nastave vodi se računa o zastupljenosti prostorija kao i o optimalnu broju studenata koji može nazočiti predavanjima i vježbama. Posebno se pazi na izradu rasporeda za predmete kod kojih se izvode vježbe praktično i za koje je potrebna strojna ili računalna oprema, te se tada studenti dijele u još manje skupine koje su optimalne za određenu učionicu.

U predavaonicama i laboratorijima na Fakultetu nastavnicima i studentima na raspolaganju je 139 računala. K tomu, studenti i nastavnici na raspolaganju imaju pisače, skenere, dva kopirna aparata i ostalu računalnu opremu koja je potrebna za izvođenje nastave iz pojedinih kolegija. Sve predavaonice i laboratoriji opremljeni su projektorima. Računalna je oprema funkcionalna i odgovara potrebama nastavnika i studenata. Sva računala redovito su održavana i servisirana. Nažalost, velik je broj računalne opreme zastario, što se vidi i iz same strukture računala, ali Fakultet redovito aplicira na razne projekte unutar države, a i šire, te tako nastoji osigurati sredstva kako

SHEQA, STREW, QinR, RINGIDEA, FINHED , BioEMIS, BIHTEK, IPROD, BHQFHE).

Participation in the realization of international projects had multiple significance: broadening the personal perspectives of the participants, making acquaintances with representatives of European partner universities on projects, more effective application of results at one's institution, acquiring modern IT equipment, acquiring literature, etc. The realization of Erasmus+ (KA2) projects is underway :

- Reconnecting universities and enterprises to unleash regional innovation and entrepreneurial activity – KnowHub
- Strengthening capacities for the implementation of dual education in BH higher education – DualSCI.

Infrastructural development

Since 2019, the Faculty has been a member of the Informatics Europe association, a non-profit organization based in Switzerland, which represents the academic and research community in the field of informatics, unites university departments and research laboratories (about 140 member institutions from 31 countries) and promotes the protection and shaping of quality research and IT education.

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bi se postojeće stanje unaprijedilo. U poglavlju u kojemu je prikazana realizacija određenih projekata navedena je oprema s kojom Fakultet trenutačno raspolaže.

Sva računalna oprema u predavaonicama i laboratorijima studentima je na raspolaganju kako bi se njome mogli koristiti izvan nastave radi potrebe izrade samostalnih zadataka. Studenti se opremom koriste prema dogovoru s nastavnicima i Upravom Fakulteta.

Fakultet u glavnoj zgradi ima 33 nastavnička kabineta ukupne površine cca 560 m², odnosno prosječno 20 m² prostora po jednome zaposleniku, što je sasvim dovoljno za sve stalno zaposlene nastavnike i suradnike. Kabineti su opremljeni odgovarajućim namještajem i računalnom opremom, sva su računala uvezana u lokalnu LAN mrežu, također je dostupna *WiFi* mreža za one koji rade na osobnim prijenosnim računalima te su sva računala povezana na centralni pisač. U svakome uredu postoji telefonski priključak i aparat koji je na raspolaganju nastavniku/suradniku. Kabineti su dovoljno prikladni za obavljanje nastavne djelatnosti poput konzultacija sa studentima kao i za obavljanje znanstvene djelatnosti (privatnost i tišina za samostalan rad, pristup internetu i sl.).

Knjižnica Fakulteta smještena je u prizemlju glavne zgrade te ima 96,4 m² prostora. U ovome prostoru smještene su police s oko 5200 udžbenika, radni prostor za studente s 36 sjedećih mjesta, pet računala koja su na raspolaganju studentima te radni stol za knjižničara. Knjižnica je za sve studente, nastavnike, suradnike i vanjske posjetitelje otvorena svakim radnim danom od 8.00 do 15.00 sati.

Velik broj knjižnih naslova koji se nalaze u knjižnici starijih je izdanja, ali se u proteklih nekoliko godine radila nabava novije literature kako bi se osuvremenila knjižnična građa.

Bulgaria, Czech Republic, Hungary, Montenegro, Macedonia, Poland, Romania, Serbia, Slovakia, and Slovenia).

- 2014/2015 year: CIII-BG-0613-04-1415 (Nanotechnologies, materials, and new production technologies – university cooperation in research and implementation of joint study programmes by stimulating academic mobility 1.)

In 2015, FSRE successfully accepted the new Erasmus+ programme, which is used by teachers for stays at partner institutions, as well as students for mobility lasting from one week to several months.

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fakultet zdravstvenih studija

Dekanica / Dean

VAJDANA TOMIĆ



Povijest

Današnji Fakultet zdravstvenih studija Sveučilišta u Mostaru osnovan je 2000. godine pod nazivom Visoka zdravstvena škola i to Odlukom Upravnoga vijeća Sveučilišta u Mostaru (br. 01-05-69/2000 od 18. 5. 2000. godine) o osnutku Visoke zdravstvene škole Sveučilišta u Mostaru, na koju je Ministarstvo prosvjete znanosti, kulture i športa HNŽ-a dalo suglasnost (br. 05-01-912/00 od 14. 9. 2000. godine).

Zbog izražene potrebe za višom razinom obrazovanja 6. lipnja 2008. godine tadašnje Fakultetsko vijeće Visoke zdravstvene škole Sveučilišta u Mostaru usvaja novi *Statut* i uz suglasnost Osnivača, Upravnoga vijeća Sveučilišta u Mostaru, broj 01-17-5/09 od 2. 3. 2009. godine, postaje Fakultet zdravstvenih studija Sveučilišta u Mostaru.

Iste, 2008. godine usvajaju se nastavni planovi i programi sveučilišnih diplomskih studija za studije Sestrinstva, Fizioterapije i Radiologije po bolonjskome programu (3 godine, 6 semestara, 180 ECTS bodova za stjecanje naziva sveučilišnoga prvostupnika uz naznaku struke s obzirom na konkretan studij) kao i *Pravilnik o preddiplomskom studiju*.

Nastavni planovi i programi izrađeni su na osnovi suvremenih saznanja o unapređenju obrazovanja zdravstvenih kadrova, a prema direktivama Europske zajednice i *Münchenske deklaracije* Svjetske zdravstvene organizacije.

History

Today's Faculty of Health Studies of the University of Mostar was founded in 2000 under the name High School of Health by the Decision of the Governing Council of the University of Mostar (No. 01-05-69/2000 dated 18 May 2000) on the establishment of the High School of Health in Mostar, to which the Ministry of Education, Science, Culture and Sports of HNŽ gave consent (No. 05-01-912/00 dated 14 September 2000).

Due to the expressed need for a higher level of education, on 6 June 2008, the Faculty Council of the College of Health of the University of Mostar adopted a new Statute, and with the consent of the Founder, the Governing Council of the University of Mostar, number 01-17-5/09 dated 2 March 2009, it becomes the Faculty of Health Studies of the University of Mostar.

In the same year, in 2008, the curricula and programmes of university graduate studies for the studies of Nursing, Physiotherapy, and Radiology according to the Bologna programme (3 years, 6 semesters, 180 ECTS points for obtaining the title of university bachelor's degree with an indication of the profession concerning the specific study) were adopted, as well as Rulebook on undergraduate studies.

Curricula and programmes were created based on modern knowledge on improving the education of





Novi nastavni planovi i programi usklađeni su s Direktivama 2005/36/EZ Europskoga parlamenta i Vijeća Europe u svezi s tim da studij mora imati nastavno opterećenje od 4600 sati, od toga od ukupnoga broja sati najmanje 30 % predavanja i 50 % praktičnoga rada.

Godine 2008. usvojeni su i nastavni planovi i programi sveučilišnih diplomskih studija Kliničke zdravstvene njege, Kliničke fizioterapije, Radiološke tehnologije (2 godine, 4, semestra, 120 ECTS bodova za stjecanje akademskoga naziva magistra uz naznaku struke s obzirom na konkretan studij).

Godine 2011. usvojen je nastavni plan i program sveučilišnoga preddiplomskog studija Sanitarnoga inženjerstva koji se počinje izvoditi od akademske 2011./2012. godine.

Godine 2014. usvojen je nastavni plan i program sveučilišnoga preddiplomskog studija Primaljstva (3 godine, 6 semestara, 180 ECTS bodova za stjecanje akademskoga naziva sveučilišni prvostupnik primaljstva), sveučilišni diplomski studij Sanitarnoga inženjerstva (2 godine, 4 semestra, 120 ECTS bodova, za stjecanje naziva magistar sanitarnoga inženjerstva), koji su se od akademske 2014./2015. godine počeli i izvoditi te nastavni plan i program poslijediplomskoga doktorskoga studija Zdravstvene znanosti (3 godine, 6 semestara, 180 ECTS bodova, za stjecanje akademske titule doktor zdravstvenih znanosti).

Prava generacija doktorskoga studija upisana je i s nastavom počela u 2015./2016. godini, a u

health personnel, and according to the directives of the European Community and the Munich Declaration of the World Health Organization.

The new curricula are aligned with Directives 2005/36/EC of the European Parliament and the Council of Europe regarding the fact that the course must have a teaching load of 4,600 hours, of which at least 30% of the total number of hours are lectures and 50% practical work.

In 2008, the curricula and programmes of university graduate studies in Clinical Health Care, Clinical Physiotherapy, and Radiological Technology were adopted for two years, four semesters, and 120 ECTS points for obtaining the academic title of Master with an indication of the profession concerning the specific study).

In 2011, the curriculum of the university's undergraduate study programme in Sanitary Engineering was adopted, and it began in the academic year 2011/2012.

In 2014, the curriculum of the university undergraduate study programme of Midwifery was adopted (three years, six semesters, 180 ECTS points for obtaining the academic title Bachelor of Midwifery), the university graduate study programme of Sanitary Engineering (two years, four semesters, 120 ECTS points, for obtaining the title of Master of Sanitary Engineering). In 2014/2015, they started conducting a Post-Graduate Doctoral Study Programme in Health Sciences (three years, six semesters, 180 ECTS credits, to obtaining the academic title Doctor of Health Sciences).

The real generation of doctoral studies was enrolled in the 2015/2016 year when classes also began, and in

akademskoj 2018./2019. godini upisana je druga generacija njegovih polaznika.

Fakultet zdravstvenih studija Sveučilišta u Mostaru 13. lipnja 2009. godine preseljava u novu zgradu, smještenu u krugu Sveučilišne kliničke bolnice Mostar i u neposrednoj blizini Medicinskoga fakulteta Sveučilišta u Mostaru, koju je u cijelosti financirala Vlade Republike Hrvatske.

Godine 2013. Sveučilište u Mostaru usvaja novi Statut kojim Fakultet zdravstvenih studija postaje ustrojbenja jedinica Sveučilišta, s djelomično integriranim funkcijama, a sve u skladu s odredbama novoga Zakona o visokom obrazovanju Hercegovačko-neretvanske županije iz 2012. godine.

Upravno vijeće Sveučilišta u Mostaru 19. srpnja 2018. godine donijelo je Odluku o integraciji Sveučilišta u Mostaru kojom je Fakultet zdravstvenih studija, kao i svi ostali fakulteti u sklopu Sveučilišta, izgubio pravnu osobnost i nastavio djelovati u sklopu integriranoga Sveučilišta u Mostaru kao njegova ustrojbenja jedinica bez pravne osobnosti.

Fakultet zdravstvenih studija Sveučilišta u Mostaru danas je visokoobrazovna institucija i ustrojbenja jedinica u sastavu Sveučilišta u Mostaru na kojoj se izvode sveučilišni preddiplomski studiji Sestrinstva, Fizioterapije, Radiološke tehnologije, Sanitarnoga inženjerstva i Primaljstva, sveučilišni diplomski studiji Kliničke zdravstvene njege, Kliničke fizioterapije, Radiološke tehnologije i Sanitarnoga inženjerstva i poslijediplomski doktorski studij Zdravstvene znanosti.

the academic year 2018/2019, the second generation of its students was enrolled.

On 13 June 2009, the Faculty of Health Studies of the University of Mostar moved to a new building, located within the University Clinical Hospital Mostar and in the immediate vicinity of the Faculty of Medicine of the University of Mostar, which was fully financed by the Government of the Republic of Croatia.

In 2013, the University of Mostar adopts a new Statute by which the Faculty of Health Studies becomes an organizational unit of the University, with partially integrated functions, all in accordance with the provisions of the new Law on Higher Education of the Herzegovina-Neretva County from 2012.

On 19 July 2018, the Governing Council of the University of Mostar passed the Decision on the Integration of the University of Mostar, by which the Faculty of Health Studies, as well as all other faculties within the University, lost its legal personality and continued to operate within the integrated University of Mostar as its organizational unit without legal personality.

The Faculty of Health Studies of the University of Mostar is today a higher education institution and an organizational unit within the University of Mostar, with university undergraduate studies in Nursing, Physiotherapy, Radiological Technology, Sanitary Engineering and Midwifery, university graduate studies in Clinical Health Care, Clinical Physiotherapy, Radiological Technology, and Sanitary Engineering as well as a postgraduate doctoral study programme in Health Sciences.

Ustroj Fakulteta

Uprava Fakulteta u 2021./2022. godini

- dekanica: prof. dr. sc. Vajdana Tomić
- prodekan za nastavu: dr. sc. Martina Orlović, doc.
- prodekan za znanost: prof. dr. sc. Violeta Šoljić
- prodekan za međuinstitucijsku suradnju i kvalitetu: dr. sc. Josip Šimić, doc.
- tajnik Fakulteta: Vedran Ramljak, dipl. iur.

Nastavne ustrojbene jedinice Fakulteta zdravstvenih studija su katedre, klinike i nastavne baze.

Katedre su temeljni ustrojeni oblik nastavnoga rada Fakulteta koje pripremaju i izvode nastavu na obveznim i izbornim preddiplomskim, diplomskim i poslijediplomskim kolegijima.

Klinike su zdravstvene ustanove ili dijelovi zdravstvenih ustanova u kojima se izvodi klinička nastava.

Nastavne baze objedinjuju organizacijske jedinice Fakulteta za potrebe izvođenja nastave i znanstvenoistraživačke djelatnosti.

Na Fakultetu zdravstvenih studija nastava je organizirana kroz 11 katedri, i to:

1. Katedra fizikalne terapije
2. Katedra radiološke tehnologije
3. Katedra zdravstvene njege
4. Katedra javnog zdravstva
5. Katedra temeljnih medicinskih znanosti I
6. Katedra temeljnih medicinskih znanosti II
7. Katedra kliničkih medicinskih znanosti I
8. Katedra kliničkih medicinskih znanosti II
9. Katedra kliničkih medicinskih znanosti III
10. Katedra za znanstveno-istraživački rad
11. Katedra društveno-humanističkih znanosti.

Vijeće doktorskoga studija

Vijeće doktorskoga studija čine profesori s istraživačkih grana doktorskoga studija, a voditelj je prof. dr. sc. Ivan Vasilj.

Management of the Faculty

Management of the Faculty in 2021/2022

- Dean: Prof Vajdana Tomić, PhD
- Vice-Dean for Teaching Affairs: Martina Orlović, PhD, assistant professor
- Vice-Dean for Science: Prof Violeta Šoljić, PhD
- Vice-Dean for Inter-Institutional Relations and Quality: Josip Šimić, PhD
- Secretary: Vedran Ramljak, dipl. iur.

The teaching organizational units of the Faculty of Health Studies are departments, clinics, and teaching bases.

Departments are the basic organizational form of the teaching work of the Faculty, which prepare and conduct classes in compulsory and optional undergraduate, graduate, and postgraduate courses.

Clinics are health institutions or parts of health institutions where clinical teaching is carried out.

Teaching bases unite organizational units of the Faculty for the purposes of teaching and scientific research activities.

At the Faculty of Health Studies, teaching is organized through 11 departments, namely:

1. Department of Physical Therapy
2. Department of Radiological Technology
3. Department of Health Care
4. Department of Public Health
5. Department of Basic Medical Sciences I
6. Department of Basic Medical Sciences II
7. Department of Clinical Medical Sciences I
8. Department of Clinical Medical Sciences II
9. Department of Clinical Medical Sciences III
10. Chair for Scientific Research
11. Department of Social and Human Sciences.

Doctoral Study Council

The doctoral study council consists of professors from the research branches of the doctoral study, and the Head is Prof Ivan Vasilj, PhD,

Nastavna djelatnost

Klinička nastava na Fakultetu zdravstvenih studija Sveučilišta u Mostaru izvodi se u Sveučilišnoj kliničkoj bolnici Mostar, kao pridruženoj članici sveučilišta u Mostaru, čijom se djelatnošću osigurava cjelovitost visokoškolske izobrazbe.

Nastavne baze Fakulteta zdravstvenih studija Sveučilišta u Mostaru su: Dom zdravlja – Mostar, Zavod za javno zdravstvo FBiH, zavodi za javno zdravstvo ZHŽ-a i HBŽ-a, Hrvatski zavod za javno zdravstvo i Škola narodnog zdravlja *Dr. Andrija Štampar* u Zagrebu, s kojima Fakultet ima uspostavljen ugovorne odnose.

Na Fakultetu je ustrojeno 11 studijskih programa:

1. Preddiplomski sveučilišni studij Sestrinstva
2. Preddiplomski sveučilišni studij Fizioterapije
3. Preddiplomski sveučilišni studij Radiološke tehnologije
4. Preddiplomski sveučilišni studij Sanitarnog inženjerstva
5. Preddiplomski sveučilišni studij Primaljstva
6. Diplomski sveučilišni studij Klinička zdravstvena njega
7. Diplomski sveučilišni studij Klinička fizioterapija
8. Diplomski sveučilišni studij Radiološka tehnologija
9. Diplomski sveučilišni studij Sanitarnog inženjerstva
10. Diplomski sveučilišni studij Primaljstva
11. Poslijediplomski doktorski studij Zdravstvene znanosti.

Preddiplomski sveučilišni studij Sestrinstva

Preddiplomski sveučilišni studij Sestrinstva traje tri godine (šest semestara) čijim se završetkom stječe 180 ECTS bodova.

Završetkom sveučilišnoga preddiplomskoga studija studentice i studenti stječu akademski naziv prvostupnik/*bachelor* sestrinstva.

Teaching activity

Clinical teaching at the Faculty of Health Studies of the University of Mostar is conducted at the University Clinical Hospital Mostar, an affiliated member of the University of Mostar, whose activity ensures the integrity of higher education.

The teaching bases of the Faculty of Health Studies of the University of Mostar are Health Centre - Mostar, Institute of Public Health of FBiH, Institutes of Public Health of ZHŽ and HBŽ, Croatian Institute of Public Health and School of Public Health *Dr. Andrija Štampar* in Zagreb. The Faculty has established cooperation with these institutions.

11 study programmes are organized at the Faculty:

1. Undergraduate university study of Nursing
2. Undergraduate university study of Physiotherapy
3. Undergraduate university study of Radiological Technology
4. Undergraduate university study of Sanitary Engineering
5. Undergraduate university study of Midwifery
6. Graduate university study Clinical health care
7. Graduate university study Clinical Physiotherapy
8. Diploma university study Radiological technology
9. Graduate university study of Sanitary Engineering
10. Graduate university study of Midwifery
11. Postgraduate doctoral studies in Health Sciences.

Undergraduate university study in Nursing

The undergraduate university study of Nursing lasts three years (six semesters), upon completion of which 180 ECTS points are acquired.

Upon completion of university undergraduate studies, male and female students acquire the academic title of Bachelor of Nursing.



U prvu godinu preddiplomskoga sveučilišnog studija Sestrinstva mogu se upisati osobe koje su prethodno završile srednju četverogodišnju školu i koje su zadovoljile uvjete razredbenoga postupka. Razredbeni postupak obuhvaća vrednovanje uspjeha postignutoga u srednjoj školi te postignutoga uspjeha na razredbenome ispitu.

Ciljevi su ovoga studijskog programa osposobiti prvostupnika sestrinstva za samostalno, odgovorno i profesionalno provođenje zdravstvene njege u kliničkim bolnicama, zdravstvenim zavodima i institutima; omogućiti obrazovni okvir koji će potaknuti razvijanje vještina analize i kritičkoga promišljanja i tako osigurati pristup teoriji i praksi sestrinstva; razviti svijest o relevantnim dokazima najnovijih istraživanja te olakšati njihovu primjenu/integraciju u sestrinskoj praksi; razviti sposobnost pravodobna i razborita prosuđivanja, kao i osigurati međunarodno priznato stručno visoko obrazovanje za rad u području zdravstva te omogućiti studentu stjecanje potrebnih kompetencija za rad u zvanju prvostupnika sestrinstva i za nastavak studija na diplomskim studijima.

Preddiplomski sveučilišni studij Fizioterapije

Preddiplomski sveučilišni studij Fizioterapije traje tri godine (šest semestara), čijim se završetkom stječe 180 ECTS bodova, a studentice i studenti stječu akademski naziv prvostupnik/*bachelor* fizioterapije. U prvu godinu preddiplomskoga sveučilišnog studija Fizioterapije mogu se upisati osobe koje su prethodno završile srednju četverogodišnju školu i zadovoljile uvjete razredbenoga postupka. Razredbeni postupak obuhvaća vrednovanje uspjeha postignutoga u srednjoj školi te postignutoga uspjeha na razredbenome ispitu.

Ciljevi studijskoga programa su:

- procjena statusa korisnika i njegove potrebe za fizioterapijskim tretmanom
- primjena kineziometrijskih i drugih mjerenja u svrhu dijagnosticiranja i evaluacije funkcije lokomotornoga sustava prema dobi, potrebama i disfunkcijama korisnika

People who have previously completed a four-year high school and who have met the requirements of the class procedure can enroll in the first year of the undergraduate university study of Nursing. The classification procedure includes the evaluation of the success achieved in high school and the success achieved in the class exam.

The goals of this study programme are to train a bachelor's degree in nursing for independent, responsible and professional implementation of health care in clinical hospitals, health institutes, and institutes; provide an educational framework that will encourage the development of analysis and critical thinking skills and thus, ensure access to the theory and practice of nursing; develop an awareness of relevant evidence from the latest research and facilitate their application/integration in nursing practice; to develop the ability to make timely and judicious judgments, as well as to provide internationally recognized professional higher education for work in the field of healthcare and to enable the student to acquire the necessary competencies for work as a bachelor's degree in nursing and continuing studies at graduate studies.

Undergraduate study programme in Physiotherapy

The undergraduate university study of Physiotherapy lasts three years (six semesters), upon completion of which 180 ECTS points are acquired, and students acquire the academic title of Bachelor of Physiotherapy. Persons who have previously completed a four-year high school and who have met the requirements of the class procedure can enroll in the first year of undergraduate university studies in Physiotherapy. The classification procedure includes the evaluation of the success achieved in high school and the success achieved in the class exam.

The goals of the study programme are:

- assessment of the user's status and his need for physiotherapy treatment
- the application of kinesiothetic and other measurements for the purpose of diagnosing

- primjena teorijskih i praktičnih znanja za razvijanje, održavanje i obnavljanje maksimalne pokretljivosti i funkcionalne sposobnosti s ciljem očuvanja i jačanja zdravlja te prevencije bolesti i ozljeda
- sudjelovanje u obrazovanju fizioterapeuta, unaprijeđenju struke i profesionalnome razvoju kroz cjeloživotno učenje, kritičko i analitičko pristupanje problemu i razumijevanje osnova znanstveno-istraživačkoga pristupa te nastavak studija na diplomskim studijima
- samostalan rad pri zdravstvenim ustanovama i samostalno obavljanje poslova u svezi s planiranjem, provođenjem, nadzorom i evaluacijom fizioterapijskoga procesa
- timski rad, humanistički i multidisciplinarni pristup korisnicima fizioterapijskih tretmana.

Preddiplomski sveučilišni studij Radiološka tehnologija

Preddiplomski sveučilišni studij Sestrinstva traje tri godine (šest semestara) čijim se završetkom stječe 180 ECTS bodova, studentice i studenti stječu akademski naziv prvostupnik/*bachelor* radiološke tehnologije.

U prvu godinu preddiplomskoga sveučilišnog studija Radiološke tehnologije mogu se upisati osobe koje su prethodno završile srednju četverogodišnju školu i koje su zadovoljile uvjete razredbenoga postupka. Razredbeni postupak obuhvaća vrednovanje uspjeha postignutoga u srednjoj školi te postignutoga uspjeha na razredbenome ispitu.

Ciljevi su studijskoga programa osposobljavanje stručnjaka za rad iz sva tri područja radiološke tehnologije: dijagnostičko-interventne, nuklearno medicinske i radioterapijske tehnologije u bolničkim i izvanbolničkim ustanovama; stručno osposobljavanje prvostupnika radiološke tehnologije koji će rukovati s uređajima, štiteći bolesnika i profesionalno osoblje od nepotrebna izlaganja ionizirajućemu zračenju.

and evaluating the function of the locomotor system according to the user's age, needs, and dysfunctions

- application of theoretical and practical knowledge to develop, maintain and restore maximum mobility and functional ability with the aim of preserving and strengthening health and preventing diseases and injuries
- participation in the education of physiotherapists, improvement of the profession and professional development through lifelong learning, critical and analytical approach to the problem and understanding of the basics of the scientific-research approach, and continuing studies at graduate studies
- independent work at health institutions and independent performance of tasks related to planning, implementation, supervision, and evaluation of the physiotherapy process
- teamwork, humanistic and multidisciplinary approach to users of physiotherapy treatments.

Undergraduate university study in Radiological Technology

The undergraduate university study of Nursing lasts three years (six semesters), upon completion of which 180 ECTS points are earned, and students acquire the academic title of Bachelor of Radiological Technology.

Persons who have previously completed a four-year high school and who have met the requirements of the class procedure can enroll in the first year of undergraduate university studies in Radiological Technology. The classification procedure includes the evaluation of the success achieved in high school and the success achieved in the class exam.

The goals of the study programme are to train experts to work in all three areas of radiological technology: diagnostic-interventional, nuclear medicine, and radiotherapy technology in hospital and outpatient institutions; professional training of bachelors in radiological technology who will handle the devices, protecting patients and professional staff from unnecessary exposure to ionizing radiation.



Preddiplomski sveučilišni studij Sanitarno inženjerstvo

Preddiplomski sveučilišni studij Sanitarno inženjerstvo traje tri godine (šest semestara) čijim se završetkom stječe 180 ECTS bodova, a studentice i studenti stječu akademski naziv prvostupnik/*bachelor* sanitarnoga inženjerstva.

U prvu godinu preddiplomskoga sveučilišnog studija Sanitarnog inženjerstva mogu se upisati osobe koje su prethodno završile srednju četverogodišnju školu i zadovoljile uvjete razredbenoga postupka. Razredbeni postupak obuhvaća vrednovanje uspjeha postignutoga u srednjoj školi te postignutoga uspjeha na razredbenome ispitu.

Ciljevi studijskog programa su:

- postići kod studenata opća i specifična znanja i vještine potrebne za očuvanje i unapređenje zdravlja pojedinca, obitelji i društva te prevenciju bolesti primjenom mjera za održavanje higijensko-sanitarne i epidemiološke razine u radnoj i životnoj okolini ljudi
- osposobiti studente za uočavanje, definiranje i sanaciju okolišnih čimbenika koji mogu štetno djelovati na zdravlje pojedinca i širu zajednicu te da provode opće i ciljano zdravstveno prosvjećivanje stanovništva radi unapređivanja zdravlja šire zajednice.

Preddiplomski sveučilišni studij Primaljstvo

Preddiplomski sveučilišni studij Primaljstvo traje tri godine (šest semestara) čijim se završetkom stječe 180 ECTS bodova, a studentice i studenti stječu akademski naziv prvostupnik/*bachelor* primaljstva.

U prvu godinu preddiplomskoga sveučilišnog studija Primaljstva mogu se upisati osobe koje su prethodno završile srednju četverogodišnju školu i zadovoljile uvjete razredbenoga postupka. Razredbeni postupak obuhvaća vrednovanje uspjeha postignutoga u srednjoj školi te postignutoga uspjeha na razredbenome ispitu.

The undergraduate university study programme in Sanitary engineering

The undergraduate university study in Sanitary Engineering lasts three years (six semesters), upon completion of which 180 ECTS points are earned, and students acquire the academic title of Bachelor of Sanitary Engineering.

Persons who have previously completed a four-year high school and who have met the requirements of the class procedure can enroll in the first year of undergraduate university studies in Sanitary Engineering. The classification procedure includes the evaluation of the success achieved in high school and the success achieved in the class exam.

The goals of the study program are:

- to achieve in students general and specific knowledge and skills necessary for preserving and improving the health of individuals, families, and society, as well as disease prevention by applying measures to maintain the hygienic-sanitary and epidemiological level in the working and living environment of people
- train students to identify, define and remediate environmental factors that can harm the health of individuals and the wider community, and to carry out general and targeted health education of the population to improve the health of the wider community.

The undergraduate university study programme in Midwifery

The undergraduate university study programme in Midwifery lasts three years (six semesters), upon completion of which 180 ECTS points are earned, and students acquire the academic title of Bachelor of Midwifery.

Persons who have previously completed a four-year high school and who have met the requirements of the class procedure can enroll in the first year of undergraduate university studies in Midwifery. The classification procedure includes the evaluation of

Ciljevi su studijskog programa:

- obrazovanje stručnjaka za samostalan rad u kliničkim bolnicama i domovima zdravlja, kao i jačanje uloge primalje u okviru javnoga zdravstva, promocije zdravlja žena i obitelji
- razviti sposobnost prepoznavanja promjenjivih potreba žene/majke i djeteta u trudnoći i postnatalnome razdoblju
- omogućiti obrazovni okvir koji će potaknuti razvijanje vještina analize i kritičkoga promišljanja i tako osigurati kompetentan pristup teoriji i praksi primaljstva
- razviti svijest o relevantnim dokazima najnovijih istraživanja te olakšati njihovu primjenu/implementaciju u primaljsku praksu.
- razviti sposobnost pravodobna i razborita prosuđivanja, osigurati međunarodno priznato stručno visoko obrazovanje za rad u području zdravstva te omogućiti studentu stjecanje potrebnih kompetencija za rad u zvanju primalja i za nastavak studija na diplomskim studijima.

Diplomski sveučilišni studij Klinička zdravstvena njega

Diplomski sveučilišni studij Klinička zdravstvena njega traje dvije godine (dva semestra) čijim se završetkom stječe 120 ECTS bodova, a studentice i studenti stječu akademski naziv magistar sestrinstva.

Diplomski studij može upisati osoba koja je završila odgovarajući preddiplomski sveučilišni studij sestrinstva i stekla zvanje prvostupnika(ce) s ostvarenih najmanje 180 ECTS bodova.

Za osobe koje su završile stručni studij postoji mogućnost određivanja ispita razlike.

Ciljevi studijskog programa su:

- osposobiti studente za timski rad, rukovođenje ljudskim potencijalima i drugim resursima, procesima u zdravstvu, uz primjenu suvremenih načela sestrinstva
- steći komunikacijske vještine, kao i dodatne specijalističke vještine i znanja u svrhu suradnje s upravljačkim strukturama svih razina i doprinosa razvoju zdravstvene ustanove

the success achieved in high school and the success achieved in the class exam.

The goals of the study programme are:

- education of specialists for independent work in clinical hospitals and health centres, as well as strengthening the role of midwives in the framework of public health, promotion of women's and family health
- develop the ability to recognize the changing needs of women/mothers and children during pregnancy and the postnatal period
- provide an educational framework that will encourage the development of analysis and critical thinking skills and thus ensure a competent approach to the theory and practice of midwifery
- develop an awareness of the relevant evidence of the latest research and facilitate their application/implementation in midwifery practice.
- develop the ability to make timely and prudent judgments, provide internationally recognized professional higher education for work in the field of health-care, and enable the student to acquire the necessary competencies for work as a midwife and continuing studies at graduate studies.

Graduate university study programme in Clinical health care

The graduate university study in Clinical Health Care lasts two years (two semesters), at the end of which 120 ECTS points are earned, and students acquire the academic title of Master of Nursing.

A person who has completed a corresponding undergraduate university course in nursing and obtained a bachelor's degree with at least 180 ECTS credits can enroll in the diploma course.

For people who have completed professional studies, there is a possibility to determine the distinction exam.

The goals of the study program are:

- train students for teamwork, management of human resources and other resources, and processes in



- osposobiti studente za nastavni rad i nove edukacijske metode
- steći vještine za planiranje projekata i samostalno donošenje odluka na temelju kritičkoga vrednovanja u svrhu sudjelovanja u znanstveno-kliničkim projektima
- osposobiti studente za kritičku procjenu, planiranje, provođenje i evaluaciju zdravlja i bolesnih stanja pojedinca, obitelji i cijele zajednice
- osposobiti studente za nastavak obrazovanja na poslijediplomskome studiju.

Diplomski sveučilišni studij Klinička fizioterapija

Diplomski sveučilišni studij Klinička fizioterapija traje dvije godine (dva semestra) čijim se završetkom stječe 120 ECTS bodova, a studentice i studenti stječu akademski naziv magistar fizioterapije.

Diplomski studij može upisati osoba koja je završila odgovarajući preddiplomski studij fizioterapije i stekla zvanje prvostupnika(ce) s ostvarenih najmanje 180 ECTS bodova. Za osobe koje su završile stručni studij postoji mogućnost određivanja ispita razlike.

- Ciljevi studijskog programa su:
- stjecanje novih znanja i vještina obrazovanjem i osposobljavanjem budućih magistara fizioterapije pri procijeni bolesnikova stanja, planiranju, provođenju i evaluaciji fizioterapijskih postupaka u skladu s potrebama bolesnika i korisnika
 - sudjelovanje u zdravstvenim timovima i upravljanje u zdravstvu
 - primjena fizioterapije zasnovane na dokazima
 - osposobljavanje studenata za promociju zdravlja u zdravstvenoj ustanovi i u zajednici
 - unapređenje struke kontinuiranom edukacijom i istraživačkim radom
 - osposobljavanje studenata za primjenu načela fizioterapije zasnovane na dokazima tijekom rada, kao i za kontinuirano cjeloživotno učenje i djelovanje u ulozi mentora i nastavnika.

- healthcare, with the application of modern principles of nursing
- acquire communication skills, as well as additional specialist skills and knowledge for cooperation with management structures of all levels and contribute to the development of the healthcare institution
- train students for teaching work and new educational methods
- acquire skills for project planning and independent decision-making based on critical evaluation to participate in scientific-clinical projects
- train students for critical assessment, planning, implementation, and evaluation of health and disease states of individuals, families, and the entire community
- train students to continue their education at postgraduate studies.

Graduate university study programme in Clinical Physiotherapy

The graduate university study programme in Clinical Physiotherapy lasts two years (two semesters), upon completion of which 120 ECTS points are earned, and students acquire the academic title of Master of Physiotherapy.

A person who has completed a corresponding undergraduate course in physiotherapy and obtained a bachelor's degree with at least 180 ECTS credits can enroll in the diploma course. For people who have completed professional studies, there is a possibility to determine the distinction exam.

- The goals of the study programme are:
- acquisition of new knowledge and skills through education and training of future Masters of Physiotherapy in assessing the patient's condition, planning, conducting and evaluating physiotherapy procedures following the needs of patients and users
 - participation in healthcare teams and healthcare management
 - application of evidence-based physiotherapy

Diplomski sveučilišni studij Radiološka tehnologija

Diplomski sveučilišni studij Radiološka tehnologija traje dvije godine (dva semestra) čijim se završetkom stječe 120 ECTS bodova, a studentice i studenti stječu akademski naziv magistar radiološke tehnologije.

Diplomski studij može upisati osoba koja je završila odgovarajući preddiplomski studij radiološke tehnologije i stekla zvanje prvostupnika(ce) s ostvarenih najmanje 180 ECTS bodova. Za osobe koje su završile stručni studij postoji mogućnost određivanja ispita razlike.

Studenti će nadograditi znanja iz pojedinih područja radiološke tehnologije: kompjutorizirana tomografija (*engl.* computed tomography (CT)), magnetska rezonancija (*engl.* *magnetic resonance* (MR)), informacijska tehnologija (*engl.* *information technology* (IT)), digitalni radiološki sustavi i intervencijska radiologija.

Diplomski sveučilišni studij Sanitarnoga inženjerstva

Diplomski sveučilišni studij Sanitarnoga inženjerstva traje dvije godine (dva semestra) čijim se završetkom stječe 120 ECTS bodova, a studentice i studenti stječu akademski naziv magistar sanitarnoga inženjerstva.

Diplomski studij može upisati osoba koja je završila odgovarajući preddiplomski studij sanitarnoga inženjerstva i stekla zvanje prvostupnika(ce) s ostvarenih najmanje 180 ECTS bodova. Za osobe koje su završile stručni studij postoji mogućnost određivanja ispita razlike.

- Ciljevi studijskog programa su:
- osposobiti stručnjake za očuvanje i unapređenje zdravlja pojedinca, obitelji i društva te prevenciju bolesti primjenom mjera za održavanje higijensko-sanitarne i epidemiološke razine u radnoj i životnoj okolini ljudi
 - osposobiti studente za vođenje javnozdravstvenih timova i upravljanja procesima u zdravstvu, kao i

- training students for health promotion in health institutions and the community
- improvement of the profession through continuous education and research work
- training students to apply the principles of evidence-based physiotherapy during work, as well as for continuous lifelong learning and acting as mentors and teachers.

Graduate university study programme in Radiological Technology

The graduate university study programme in Radiological Technology lasts for two years (two semesters), upon completion of which 120 ECTS points are earned, and students acquire the academic title of Master of Radiological Technology.

A person who has completed a corresponding undergraduate study programme in radiological technology and obtained a bachelor's degree with at least 180 ECTS credits can enroll in the graduate studies. For people who have completed professional studies, there is a possibility for the distinction exam.

Students will upgrade their knowledge in certain areas of radiological technology: computed tomography (CT), magnetic resonance (MR), information technology (IT), digital radiological systems, and interventional radiology.

Graduate university study programme in Sanitary Engineering

The graduate university study programme in Sanitary Engineering lasts two years (two semesters), upon completion of which 120 ECTS points are earned, and students acquire the academic title of Master of Sanitary Engineering.

A person who has completed a corresponding undergraduate study in sanitary engineering and obtained a bachelor's degree with at least 180 ECTS credits can enroll in the graduate study programme. For people who have completed professional studies, there is a possibility to determine the distinction exam.





REZERVIRANO
ZA VOZILA
SALAMINARNAJ
KATEGORIJE
STUDIJA

ZORNASTVENI STUDIJAS

- za suradnički rad u znanstvenim, kliničkim i laboratorijskim istraživanjima (projekti, komunikacija, prezentacija) na visokim učilištima
- osposobiti studente za promociju zdravlja u zdravstvenoj ustanovi i u zajednici
 - osposobiti studente za primjenu načela sanitarnoga inženjerstva zasnovana na dokazima tijekom rada, kao i stalnomu učenju i djelovanju u ulozi mentora i učitelja
 - osposobiti studente za provođenje i upravljanje sustavom kvaliteta u zdravstvenim ustanovama, različitim ispitnim laboratorijima te sustavima kvaliteta unutar prehrambene industrije
 - osposobiti kvalificirane stručnjake za rad i vođenje različitih ispitnih (analitičkih) i dijagnostičkih laboratorija, primjenom standardnih metoda i smjernica za ispitne i dijagnostičke laboratorije
 - osposobiti kvalificiran kadar za sudjelovanje u planiranju, izradi i nadzoru nad provođenjem preventivnih i protuepidemijskih mjera te vođenje timova u svezi s poslovima DDD djelatnosti
 - osposobiti kvalificiran kadar za rad i rukovođenje jedinicama higijensko-epidemioloških službi te različitim odjelima javno-zdravstvenih ustanova
 - osposobiti kvalificiran kadar za ispitivanje i procjenu kvalitete vode (svih vrsta) te ispitivanje i osiguravanje zdravstvene ispravnosti voda za piće kao i tretmane obrade otpadnih voda.

Diplomski sveučilišni studij Primaljstva

Diplomski studij može upisati osoba koja je završila odgovarajući preddiplomski studij primaljstva i stekla zvanje prvostupnika(ce) s ostvarenih najmanje 180 ECTS bodova ili završen preddiplomski studij sestrinstva s ostvarenih najmanje 180 ECTS bodova uz uvjet da je radila najmanje dvije godine na istim ili sličnim poslovima u primaljstvu. Osobama koje su završile stručni studij postoji mogućnost određivanja ispita razlike.

Diplomski sveučilišni studij Primaljstva traje dvije godine (dva semestra) čijim se završetkom stječe 120 ECTS bodova.

Završetkom studija studentice i studenti stječu akademski naziv magistar primaljstva.

The goals of the study programme are:

- to train experts to preserve and improve the health of individuals, families and society, as well as disease prevention by applying measures to maintain a hygienic, sanitary and epidemiological level in the working and living environment of people
- to train students for leading public health teams and managing processes in health care, as well as for collaborative work in scientific, clinical and laboratory research (projects, communication, presentation) at universities
- train students for health promotion in a health institution and in the community
- train students to apply the principles of sanitary engineering based on evidence during work, as well as constant learning and acting in the role of mentor and teacher
- train students to implement and manage the quality system in healthcare institutions, various test laboratories and quality systems within the food industry
- to train qualified experts for the work and management of various test (analytical) and diagnostic laboratories, applying standard methods and guidelines for test and diagnostic laboratories
- train qualified personnel to participate in planning, development and supervision of the implementation of preventive and anti-epidemic measures and leading teams in connection with DDD activities
- to train qualified personnel for work and management of units of hygienic and epidemiological services and various departments of public health institutions
- train qualified personnel for testing and assessing water quality (of all types) and testing and ensuring the healthiness of drinking water as well as wastewater treatment.

Graduate university study programme of Midwifery

A person who has completed an appropriate undergraduate study programme in Midwifery and obtained

Ciljevi studija su:

- osposobiti studente za samostalan rad u kliničkim bolnicama i ginekološko-porođajnim odjelima koji obuhvaćaju koordiniranje timom primaljske skrbi, posebno kada je potreban multidisciplinarni pristup
- proširiti znanja i vještine studenata u području primaljske njege bolesnika
- osposobiti studente za vođenje zdravstvenih timova i upravljanja procesima u zdravstvu, kao i za suradnički rad u znanstvenim i kliničkim istraživanjima (projekti, komunikacija, prezentacija) na zdravstvenim visokim učilištima
- osposobiti studente za promociju zdravlja u zdravstvenoj ustanovi i u zajednici
- osposobiti studente za primjenu načela primaljstva zasnovana na dokazima tijekom rada, kao i stalnome učenju i djelovanju u ulozi mentora i učitelja.

Poslijediplomski doktorski studij Zdravstvene znanosti

Poslijediplomski doktorski studij organizira se s ciljem obogaćivanja vlastitih znanstvenih potencijala stvaranjem nastavnoga kadra educirana na najvišoj akademskoj razini. Rezultat uvođenja poslijediplomskoga studija bit će postizanje akademskoga stupnja koji zdravstvenim djelatnicima osigurava akademske svjedodžbe čija će vrijednost biti jednaka svjedodžbama njihovih kolega s drugih fakulteta koji završe poslijediplomske doktorske studije. Najvažniji ciljevi studijskoga programa dokorskog studija jesu osposobljavanje studenata za znanstveno i kliničko istraživanje, priprema za sudjelovanje u radu fakulteta kao i za karijeru nastavnika na sveučilištu uz mogućnost oblikovanja suvremenih inovativnih koncepata i pristupa namijenjenih poboljšavanju kvaliteta života pojedinaca, organizacija i društva. Doktorska diploma iz područja zdravstvenih znanosti nužna je za akademsku karijeru nastavnika na fakultetima zdravstvenih studija.

a bachelor's degree with at least 180 ECTS credits or completed an undergraduate study programme in Nursing with at least 180 ECTS credits can enroll in the graduate study programme, provided that they have worked for at least two years in the same or similar jobs in midwifery. Persons who have completed professional studies have the option of setting a distinction exam.

The graduate university study of Midwifery lasts two years (two semesters), upon completion of which 120 ECTS points are earned.

Upon completion of their studies, male and female students acquire the academic title of Master of Midwifery.

The goals of the study are:

- to train students for independent work in clinical hospitals and gynecology-obstetric departments, which includes coordination with the midwifery care team, especially when a multidisciplinary approach is needed
- expand the knowledge and skills of students in the field of midwifery patient care
- to train students for leading healthcare teams and managing processes in healthcare, as well as for collaborative work in scientific and clinical research (projects, communication, presentation) at healthcare universities
- train students for health promotion in a health institution and the community
- train students to apply evidence-based principles of midwifery during work, as well as continuous learning and acting in the role of mentor and teacher.

Postgraduate doctoral studies in Health Sciences

Postgraduate doctoral studies are organized to enrich one's scientific potential by creating teaching staff educated at the highest academic level. The result of the introduction of postgraduate study will be the achievement of an academic degree that provides health professionals with academic certificates whose value will be equal to the certificates of their



Nastavni plan studija

Poslijediplomski doktorski studij zdravstvenih znanosti (trećega stupnja) ustrojava se i izvodi prema nastavnomu planu i programu, u trajanju od najmanje tri godine (šest semestara). Budući da je rad potreban za savladavanje jedne akademske godine bodovan sa 60 ECTS bodova, trogodišnji studij bodovan je sa 180 ECTS bodova, što uključuje:

- a) organiziranu nastavu (obveznu i izbornu)
- b) rad s mentorom i pisanje doktorskoga rada
- c) obvezne i neobvezne izvannastavne aktivnosti.

Kompetencije koje se stječu tijekom studija

Širi i razmjerno općenit popis kompetencija uključivao bi:

- a) doprinos zdravstvenoj struci kroz neovisno znanstveno istraživanje i stvaranje novoga znanja
- b) identificiranje problema, analize i rješavanje problema nalaženjem, razumijevanjem i ocjenjivanjem informacija temeljenih na dokazima
- c) planiranje i provođenje originalna znanstvenog istraživanja u području zdravstvenih studija, uz korištenje rezultata zdravstvene prakse temeljene na dokazima u obliku koji je pogodan za objavljivanje u međunarodno priznatome časopisu
- d) razumijevanje, ocjenjivanje i primjenu suvremenih znanstvenih analitičkih metoda u istraživanju uz kontinuirano poboljšanje zdravstvene prakse i prihvaćanje (usvajanje) stavova kao odgovor na stalne promjene u zdravstvu i sve složenije oblike zdravstvene njege
- e) sposobnost identificiranja i promoviranja etičko-pravnih principa u zdravstvenome istraživanju
- f) sposobnost teorijskoga, metodološkoga, analitičkoga i kritičkoga pristupa testiranjem znanstvenih otkrića u zdravstvenoj praksi kroz debate, konferencijske prezentacije i istraživačke radionice
- g) sposobnost ocjenjivanja kliničke prakse kroz znanstvena istraživanja
- h) korištenje rezultata istraživanja u donošenju kliničkih odluka
- i) sposobnost kontinuirana kliničkog rasuđivanja, evaluacije i samoevaluacije u cilju osiguranja kvalitete i izvrsnosti

colleagues from other faculties who complete postgraduate doctoral studies. The most important goals of the doctoral study programme are training students for scientific and clinical research, preparation for participation in the work of the faculty as well as for a career as a teacher at the university with the possibility of shaping modern innovative concepts and approaches intended to improve the quality of life of individuals, organizations, and society. A doctoral degree in the field of health sciences is necessary for the academic career of a teacher at the faculties of health studies.

Teaching study plan

Postgraduate doctoral studies in health sciences (third degree) are organized and conducted according to the curriculum, lasting at least three years (six semesters). Since the work required to complete one academic year requires 60 ECTS points, the three-year study programme requires 180 ECTS points, which includes:

- a) organized classes (compulsory and optional)
- b) working with a mentor and writing a doctoral thesis
- c) compulsory and optional extracurricular activities.

Competences acquired during studies

A broader and relatively general list of competencies would include:

- a) contribution to the health profession through independent scientific research and the creation of new knowledge
- b) identifying problems, analyzing and solving problems by finding, understanding, and evaluating evidence-based information
- c) planning and conducting original scientific research in the field of health studies, using the results of evidence-based health practice in a form suitable for publication in an internationally recognized journal
- d) understanding, evaluation, and application of modern scientific analytical methods in research with continuous improvement of healthcare practice and acceptance (adopting) of attitudes in

- j) komuniciranje različitim tehnikama informiranja, educiranja, motiviranja i poboljšanja kvalitete života zdravih osoba, bolesnika, obitelji i većih populacija
- k) sposobnost uspostavljanja poštovanja prema bolesnicima, obitelji bolesnika i kolegama
- l) sudjelovanje u radu interdisciplinarnih istraživačkih timova i njihovo vođenje
- m) promicanje zdravlja vulnerabilnih i multikulturalnih populacija
- n) razumijevanje „filozofije“ zdravstvenih znanosti.

response to constant changes in healthcare and increasingly complex forms of healthcare

- e) the ability to identify and promote ethical and legal principles in health research
- f) the ability to have a theoretical, methodological, analytical, and critical approach by testing scientific discoveries in healthcare practice through debates, conference presentations, and research workshops
- g) the ability to evaluate clinical practice through scientific research
- h) use of research results in making clinical decisions
- i) the ability to continuous clinical reasoning, evaluation, and self-evaluation in order to ensure quality and excellence
- j) communicating with different techniques of informing, educating, motivating, and improving the quality of life of healthy people, patients, families, and larger populations
- k) the ability to establish respect for patients, patient's families, and colleagues
- l) participation in the work of interdisciplinary research teams and their management
- m) promoting the health of vulnerable and multicultural populations
- n) understanding of the “philosophy” of health sciences.



Znanstvena djelatnost

Fakultet zdravstvenih studija svih ovih godina nastoji podići razinu kvalitete svoga rada i kroz ovakav vid znanstvene i stručne aktivnosti.

Organizatori smo i suorganizatori više znanstvenih i stručnih skupova koji se održavaju redovito i uz suorganizaciju ostalih sastavnica na Sveučilištu:

- Međunarodni javnozdravstveni simpozij u organizaciji Fakulteta zdravstvenih studija, Sveučilište u Mostaru (svako druge godine)
- Simpozij medicinskih sestara i tehničara s međunarodnim sudjelovanjem u suradnji s Sveučilišnom kliničkom bolnicom Mostar i Fakultetom zdravstvenih studija Sveučilišta u Mostaru (svake godine)
- Simpozij primalja s međunarodnim sudjelovanjem u organizaciji Fakulteta zdravstvenih studija, Klinike za ginekologiju i porodništvo Sveučilišne kliničke bolnice Mostar u suradnji s Komorom primalja/babica HNŽ-a (svake godine)
- Tradicionalna Mostarska psihijatrijska subota u organizaciji Medicinskoga fakulteta Mostar i Sveučilišnom kliničkom bolnicom Mostar u suradnji s Udrugom psihijatarata Bosne i Hercegovine i Liječničkom komorom HNŽ-a i našim Fakultetom (svake godine)
- Studentski simpozij sanitarnih inženjera u organizaciji Fakulteta zdravstvenih studija i studenata sanitarnih inženjera preddiplomskoga i poslijediplomskoga studija (svake godine)
- Simpozij *Prijenos znanstvenih informacija u medicini i zdravstvu*.

Časopis Zdravstveni glasnik

Časopis *Zdravstveni glasnik* osnovan je 2015. godine kao potreba za publiciranjem znanstvenih i stručnih rezultata istraživanja, što je od iznimne važnosti za jačanje zdravstvene struke i podizanje razine znanja i znanosti na Fakultetu zdravstvenih studija. Urednički odbor odlučio je da časopis bude u elektroničkom obliku u skladu s nastojanjima za što širom

Scientific activity

All these years, the Faculty of Health Studies has been trying to raise the quality of its work through this type of scientific and professional activity.

We are the organizers and co-organizers of several scientific and professional meetings that are held regularly and with the co-organization of other components at the University:

- International Public Health Symposium organized by the Faculty of Health Studies, University of Mostar (every other year)
- Symposium of nurses and technicians with international participation in cooperation with the University Clinical Hospital Mostar and the Faculty of Health Studies of the University of Mostar (every year)
- Symposium of midwives with international participation organized by the Faculty of Health Studies, Clinic for Gynecology and Obstetrics of the University Clinical Hospital Mostar in cooperation with the Chamber of Midwives/Midwives of HNŽ (every year)
- Traditional Mostar Psychiatry Saturday is organized by the Faculty of Medicine Mostar and the University Clinical Hospital Mostar in cooperation with the Association of Psychiatrists of Bosnia and Herzegovina and the Medical Chamber of HNŽ and our Faculty (every year)
- Student symposium of sanitary engineers organized by the Faculty of Health Studies and undergraduate and postgraduate sanitary engineering students (every year)
- Symposium Transfer of scientific information in medicine and healthcare.

Journal Zdravstveni glasnik

The journal *Zdravstveni glasnik* was founded in 2015 as a need to publish scientific and professional research results, which is of utmost importance for strengthening the health profession and raising the level of knowledge and science at the Faculty of Health Studies. The editorial board decided that the journal should be in electronic

form in accordance with the efforts for the widest possible availability of scientific information. The journal is intended for members of the health profession, but also for other related disciplines with which the health profession complements and cooperates. Two issues are published annually. Papers can be published in the journal in Croatian, with the addition of an English abstract, or in English, with the addition of an abstract in the Croatian language. Twelve numbers have been published so far.

More than 120 papers were published in which more than 300 authors and co-authors from seven countries (Bosnia and Herzegovina, Republic of Croatia, Slovenia, Montenegro, Kosovo, Italy and Kazakhstan) participated. The largest number of authors and co-authors are from our Faculty, our University and our University Clinical Hospital Mostar. Authors from other universities in Bosnia and Herzegovina also actively participated (Sarajevo, Tuzla, Banja Luka...). Most of the published works are original scientific works, but also review, professional, case reports, essays, book reviews. In addition to distinguished professors, the Editorial Board of the journal includes several doctoral students who study at our Faculty and who have already published high-quality works. The journal is visible in three databases (*Cobbis*, *Google Scholar* and *Hrčak*).

Znanstveni projekti:

- 1) Znanstveno-istraživački projekt *Decidualni CD4+, Foxp3+, CD25+ i CD8+ limfociti u trudnoćama kompliciranim preklampsijom* koji je financiralo Federalno ministarstvo obrazovanja i znanosti
- voditelj: prof. dr. sc. V. Tomić
- objavljen znanstveni rad: *Biotech Histochem.* 2017;92(4):288-296. doi: 10.1080/10520295.2017.1309069. Epub 2017 May 12. *Decreased expression of MMP-9 in CD8+ cells in placenta with severe preeclampsia*, Orlović, M., Tomić, V., Vukojević, K., Hudić, I., Mandić, V., Azinović, I., Soldo, D., Kajić, M., Šoljić, V.
- 2) Znanstveno-istraživački projekt: *Slobodni laki lanci imunoglobulina u likvoru i serumu bolesnika s klinički izoliranim sindromom*
- voditelj projekta: prof. dr. sc. Miro Klarić

form in accordance with the efforts for the widest possible availability of scientific information. The journal is intended for members of the health profession, but also for other related disciplines with which the health profession complements and cooperates. Two issues are published annually. Papers can be published in the journal in Croatian, with the addition of an English abstract, or in English, with the addition of an abstract in the Croatian language. Twelve numbers have been published so far.

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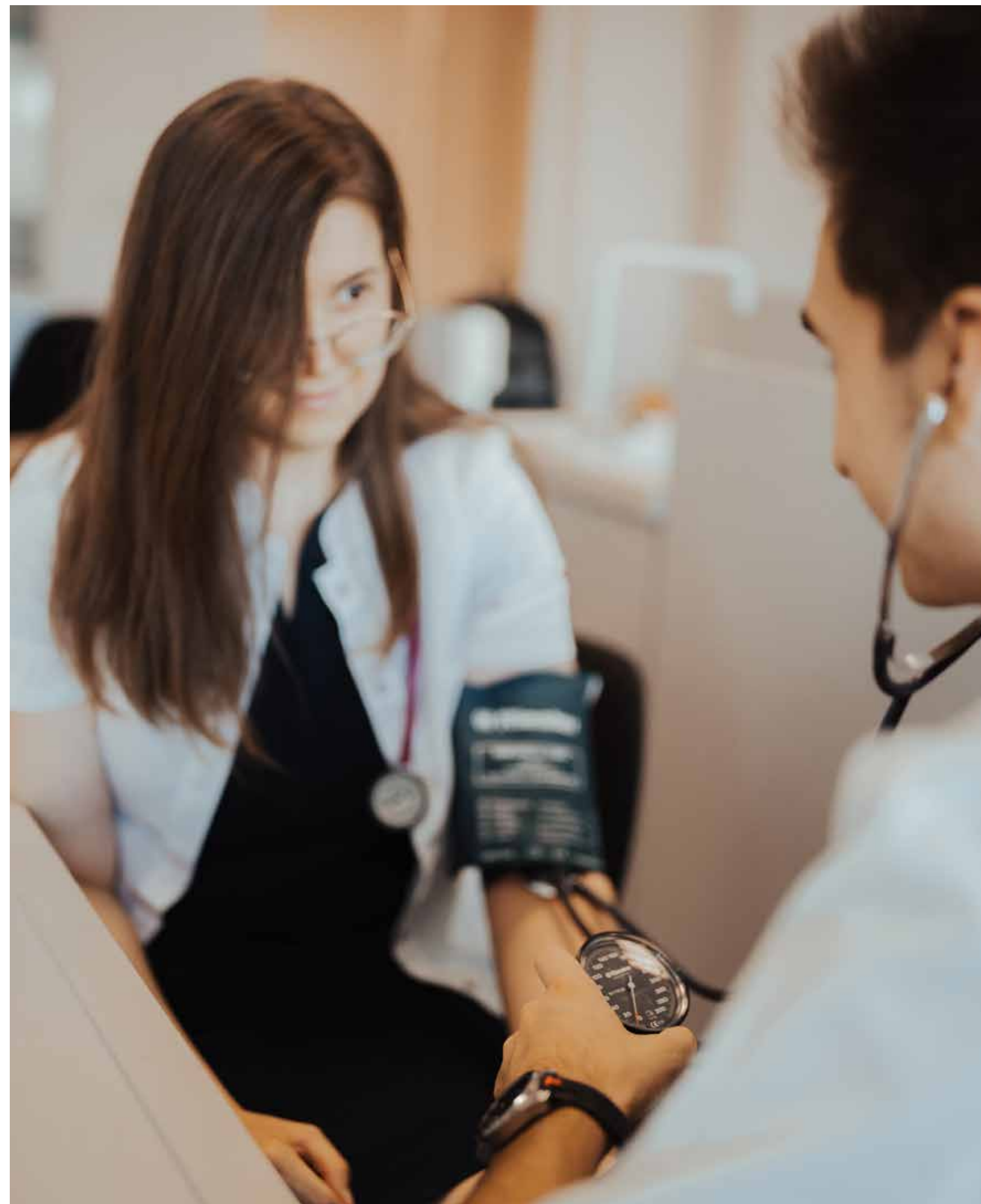
Scientific projects:

- 1) Scientific research project *Decidual CD4+, Foxp3+, CD25+ and CD8+ lymphocytes in pregnancies complicated by preeclampsia*, funded by the Federal Ministry of Education and Science
- leader: prof. Ph.D. V. Tomić
- published scientific work: *Biotech Histochem.* 2017;92(4):288-296. doi: 10.1080/10520295.2017.1309069. Epub 2017 May 12. *Decreased expression of MMP-9 in CD8+ cells in placenta with severe preeclampsia*, Orlović, M., Tomić, V., Vukojević, K., Hudić, I., Mandić, V., Azinović, I., Soldo, D., Kajić, M., Šoljić, V.
- 2) Scientific research project: *Free immunoglobulin light chains in the cerebrospinal fluid and serum of patients with clinically isolated syndrome*



- objavljen znanstveni rad:
Vasilj, M., Klarić, M., Vrkić, N., Mikulić, I., Marković Boras, M., Jelić Knezović, N., Šoljić, V., *Kappa Free Light Chains In Cerebrospinal Fluid of Patients With Identified Oligoclonal Immunoglobulin*, G. Psychiatr Danub. 2017;29 (Suppl. 2):124-8. projekt ostvaren u 2017. godini, financiran iz sredstava FMON-a
- 3) Znanstveno-istraživački projekt: *Utjecaj smjenskog rada na metabolički i cirkadijani ritam medicinskih sestara/tehničara*
- voditelj projekta prof. dr. sc. Ivan Vasilj, projekt financiran iz sredstava FMON-a za 2018.
- objavljen znanstveni rad:
The impact of shift work on psychosocial functioning and quality of life among hospital-employed nurses: a cross-sectional comparative study
I. Ljevak, I. Vasilj, M. Čurlin, N. Šaravanja, T. Meštrović, J. Šimić, M. Neuberg, *Psychiatria Danubina* 32 (suppl. 2), 262-268
- 4) Znanstveno-istraživački projekt: MUTACIJA GENA ZA MTHFR C6777T I KONCENTRACIJE VITAMINA B12, FOLNE KISELINE, HOMOCISTEINA I VISOKO OSJETLJIVOG CRP-A U KRVI TRUDNICA S GESTACIJSKIM DIJABETESOM
- voditelj projekta prof. dr. sc. Vajdana Tomić, projekt financira FMON iz sredstava financiranje/sufinanciranje znanstveno-istraživačkih i istraživačko-razvojnih projekata u FBiH, natječaj za 2019. godinu. Realizacija je projekta u tijeku.
- 5) Znanstveno-istraživački projekt: *Post COVID-19 sindrom i struktura dijagnoza bolesnika liječenih u SKB Mostar*
- voditelj projekta: Vesna Miljanović Damjanović, projekt financira FMON iz sredstava financiranje/sufinanciranje znanstveno-istraživačkih i istraživačko-razvojnih projekata u FBiH za 2021. godinu. Realizacija je projekta u tijeku.

- project manager: Prof Miro Klarić, PhD
- published scientific work:
Vasilj, M., Klarić, M., Vrkić, N., Mikulić, I., Marković Boras, M., Jelić Knezović, N., Šoljić, V., *Kappa Free Light Chains In Cerebrospinal Fluid of Patients With Identified Oligoclonal Immunoglobulin*, G. Psychiatr Danub. 2017;29 (Suppl. 2):124-8. project realized in 2017, financed from the funds of FMON
- 3) Scientific research project: Impact of shift work on the metabolic and circadian rhythm of nurses/technicians
- project manager prof. Ph.D. Ivan Vasilj, project financed from FMON funds for 2018.
- published scientific work:
The impact of shift work on psychosocial functioning and quality of life among hospital-employed nurses: a cross-sectional comparative study
I. Ljevak, I. Vasilj, M. Čurlin, N. Šaravanja, T. Meštrović, J. Šimić, M. Neuberg, *Psychiatria Danubina* 32 (suppl. 2), 262-268
- 4) Scientific research project: MTHFR C6777T GENE MUTATION AND CONCENTRATIONS OF VITAMIN B12, FOLIC ACID, HOMOCYSTEINE AND HIGHLY SENSITIVE CRP IN THE BLOOD OF PREGNANT WOMEN WITH GESTATIONAL DIABETES
- project manager prof. Ph.D. Vajdana Tomić, the project is financed by FMON from funding/co-financing of scientific-research and research-development projects in FBiH, tender for 2019. The realization of the project is in progress.
- 5) Scientific research project: Post COVID-19 syndrome and diagnosis structure of patients treated in SKB Mostar
- project manager: Vesna Miljanović Damjanović, the project is financed by FMON from funding/co-financing of scientific-research and research-development projects in FBiH for 2021. The realization of the project is in progress.



Projekti (stručni)

- Projekt *Twinning Jačanje institucija i kapaciteta za implementaciju Direktive EU o reguliranim profesijama, Sector for Health and Sector for Education Ministry of Civil Affairs*, 2016. godina
- *Informacijska pismenost – temelj za cjeloživotno obrazovanje zdravstvenih djelatnika*, voditelj projekta Josip Šimić, projekt je 2016. godine realizirao Fakultet zdravstvenih studija Sveučilišta u Mostar, a financiralo ga Federalno ministarstva obrazovanja i znanosti FBiH na temelju *Ugovora o sufinanciranju projekata iz područja visokog obrazovanja od značaja za FBiH* (stručni)
- Opremanje kabineta zdravstvene njege (projekt je prijavljen i odobren ranije, 2017. godine, ali je ostvaren 2018. godine iz sredstava za realizaciju razvojnih projekata po sporazumu s RH)
- projekt *Jačanje sestrinstva u Bosni i Hercegovini (ProSes)*, u suradnji s Fondacijom Fami (Usklađivanje kurikuluma na studijama II ciklusa s EU standardima/master zdravstvene njege i nabavka dodatne opreme za kabinet kliničkih vještina), projekt započet u 2018. godini i još je u tijeku
- projekt *Nabava prioritetne opreme za znanstveno-istraživački i nastavni rad u Laboratoriju za molekularnu medicinu* na Fakultetu zdravstvenih studija Sveučilišta u Mostaru, voditelj projekta dr. sc. Marina Ćurlin, doc., projekt financiran iz sredstava Federalnoga ministarstva obrazovanja i znanosti za financiranje/sufinanciranje projekata iz područja znanosti od značaja za Federaciju BiH iz Proračuna za 2019. godinu.

Izdavačka djelatnost

1. Mimica, M., *Suvremene metode učenja: primjeri problemskih gastroenteroloških slučajeva*, Mostar, Sveučilište, 2009.
2. Šimić, Lj. i sur., *Dermatovenerologija*, Fakultet zdravstvenih studija, Mostar, 2013.
3. Vasilj, I. i sur., *Opća epidemiologija* Mostar, Medicinski fakultet / Fakultet zdravstvenih studija, 2014.

Projects (professional)

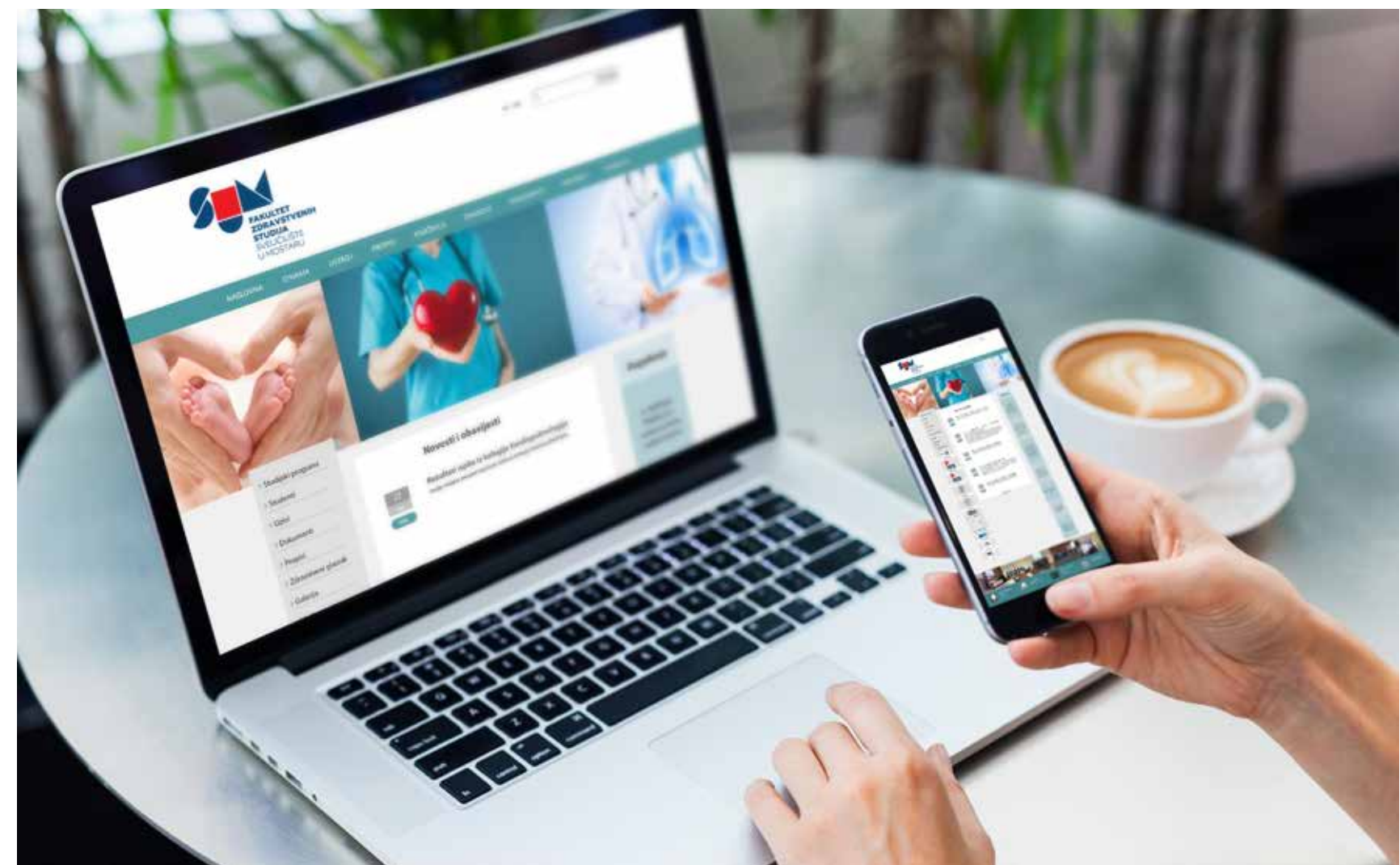
- Project Twinning Strengthening institutions and capacities for the implementation of the EU Directive on regulated professions, Sector for Health and Sector for Education Ministry of Civil Affairs, 2016
- Information literacy - the basis for lifelong learning of healthcare workers, project leader Josip Šimić, the project was realized in 2016 by the Faculty of Health Studies of the University of Mostar, and was financed by the Federal Ministry of Education and Science of the FBiH on the basis of the Agreement on co-financing projects in the field of higher education of importance for FBiH (professional)
- Equipping the health care cabinet (the project was reported and approved earlier, in 2017, but was realized in 2018 from funds for the realization of development projects under the agreement with the Republic of Croatia)
- the project Strengthening Nursing in Bosnia and Herzegovina (ProSes), in cooperation with the Fami Foundation (Harmonization of the curriculum of the II cycle studies with EU standards/master of health care and procurement of additional equipment for the cabinet of clinical skills), the project started in 2018 and is still in process
- project Procurement of priority equipment for scientific research and teaching work in the Laboratory for Molecular Medicine at the Faculty of Health Studies of the University of Mostar; project manager Marina Ćurlin, PhD, assistant professor; project financed from the funds of the Federal Ministry of Education and Science for the financing/co-financing of projects in the field of science of importance for the Federation of BiH from the Budget for 2019

Publishing activity

1. Mimica, M., *Suvremene metode učenja: primjeri problemskih gastroenteroloških slučajeva*, Mostar, University, 2009.
2. Šimić, Lj. et al., *Dermatovenerologija*, Faculty of Health Studies, Mostar, 2013.

4. Babić, D. i sur., *Psihoaktivne tvari: duševni poremećaji i poremećaji ponašanja uzrokovani uporabom psihoaktivnih tvari*, 2016.
5. Vasilj, I. i sur., *Specijalna epidemiologija infektivnih bolesti*, 2017.
6. Babić, D. i sur., *Psihijatrija – Odabrana poglavlja*, Mostar, 2018.
7. Mašković, J. i sur., *Mamografija i magnetna rezonancija u dijagnostici bolesti dojke*, Sveučilište u Mostaru/Mostar, 2019.
8. Babić, D. i sur., *Psihologija u medicini i zdravstvu*, Sveučilište u Mostaru/Mostar, 2020.
9. Tomić, V. i sur., *Odabrana poglavlja iz perinatalogije za primalje*, Sveučilište u Mostaru/Mostar, 2021.
10. Ramljak, M., Glibić, D., *Deutsch für Pflegeberufe*, Sveučilište u Mostaru/Mostar, 2022.

3. Vasilj, I. et al., *Opća epidemiologija* Mostar, Faculty of Medicine / Faculty of Health Studies, 2014.
4. Babić, D. et al., *Psihoaktivne tvari: duševni poremećaji i poremećaji ponašanja uzrokovani uporabom psihoaktivnih tvari*, 2016.
5. Vasilj, I. et al., *Specijalna epidemiologija infektivnih bolesti*, 2017.
6. Babić, D. et al., *Psihijatrija – Odabrana poglavlja*, Mostar, 2018.
7. Mašković, J. et al., *Mamografija i magnetna rezonancija u dijagnostici bolesti dojke*, University of Mostar/Mostar, 2019.
8. Babić, D. et al., *Psihologija u medicini i zdravstvu*, Sveučilište u Mostaru/Mostar, 2020.
9. Tomić, V. et al., *Odabrana poglavlja iz perinatalogije za primalje*, University of Mostar/Mostar, 2021.
10. Ramljak, M., Glibić, D., *Deutsch für Pflegeberufe*, University of Mostar/Mostar, 2022.



Međunarodna suradnja

Jedni su od strateških ciljeva Fakulteta u budućnosti njegove internacionalizacija i međunarodna prepoznatljivost. U skladu s tim znatno su povećani obujam, broj kontakata i suradnji s inozemnim znanstveno-nastavnim institucijama. Ciljevi su ovih aktivnosti podizanje kvalitete naših studija te omogućavanje nastavnicima i studentima stručno i znanstveno usavršavanje na drugim institucijama. Nastavnici Fakulteta aktivno sudjeluju na međunarodnim konferencijama i skupovima u zemlji i inozemstvu izlažući svoja znanstvena istraživanja i stručni rad. Nastavnici Fakulteta također su aktivni kao članovi programskih odbora i znanstvenih skupova u inozemstvu.

Tradicionalno, Fakultet zdravstvenih studija ima dobru suradnju s Medicinskim fakultetom Sveučilišta u Splitu, Medicinskim fakultetom i Fakultetom zdravstvenih studija Sveučilišta u Rijeci i Visokom školom za zdravstvene vede Slovenj Gradec iz Slovenije. Suradnja se ogleda u nastavnim aktivnostima pri čemu je važno istaknuti da gostujući nastavnici predaju na velikome broju sveučilišta u regiji na sva tri ciklusa sveučilišnoga studija. Fakultet zdravstvenih studija u Mostaru surađuje i s Hrvatskim zavodom za javno zdravstvo, Školom narodnog zdravlja *Andrija Štampar*, Zavodom za javno zdravstvo *Andrija Štampar* i Zdravstvenim veleučilištem Zagreb.

U sklopu programa *Erasmus+* u ugostili smo predavače iz Španjolske, Poljske i Estonije kao i jednu studenticu preddiplomskoga studija primaljstva iz Estonije u suradnji sa Sveučilišnom Kliničkom Bolnicom Mostar u trajanju od tri mjeseca. Ostvarivali smo i odlazne mobilnosti, mobilnost nastavnoga i administrativnoga osoblja na Health Care College u Tallinnu, Estoniji.

Najizraženija je suradnja sa susjednom Republikom Hrvatskom, a za to postoje i povijesni razlozi: Vlada Republike Hrvatske u potpunosti je financirala zgradu Fakulteta zdravstvenih studija kao i to da je Sveučilište u Mostaru jedino sveučilište na hrvatskome jeziku, a Fakultet zdravstvenih studija dio je njegova, prema mnogim pokazateljima, i najuspješnijega biomedicinskog područja.

International relations

One of the strategic goals of the Faculty in the future is its internationalization and international recognition. Accordingly, the volume, the number of contacts, and cooperation with foreign scientific and educational institutions have significantly increased. The goals of these activities are to raise the quality of our studies and enable teachers and students to have professional and scientific training at other institutions. Faculty teachers actively participate in international conferences and gatherings in the country and abroad, presenting their scientific research and professional work. Faculty teachers are also active as members of programme committees and scientific meetings abroad.

Traditionally, the Faculty of Health Studies has good cooperation with the Faculty of Medicine of the University of Split, the Faculty of Medicine and the Faculty of Health Studies of the University of Rijeka, and the College of Health Sciences Slovenj Gradec from Slovenia. Cooperation is reflected in teaching activities, where it is important to point out that guest teachers teach at a large number of universities in the region on all three cycles of university studies. The Faculty of Health Studies in Mostar also cooperates with the Croatian Institute of Public Health, the Andrija Štampar School of Public Health, the Andrija Štampar Institute of Public Health, and the Zagreb University of Health.

As part of the Erasmus+ programme, the Faculty hosted lecturers from Spain, Poland, and Estonia, as well as one undergraduate midwifery student from Estonia in cooperation with the University Clinical Hospital Mostar for three months. We also realized outgoing mobility, mobility of teaching, and administrative staff at the Health Care College in Tallinn, Estonia.

The most pronounced cooperation is with the neighboring Republic of Croatia, and there are historical reasons for this: the Government of the Republic of Croatia fully financed the building of the Faculty of Health Studies, as well as the fact that the University of Mostar is the only university in the Croatian language, and the Faculty of Health Studies is part of it, according to by many indicators, and the most successful biomedical field.

U skladu s *Pravilnikom o sustavu studiranja na preddiplomskim, diplomskim i poslijediplomskim sveučilišnim studijima Fakulteta zdravstvenih studija* omogućen je upis diplomskih studija studentima koji su završili sličan preddiplomski studij bilo na Fakultetu bilo izvan njega. Za takve se studente pojedinačno provjeravaju stečene kompetencije na prethodnome studiju te se određuju priznati i razlikovni predmeti.

Studenti Fakulteta zdravstvenih studija imaju mogućnost dio studija provesti na nekom od međunarodnih visokih učilišta. Mobilnosti su na raspolaganju studentima, nastavnomu i administrativnomu osoblju na Fakultetu. Na fakultetskim mrežnim stranicama redovito se objavljuju natječaji za mobilnost kao i informacije o info-danima. Međunarodna suradnja Fakulteta zdravstvenih studija svojim djelatnostima promovira i potiče implementaciju svih međunarodnih aktivnosti te je središnja povezna točka istih.

Fakultet ima bilateralne ugovore s više inozemnih visokoškolskih ustanova. Ciljevi su ovih aktivnosti podizanje kvalitete naših studija te omogućavanje našim nastavnicima stručno i znanstveno usavršavanje na drugim institucijama.

Fakultet zdravstvenih studija Sveučilišta u Mostaru dosad ima potpisane sljedeće ugovore o suradnji:

- Ugovor o suradnji s Visokom zdravstvenom školom u Mariboru iz 2003. godine
- Ugovor o suradnji s Medicinskim fakultetom Sveučilišta u Splitu iz 2011. godine
- Ugovor o suradnji s Visokom školom za zdravstvene vede Slovenj Gradec iz Slovenije iz 2012. godine
- Ugovor o suradnji s Medicinskim fakultetom Sveučilišta u Rijeci iz 2014. godine
- Sporazum o suradnji sa Zdravstvenim veleučilištem iz Zagreba iz 2015. godine
- Ugovor o suradnji s Alma Mater Europaea Maribor, Slovenija iz 2014. godine
- Ugovor o suradnji s Fakultetom zdravstvenih studija u Rijeci iz 2014. godine.

Following the Rulebook on the system of studying in undergraduate, graduate, and postgraduate university studies of the Faculty of Health Studies, enrollment in graduate studies is enabled for students who have completed a similar undergraduate study either at the Faculty or outside it. For such students, the competencies acquired during the previous study are checked individually and recognized and distinguished subjects are determined.

Students of the Faculty of Health Studies have the opportunity to spend part of their studies at one of the international universities. Mobility is available to students, teaching, and administrative staff at the Faculty. Competitions for mobility as well as information about info-days are regularly published on the faculty website. International cooperation of the Faculty of Health Studies through its activities promotes and encourages the implementation of all international activities and is the central connecting point of them.

The Faculty has bilateral agreements with several foreign higher education institutions. The goals of these activities are to raise the quality of our studies and enable our teachers to have professional and scientific training at other institutions.

The Faculty of Health Studies of the University of Mostar has so far signed the following cooperation agreements:

- Cooperation Agreement with the High School of Health in Maribor from 2003
- Cooperation Agreement with the Faculty of Medicine of the University of Split from 2011
- Cooperation Agreement with the Slovenj Gradec College of Health Sciences from Slovenia from 2012
- Cooperation Agreement with the Faculty of Medicine of the University of Rijeka from 2014
- Cooperation Agreement with the Zagreb University of Health from 2015
- Cooperation agreement with Alma Mater Europaea Maribor, Slovenia from 2014
- Cooperation Agreement with the Faculty of Health Studies in Rijeka from 2014.





Infrastrukturni razvitak

Fakultet je u 2022. godini krenuo u realizaciju nadogradnje trećega kata zgrade, brutopovršine 680 m². Iako je Fakultet zdravstvenih studija novije godine izgradnje (2009.), s ukupno četiri velike predavaonice opremljene modernom tehnologijom, jednom računalnom predavaonicom te dva kabineta, postoji potreba za dogradnjom amfiteatra i dodatnoga laboratorijskog prostora. Za znanstveno-istraživački rad trenutačno imamo samo dva laboratorija s oskudnom opremom, stoga je u planu preuređenje laboratorija.

U tijeku je postupak javne nabave za odabir izvođača radova. Na trećemu katu zgrade planirana je izgradnja amfiteatra za minimalno 100 studenata, 2 laboratorijska prostora od po 70 m² i kabineti za nastavno osoblje. Rok za završetak radova četiri je mjeseca od uvođenja izvođača u posao.

Ranije smo realizirali projekt *Opremanje simulacijskog kabineta i kabineta zdravstvene njege* koji je financiran sredstvima iz Federalnoga ministarstva obrazovanja i znanosti za financiranje/sufinanciranje projekata iz područja znanosti od značaja za Federaciju BiH iz proračuna za 2015. godinu. Također je realiziran i projekt opremanja laboratorija putem Sporazuma o financijskoj potpori za provedbu razvojnih projekata, potpori izvođenju nastave i obrazovanju nastavnika Sveučilišta u Mostaru iz sredstava Državnoga proračuna Republike Hrvatske za 2016. godinu.

Infrastructural development

In 2022, the Faculty began the implementation of the upgrade of the third floor of the building, with a gross area of 680 m². Although the Faculty of Health Studies was recently built (2009), with a total of four large lecture halls equipped with modern technology, one computer lecture hall, and two cabinets, there is a need for the addition of an amphitheatre and additional laboratory space. For scientific and research work, we currently have only two laboratories with meager equipment, so there are plans to renovate the laboratories.

The public procurement procedure for the selection of the contractor is underway. On the third floor of the building, the construction of an amphitheatre for at least 100 students, 2 laboratory spaces of 70 m² each, and cabinets for the teaching staff is planned. The deadline for the completion of the works is four months from the introduction of the contractor to the work.

Earlier, we implemented the project *Equipping the simulation cabinet and healthcare cabinet*, which was financed with funds from the Federal Ministry of Education and Science for financing/co-financing projects in the field of science of importance for the Federation of BiH from the 2015 budget. The project of equipping the laboratory was also implemented through the Agreement on financial support for the implementation of development projects, and support for teaching and teacher education at the University of Mostar from the State Budget of the Republic of Croatia for 2016.



farmaceutski fakultet

Dekan / Dean

IVICA BRIZIĆ



Povijest

Godine 1882. pri Mudroslovnome fakultetu na Zagrebačkome sveučilištu utemeljen je Farmaceutski učevni tečaj. U Sarajevu se Farmaceutski fakultet otvara 1973. godine, a kasnijih godina s radom kreću i studiji farmacije u Banjoj Luci i Tuzli, no to nije zadovoljilo nepresušnu potrebu za farmaceutskim kadrom na našim prostorima. Hercegovina kao siromašna regija u infrastrukturnome i gospodarskome smislu posljednjih godina naglo se počela razvijati tako da su se gospodarske promjene odrazile i na potrebni visokoobrazovni kadar, a zdravstveni sustav našega područja dugo je bio osiromašen tek škrtom prisutnošću farmaceuta. Sveučilište u Mostaru jedino je bosansko-hercegovačko sveučilište koje nastavni proces izvodi na hrvatskome jeziku. S obzirom na nedostatak magistara farmacije te teritorijalni i politički ustroj nametnula se potreba za Farmaceutskim fakultetom na Sveučilištu u Mostaru. Inicijativa je krenula na prijedlog stručnjaka s Fakulteta prirodoslovno-matematičkih i odgojnih znanosti (FPMOZ) te Medicinskoga fakulteta Sveučilišta u Mostaru. Svoju podršku izrazile su i županije s hrvatskom većinom koje su osnivači Sveučilišta u Mostaru te vodstvo Sveučilišne kliničke bolnice Mostar.

Farmaceutski fakultet Sveučilišta u Mostaru utemeljen je 2011. godine kao najmlađa sastavnica Sveučilišta u Mostaru. Upravno vijeće Sveučilišta u Mostaru na sjednici održanoj 10. svibnja 2011.

History

In 1882, the Pharmacy Course was established at the Faculty of Philosophy at the University of Zagreb. In Sarajevo, the Faculty of Pharmacy was opened in 1973, and in later years pharmacy studies began in Banja Luka and Tuzla, but this did not satisfy the inexhaustible need for pharmaceutical staff in our region. Herzegovina, as a poor region in terms of infrastructure and economy, began to develop rapidly in recent years. Economic changes also affected the necessary higher education staff, and the health system of our area was impoverished for a long time only by the meager presence of pharmacists. The University of Mostar is the only university in Bosnia and Herzegovina that conducts the teaching process in the Croatian language. The lack of master's degrees in pharmacy and the territorial and political structure imposed the need for a Faculty of Pharmacy at the University of Mostar. The experts from the Faculty of Sciences and Education (FPMOZ) and the Faculty of Medicine of the University of Mostar initiated the establishment of the Faculty of Pharmacy. Counties with a Croatian majority, which are the founders of the University of Mostar, and the leadership of the University Clinical Hospital Mostar also expressed their support.

The Faculty of Pharmacy of the University of Mostar was founded in 2011 as the youngest component of the University of Mostar. Governing Board of the University of Mostar, at the session held on 10 May

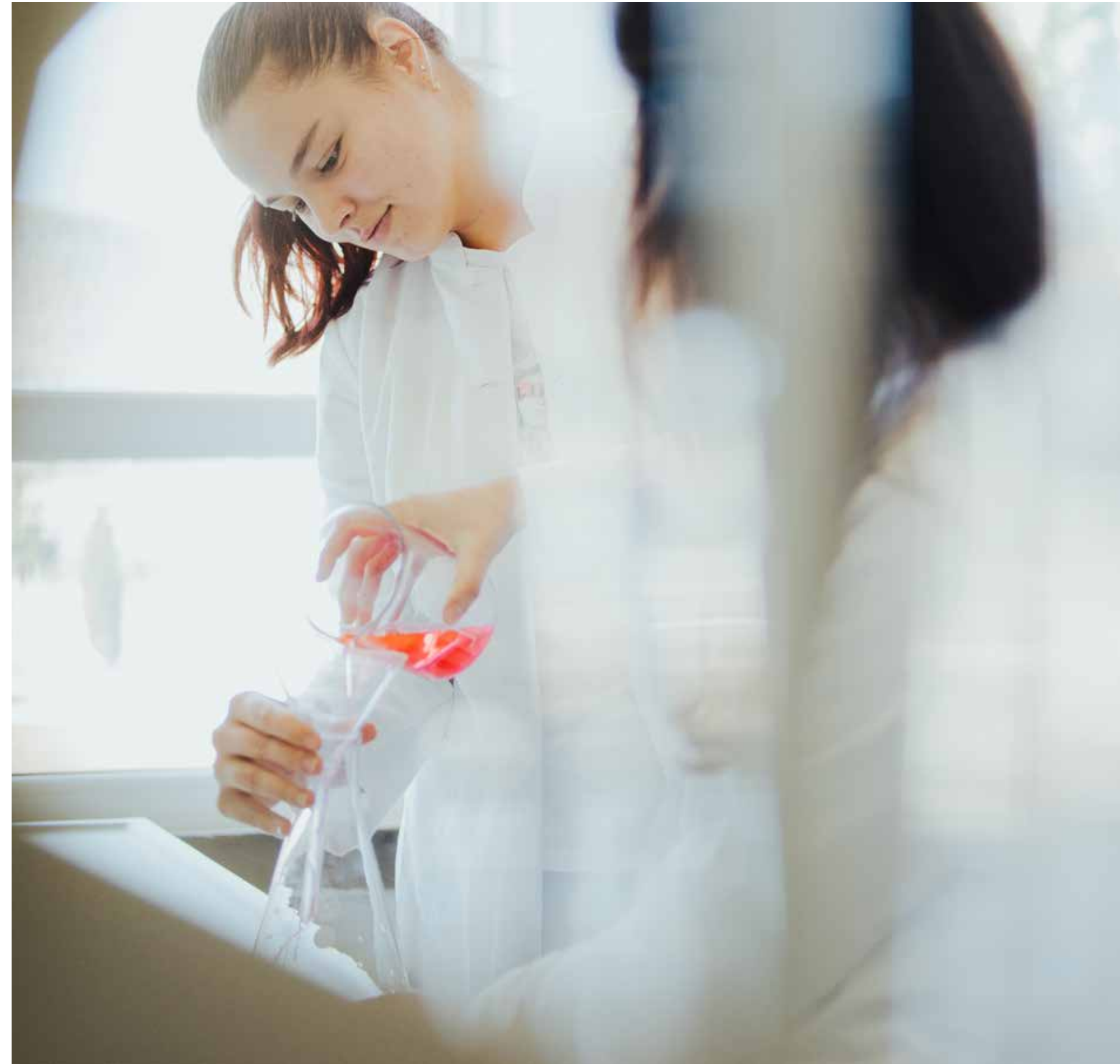


god. donijelo je Odluku o osnivanju Farmaceutskoga fakulteta Sveučilišta u Mostaru. Od tada se taj dan prigodno obilježava kao Dan Farmaceutskoga fakulteta. Ovom Odlukom Fakultet se uspostavlja kao javna ustanova, pravna osoba. Nakon integracije Sveučilišta u Mostaru 2018. godine Fakultet je postao jedna od ustrojbenih jedinica Sveučilišta. Prva je dekanica bila prof. dr. sc. Monika Tomić koja je dva puta izabrana na tu dužnost uživajući povjerenje Znanstveno-nastavnog vijeća Fakulteta.

Tijekom sljedećih nekoliko godina od osnutka studenti našega Fakulteta osjećali su se kao doma na svakoj sastavnici Sveučilišta u Mostaru. Većina nastavnoga procesa odvijala se u učionicama FPMOZ-a, a većina laboratorijskih vježbi u laboratorijima Medicinskoga fakulteta i FPMOZ-a kampusa Rodoč. Osim Sveučilišta u Mostaru, osobito se osjetila snažna podrška s Farmaceutsko-biokemijskoga fakulteta i Medicinskoga fakulteta Sveučilišta u Zagrebu, čiji su profesori bili aktivno uključeni u nastavni i znanstveno-istraživački proces na našem Fakultetu. Farmaceutski fakultet Sveučilišta u Mostaru 2016. god. uskladio je svoj program s Direktivom 2005/36 EU te je uvedeno još stručnoga usavršavanja u sklopu nastave (960 sati). Studijski program revidiran je 2017. godine radi poboljšanja kvalitete i organizacije nastave. Nakon prof. dr. sc. Monike Tomić na dužnost dekana 2020. godine izabran je dr. sc. Ivica Brizić, izv. prof., koji je do tada obnašao dužnost prodekana za znanost na ovome Fakultetu. Na dužnost je stupio početkom 2021./2022. akademske godine.

2011, passed the Decision on the establishment of the Faculty of Pharmacy of the University of Mostar. Since then, that day has been celebrated as the Day of the Faculty of Pharmacy. With this Decision, the Faculty is established as a public institution, a legal entity. After the integration of the University of Mostar in 2018, the Faculty became one of the organizational units of the University. The first dean was Prof Monika Tomić, PhD, twice elected to that position enjoying the trust of the Scientific and Teaching Council of the Faculty.

During the next few years since its foundation, the students of our Faculty felt at home in every component of the University of Mostar. Most of the teaching process took place in the Faculty of Science and Education, and most of the laboratory work at the Faculty of Medicine and Faculty of Science and Education on the Rodoč campus. In addition to the University of Mostar, the Faculty of Pharmacy and Biochemistry and the Faculty of Medicine of the University of Zagreb provided strong support. Professors from Zagreb were actively involved in the teaching and scientific research process in Mostar. The Faculty of Pharmacy of the University of Mostar harmonized its programme with Directive 2005/36 EU in 2016, and professional training was introduced as part of the classes (960 hours). The study programme was revised in 2017 to improve the quality and organization of classes. Ivica Brizić, associate professor, who was vice-dean for science, succeeded Prof Monika Tomić, PhD, as Dean of the Faculty of Pharmacy. He took the position at the beginning of the academic year 2021/2022.



Ustroj Fakulteta

Farmaceutski fakultet Sveučilišta u Mostaru svoju djelatnost obavlja preko Znanstveno-nastavnoga vijeća i stručnih službi Fakulteta, koje čine Dekanat, Tajništvo, Studentska služba, Financijsko-računovodstvena služba i Ured za međunarodnu suradnju. Tijela su Uprave dekan i Znanstveno-nastavno vijeće. Znanstveno-nastavno vijeće akademsko je tijelo, nadležno i odgovorno za pitanja iz svoje ovlasti, a čine ga nositelji kolegija, predstavnici asistenata i predstavnici studenata.

Uprava Fakulteta u 2021./2022. godini

- dekan: prof. dr. sc. Ivica Brizić
- prodekanica za nastavu: prof. dr. sc. Monika Tomić
- prodekanica za znanost: prof. dr. sc. Dubravka Šimić
- tajnik Fakulteta: Mirjana Marić, dipl. iur.



Organization of the Faculty

The Faculty of Pharmacy of the University of Mostar performs its activities through the Scientific and Teaching Council and the Faculty's professional services, which consist of the Dean's Office, the Secretariat, the Student Service, the Financial and Accounting Service, and the International Relations. The management bodies are the Dean and the Scientific and Teaching Council. The scientific-teaching council is an academic body competent and responsible for issues within its authority. It consists of course holders, assistants' representatives, and student representatives.

Management of the Faculty in 2021/2022

- Dean: Prof Ivica Brizić, PhD
- Vice-Dean for Teaching Affairs: Prof Monika Tomić, PhD
- Vice-Dean for Science: Prof Dubravka Šimić, PhD
- Secretary of the Faculty: Mirjana Marić, dipl. iur.



Nastavna djelatnost

Akadske 2011./2012. upisana je prva generacija studenata Farmaceutskoga fakulteta Sveučilišta u Mostaru. U prve tri generacije Farmaceutski fakultet upisivalo je 20 studenata. Nakon toga povećala se upisna kvota te Fakultet prima ukupno 30 studenata u godini.

Farmaceutski fakultet Sveučilišta u Mostaru redoviti je studij i obuhvaća 54 obvezna kolegija koja sadrže temeljna znanja koja student toga profila mora steći i 8 izbornih kolegija u kojima se predaju dopunska znanja ili su obvezni predmeti drugoga studija sa seminarima i/ili vježbama. Studij traje 5 godina, odnosno 10 semestara (5 + 0) zajedno s praksom i izradom diplomskoga rada, čijim se završetkom stječe 300 ECTS bodova i naziv magistar farmacije (mag. pharm.).

Teaching activity

The first generation of students of the Faculty of Pharmacy of the University of Mostar was enrolled in the academic year 2011/2012. In the first three generations, the Faculty of Pharmacy enrolled 20 students. After that, the Faculty increased the enrollment quota and currently accepts 30 students a year.

The Faculty of Pharmacy of the University of Mostar is a full-time study programme. It includes 54 compulsory courses that offer basic knowledge that a student of that profile must acquire and eight elective courses in which students get additional knowledge. There are also compulsory courses of other study programmes with seminars and/or tutorials. The study programme lasts five years, i.e., ten semesters (5 + 0) including practice and preparation of a master thesis. Upon

Danas Farmaceutski fakultet Sveučilišta u Mostaru, s tradicijom od 10 godina, broji 68 djelatnika od kojih je 63 u znanstveno-nastavnome zvanju te 158 redovito upisanih studenata. Male grupe studenata omogućuju individualni pristup svakom studentu. Dio nastavnika dolazi s Farmaceutsko-biokemijskoga fakulteta Sveučilišta u Zagrebu, Farmaceutskoga fakulteta Univerziteta u Sarajevu i Prirodoslovno-matematičkoga fakulteta Sveučilišta u Splitu.

Fakultet uključuje opće, stručne i specijalizirane kolegije, odnosno sadržaje kojima se stječu znanja, vještine, stavovi, navike i iskustva s područja prirodoslovlja, medicine i farmacije. Nastava, teorijska i praktična, odvija se u prostorijama Fakulteta Prirodoslovno-matematičkih i odgojnih znanosti te Medicinskoga fakulteta. Zasebnu cjelinu predstavlja stručna praksa koja se odvija na svim studijskim

completion of this study programme, students obtain 300 ECTS points and the title of Master of Pharmacy (mag. pharm.).

Today, the Faculty of Pharmacy of the University of Mostar, with a tradition of 10 years, has 68 employees, 63 of whom are in scientific and teaching rank, and 158 regularly enrolled students. Small groups of students enable individual access to each student. There are professors who come from the Faculty of Pharmacy and Biochemistry of the University of Zagreb, the Faculty of Pharmacy of the University of Sarajevo, and the Faculty of Science of the University of Split.

The Faculty includes general, professional, and specialized courses, i.e., contents that offer knowledge, skills, attitudes, habits, and experiences in the fields of science, medicine, and pharmacy. Teaching, theoretical and practical, takes place at the Faculty of



godinama. U X. semestru studenti obavljaju stručnu praksu u javnoj i bolničkoj ljekarni u ukupnome trajanju od 960 sati.

Diplomirani studenti, magistri farmacije, pronalaze svoje mjesto za rad u području javnoga i bolničkoga ljekarništva, farmaceutske industrije i proizvodnje, marketinga i predstavništva u farmaceutskim tvrtkama, kliničke farmacije u primarnim, sekundarnim i tercijarnim zdravstvenim ustanovama, području regulative i zakonodavstva, farmaceutskim djelatnostima u javnim ustanovama, agencijama i institutima i obrazovnim ustanovama. S obzirom na to da Farmaceutski fakultet u svome nastavnom planu i programu ima dodatne kolegije s područja biokemije, daje mogućnost zapošljavanja i u medicinsko-biokemijskim i srodnim laboratorijama na području laboratorijske dijagnostike, forenzičkih i toksikoloških analiza.

Koncepcija razvitka i misija Sveučilišta u Mostaru, pa tako i Farmaceutskoga fakulteta, oslanja se na tradiciju europskih sveučilišta, posebice onih u Republici Hrvatskoj, što znači da su nastavni planovi i programi usuglašeni s planovima i programima odgovarajućih europskih sveučilišta usklađenih s načelima Bolonjske deklaracije. Zbog suvremenog pristupa planu i programu, oblicima nastave i znanstveno-istraživačkoj orijentaciji Farmaceutski fakultet Sveučilišta u Mostaru osigurao je kvalitetu i istovrsnost studija s Farmaceutsko-biokemijskim fakultetom Sveučilišta u Zagrebu te usporedivost sa sličnim programima u Europi. Od prvih dana i samoga osnutka naš Fakultet nudi program koji je usmjeren na studenta, integrira temeljne znanosti, izvrsno obrazovanje, stručne standarde i etička načela te priprema studenta za sve izazove što ih postavlja moderna farmacija.

Science and Education and the Faculty of Medicine. A separate unit is represented by professional practice that takes place in all study years. In the 10th semester, students perform professional practice in a public and hospital pharmacy for a total of 960 hours.

Graduate students, masters of pharmacy, find their place to work in the field of public and hospital pharmacy, pharmaceutical industry, pharmaceutical production, marketing and representation in pharmaceutical companies, clinical pharmacy in primary, secondary, and tertiary healthcare institutions, in the field of regulation and legislation, pharmaceutical activities in public institutions, agencies and institutes, and educational institutions. Given that the Faculty of Pharmacy has additional courses in the field of biochemistry in its curriculum, it offers the possibility of employment in medical-biochemical and related laboratories in the field of laboratory diagnostics, and forensic and toxicological analyses.

The concept of development and mission of the University of Mostar, including the Faculty of Pharmacy, is based on the tradition of European universities, especially those in the Republic of Croatia. It means that the curricula are aligned with the plans and programmes of the corresponding European universities aligned with the principles of the Bologna Declaration. Due to the modern approach to the curriculum, forms of teaching and scientific research orientation, the Faculty of Pharmacy of the University of Mostar has ensured the quality and equivalence of studies with those of the Faculty of Pharmacy and Biochemistry of the University of Zagreb and comparability with similar programmes in Europe. From the first days and the very foundation, our Faculty offers a student-oriented programme that integrates basic sciences, excellent education, professional standards and ethical principles, and prepares students for all modern pharmacy challenges.



Znanstvena djelatnost

Farmaceutski fakultet Sveučilišta u Mostaru kontinuirano organizira različite vrste cjeloživotnoga učenja koje uključuju brojne simpozije, seminare, kongrese i edukativne tečajeve. U samoj je misiji i viziji ovoga Fakulteta pružati stalnu potporu edukativnomu procesu svojih sadašnjih i bivših članova, a suradnja se na tome polju očituje preko različitih strukovnih organizacija i društava, od kojih treba izdvojiti Komoru magistara farmacije Federacije Bosne i Hercegovine kao i različite županijske komore svih zdravstvenih profila.

Simpoziji Farmaceutskoga fakulteta uvijek su široko popraćeni, a obuhvaćaju niz tema koje se bave modernom ljekarničkom djelatnošću i suvremenom farmacijom u javnome i bolničkom ljekarništvu, industriji, predstavljanju, visokome obrazovanju i regulatornim tijelima kao što su Agencija za lijekove i medicinska sredstva, zavodi za javno zdravstvo, zavodi za osiguranje i reosiguranje te različiti instituti.

Farmaceutski fakultet tijekom svoga postojanja bio je organizator i/ili suorganizator edukacije mentora za stručnu praksu, znanstveno-stručnih simpozija koji su se bavili zdravljem trudnica, dojilja i djece, međunarodnih konferencija o medicinskome i biološkome inženjeringu, rakom kože, virtualnih simpozija studenata farmacije, znanstvenih simpozija u organizaciji *Cochranea Bosna i Hercegovina*, Kongresa farmaceuta Bosne i Hercegovine, upotrebe lijekova kod bolesnika s aknama i sličnih tema. Na simpozijima su sudjelovali nastavnici Farmaceutskoga fakulteta te ostalih ustrojbenih jedinica Sveučilišta u Mostaru kao i nastavno osoblje zagrebačkoga Farmaceutsko-biokemijskoga i Medicinskoga fakulteta.

Scientific activity

The Faculty of Pharmacy of the University of Mostar continuously organizes various lifelong learning programmes, including numerous symposia, seminars, congresses, and educational courses. It is in the very mission and vision of this Faculty to provide constant support to the educational process of its current and former members, and cooperation in this field is manifested through various professional organizations and societies, of which the Chamber of Masters of Pharmacy of the Federation of Bosnia and Herzegovina as well as various county chambers of all health profiles.

Symposia of the Faculty of Pharmacy are always widely attended. They include several topics that deal with modern pharmacy activity and contemporary pharmacy in public and hospital pharmacy, industry, representation, and higher education. Also, the Faculty of Pharmacy cooperates with regulatory bodies such as the Agency for Pharmaceuticals and Medical Devices, public health institutes, insurance, and reinsurance institutes, and various institutes.

During its existence, the Faculty of Pharmacy was the organizer and/or co-organizer of the training of professional practice mentors, scientific-professional symposia dealing with the health of pregnant women, nursing mothers and children, international conferences on medical and biological engineering, skin cancer, virtual symposia of pharmacy students, scientific symposia organized by Cochrane Bosnia and Herzegovina, the Congress of Pharmacists of Bosnia and Herzegovina, on the use of drugs in patients with acne and similar topics. The teachers of the Faculty of Pharmacy and other organizational units of the University of Mostar, and the teaching staff of the

Dana 14. studenoga 2021. godine u svečanoj dvorani Hrvatskoga narodnog kazališta održana je svečana promocija doktora znanosti Sveučilišta u Zagrebu. Na njoj je promovirano čak osam kandidata koji su svoju doktorsku disertaciju izradili na Farmaceutsko-biokemijskom fakultetu Sveučilišta u Zagrebu. Štoviše, među osam navedenih kandidata bilo je i dvoje asistenata s Farmaceutskoga fakulteta Sveučilišta u Mostaru – dr. sc. Ivona Tomić i dr. sc. Martin Kondža.

To su prvi docenti koji su stasali s Farmaceutskoga fakulteta Sveučilišta u Mostaru i predstavljaju prekretnicu ove visokoškolske ustanove u daljnjemu nastavku osiguravanja kvalitetnoga procesa visokog obrazovanja.

Objavljene knjige i udžbenici

Farmaceutski fakultet, iako mlada sastavnica Sveučilišta, objavio je u svojoj nakladi nekoliko knjiga:

- *Uvod u farmaciju* – Monika Tomić i suradnici (Danijel Pravdić, Ivica Brizić, Juraj Geber, Jurica Arapović, Nikolina Pravdić), 2012. godina
- *Mikrobiologija i parazitologija* – Željko Cvetnić, Maja Ostojić, Ante Kvesić, 2013. godina
- *Opća kemija* – Mladen Biruš, 2014. godina
- *Generički lijekovi u oftalmologiji* – Alon Harris, Mia Zorić Geber, Zoran Vataavuk, Larisa Živković, Ante Sesar, 2016. godina
- *Odabrana poglavlja dermatofarmacije – upravljanje simptomima kožnih bolesti i poremećaja s kojima se susreću ljekarnici* – Jelena Filipović-Grčić, Ivan Pepić, Dubravka Šimić, Ivona Tomić, Jasna Zeljko Penavić, 2018. godina
- *Fizikalna kemija* – Mladen Biruš, 2019. godina.

Faculty of Pharmacy and Biochemistry and Medicine in Zagreb participated in mentioned symposia.

On 14 November 2021, the ceremonial hall of the Croatian National Theater hosted the promotion of the Doctors of Science of the University of Zagreb. Eight candidates who wrote their doctoral dissertations at the Faculty of Pharmacy and Biochemistry of the University of Zagreb were promoted. Moreover, among the eight mentioned candidates were two assistants from the Faculty of Pharmacy of the University of Mostar - Ivona Tomić, PhD and Martin Kondža, PhD.

These are the first assistant professors who graduated from the Faculty of Pharmacy of the University of Mostar, which represents a turning point for this higher education institution in the further continuation of ensuring the quality process.

Published books and textbooks

The Faculty of Pharmacy, although a young part of the University, has published several books in its edition:

- *Uvod u farmaciju* – Monika Tomić and associates (Danijel Pravdić, Ivica Brizić, Juraj Geber, Jurica Arapović, Nikolina Pravdić), 2012
- *Mikrobiologija i parazitologija* – Željko Cvetnić, Maja Ostojić, Ante Kvesić, 2013
- *Opća kemija* – Mladen Biruš, 2014
- *Generički lijekovi u oftalmologiji* – Alon Harris, Mia Zorić Geber, Zoran Vataavuk, Larisa Živković, Ante Sesar, 2016
- *Odabrana poglavlja dermatofarmacije – upravljanje simptomima kožnih bolesti i poremećaja s kojima se susreću ljekarnici* – Jelena Filipović-Grčić, Ivan Pepić, Dubravka Šimić, Ivona Tomić, Jasna Zeljko Penavić, 2018
- *Fizikalna kemija* – Mladen Biruš, 2019





Stručna djelatnost

Stručna djelatnost Farmaceutskoga fakulteta Sveučilišta u Mostaru ogleda se u organizaciji stručnih skupova, provedbi stručnih tečajeva, potpisivanju sporazuma o poslovnoj suradnji s različitim javnim ustanovama te sudjelovanju na različitim započetim i završenim stručnim projektima.

Stručni projekti

Od 2021. godine Farmaceutski fakultet Sveučilišta u Mostaru sudjeluje u međunarodnome *Erasmus+* projektu u jačanju kapaciteta visokoga obrazovanja pod nazivom *Innovating quality assessment tools for pharmacy studies in Bosnia and Herzegovina – IQPharm*. Partneri su u ovome projektu sveučilišta u Sarajevu, Tuzli i Banja Luci. Projekt *IQPharm* usmjeren je na podizanje kvalitete i modernizaciju studija farmacije na javnim sveučilištima u Bosni i Hercegovini uključujući jačanje polustrukturiranoga iskustvenog obrazovanja (EE) u skladu sa standardima EU-a i propisima visokoga obrazovanja za regulirane profesije.

Uvođenje novih alata za ocjenjivanje kvalitete studijskih programa (KREF) omogućit će izradu preporuka utemeljenih na dokazima za promjene, modifikacije i inovacije postojećih metoda prijenosa znanja, didaktičkih pristupa i nastavnih planova i programa nastavnika. Uvođenjem novoga sustava ocjenjivanja znanja stečenog kroz EE tečaj (OESS) postaviti će se jednaki standardi na nacionalnoj razini za ishode učenja diplomiranih farmacija. E-platforma osigurat će modernizaciju praćenja EE-a. Predviđa se intenzivna suradnja s partnerskim institucijama EU-a i mobilizacija svih relevantnih dionika u BiH za istraživanje potencijalnih novih modela i pristupa inovativnim metodama poučavanja, učenja i ocjenjivanja, postizanje visokih standarda obrazovnoga procesa i ishoda učenja u skladu sa zahtjevima tržišta rada.

Professional activity

The professional activity of the Faculty of Pharmacy of the University of Mostar is reflected in the organization of professional meetings, the implementation of professional courses, the signing of agreements on business cooperation with various public institutions, and participation in various started and completed professional projects.

Professional projects

From 2021, the Faculty of Pharmacy of the University of Mostar participates in the international Erasmus+ project to strengthen the capacity of higher education under the name *Innovating quality assessment tools for pharmacy studies in Bosnia and Herzegovina - IQPharm*. Partners in this project are universities in Sarajevo, Tuzla, and Banja Luka. The IQPharm project is aimed at improving the quality and modernization of pharmacy studies at public universities in Bosnia and Herzegovina, including strengthening semi-structured experiential education (EE) following EU standards and higher education regulations for regulated professions.

The introduction of new study programme quality assessment tools (KREF) will enable the development of evidence-based recommendations for changes, modifications, and innovations in existing knowledge transfer methods, didactic approaches, and teaching curricula. The introduction of a new system for evaluating the knowledge acquired through the EE course (OESS) will set equal standards at the national level for the learning outcomes of pharmacy graduates. The e-platform will ensure the modernization of EE monitoring. Intensive cooperation with partner institutions of the EU and mobilization of all relevant stakeholders in BiH is foreseen for the research of potential new models and approaches to innovative methods of teaching, learning, and assessment, achieving high standards of the educational process and learning outcomes following the requirements of the labour market.

Suradnja

Farmaceutski fakultet sudjelovao je u suradnji s Agencijom za antidoping kontrolu Bosne i Hercegovine u edukaciji studenata Farmaceutskoga fakulteta. Agencija za antidoping kontrolu BiH osnovana je u skladu sa *Zakonom o sportu u BiH* kao samostalna upravna organizacija. Počela je s radom krajem 2009. godine kako bi sustavno pratila i koordinirala aktivnosti te predlaže i provodi mjere protiv dopinga u sportu. Odgovorna je za primjenu konvencija i kodeksa Svjetske antidoping agencije WADA te pravila Međunarodnoga olimpijskog komiteta, Međunarodnoga paraolimpijskog komiteta i međunarodnih sportskih saveza. Za svoj rad Agencija odgovara Vijeću ministara BiH.

Naš student pete godine Vedran Raguž tijekom 67. Generalne skupštine Međunarodne federacije studenata farmacije (engl. *International Pharmaceutical Student Federation*, IPSF) izabran je za predsjedavajućega Europskoga regionalnog ureda. Po prvi put Bosna i Hercegovina ima svoga predstavnika u Upravnome odboru IPSF-a. Ovo je ogroman uspjeh i prilika za predstavljanje svega onoga što studenti Farmaceutskoga fakulteta Sveučilišta u Mostaru vrijedno rade svih ovih godina kada je riječ o poboljšanju i zastupanju studenata farmacije.

Godine 2017. osnovana je Alumni udruga, udruga bivših studenata Farmaceutskoga fakulteta Sveučilišta u Mostaru, koja ima važnu ulogu u povezivanju bivših studenata, nastavnika i prijatelja Farmaceutskoga fakulteta. Svake godine Alumni nastoji okupiti bivše studente i nastavnike fakulteta u razmjeni iskustava i dobrih praksi.

Cooperation

The Faculty of Pharmacy participated in the education of students of the Faculty of Pharmacy in cooperation with the Anti-Doping Control Agency of Bosnia and Herzegovina. The BiH Anti-Doping Control Agency was established in accordance with the Law on Sports in BiH as an independent administrative organization. It started working at the end of 2009, to systematically monitor, and coordinate activities, and propose and implement measures against doping in sports. It is responsible for the application of the conventions and codes of the World Anti-Doping Agency WADA and the rules of the International Olympic Committee, the International Paralympic Committee, and international sports federations. The Agency is responsible for its work to the Council of Ministers of Bosnia and Herzegovina.

Our fifth-year student Vedran Raguž was elected chairman of the European Regional Office during the 67th General Assembly of the International Pharmaceutical Student Federation (IPSF). For the first time, Bosnia and Herzegovina has its own representative in the Management Board of IPSF. It is a huge success and an opportunity to present everything that the students of the Faculty of Pharmacy of the University of Mostar have been working hard for all these years when it comes to improving and representing pharmacy students.

The Alumni Association was founded in 2017, an association of former students of the Faculty of Pharmacy of the University of Mostar, which plays a significant role in connecting former students, teachers, and friends of the Faculty of Pharmacy. Every year, Alumni Association tries to gather former students and teachers of the Faculty to exchange experiences and good practices.





Infrastrukturni razvitak

Farmaceutski fakultet Sveučilišta u Mostaru postoji jedno desetljeće, ali se razvija u odličnu i funkcionalnu akademsku ustanovu. Farmaceutski fakultet nema vlastitu zgradu nego se prostori fakulteta nalaze u zgradi Fakulteta prirodoslovno-matematičkih i odgojnih znanosti Sveučilišta u Mostaru. Za buduću zgradu Farmaceutskoga fakulteta 2018. godine postavljen je kamen temeljac u krugu Sveučilišne kliničke bolnice u Mostaru, dobivene su sve potrebne suglasnosti za početak izgradnje objekta, a završena je i kompletna projektna dokumentacija.

Infrastructural development

The Faculty of Pharmacy of the University of Mostar has existed for a decade. It has developed into an excellent and functional academic institution. The Faculty of Pharmacy does not have its building, but the premises of the Faculty are located in the building of the Faculty of Science and Education of the University of Mostar. The foundation stone for the future building of the Faculty of Pharmacy was laid on the grounds of the University Clinical Hospital in Mostar in 2018. The Faculty of Pharmacy obtained the necessary approvals for the construction of the facility and completed project documentation.



filozofski fakultet

v. d. dekana / Acting Dean

DRAŽEN BARBARIĆ



Povijest

Povijest Filozofskoga fakulteta Sveučilišta u Mostaru ne može se promatrati izolirano od povijesti visokoga školstva i obrazovanja u Hercegovini. Stoga, da bismo jasnije i bolje razumjeli povijest Fakulteta, potrebno je zaviriti malo u prošlost visokoga školstva u Hercegovini, najprije kroz osnivanje Franjevačke bogoslovije u Mostaru, zatim osnivanje Više pedagoške škole i Pedagoške akademije te osnivanje Pedagoškoga fakulteta Sveučilišta u Mostaru iz kojega je proizišao današnji Filozofski fakultet.

Budući da se ovaj povijesni pregled visokoga školstva odnosi na Hercegovinu, za ovu tematiku ostaje iznimno važno djelovanje Franjevačke bogoslovije u Mostaru od 1895. godine. Iako se ova godina uobičajeno uzima za početak visokoga školstva u Hercegovini, ipak treba naglasiti kako istraživači koji su se bavili ovom tematikom nemaju ujednačeno mišljenje. Tako pojedini autori u svojim radovima naglašavaju da početak visokoga školstva u Hercegovini započinje šezdesetih godina 19. stoljeća.

Od 1895. godine u Mostaru djeluje Franjevačka bogoslovija pa su od te godine studenti koji su slušali teologiju na Širokome Brijegu bili premješteni u novosagrađeni samostan u Mostaru. Ovdje treba naglasiti kako pojedini ističu da se otvaranje teologije u Mostaru ne može ujedno uzimati kao i osnivanje, a onda i početak visokoga školstva u Hercegovini jer

History

The history of the Faculty of Humanities and Social Sciences of the University of Mostar is associated with the history of education in Herzegovina. Therefore, to have a clearer and better understanding of the Faculty's history, it is necessary to look a little into the past of higher education in Herzegovina. First, through the establishment of the Franciscan Theological Seminary in Mostar, then, the establishment of the Higher Pedagogical School and the Pedagogical Academy, and the establishment of the Faculty of Pedagogy of the University of Mostar, as the Faculty of Humanities and Social Sciences was a part of it.

Since this historical review of higher education refers to Herzegovina, the activity of the Franciscan seminary in Mostar since 1895 remains extremely important for this topic. Although this year is usually taken as the beginning of higher education in Herzegovina, it should be emphasized that researchers who have dealt with this topic do not have a uniform opinion. Thus, some authors emphasize in their works that the beginning of higher education in Herzegovina begins in the sixties of the 19th century.

Since 1895, the Franciscan seminary has been operating in Mostar, so in that year, the students who studied theology at Široki Brijeg were moved to the newly built monastery in Mostar. It should be emphasized here that some point out that the opening of





je ono prema tim shvaćanjima postojalo već nekoliko desetljeća. No, bez obzira na to je li riječ o osnivanju ili, pak, samo o organiziranju i premještanju studija teologije sa Širokoga Brijega u Mostar, bitno je razmotriti još jedan važan trenutak. Naime, riječ je o već spomenutim minimalnim kriterijima koji su potrebni da bi se neka ustanova smatrala modernim visokim učilištem.

Franjevačka hercegovačka kustodija osnovala je 1889./1890. godine gimnaziju na Širokome Brijegu u kojoj je pripremala vlastite članove. Godine 1899./1900. Franjevačka gimnazija na Širokome Brijegu upisala je četvrti razred gimnazije, odnosno po današnjemu računanju govorimo o prvome

theology in Mostar cannot be taken at the same time as the establishment, and then the beginning, of higher education in Herzegovina, because according to those understandings, it had already existed for several decades. However, regardless of whether it is about the foundation or, on the other hand, only about the organization and transfer of theological studies from Široki Brijeg to Mostar, it is important to consider one more important moment. Namely, we are talking about the already mentioned minimum criteria that are necessary for an institution to be considered a modern higher education institution.

The Franciscan Custody of Herzegovina founded a grammar school in Široki Brijeg in 1889/1890, where

razredu gimnazije. Tijekom sljedećih godina, uglavnom neredovito, uvedeni su i ostali razredi, ali je tek 1917./1918. godine uveden i osmi razred gimnazije, odnosno po današnjemu računanju četvrti razred gimnazije. Tako je te godine Franjevačka gimnazija bili kompletna sa svim razredima. Osim toga, u jesen 1918. godine na Širokome je Brijegu organizirano i polaganje prvoga ispita zrelosti, a kandidatima koji su ga položili na svjedodžbama pisalo je sljedeće: „Na temelju toga ispita proglašen je zrelim za pohađanje visoke škole“. Ako se uzme u obzir sve navedeno, onda se može zaključiti da su tek te godine ispunjeni svi oni uvjeti koji su bili potrebni za organiziranje i početak modernoga visokog školstva na području

they trained their members. In 1899/1900, the Franciscan grammar school in Široki Brijeg enrolled the fourth grade of grammar school, which is, according to today's calculation, the first grade. During the following years, mostly irregularly, they introduced other classes. The 8th grade was introduced in 1917/1918, which is, according to today's calculation, the 4th grade of grammar school. So that year, Franciscan Grammar School was complete with all classes. In addition, in the fall of 1918, the first maturity exam was organized in Široki Brijeg, and the following was written on the certificates of the candidates who passed it: "Based on this exam, he was declared mature to attend high school". Taking into account all of the

Hercegovine. Zbog svega navedenog neki smatraju da se Franjevačka bogoslovija u Mostaru može samo uvjetno smatrati visokoškolskom ustanovom. U konačnici, fra Leo Petrović kao član Hercegovačke franjevačke provincije položio je doktorat znanosti tek 1908. godine i tako postao prvi doktor znanosti.

S prestankom rada Franjevačke bogoslovije u Mostaru 1945. godine na nekoliko je godina zaustavljen razvoj visokoga školstva, točnije sve do 1950. godine. Naime, 28. listopada 1950. godine Ministarstvo prosvjete donijelo je rješenje kojim je u Mostaru osnovana jednogodišnja Viša pedagoška škola. Ovo je bila prva visokoškolska institucija svjetovnoga karaktera koja je osnovana u Mostaru. U vrijeme nastanka ova je institucija imala samo dvije studijske grupe - matematiku i fiziku te biologiju i kemiju - a školovanje je trajalo samo dva semestra. U vrijeme nastanka imala je samo četiri stalno uposlena profesora, a prvi diplomanti izišli su u rujnu 1951. godine. No, početkom sljedeće akademske 1951./1952. godine jednogodišnja je Viša pedagoška škola prestala s radom, a organizirana je Viša pedagoška škola u dvogodišnjemu trajanju.

Nakon kraćih poteškoća, pri čemu pojedine studijske grupe nisu upisivane ili pak nije upisivana prva godina studija, nov i vrlo značajan razvoj visokoga školstva u Hercegovini ostvaren je početkom akademske 1955./1956. godine. Te su godine na Višoj pedagoškoj školi osnovane dvije nove studijske grupe, koje su vrlo važne za razvoj humanističkih znanosti. Riječ je o studijima hrvatskosrpskoga jezika i književnosti te povijesti i zemljopisa. Ove četiri navedene studijske grupe trajale su tijekom cijeloga razdoblja Više pedagoške škole, ali i Pedagoške akademije. No, treba spomenuti da se u to vrijeme raspravljalo o pokretanju nekih novih studijskih grupa, među kojima se ističe hrvatskosrpski jezik i književnost te povijest u trajanju od nekoliko godina. Na sjednicama Uprave škole tijekom 1961. godine raspravljalo se o pokretanju studija hrvatskosrpskoga jezika i engleskoga jezika. Međutim, zbog nedovoljna broja prijavljenih ova studijska grupa nije pokrenuta. Kada se uopće govori o učenju stranih jezika na Višoj pedagoškoj školi, zanimljivo je spomenuti da

above, it can be concluded that in that year, all the conditions necessary for the organization and start of modern higher education in the territory of Herzegovina were fulfilled. Because of all of the above, some believe that the Franciscan seminary in Mostar can only be conditionally considered a higher education institution. In the end, friar Leo Petrović, as a member of the Herzegovinian Franciscan Province, passed his doctorate in science in 1908 and therefore became the first doctor of science.

With the cessation of work of the Franciscan seminary in Mostar in 1945, the development of higher education was halted for several years, until 1950, to be precise. Namely, on 28 October 1950, the Ministry of Education issued a decision establishing a one-year Higher Pedagogical School in Mostar. It was the first secular higher education institution founded in Mostar. At the time of its establishment, this institution had only two study groups - mathematics - physics and biology - chemistry - and the education lasted only two semesters. At the time, it had only four permanently employed professors, and the first graduates graduated in September 1951. However, at the beginning of the next academic year 1951/1952, the one-year Higher Pedagogical School stopped working, and a two-year Higher Pedagogical School was organized.

After short-term difficulties, during which certain study groups and the first study year were not enrolled, a new and very significant development of higher education in Herzegovina was achieved at the beginning of 1955/1956. That year, the Higher Pedagogical School introduced two new study groups, which were very important for the development of the humanities. These are studies of the Croatian-Serbian language and literature, as well as history and geography. These four mentioned study groups lasted throughout the entire period of the Higher Pedagogical School, as well as the Pedagogical Academy. However, it should be mentioned that at that time, there was a discussion about starting some new study groups in the duration of several years, among which Croatian-Serbian language and literature, and history stood out. At the school board meetings in 1961, the

je već tijekom 1951. godine za studente organizirano učenje francuskoga, njemačkoga i ruskoga jezika. No, učenje ovih jezika nije se održalo pa je već početkom akademske 1952./1953. godine odlučeno da se više neće održavati nastava stranih jezika. Gotovo nevjerojatno zvuči činjenica da Viša pedagoška škola tijekom razdoblja od 19 godina u svome nastavničkom vijeću nije imala nijednoga doktora znanosti. Štoviše, pojedina su istraživanja pokazala da se nitko od nastavnika nije bavio izradom doktorske disertacije ili poslijediplomskim studijem. To je zasigurno stvorilo probleme prilikom transformacije Više pedagoške škole u Pedagošku akademiju.

Iako se ideja o osnivanju akademije javila još sredinom pedesetih godina, ona tada nije ostvarena. Tako je Viša pedagoška škola djelovala sve do 31. kolovoza 1969. godine, a onda je od 1. rujna iste godine osnovana Pedagoška akademija. Već na samome početku njezina djelovanja dogodila se jedna vrlo zanimljiva, ali i kratkotrajna promjena. Naime, početkom akademske 1970./1971. godine na čelno mjesto ove visokoškolske institucije izabran je dr. sc. Hajrudin Rebac. Iako je njegov mandat trajao nešto manje od tri mjeseca, ipak je vrlo zanimljiv. Tijekom četrdesetak godina postojanja Više pedagoške škole, ali i Pedagoške akademije, bio je jedini doktor znanosti na čelu ove visokoškolske institucije.

U okviru novoosnovane Pedagoške akademije nalazile su se četiri studijske grupe: hrvatskosrpski jezik i književnosti jugoslavenskih naroda, povijest i zemljopis, matematika i fizika te biologija i kemija. Pojedine studijske grupe koje su postojale tijekom Više pedagoške škole nisu ponovno pokrenute. Pedagoška akademija započela je proces osnivanja nekih novih studijskih grupa. Tako je početkom akademske 1971./1972. pokrenut Studij razredne nastave, a od početka 1974./1975. godine i Studij predškolskoga odgoja. Svakako treba naglasiti da je krajem 1974. godine doktorirao Milan Bodiroga te tako postao prvi doktor znanosti u povijesti Više pedagoške škole i Pedagoške akademije koji je taj status stekao isključivo iz radnoga odnosa na Pedagoškoj akademiji.

Razvoj visokoga školstva u Hercegovini podignut je na znatno višu razinu kada je u prosincu 1976.

initiation of study groups of Croatian-Serbian language and the English language was discussed. However, due to the insufficient number of applicants, this study group did not start. When talking about learning foreign languages at the Higher Pedagogical School, it is interesting to mention that in 1951, French, German, and Russian language courses were organized for students. The learning of these languages stopped at the beginning of the academic year 1952/1953. The fact that the Higher Pedagogical School, for 19 years, did not have a single doctor of science in its teaching council seems almost unbelievable. Moreover, individual research showed that none of the teachers was involved in the preparation of a doctoral dissertation or post-graduate studies. It certainly created problems during the transformation of the Higher Pedagogical School into the Pedagogical Academy.

Although the idea of founding an academy appeared in the mid-1950s, it was not realized then. Thus, the Higher Pedagogical School operated until 31 August 1969, and then the Pedagogical Academy was founded on 1 September of the same year. At the very beginning of its activity, a short-lived but very interesting change took place. Namely, at the beginning of 1970/1971, Hajrudin Rebac, PhD, was elected to the position of Head of this higher education institution. Although his mandate lasted a little less than three months, it was still very interesting. During the 40 years of existence of the Higher Pedagogical School, as well as the Pedagogical Academy, he was the only Doctor of Science in the position of Head of this higher education institution.

Within the framework of the newly established Pedagogical Academy, there were four study groups: Croatian-Serbian language and literature of the Yugoslav peoples, history and geography, mathematics and physics, and biology and chemistry. Certain study groups that existed during the Higher Pedagogical School were not restarted. The Pedagogical Academy has started the process of establishing some new study groups. Thus, at the beginning of the academic year 1971/1972, the Study of Class Teaching was launched, and from the beginning of 1974/1975, the Study of Preschool Education. It should certainly be



godine osnovano Sveučilište u Mostaru pod nazivom Univerzitet *Džemal Bijedić* u Mostaru, koje je pod ovim imenom djelovalo sve do 1992. godine. Prvi potpisnici tadašnjega samoupravnoga sporazuma o udruženju u Sveučilište bili su Ekonomski fakultet, Pravni fakultet, Strojarski fakultet, Pedagoška akademija te Duhanski institut i Istraživačko-razvojni centar HEPOK-a Mostar. Osnivanje Sveučilišta u Mostaru bilo je iznimno važno i za Pedagošku akademiju koja je njegovala razvoj humanističkih znanosti. Tako Rudolf Kraljević u svome djelu *Stazom odgojno-obrazovnih tradicija Mostara* naglašava kako je Pedagoška akademija tijekom posljednjih petnaestak godina svoga postojanja prošla kroz dvije različite etape razvoja. Prvo razdoblje započelo je s akademskom godinom 1975./1976. i trajalo je do 1981./1982. godine. Ovo razdoblje nazvano je zlatnim dobom, kada je osnovano i Sveučilište, što ima iznimnu važnost, a posebno treba istaknuti da je Pedagošku akademiju upisivao iznimno velik broj studenata. Svako-ko treba spomenuti da se od početka 1975./1976. godine umjesto dotadašnjega izraza *direktor* ustaljuje naziv *dekan*. Krajem ovoga razdoblja na sjednicama tadašnjega Naučnonastavnog vijeća raspravljalo se o mogućnosti transformacije Pedagoške akademije u Pedagoški fakultet u Mostaru iako su i sami sudionici takvih rasprava bili svjesni da za takvo što nisu postojale ni zakonske, a ni društveno-političke prilike.

Nakon zlatnoga razdoblja Pedagoške akademije, koje je potrajalo sve do 1982. godine, uslijedilo je vrijeme velike krize koja je potrajala gotovo cijelo desetljeće. Kriza je započela s akademskom godinom 1982./1983. kada je zabranjen upis izvanrednih studenata na sve studijske grupe, što je potrajalo sve do početka 1990. godine, a tijekom 1987./1988. godine zaustavljen je upis i redovitih studenata. U tome kriznom razdoblju, tijekom kojega je broj upisanih studenata gotovo prepolovljen, posebno je došla do izražaja ideja o transformaciji Pedagoške akademije u fakultet. Pritom treba naglasiti kako nisu svi gledali blagonaklono na ideju transformacije Pedagoške akademije u fakultet. Tako Rudolf Kraljević navodi da je Sveučilište u Sarajevu gotovo uvijek nastojalo onemogućiti proces transformacije pedagoških

emphasized that at the end of 1974, Milan Bodi-roga received his doctorate and thus, became the first doctor of science in the history of the Higher Pedagogical School and the Pedagogical Academy that acquired this status exclusively from employment at the Pedagogical Academy.

The development of higher education in Herzegovina was raised to a significantly higher level when the University of Mostar was founded in December 1976 under the name Džemal Bijedić University in Mostar, which operated under this name until 1992. The first signatories of the then self-governing agreement on association into the University were the Faculty of Economics, the Faculty of Law, the Faculty of Mechanical Engineering, the Pedagogical Academy and the Tobacco Institute and the Research and Development Centre of HEPOK Mostar. The founding of the University in Mostar was also extremely important for the Pedagogical Academy, which nurtured the development of the humanities. Thus, Rudolf Kraljević in his work *The Path of Educational Traditions of Mostar* emphasizes that during the last fifteen years of its existence, the Pedagogical Academy went through two different stages of development. The first period began with the academic year 1975/1976, and lasted until 1981/1982. This period is called the golden age, when the University was founded, which is extremely important, and it should be noted that the Pedagogical Academy enrolled an extremely large number of students. It should certainly be mentioned that since the beginning of 1975/1976, instead of the former term director, the title dean was established. At the end of this period, the possibility of transforming the Pedagogical Academy into the Faculty of Pedagogy in Mostar was discussed at the sessions of the then Scientific-Teaching Council, even though the participants themselves were aware that there were neither legal nor socio-political conditions for such a thing.

The golden period of the Pedagogical Academy, which lasted until 1982, was followed by a time of great crisis that lasted almost a decade. The crisis began in the academic year 1982/1983 when the enrollment of part-time students in all study groups was prohibited, which lasted until the beginning of 1990.



akademija u fakultete. Unatoč krizi Pedagoška je akademija uspjela ostvariti i neke pozitivne pomake. Tako je Pedagoška akademija 1984. godine prvi put u svojoj povijesti objavila zbornik radova, a tijekom posljednjih nekoliko godina dobila je i šest novih doktora znanosti.

Tijekom prve polovice devedesetih godina 20. stoljeća razvoj visokoga školstva u Hercegovini prolazio je kroz iznimno burno razdoblje. Prijelomna godina bila je 1992., otkad sveučilište nosi naziv Sveučilište u Mostaru sa službenim hrvatskim jezikom. Promjene koje su započele 1992. godine nisu se odnosile samo na ime i službeni jezik. Naime, ubrzo se krenulo s promjenama nastavnih planova i programa te njihovim usklađivanjem s referentnim fakultetima u Hrvatskoj i Sloveniji. Iz obrazovnih planova i programa

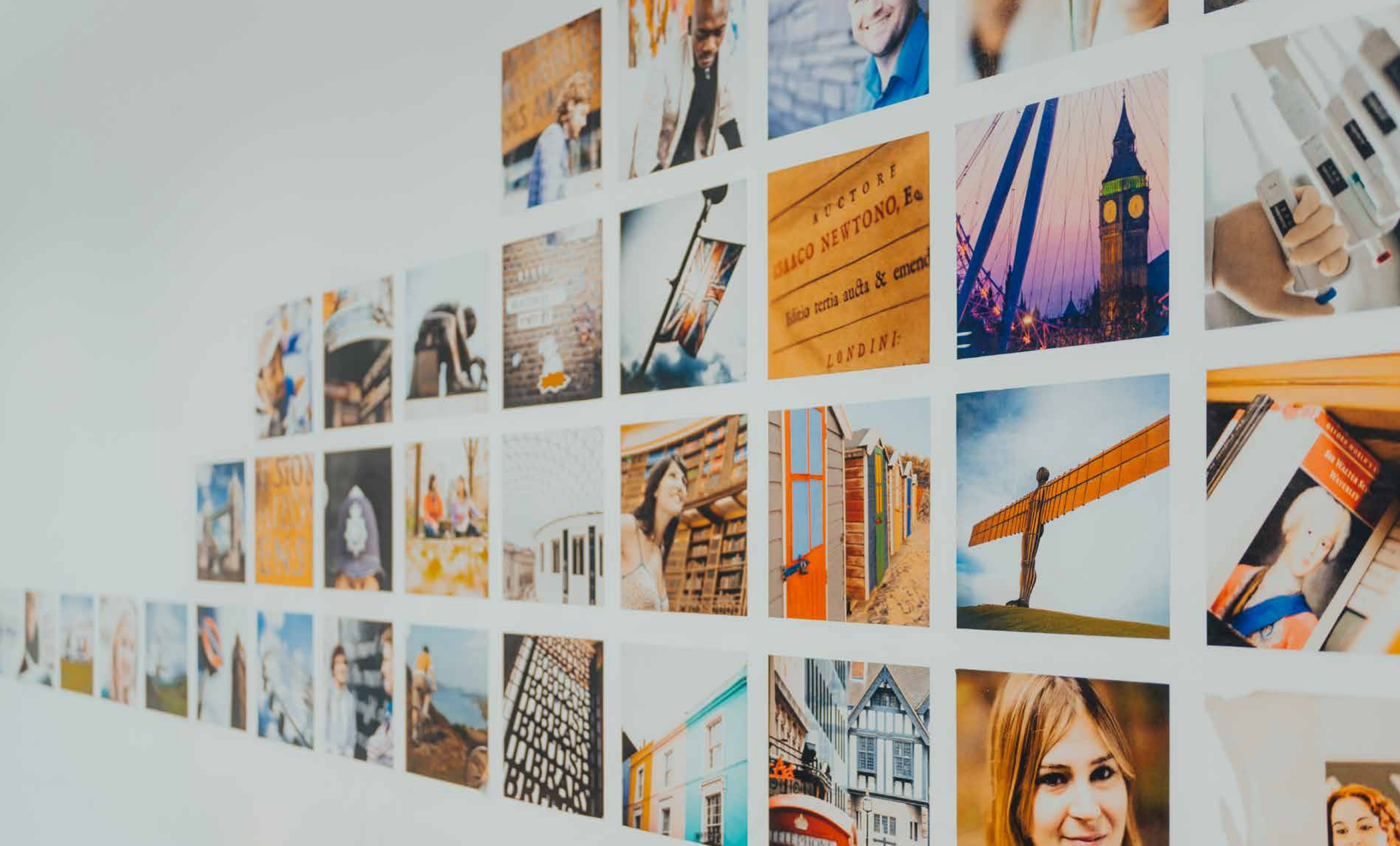
During 1987/1988, enrollment of full-time students also stopped. In that crisis period, the number of enrolled students was almost halved. However, the idea of transforming the Pedagogical Academy into a faculty came to the fore. At the same time, it should be emphasized that not everyone looked favourably at the idea of transforming the Pedagogical Academy into a faculty. Thus, Rudolf Kraljević states that the University of Sarajevo almost always tried to prevent the process of transformation of pedagogical academies into faculties. Despite the crisis, the Pedagogical Academy managed to achieve some positive developments. Thus, in 1984, the Pedagogical Academy published Proceedings for the first time in its history, and during the last few years, it also received six new doctors of science.

izbačeni su svi ideološki nastavni predmeti, discipline i sadržaji, a s novim nastavnim planovima i programima započelo se već akademske 1992./1993. godine. Zbog ratnih zbivanja tijekom akademskih godina 1992./1993. i 1993./1994. nastava je održavana izvan Mostara, u Neumu i Širokome Brijegu.

Za razvoj humanističkih znanosti svakako ostaje iznimno važna činjenica da Pedagoška akademija od 1992. godine djeluje kao Pedagoški fakultet. Tijekom sljedećih godina na Pedagoškome fakultetu pokrenuti su i neki novi studiji. Tako od akademske 1994./1995. godine djeluju Studij hrvatskoga jezika i književnosti, Studij engleskoga jezika i književnosti, Studij njemačkoga jezika i književnosti te Studij povijesti i zemljopisa. Početkom akademske 1999./2000. godine otvoren je Studij filozofije, a od 2000./2001.

During the first half of the nineties of the 20th century, the development of higher education in Herzegovina went through an extremely turbulent period. The turning point was in 1992 when the university was named the University of Mostar with Croatian as the official language. The changes that began in 1992 did not only concern the name and the official language. Namely, changes in curricula and their harmonization with reference faculties in Croatia and Slovenia soon began. All ideological subjects, disciplines, and contents were removed from the educational plans and programs, and the new curricula were already introduced in the academic year 1992/1993. Due to the war events during the academic years 1992/1993 and 1993/1994, classes were held outside Mostar, in Neum and Široki Brijeg.





Studij novinarstva, dok su od početka 2001./2002. osnovana tri nova studija: Studij arheologije, Studij latinskoga jezika i rimske književnosti te Studij povijest umjetnosti. Sveučilište u Mostaru bilo je prvo sveučilište na području BiH koje se 2003. godine obratilo Europskoj asocijaciji sveučilišta (*European University Association* - EUA) radi sudjelovanja u Programu institucionalne promjene, koja je obavljena tijekom 2004. godine.

Godina 2005. bila je iznimno važna za razvoj visokoga školstva u Hercegovini. Naime, odlukom Senata Sveučilišta u Mostaru od akademske 2005./2006. godine započelo se s primjenom novih nastavnih planova i programa koji su prilagođeni odredbama Bolonjske deklaracije. Nastava se od te godine izvodi u dvama nastavnim ciklusima, preddiplomskome i diplomskome. Osim toga, odlukom Upravnoga vijeća iz ožujka 2005. godine dotadašnji Pedagoški fakultet podijeljen je na Fakultet filozofsko-humanističkih znanosti i Fakultet prirodoslovno-matematičkih i odgojnih znanosti. U skladu s odredbama Bolonjske deklaracije na Fakultetu filozofsko-humanističkih znanosti od akademske 2005./2006. godine pokrenut je i treći ciklus, odnosno Poslijediplomski studij *Jezici i kulture u kontaktu*. Iste akademske godine pokrenut je i Studij psihologije pa je tako ukupan broj studija na Fakultetu filozofsko-humanističkih znanosti dosegao broj deset pri čemu su se arheologija, novinarstvo i psihologija mogli studirati samo jednopredmetno, dok se hrvatski jezik i književnost mogao studirati i kao jednopredmetni i kao dvopredmetni studij. Fakultet filozofsko-humanističkih znanosti 21. ožujka 2007. godine preimenovan je u Filozofski fakultet. Iste godine pokrenute su dvije nove studijske grupe, a riječ je o politologiji i socijalnom radu. Od akademske 2011./2012. godine djeluje i Studij informacijskih znanosti, a 2013./2014. godine pokrenut je Studij talijanskoga jezika i književnosti te Studij ruskoga jezika i književnosti. S akademskom 2014./2015. otvoren je i Studij odnosi s javnošću, a od 2015./2016. godine djeluje i Studij logopedije.

U desetogodišnjemu djelovanju jedno od istaknutijih obilježja Filozofskoga fakulteta jest brojnost studija koji budućim studentima omogućavaju stjecanje znanja iz različitih područja humanističkih i društvenih znanosti.

The fact that the Pedagogical Academy has been operating as a Faculty of Pedagogy since 1992 remains extremely important for the development of the humanities. During the following years, some new studies were introduced. In 1994/1995, the Faculty established the study programmes of Croatian Language and Literature, English Language and Literature, German Language and Literature, and History and Geography. At the beginning of the academic year 1999/2000, they introduced the Philosophy study programme, and in 2000/2001, Journalism. From the next academic year 2001/2002, three new study programmes were launched - Archeology, Latin Language and Roman Literature, and Art History. In 2003, the University of Mostar was the first university in Bosnia and Herzegovina to apply to the European University Association (EUA) for participation in the Institutional Change Program, which took place in 2004.

The year 2005 was extremely important for the development of higher education in Herzegovina. Namely, the Decision of the Senate of the University of Mostar marked the implementation of new curricula and programmes that were adapted to the provisions of the Bologna Declaration from the academic year 2005/2006. Since that year, classes have been conducted in two teaching cycles, undergraduate and graduate. In addition, by the Decision of the Governing Board in March 2005, the former Faculty of Pedagogy was divided into the Faculty of Humanities and Social Sciences and the Faculty of Science and Education. Following the provisions of the Bologna Declaration at the Faculty of Humanities and Social Sciences from the academic year 2005/2006, the third cycle was launched, i.e., the Postgraduate study programme Languages and Cultures in Contact. In the same academic year, the Faculty launched the Study of Psychology, so the total number of studies at the Faculty of Humanities and Social Sciences reached ten, whereby archeology, journalism, and psychology could only be studied as single major studies, while Croatian language and literature could be studied both as single major and double major. On 21 March 2007, the Faculty's name was changed to the Faculty of Humanities and Social Sciences. In the same year, two new study programmes were launched, namely Political Science and

Svakako treba istaknuti da je Filozofski fakultet uključen u nekoliko programa mobilnosti, i studenata i nastavnog osoblja. Od potpisivanja ugovora na državnoj razini 2008. godine Filozofski je fakultet pristupio CEEPUS III programu, a od 2009. godine ulazi i u projekt *Erasmus Mundus JoinEU-SEE*. Dugi niz godina postoji i uspješna suradnja s DAAD-om (Njemačka služba za akademsku razmjenu studenata), KAAD-om (Katolička akademska služba za razmjenu stranaca) te OeAD-om (Austrijska akademska služba za razmjenu), a od akademske 2016./2017. godine započela je mobilnost preko *Erasmus+* programa. Osim toga, Filozofski se fakultet ističe i znanstvenom djelatnošću i organiziranjem brojnih međunarodnih znanstvenih konferencija te izdavanjem znanstvenih publikacija. Sve navedeno Filozofskom fakultetu omogućuje da bude jedan od konkurentnijih fakulteta i na području BiH i šire, ali ujedno donosi i brojne izazove.

Social Work. In 2011/2012, the Faculty introduced Information Sciences, and in 2013/2014, the Study of the Italian Language and Literature and the Study of the Russian Language and Literature. In 2014/2015, the Study of Public Relations was established, and in 2015/2016, the Study of speech-language pathology.

In ten years of work, one of the most prominent features of the Faculty of Humanities and Social Sciences is the number of studies that enable future students to acquire knowledge in various areas of the humanities and social sciences. It should certainly be pointed out that the Faculty of Humanities and Social Sciences is involved in several mobility programmes for both students and teaching staff. Since the signing of the contract at the state level in 2008, the Faculty of Humanities and Social Sciences has joined the CEEPUS III programme, and since 2009, it has also been participating in the Erasmus Mundus JoinEU-SEE project. For many years there has been successful cooperation with DAAD (German Academic Exchange Service), KAAD (Catholic Academic Exchange Service), and OeAD (Austrian Academic Exchange Service), and in the academic year 2016/2017, mobility started through the Erasmus+ programme. In addition, the Faculty of Humanities and Social Sciences stands out for its scientific activity and the organization of numerous international scientific conferences, and the publication of scientific publications. All of the above enables the Faculty of Humanities and Social Sciences to be one of the more competitive faculties in BiH and beyond, but at the same time brings numerous challenges.



Ustroj fakulteta

Najviši organ upravljanja Fakultetom je Znanstveno-nastavno vijeće koje se sastoji od dekana i prodekana, ostalih članova iz reda redovitih i izvanrednih profesora, docenata i asistenata te pročelnika studija. Radom Fakulteta upravlja i rukovodi dekan sa svojim pomoćnicima – prodekanima. Studijima rukovode pročelnici studija. Osim toga, na Fakultetu postoje uredi: Ured dekana, Ured za međunarodnu suradnju i projekte, Ured za osiguranje kvalitete; službe: Služba za pravne i kadrovske poslove, Služba za financije i računovodstvo, Studentska služba, Služba za nastavu, Služba za informacijske tehnologije, Služba za opće i tehničke poslove; centri: Medijski centar, Istraživački centar, Centar za politološka istraživanja.

Osim toga, u sklopu Fakulteta djeluje i Savjetovalište za studente koje pruža različite oblike potpore i pomoći studentima Sveučilišta u Mostaru. Studentsko savjetovalište počelo je raditi u akademskoj godini 2014./2015., a njegove su usluge namijenjene studentima svih fakulteta Sveučilišta u Mostaru. Savjetovanja se održavaju u prostorima Filozofskoga fakulteta, a moguća je internetska komunikacija koja obuhvaća individualno savjetovanje, skupno savjetovanje, edukativne radionice i distribuciju materijala za samopomoć.

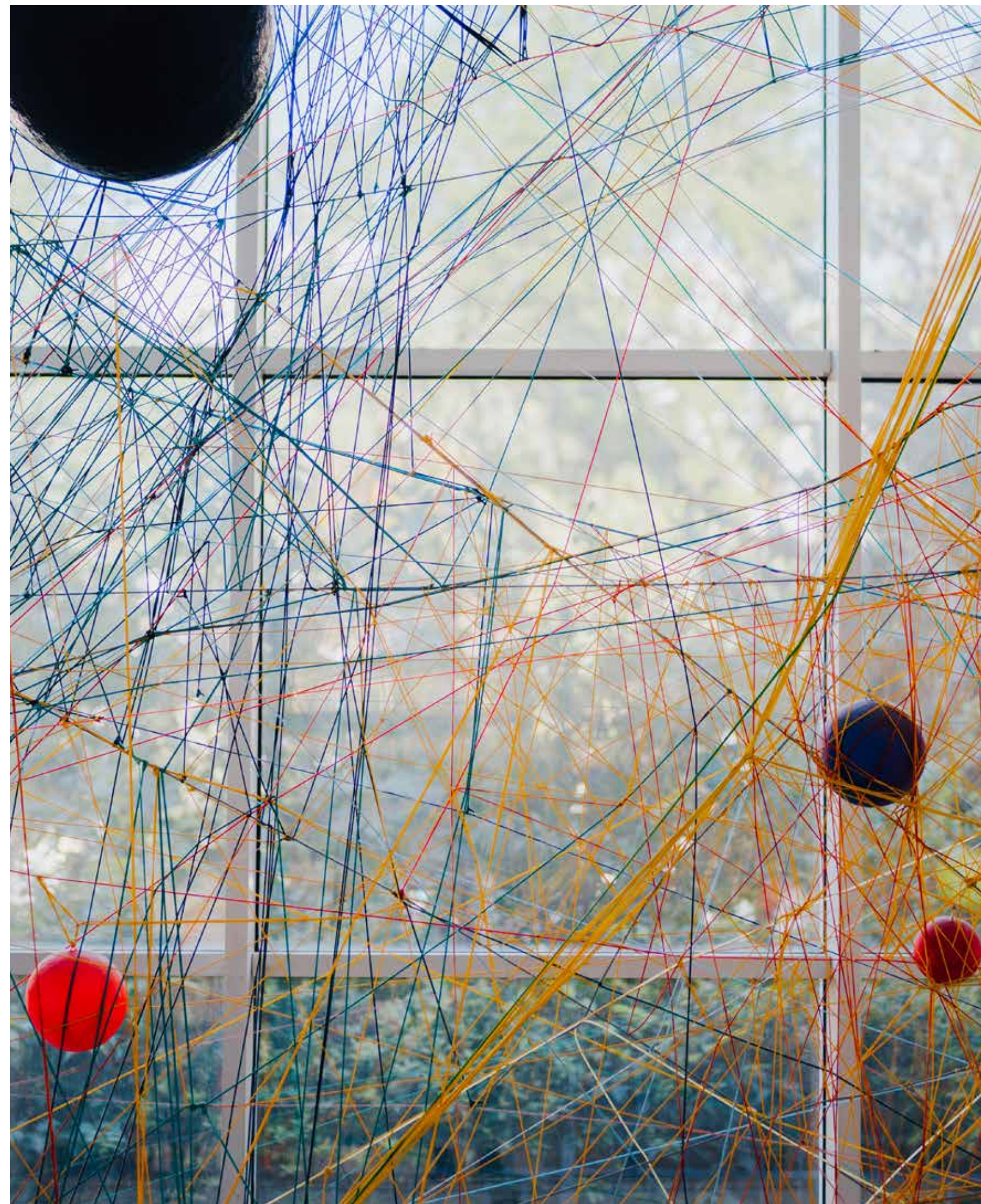
Na Fakultetu djeluje i Alumni *klub* koji je utemeljen radi očuvanja i njegovanja veza i suradnje sa studentima nakon stjecanja diploma. Ciljevi su kluba poticanje suradnje, razmjena ideja, informacija, osmišljavanje projekata i radionica, organiziranje humanitarnih večera te promoviranje Filozofskoga fakulteta i postavljanja temelja za njegovu prepoznatljivost u društvu.

Organization of the Faculty

The highest governing body of the Faculty is the Scientific and Teaching Council, which consists of the dean and vice-deans, other members from the ranks of full and part-time professors, assistant professors and assistants, and heads of departments. The work of the Faculty is managed and directed by the dean with his assistants - vice-deans. Studies are managed by heads of departments. In addition, there are offices at the Faculty: Dean's Office, Office for International Relations and Projects, Quality Assurance Office; services: Legal and Personnel Affairs Service, Finance and Accounting Service, Student Service, Teaching Affairs Service, Information Technology Service, General, and Technical Affairs Service; centers: Media Centre, Research Centre, Centre for Political Science Research.

In addition, the Faculty also has a Student Counseling Center that provides various forms of support and assistance to students of the University of Mostar. The Student Counseling Centre started working in the academic year 2014/2015, and its services are intended for students of all faculties of the University of Mostar. Counseling is held in the premises of the Faculty of Humanities and Social Sciences, and online communication is possible, which includes individual counseling, group counseling, educational workshops, and the distribution of self-help materials.

The Faculty also has an Alumni Club, which was founded to maintain and nurture connections and cooperation with students after graduation. The goals of the club are encouraging cooperation, exchanging ideas and information, designing projects and workshops, organizing humanitarian dinners, promoting the Faculty of Humanities and Social Sciences, and laying the foundation for its recognition in the society.



Uprava Fakulteta

- v. d. dekana: dr. sc. Dražen Barbarić, doc.
- prodekan za znanost: dr. sc. Marko Odak, izv. prof.
- prodekanica za nastavu:
dr. sc. Senka Marinčić, red. prof.
- prodekanica za međunarodnu suradnju:
dr. sc. Jelena Jurčić, doc.
- tajnica Fakulteta: Maja Sesar, dipl. iur.

Management of the Faculty

- Acting Dean: Ass. Prof Dražen Barbarić, PhD
- Vice-Dean for Science: Prof Marko Odak, PhD
- Vice-Dean for Teaching Affairs:
Prof Senka Marinčić, PhD
- Vice-Dean for International Relations:
Ass. Prof Jelena Jurčić, PhD
- Secretary: Maja Sesar, dipl. iur.



Nastavna djelatnost

Filozofski fakultet danas ima oko 2200 upisanih studenata, 112 stalno uposlenih djelatnika i oko 150 vanjskih suradnika. Na preddiplomskome i diplomskome nastavnom ciklusu 17 studija izvodi 47 studijskih programa. Tijekom jedne akademske godine izvede se više od 40 000 sati nastave, na preko 900 kolegija. Na Filozofskome fakultetu kontinuirano se prate nastavni proces te usklađenost ishoda učenja i kompetencija s Osnovama kvalifikacijskoga okvira BiH i Europskoga kvalifikacijskog okvira. Kontinuirano se analizira prolaznost na I. godini preddiplomskih studija te se na studijima s niskim postotkom prolaznosti angažiraju studenti mentori s viših godina za studente prve godine. Također se kontinuirano radi na ispitivanju preferencija djelatnika te se održavaju razne radionice iz različitih tematskih područja u svrhu stručnoga usavršavanja. Fakultet također radi na poticanju korištenja sustava i alata za učenje na daljinu, a te su aktivnosti posebno intenzivirane u okolnostima COVID-19 pandemije. U ljetnome semestru akademske 2019./2020. godine nastava se odvijala na daljinu iz 459 e-kolegija na kojima je bilo upisano više od 2000 studenata. U nastavnome procesu u mrežnome okruženju sudjelovalo je 210 nastavnika. Također je sličan trend nastavljen i u semestrima nakon pandemije. Bitan dio nastavnoga procesa svakako su i nastavne baze. Stoga se kontinuirano radi na uspostavljanju novih nastavnih baza i što boljoj suradnji s postojećim nastavnim bazama. U ovo su uz izvođenje praktične nastave uključena i mentorstva i sumentorstva za završne i diplomske radove u suradnji sa stručnjacima iz nastavnih baza. Također je izrađen *Pravilnik o pedagoško-metodičkoj praksi i drugim oblicima praktičnog rada* koji regulira obveze nastavnika, studenata i mentora u nastavnim bazama u procesima pedagoško-metodičke prakse i drugim oblicima praktičnoga rada. Izrađen je i novi *Pravilnik o završnom i diplomskom radu* u koji su dodani novi elementi, primjerice obrana rada na daljinu i pohrana u digitalnome obliku.

Jedan je od bitnih ciljeva Fakulteta i internacionalizacija. Stoga se kontinuirano povećava broj kolegija koji se izvode na stranim jezicima, a izrađena je i baza svih kolegija koji se mogu slušati na stranim jezicima.

Teaching activity

Today, the Faculty of Humanities and Social Sciences has about 2,200 enrolled students, 112 permanent employees, and about 150 external associates. In the undergraduate and graduate teaching cycle, 17 studies offer 47 study programmes. During one academic year, more than 40,000 hours of classes are held in over 900 courses. At the Faculty of Humanities and Social Sciences, the teaching process and the compliance of learning outcomes and competencies with the Fundamentals of the Qualification Framework of Bosnia and Herzegovina and the European Qualification Framework are continuously monitored. The passing rate in the first year of undergraduate studies is continuously analyzed, and in studies with a low percentage of passing rates, student mentors from higher years are engaged for first-year students. We also continuously work on examining the preferences of employees and hold various workshops in different thematic areas for professional development. The Faculty is also working to encourage the use of systems and tools for distance learning, and these activities have been especially intensified in the circumstances of the COVID-19 pandemic. In the summer semester of the academic year 2019/2020, the classes were held remotely for 459 e-courses where more than 2,000 students were enrolled. 210 teachers participated in the teaching process in the online environment. Also, a similar trend continued in the semesters after the pandemic. Teaching bases are certainly an essential part of the teaching process. Therefore, we are continuously working on the establishment of new teaching bases and the best possible cooperation with existing teaching bases. In addition to conducting practical classes, this includes mentoring and co-mentoring for final and graduate theses in cooperation with experts from the teaching bases. The Rulebook on pedagogical-methodical practice and other forms of practical work was also drafted, which regulates the obligations of teachers, students, and mentors in teaching bases on the processes of pedagogical-methodical practice and other forms of practical work. A new Rulebook on the final and diploma thesis was drawn up and new elements were added, for example, the defense of the thesis remotely and digital form storage.



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... pametni kampus, tiskara i galerija
... Sveučilište na svjetsku razinu



... na kameru koje broje osobe u
... i algoritmi umjetne
... koji na kameri pre-
... pitanja. Postav-
... postaja, a
... automatskog
... površina.
... otvaranju

... tiskara na
... dokas da
... je



Posavljeno prilikom
Sveučilište u Mostaru

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MOSTARIENSIS

SVEUČILIŠNE NOVINE
SVEUČILIŠTA U MOSTARU



ZORAN TOMIĆ,
rektor Sveučilišta u Mostaru



IVO ČOLAK,
prorektor za znanost i razvoj



SANJA RUŽIĆ, prorektorica
za međunarodnu suradnju



ZDENKO KLEPIĆ, prorektor za
poslovanje, ljudske potencijale
i upravljanje kvalitetom



MILENKO KRÁVÁNA,
prorektor za međunarodnu suradnju



STJEPAN SKOKO,
pomoćnik rektora za nastavu i studente



VESNA KAZAZIĆ, pomoćnica
rektora za nastavu, studente
i pravna pitanja

Ciljevi novog menadžmenta Sveučilišta u Mostaru u sljedeće četiri godine

Sinergijom i vizijom do norskog sveučilišta



Budući da su u središtu nastavnoga procesa studenti, kontinuirano ih se potiče na nastavne i izvannastavne aktivnosti. Tako je Fakultet u suradnji sa studentskim udrugama obilježio bitne datume u godini, primjerice Svjetski dan logopeda, Svjetski dan socijalnog rada i tomu slično. Tiskana su dva broja studentskoga časopisa *Fenix*. Naglasak se također stavljao na promoviranje važnosti studentske ankete te se u tu svrhu održalo više sastanaka s predstavnicima Studentskoga zbora Fakulteta. Budući da fakultet obrazuje i pomažući kadar (psihologe, logopede, socijalne radnike), na Fakultetu već dugo godina djeluje Savjetovalište za studente. Uz tekuće aktivnosti Savjetovališta njegov je rad formaliziran izradom *Pravilnika o radu Savjetovališta za studente*.

Preddiplomski i diplomski studiji

Nastavni proces na Filozofskome fakultetu izvodi se na tri obrazovna ciklusa, preddiplomskome, diplomskome i poslijediplomskome. Na preddiplomskome ciklusu izvode se 22 studijska programa, od čega je 11 jednopredmetnih i 11 dvopredmetnih. Svi dvopredmetni studiji mogu se međusobno kombinirati. Uzimajući u obzir sve dvopredmetne kombinacije i jednopredmetne studije, možemo reći da se na preddiplomskoj razini izvodi 77 različitih studijskih skupina. Svi preddiplomski studijski programi traju tri godine. Na diplomskome ciklusu izvode se 23 programa, 11 jednopredmetnih i 12 dvopredmetnih, s tim da dva programa imaju po dva smjera. Svi dvopredmetni studiji također se mogu međusobno kombinirati. Kada se zbroje sve kombinacije dvopredmetnih studijskih programa i jednopredmetni studijski programi na diplomskome ciklusu, postoji 85 studijskih skupina. Diplomski studijski programi traju dvije godine.

Poslijediplomski doktorski studij

Na poslijediplomskome ciklusu izvodi se *Interdisciplinarni doktorski studij* koji traje tri godine, a pokriva područje humanističkih i društvenih znanosti.

Internationalization is one of the important goals of the Faculty. Therefore, the number of courses taught in foreign languages is continuously increasing, and a database of all courses that can be taken in foreign languages was created.

Since students are at the center of the teaching process, they are continuously encouraged to engage in curricular and extracurricular activities. Thus, the Faculty, in cooperation with student associations, marked important dates of the year, for example, World Day of Speech Therapists, World Day of Social Work, and the like. Two issues of the student magazine *Fenix* were printed. Emphasis was also placed on promoting the importance of the student survey, and for this purpose, several meetings were held with representatives of the Student Union of the Faculty. Since the Faculty educates and assists staff (psychologists, speech therapists, social workers), the Faculty has had a Counseling Center for students for many years. In addition to the ongoing activities of the Counseling Center, its work was formalized by drafting the Regulations on the Work of the Counseling Center for Students.

Undergraduate and graduate studies

The teaching process at the Faculty of Humanities and Social Sciences is carried out in three educational cycles, undergraduate, graduate, and postgraduate. There are 22 study programmes in the undergraduate cycle, of which 11 are single-major, and 11 are double-major. All double-major studies can be combined. Taking into account all double-major combinations and single-major studies, we can say that there are 77 different study groups at the undergraduate level. All undergraduate study programmes last three years. There are 23 programmes in the graduate cycle, 11 single-major, and 12 double-major, with two programmes having two study tracks. All double-major studies can also be combined. When all combinations of double-major study programmes and single-major study programmes on the graduate cycle are added up, there are 85 study groups. Graduate study programmes last two years.

Studij se izvodi kroz tri modula: modul *Društvo i kultura*, modul *Jezik i književnost* i modul *Informacijsko društvo*. Svaki se modul dijeli na smjerove. Modul *Društvo i kultura* obuhvaća smjerove: *filozofiju, povijest i politologiju*. Modul *Jezik i književnost* obuhvaća smjerove: *anglistiku, germanistiku, kroatistiku i latinski jezik*. Modul *Informacijsko društvo* obuhvaća smjerove: *informacijske znanosti i komunikacijske znanosti*. Cilj je Studija pružiti doktorandima što širi humanističko i društveno utemeljen pristup jezičnim, povijesnim i kulturološkim posebnostima Europe s osobitim osvrtom na Bosnu i Hercegovinu.

U jedinstvenome se studijskom programu povezuje više grana čime se omogućuje interdisciplinarnost, a ponuda istraživačkih tema s različitih smjerova nudi široku primjenu stečenih spoznaja na srodnim područjima. Doktorandovom obvezom koja se odnosi na izvannastavne aktivnosti program slijedi slične/istovjetne koncepcije studija u svijetu i olakšava pokretljivost doktoranda te nastavak studija na drugome fakultetu/sveučilištu. Studijski program ima odlike koje su specifične za bosanskohercegovački društveni kontekst, a riječ je o interdisciplinarnome i komparativnome istraživanju bosanskohercegovačke povijesne, jezične, književne, filozofske baštine, bosanskohercegovačkoga, hrvatskoga i europskoga latiniteta i sl. Sadržaji se pojedinih područja zasnivaju na domaćim i međunarodnim znanstvenoistraživačkim projektima. U programu sudjeluju predavači s različitih fakulteta Sveučilišta u Mostaru kao i inozemnih sveučilišta.

Na studiju je provedena anketa o kvaliteti nastave na poslijediplomskome studiju za akademsku 2019./2020. godinu u kojoj su doktorandi ocjenjivali kvalitetu nastave, ali i svoje zadovoljstvo nastavnim procesom, te suradnjom s nastavnicima i organizacijom studija. Rezultati su ankete izrazito pozitivni, odnosno više od 80 % doktoranda navelo da je zadovoljno nastavnim procesom, suradnjom s nastavnicima i organizacijom Studija.

Postgraduate doctoral study programme

In the post-graduate cycle, the Interdisciplinary doctoral study programme lasts three years and covers the field of humanities and social sciences. The study is carried out through three modules: the Society and Culture module, the Language and Literature module, and the Information Society module. Each module is divided into courses. The Society and Culture module includes the following study tracks: philosophy, history, and political science. The Language and Literature module includes the following study tracks: English, German, Croatian and Latin. The Information Society module covers the fields of information science and communication science. The goal of this doctoral study programme is to provide students with a broadly humanistic and socially based approach to the linguistic, historical, and cultural peculiarities of Europe with a special focus on Bosnia and Herzegovina.

In the unique study programme, several branches are connected, which enables interdisciplinarity, and research topics from different study tracks offer a wide application of acquired knowledge in related fields. With the doctoral student's obligation related to extracurricular activities, the programme follows similar/identical concepts of study in the world and facilitates the mobility of the doctoral students and the continuation of studies at another faculty/university. The study programme has features specific to the social context of Bosnia and Herzegovina, and it is an interdisciplinary and comparative study of Bosnia and Herzegovina's historical, linguistic, literary, philosophical heritage, Bosnian, Croatian and European Latinity, etc. The contents of individual areas are based on domestic and international scientific research projects. Lecturers from various faculties of the University of Mostar as well as foreign universities participate in the programme.

The Faculty surveyed the quality of teaching at the postgraduate study programme for the academic year 2019/2020, the year in which doctoral students evaluated the quality of teaching, but also their satisfaction with the teaching process and cooperation with teachers and the organization of studies. The results of the survey were positive, i.e., more than 80% of



Zajednički studiji s inozemnim sveučilištima

U ak. 2019./2020. godini upisana je prva generacija studenata na zajednički diplomski Studij politologije s Fakultetom političkih znanosti i međunarodnih odnosa Sveučilišta Matej Bel iz Banske Bistrice, Slovačka. Studij se izvodi na engleskome jeziku, a financira ga Ministarstvo obrazovanja Republike Slovačke. Studenti provode dva semestra na matičnome i dva na nematičnome fakultetu. Nakon završetka dobivaju diplomu magistra politologije obaju fakulteta.

Programi cjeloživotnoga obrazovanja

Velik naglasak stavlja se na cjeloživotno obrazovanje izradom novih programa cjeloživotnoga obrazovanja i njihove implementacije. Dosad je u okviru programa cjeloživotnoga učenja Filozofskoga fakulteta Sveučilišta u Mostaru *Upravljanje i vođenje odgojno-obrazovne ustanove* potvrde o stručnome usavršavanju dobilo 19 ravnatelja osnovnih i srednjih škola iz Hercegbosanske županije.

Potreba za ovakvim programom prepoznata je zbog složene strukture osnovnoga i srednjoškolskoga obrazovanja, izvannastavnih aktivnosti, raznovrsnih mentorstava, što za sobom povlači stalnu potrebu za kompetentnim djelatnicima u nastavi obrazovanima na suvremenim programima te utemeljenima na ishodima učenja i kompetencijama.

Uz navedeni program na Fakultetu je moguće upisati *Program za stjecanje nastavničkih kompetencija te Stručno usavršavanje u području arhiva, knjižnica i muzeja*, a u tijeku je i izrada programa za inkluzivno obrazovanje.

Sveučilišni centri

Filozofski fakultet ima i svoje dislocirane odjele u Orašju i Brčkome. U Orašju se izvodi preddiplomski i diplomski Studij socijalnoga rada, a u Brčkome preddiplomski Studij odnosa s javnošću. Studenti koji pohađaju dislociranu nastavu imaju ista prava

doctoral students stated that they were satisfied with the teaching process, cooperation with teachers, and the organization of the studies.

Joint studies with foreign universities

In 2019/2020, the first generation of students was enrolled in the joint Master's Degree Programme in Political Science with the Faculty of Political Sciences and International Relations of the Matej Bel University from Banska Bistrica, Slovakia. The study is conducted in English and is financed by the Ministry of Education of the Slovak Republic. Students spend two semesters at their home university and two at their non-home university. After graduation, they receive a master's degree in political science from both faculties.

Lifelong learning programmes

Great emphasis is placed on lifelong learning through the creation of new lifelong education programmes and their implementation. So far, within the lifelong learning programme of the Faculty of Humanities and Social Sciences of the University of Mostar, 19 principals of primary and secondary schools from Herzeg-Bosnia County have received certificates of professional development.

The need for such a program is recognized due to the complex structure of primary and secondary education, extracurricular activities, various mentoring, which entails a constant need for competent teaching staff educated on modern programmes and based on learning outcomes and competencies.

In addition to the mentioned programme, it is possible to enroll in the Programme for the Acquisition of Teacher Competencies and Professional Training in the Field of Archives, Libraries and Museums at the Faculty, and the development of a programme for inclusive education is underway.

i obveze kao i studenti matičnih studija u Mostaru. Nastava i ispiti na dislociranim studijima u proteklo-me razdoblju prilagodili su se okolnostima COVID-19 pandemije te su se izvodili na daljinu.

Osuвременjivanje nastavnih planova i programa

Na Filozofskome fakultetu kontinuirano se radi na osuвременjivanju nastavnih planova i programa. Urađena je revizija nastavnih planova i programa za razdoblje od 2018. do 2022. godine koja je bila usklađena s *Pravilnikom o postupku donošenja i evaluacije studijskih programa*, pri čemu je posebna pozornost bila na tome da studij bude suvremen i primjeren interesima studenata, potrebama poslodavaca, a i usporediv sa srodnim programima na referentnim visokoškolskim ustanovama. Sljedeća je revizija u ak. 2021./2022. godini za razdoblje od 2022. do 2026. godine.

Nastavni proces na Filozofskome fakultetu, i tematski i organizacijski, iznimno je kompleksan. Dodatnu vrijednost nastavnomu procesu daju profesori s drugih visokih učilišta iz Bosne i Hercegovine i Hrvatske. Upravo se u sinergiji domaćega i gostujućega kadra ostvaruju optimalan učinak i najbolji ishodi učenja. Domaći su kadrovi neizostavni zbog kulturne i identitetske posebnosti Fakulteta te njegove uloge u društvu, a gostujući kadrovi pružaju potrebnu širinu perspektiva koje će studentima dobro doći u obrazovanju i budućemu stručnom usavršavanju.

Nastavni proces u pandemiji

Kada je riječ o nastavnome procesu, važno je izdvojiti da je u ožujku 2020. godine uspješno ostvarena nastava iz klasičnoga u *online* okruženje u izuzetno kratkome roku. Tijekom pandemije provedeno je anonimno *online* ispitivanje koje je pokazalo da su studenti i nastavnici zadovoljni kvalitetom nastave u *online* okruženju. Kontinuirano se prati praksa referentnih visokih učilišta te je nastavnicima i studentima omogućen pristup *Cambridge University Press* zbirci.

University Centres

The Faculty of Humanities and Social Sciences also includes off-campus classes in Orašje and Brčko. Undergraduate and graduate studies in social work are conducted in Orašje, and undergraduate studies in public relations are conducted in Brčko. Students attending off-campus classes have the same rights and obligations as students of home studies in Mostar. Classes and exams at off-campus studies in the past period were adapted to the circumstances of the COVID-19 pandemic and were conducted remotely.

Modernization of curricula

The Faculty of Humanities and Social Sciences continuously work on modernizing curricula. A revision of the curricula for the period from 2018 to 2022 was carried out, which was harmonized with the Rulebook on the procedure for adopting and evaluating study programmes, with particular attention being paid to making the study programme modern and appropriate to the interests of students, the needs of employers, and comparable to related programmes at reference higher education institutions. The next revision is in 2021/2022 for the period from 2022 to 2026.

The teaching process at the Faculty of Humanities and Social Sciences, both thematically and organizationally, is extremely complex. Professors from other higher education institutions from Bosnia and Herzegovina and Croatia give added value to the teaching process. It is precisely in the synergy of local and visiting staff that optimal performance and the best learning outcomes are achieved. Local staff are indispensable due to the cultural and identity uniqueness of the Faculty and its role in society, and visiting staff provides the necessary breadth of perspectives that will be useful to students in their education and future professional development.

Teaching process in the pandemic

When it comes to the teaching process, it is important to note that in March 2020, teaching was completed





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7 </div>
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10 <h1> Studiraј INFORMACIJSKE ZNANOSTI </h1>
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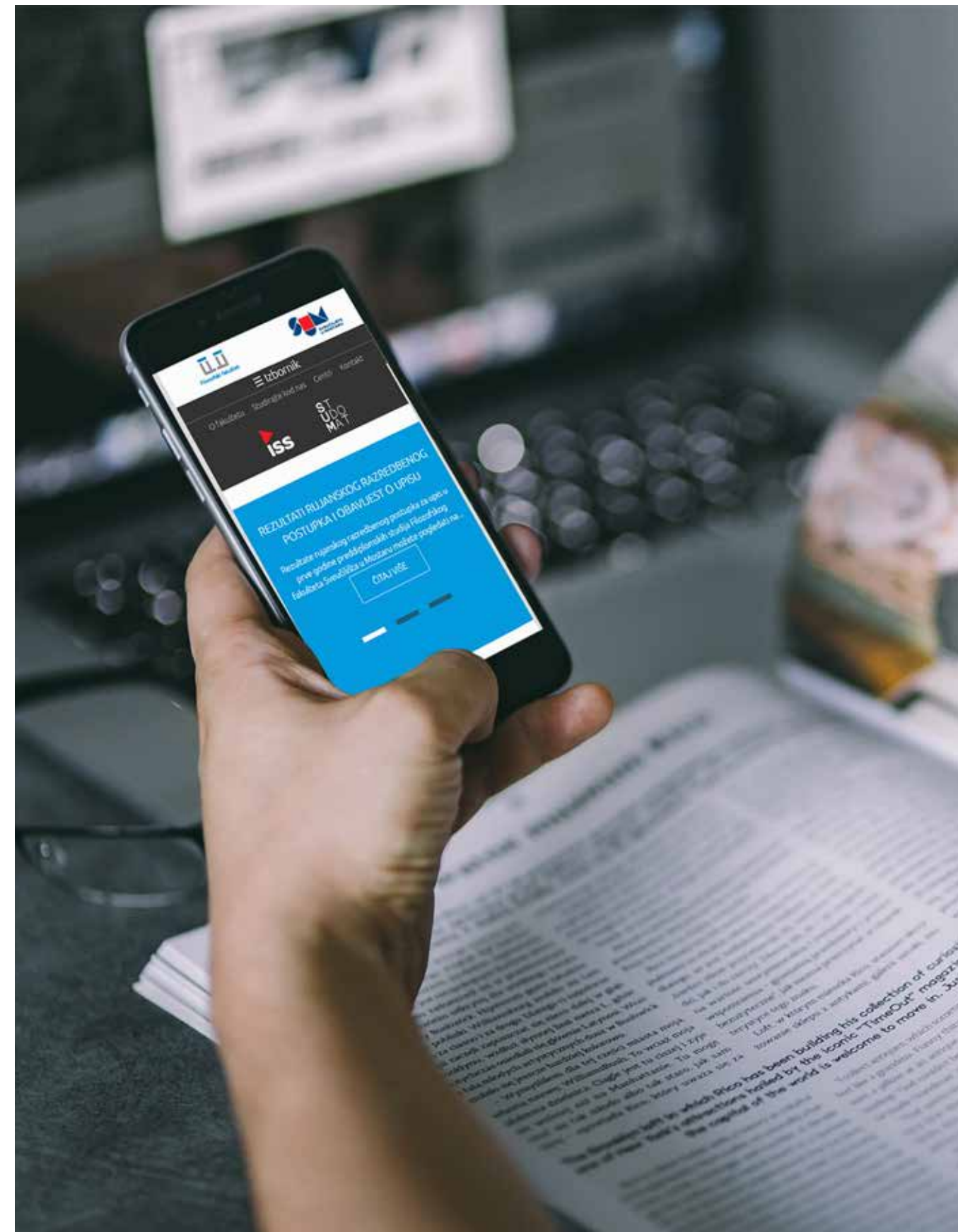
Studentima je u akademskoj 2019./2020. godini omogućen pristup *Coursera online* platformi na kojoj su mogli slušati kolegije s nekih od najprestižnijih sveučilišta u svijetu.

Tijekom pandemije Savjetovalište za studente i Studij psihologije Filozofskog fakulteta održali su virtualnu potporu za studente SUM-a pod nazivom *covideo POTPORA* i objavljen je priručnik *U redu je! Pomoći sebi i drugima* koji objedinjuje napisane tekstove o psihičkome zdravlju, a nastao je kao proizvod rada Studija psihologije u suradnji sa Savjetovalištem za studente Filozofskoga fakulteta Sveučilišta u Mostaru.

from the classical to the online environment in an extremely short period. During the pandemic, an anonymous online survey was conducted, which showed that students and teachers are satisfied with the quality of teaching in the online environment. The Faculty followed the practice of reference higher education institutions, and teachers and students were given access to the Cambridge University Press collection.

In the academic year 2019/2020, the students were given access to the Coursera online platform, where they could listen to courses from some of the most prestigious universities in the world.

During the pandemic, the Student Counseling Center and the Psychology Department of the Faculty of Humanities and Social Sciences held virtual support for SUM students called *covideo POTPORA* and published a handbook, *It's OK! Helping yourself and others*, which brings together written texts on mental health. It was created as a product of the work of the Study of Psychology in cooperation with the Counseling Centre for students of the Faculty of Humanities and Social Sciences of the University of Mostar.



Znanstvena djelatnost

Uz odgojno-obrazovnu Filozofski fakultet na osobit način njeguje i potiče znanstvenoistraživačku djelatnost na brojnim područjima humanističkih i društvenih znanosti. Rezultati su toga održani brojni simpoziji, skupovi, okrugli stolovi i znanstvene konferencije te publiciranje časopisa, godišnjaka i autorskih djela.

Konferencije i simpoziji

Konferencije su uglavnom međunarodnoga karaktera, a Fakultet je njihov organizator, suorganizator

Scientific Activity

In addition to education, the Faculty of Humanities and Social Sciences nurtures and encourages scientific research in numerous areas of the humanities and social sciences in a special way. As a result, numerous symposia, gatherings, round tables, and scientific conferences were held, as well as the publication of journals, yearbooks, and authors' works.

Conferences and symposia

Among the symposia, scientific-professional gatherings and round tables, we highlight: symposium the

ili, pak, domaćin. Neizostavno je spomenuti sada već tradicionalnu međunarodnu znanstvenu konferenciju *Identiteti – kulture – jezici* koju organizira Fakultet te znanstveno-stručnu konferenciju *PR Days Mostariensis* koju organizira Studij odnosa s javnošću i *Di-jete u fokusu* Studija socijalnog rada. Nastavno osoblje aktivno izlaže i sudjeluje i na drugim inozemnim i međunarodnim znanstvenim konferencijama.

Od simpozija, znanstveno-stručnih skupova i okruglih stolova izdvajamo: simpozij *Korijeni i perspektive visokog obrazovanja u BiH* (2009.), Međunarodni znanstveni simpozij *Ivo Andrić (u povodu 50. obljetnice dodjele Nobelove nagrade)* u suorganizaciji s Institutom za hrvatski jezik, književnost i povijest Sveučilišta u Mostaru (2011.), prvi simpozij Društva

Roots and Perspectives of Higher Education in BiH (2009); the Ivo Andrić International Scientific Symposium (on the occasion of the 50th anniversary of the awarding of the Nobel Prize) in co-organization with the Institute for Croatian Language, Literature and History of the University of Mostar (2011); the first symposium of the Society for Study of English in BiH: English – views, voices, people and places in co-organization with the he Society for the Study of English in BiH (DAuBiH) (2018); the symposium *Stećci in the 21st century – New insights and possibilities of interpretation* (2019); Kvirin Vasilj International Scientific Conference (90th birth anniversary) (2007); Ruder Bošković International Scientific Conference (300th birth anniversary) (2011); Thirteenth Scientific



anglista u BiH *English – views, voices, people and places* u suorganizaciji s Društvom anglista u Bosni i Hercegovini (DAuBiH) (2018.), simpozij *Stećci u 21. stoljeću – Nove spoznaje i mogućnosti interpretacije* (2019.), Međunarodni znanstveni skup *Kvirin Vasilj (90. obljetnica rođenja)* (2007.), Međunarodni znanstveni skup *Ruđer Bošković (300. obljetnica rođenja)* (2011.), trinaesti Znanstveni skup *Tihi pregaoci: Opus fra Petra Bakule* u suorganizaciji s Hrvatskim studijima Sveučilišta u Zagrebu i Hercegovačkom franjevačkom provincijom Uznesenja BDM (2012.), Međunarodni znanstveni skup *Hrvatska – put prema teritorijalnoj cjelovitosti* u povodu obilježavanja 20. obljetnice vojno-redarstvenih operacija Bljesak i Oluja u suorganizaciji s Filozofskim fakultetom Sveučilišta u Splitu, Sveučilištem u Zadru, Hrvatskim memorijalno-dokumentacijskim centrom Domovinskoga rata RH i Hrvatskim dokumentacijskim centrom Domovinskoga rata u BiH (2015.), Međunarodni znanstveni skup *Povijesno nasljeđe hercega Stjepana Vukčića Kosače (550 godina od smrti)* u suorganizaciji s Hrvatskim institutom za povijest iz Zagreba (2016.), Znanstveni skup *100. obljetnica od zbrinjavanja gladne djece u Hercegovini (1917. – 2017.)* u suorganizaciji s HKUD-om *Didak* i Hrvatskim institutom za povijest iz Zagreba (2017.), Međunarodni interdisciplinarni znanstveno-stručni skup *Grad Osijek u obrani hrvatskoga Istoka* u suorganizaciji s Institutom društvenih znanosti *Ivo Pilar* – Područni centar Osijek, Odjelom za kulturologiju Sveučilišta Josipa Jurja Strossmayera u Osijeku i Ogrankom Matice hrvatske u Osijeku (2018.) te Međunarodni interdisciplinarni znanstveno-stručni skup *Slavonija i Baranja u Domovinskom ratu* u suorganizaciji s Ogrankom Matice hrvatske u Osijeku, Filozofskim fakultetom Sveučilišta Josipa Jurja Strossmayera u Osijeku i Koordinacijom udruga branitelja i stradalnika Domovinskoga rata Osječko-baranjske županije (2018.).

Izdavačka djelatnost

Filozofski fakultet izdaje tri časopisa (HUM /2006./, *Hercegovina* /prva godina izlaženja 1981., ponovno pokrenut 2015./, *Southeastern European Journal of*

Conference *Tihi pregaoci: Opus of fra Petar Bakula* in co-organization with the Croatian Studies of the University of Zagreb and the Herzegovinian Franciscan Province of the Assumption BDM (2012); International Scientific Meeting Croatia - the path towards territorial integrity on occasion of commemorating the 20th anniversary of the military police operations Bljesak i Oluja in co-organization with the Faculty of Humanities and Social Sciences of the University of Split, the University of Zadar, the Croatian Memorial and Documentation Centre of the Homeland War of the Republic of Croatia and the Croatian Documentation Centre of the Homeland War in Bosnia and Herzegovina (2015); International Scientific Conference Historical Heritage of Herceg Stjepan Vukčić Kosača (550 years since his death) in co-organization with the Croatian Institute of History from Zagreb (2016); Scientific Conference -100th Anniversary of Taking Care of Hungry Children in Herzegovina (1917-2017) in co-organization with HKUD Didak and the Croatian Institute of History from Zagreb (2017); International interdisciplinary scientific-professional gathering - City of Osijek in defense of the Croatian East in co-organization with the Institute of Social Sciences Ivo Pilar - Regional Centre Osijek; Department of Cultural Studies of Josip Juraj Strossmayer University in Osijek and the Matica Hrvatska Branch in Osijek (2018) and the International Interdisciplinary Scientific and Professional Meeting of Slavonia and Baranja in the Homeland War in co-organization with the Matica Hrvatska Branch in Osijek, the Faculty of Humanities and Social Sciences of the Josip Juraj Strossmayer University in Osijek and the Coordination of Associations of Veterans and Sufferers of the Homeland War in Osijek- Baranja County (2018).

Publishing activity

The Faculty of Humanities and Social Sciences publishes three journals (HUM /2006./, *Hercegovina* /first year of publication in 1981, relaunched in 2015/, *Southeastern European Journal of Communication* /2019/), designed as scientific publications that publish quality works in the field of humanities and

Communication /2019./) koji su zamišljeni kao znanstvene publikacije koje će objavljivati kvalitetne radove iz područja humanističkih i društvenih znanosti i jedan godišnjak (*Identiteti – kulture – jezici* /2014./) koji objavljuje radove s redovite godišnje znanstvene konferencije Fakulteta u suradnji s drugim znanstvenim i kulturnim ustanovama iz države i regije ponudivši tako prostor i mogućnost za otvoreno kritičko propitivanje složene kulturno-identitetske i političke stvarnosti bosanskohercegovačkoga društva, ali i recentnih društveno-političkih fenomena s kojima se suvremena društva suočavaju. Časopisi su indeksirani u međunarodnim citatnim bazama *Ebsco*, *Erih plus*, *Ceeol*, *Hrčak*, *Slavus*. This year, the journal *Hercegovina* ušao i u jednu od najprestižnijih svjetskih citatnih baza *SCOPUS* i tako se svrstao u najvišu kategoriju – A1 i postao do sada jedini tiskani časopis u Bosni i Hercegovini koji se može pohvaliti ovim uspjehom.

U nakladi Filozofskoga fakulteta Sveučilišta u Mostaru objavljeno je četrdeset i devet (49) autorskih knjiga, a u sunakladi tri (3) zbornika radova.

social sciences. Also, the Faculty publishes a yearbook (*Identities - Cultures - Languages* /2014/) that publishes papers from the Faculty's regular annual scientific conference in cooperation with other scientific and cultural institutions from the country and region. It offers space and opportunity for open critical questioning of complex cultural identity and political realities of Bosnian and Herzegovinian society, but also recent socio-political phenomena that contemporary societies face. The journals are indexed in the international citation databases EBSCO, ERIH PLUS, Ceeol, Hrčak, Slavus. This year, the journal *Hercegovina* was included in one of the most prestigious international citation databases SCOPUS, which belongs to the highest category - A1, becoming the only printed journal in Bosnia and Herzegovina, which can boast of this success.

Forty-nine (49) authored books were published by the Faculty of Humanities and Social Sciences of the University of Mostar, and three (3) Proceedings in co-publishing.



Međunarodna suradnja

Ured za međunarodnu suradnju i projekte osnovan je potkraj studenoga 2013. godine. Koordinira aktivnosti i događanja vezano za međunarodnu suradnju Fakulteta, kao što su sklapanje bilateralnih sporazuma sa sveučilištima i fakultetima u svijetu i regiji, međunarodna dolazna i odlazna razmjena (ne)nastavnoga osoblja i studenata, pružanje informacija o EU projektima, davanje potpore (ne)nastavnomu osoblju i studentima pri prijavi za sudjelovanje u projektima u zemlji i inozemstvu te organizacija predstavljanja programa stipendiranja.

Od potpisanih sporazuma izdajamo suradnju s Arhivom Bosne i Hercegovine (2015.) koja promovira znanstvena istraživanja temeljena na arhivskim izvorima i pridonosi afirmaciji arhivske djelatnosti, Fakultetom političkih znanosti i međunarodnih odnosa Sveučilišta *Matej Bel* iz Banske Bistrice u Slovačkoj (2018.) koja je u akademskoj 2019./2020. godini rezultirala upisom prve generacije studenata na zajednički diplomski studij politologije na engleskom jeziku, Edward Bernays Visokom školom za komunikacijski menadžment u Zagrebu (2020.) u svrhu promicanja akademskoga, stručnoga i znanstvenoga rada na područjima zajedničkoga interesa te Institutom za migracije i narodnosti u Zagrebu (2021.) koja će multidisciplinarno obuhvatiti istraživanje položaja Hrvata u Bosni i Hercegovini posebice nakon zbivanja devedesetih godina 20. stoljeća.

International Relations

The Office for International Relations and Projects was established at the end of November 2013. It coordinates activities and events related to the Faculty's international cooperation, such as concluding bilateral agreements with universities and faculties in the world and the region; international incoming and outgoing exchange of (non)teaching staff and students; providing information on EU projects; providing support to (non)teaching staff and students when applying for participation in projects in the country and abroad, and the organization of the presentation of scholarship programmes.

Among the signed agreements, we highlight cooperation with the Archives of Bosnia and Herzegovina (2015), which promotes scientific research based on archival sources and contributes to the affirmation of archival activities; the Faculty of Political Sciences and International Relations of Matej Bel University from Banska Bistrica in Slovakia (2018), which in the academic 2019/2020, resulted in the enrollment of the first generation of students in the joint graduate study programme of political science in English; the Edward Bernays University College (2020) to promote academic, professional and scientific work in areas of common interest; and the Institute for Migration and Ethnic Studies in Zagreb (2021) which will include multidisciplinary research into the position of Croats in Bosnia and Herzegovina, especially after the events of the nineties of the 20th century.



U okviru *Erasmus+* programa kontinuirano raste broj (ne)nastavnoga osoblja i studenata koji se prijavljuju za programe odlazne i dolazne mobilnosti. Ured tako bilježi odlaznu mobilnost studenata na sveučilišta u Austriji (Graz), Češkoj (Brno), Francuskoj (Poitiers), Hrvatskoj (Zagreb), Njemačkoj (Paderborn), Slovačkoj (Banská Bystrica), Sloveniji (Maribor), Srbiji (Niš), Španjolskoj (Granada, Santiago de Compostela, Valencia) te dolaznu sa sveučilišta iz Austrije (Graz), Češke (Brno, Palacky), Njemačke (Paderborn), Španjolske (Granada) i Turske (Ankara). (Ne)nastavno osoblje boravilo je na sveučilištima u Austriji (Graz), Belgiji (Antwerpen, Leuven), Češkoj (Brno, Olomouc), Hrvatskoj (Zagreb), Mađarskoj (Pécs), Njemačkoj (München, Paderborn), Poljskoj (Gliwice, Nysa, Poznan), Portugalu (Covilhã, Viana do Castelo), Rumunjskoj (Temisvar), Slovačkoj (Banská Bystrica), Sloveniji (Maribor), Srbiji (Niš) i Španjolskoj (Granada, Vigo), dok je Fakultet posjetilo (ne) nastavno osoblje sa sveučilišta iz Češke (Brno, Palacky), Njemačke (Paderborn), Španjolske (Almeira, Granada) i Turske (Erzurum).

U okviru Fullbright programa ostvarene su dvije mobilnosti nastavnoga osoblja na sveučilištima u Sjedinjenim Američkim Državama (Iowa i New York).

Od akademske 2019./2020. godine studenti Filozofskoga fakulteta imaju mogućnost slušati i polagati Osnove španjolskog jezika 1 i 2 i Osnove kineskog jezika 1 i 2, kolegije čije vježbe drži izvorni govornik španjolskoga odnosno kineskoga jezika.

U ožujku 2021. godine Studij politologije pristupio je CEEPUS mreži *Shared History of Centar Europe*, a na inicijativu Filozofskoga fakulteta Sveučilište u Mostaru postalo je članicom udruženja PETRA-e koja se bavi proučavanjem književnih prevoditelja.

Ured organizira i predstavljanja mogućnosti stipendiranja u okviru programa *Erasmus+*, CEEPUS, KAAD, DAAD, Vlade SAD-a preko Veleposlanstva SAD-a u BiH, stažiranje u njemačkim tvrtkama te predstavljanje programa *Work and Travel USA*.

Within the framework of the Erasmus+ programme, the number of (non-)teaching staff and students applying for outgoing and incoming mobility programmes is continuously growing. The office thus records the outgoing mobility of students to universities in Austria (Graz), the Czech Republic (Brno), France (Poitiers), Croatia (Zagreb), Germany (Paderborn), Slovakia (Banská Bystrica), Slovenia (Maribor), Serbia (Niš), Spain (Granada, Santiago de Compostela, Valencia) and incoming mobility from universities in Austria (Graz), the Czech Republic (Brno, Palacky), Germany (Paderborn), Spain (Granada) and Turkey (Ankara). (Non)teaching staff stayed at universities in Austria (Graz), Belgium (Antwerp, Leuven), Czech Republic (Brno, Olomouc), Croatia (Zagreb), Hungary (Pécs), Germany (München, Paderborn), Poland (Gliwice, Nysa, Poznan), Portugal (Covilhã, Viana do Castelo), Romania (Temisvar), Slovakia (Banská Bystrica), Slovenia (Maribor), Serbia (Niš) and Spain (Granada, Vigo). Also, from universities in the Czech Republic (Brno, Palacky), Germany (Paderborn), Spain (Almeira, Granada), and Turkey (Erzurum) visited the Faculty of Humanities and Social Sciences of the University of Mostar.

Within the framework of the Fullbright programme, two mobilities of the teaching staff were realized at universities in the United States of America (Iowa and New York).

From the academic year 2019/2020, students of the Faculty of Humanities and Social Sciences have the opportunity to listen and take an exam in Basics of the Spanish Language 1 and 2 and Basics of the Chinese Language 1 and 2, courses taught by a native speaker of Spanish and Chinese.

In March 2021, the Department of Political Science joined the CEEPUS Shared History of Central Europe network, and on the initiative of the Faculty of Humanities and Social Sciences, the University of Mostar became a member of the PETRA association, which deals with the study of literary translators.

Osim izuzetne suradnje osobito na polju kulture s Veleposlanstvom Republike Italije u Bosni i Hercegovini preko kojega, također, stižu redovite pošiljke iznimno vrijednih knjiga za Studij talijanskoga jezika i književnosti, Ured ima kvalitetnu suradnju s rezidentnim institucijama zemalja njemačkoga govornog područja u Bosni i Hercegovini (Goethe Institut, Austrijski kulturni forum, Konrad Adenauer Stiftung), British Councilom, Konfucijevim Institutom te veleposlanstvima Austrije, Francuske, Japana, Njemačke, Španjolske, Rusije i Sjedinjenih Američkih Država.

Projekti

U proteklome su razdoblju odobreni projekti u okviru natječaja Federalnoga ministarstva obrazovanja i znanosti, Ministarstva civilnih poslova BiH te Agencije za ravnopravnost spolova BiH. Projekti su prijavljivani i u okviru *Erasmus+* programa (*Erasmus+ Projekt (LNSS): Umrežena knjižnica – službe podrške: Modernizacija knjižnica u zemljama zapadnog Balkana kroz usavršavanje osoblja i reformu knjižničnih usluga*) te na natječajе Vlade Republike Hrvatske (izdvajamo projekt umjetničke galerije Fakulteta i nastavni prostor za Studij povijesti umjetnosti), Ureda za Hrvate izvan Republike Hrvatske, IPA Adriatic, Interreg Adrion itd.

The Office also organizes presentations of scholarship opportunities within the framework of Erasmus+, CEEPUS, KAAD, DAAD, the US Government through the US Embassy in Bosnia and Herzegovina, internships in German companies and the presentation of the Work and Travel USA program.

In addition to exceptional cooperation, especially in the field of culture, with the Embassy of the Republic of Italy in Bosnia and Herzegovina, which regularly provides our Faculty with valuable books for the Study of the Italian Language and Literature, the Office has high-quality cooperation with resident institutions of German-speaking countries in Bosnia and Herzegovina (Goethe Institute, Austrian Cultural Forum, Konrad Adenauer Stiftung); the British Council; the Confucius Institute and the embassies of Austria, France, Japan, Germany, Spain, Russia and the United States of America.

Projects

In the past period, projects were approved as part of the tender of the Federal Ministry of Education and Science, the Ministry of Civil Affairs of BiH, and the Agency for Gender Equality of BiH. Projects were also submitted within the framework of the Erasmus+ programme (we highlight the Erasmus+ Project (LNSS): Networked library - support services: Modernization of libraries in the countries of the Western Balkans through staff training and reform of library services) and in tenders of the Government of the Republic of Croatia (we highlight the project of the Faculty's art gallery and teaching space for Art History Studies), Office for Croats outside the Republic of Croatia, IPA Adriatic, Interreg Adrion, etc.





5. HRVATSKI
ISELJENICKI KONFERENCIJA
IZAZOVI I PERSPEKTIVE
ZAJEDNIŠTVA



Infrastrukturni razvitak

Nakon transformacije nekadašnjega Pedagoškoga fakulteta u Filozofski fakultet i Fakultet prirodoslovno-matematičkih i odgojnih znanosti Sveučilišta u Mostaru, oba su fakulteta djelovala pod istim krovom. Zbog povećanja broja studenata na novo-osnovanim studijima postojeći kapaciteti više nisu bili dovoljni da bi zadovoljili minimum pedagoških standarda. Stoga se pristupilo izgradnji nove zgrade Filozofskoga fakulteta čiji je kamen temeljac 9. listopada 2007. postavio tadašnji ministar obrazovanja, znanosti i sporta Republike Hrvatske prof. dr. sc. Dragan Primorac. U godini 2009. dovršeni su izgradnja i useljenje u novu zgradu Filozofskoga Fakulteta Sveučilišta u Mostaru.

Sadašnja moderno opremljena zgrada Fakulteta izgrađena je uz pomoć Vlade Republike Hrvatske. Zgrada je površine oko 5000 m², s tri amfiteatra i 10 učionica. Osim nje se za nastavu koriste pripadajući prostori još triju zgrada u kampusu Sveučilišta, od kojih je najvažniji amfiteatar Sokrat unutar kojega je instaliran videokonferencijski sustav. Svi prostori za održavanje nastave opremljeni su projektorom i računalom. Tri su učionice opremljene računalima za studente, kao i studentska čitaonica. Zgrada je u potpunosti prilagođena osobama s posebnim potrebama.

Infrastructural Development

After the former Faculty of Pedagogy was divided into the Faculty of Humanities and Social Sciences and the Faculty of Science and Education of the University of Mostar, both faculties still operated under the same roof. Due to the increase in the number of students in the newly established studies, the existing capacities were no longer sufficient to meet the minimum pedagogical standards. Therefore, the construction of the new building of the Faculty of Humanities and Social Sciences started. The foundation stone was laid on 9 October 2007 by the then Minister of Education, Science and Sports of the Republic of Croatia, Prof Dragan Primorac, PhD. In 2009, the new building of the Faculty of Humanities and Social Sciences of the University of Mostar was completed.

The Government of the Republic of Croatia helped to build the current modern Faculty building. The building has an area of about 5,000 m², with three amphitheaters and ten classrooms. In addition, the belonging spaces of three other buildings on the University campus are used for classes. The most important amphitheater is Socrates, with an installed videoconference system. All classrooms are equipped with a projector and a computer. Three classrooms are equipped with computers for students and a student reading room. The building is fully adapted to people with disabilities.

Knjižnica

Srce svakoga sveučilišta i fakulteta jest knjižnica, pa tako i Knjižnica Filozofskoga fakulteta Sveučilišta u Mostaru, koja trenutačno broji više od 18 000 naslova i više od 7 000 periodičnih izdanja iz različitih područja humanističkih i društvenih znanosti. U sustavu COBISS do sada je obrađeno više od 2 000 bibliografskih jedinica. Knjižnica je i članica konzorcija ELSEVIER, jednoga od vodećih svjetskih izdavača znanstvene literature, koja putem pretplate i otvorena pristupa objavljuje znanstvene informacije, radi omogućavanja znanstvenicima diljem svijeta pristup najnovijim otkrićima u području znanosti i tehnologije. Sadrži više od 16 milijuna publikacija, objavljenih u više od 2 500 znanstvenih časopisa. Knjižnica je bila i u trogodišnjemu projektu Erasmus+ *Library Network Support Services* (LNSS), čiji su ciljevi bili modernizacija knjižnica i razine stručnosti te kvalifikacija knjižničnoga osoblja u visokoškolskim institucijama zapadnoga Balkana. U sklopu projekta sveučilišne i visokoškolske knjižnice dobile su *online* platformu LNSS, inventivnu i jedinstvenu zbirku resursa povezanih s knjižnicama i stručnim sadržajima, koje svaka knjižnica ili informacijski centar može koristiti, dijeliti i dalje razvijati kako bi pomogla u poboljšanju svojih usluga.

Library

The heart of every university and faculty is the library, including the Library of the Faculty of Humanities and Social Sciences of the University of Mostar, which currently has more than 18,000 titles and more than 7,000 periodicals from various fields of humanities and social sciences. More than 2,000 bibliographic items have been processed in the COBISS system so far. The library is also a member of the ELSEVIER consortium, one of the world's leading publishers of scientific literature, which publishes scientific information through subscription and open access, to enable scientists around the world to access the latest discoveries in the field of science and technology. It contains more than 16 million publications, published in more than 2,500 scientific journals. The library was also part of the three-year Erasmus+ Library Network Support Services (LNSS) project. The goal was to modernize the libraries and raise the level of expertise and qualification of library staff in higher education institutions of the Western Balkans. As part of the project, university and higher education libraries received the LNSS online platform, an inventive and unique collection of library-related resources and professional content, which any library or information center can use, share and further develop to help improve their services.





medicinski fakultet

Dekan / Dean

IVAN ČAVAR



Povijest

Medicinski fakultet Sveučilišta u Mostaru osnovan je 22. travnja 1997. godine. Prethodno su u Mostaru i Čitluku održana tri sastanka Inicijativnoga odbora proširena s članovima Vlade Hrvatske zajednice/republike Herceg-Bosne (HR HB). Senat Sveučilišta 25. travnja 1995. godine donio je Odluku (br. 01-405/95) o osnivanju Radne skupine za izradu Elaborata o društvenoj i ekonomskoj opravdanosti osnivanja studija medicine u Mostaru. Vlada HR HB na sjednici 19. siječnja 1996. na temelju Elaborata o društveno-ekonomskoj opravdanosti donijela je zaključak o prihvaćanju inicijative o osnivanju MF-a u Mostaru. Na istoj sjednici Vlade Klinička bolnica Mostar zadužena je osigurati potrebnu logističku potporu. Vlada HR HB također donosi Odluku (br. 01-I-13/96) o izradi projekta za osnivanje visokoobrazovnih institucija. Tako je nakon niza održanih sastanaka i sveobuhvatnih priprema u nazočnosti najviših predstavnika Sveučilišta u Mostaru, visokih dužnosnika HR HB i Vlade Republike Hrvatske, federalnih ministarstava i grada Mostara te rektora hrvatskih sveučilišta i dekana medicinskih fakulteta u Hrvatskoj 22. travnja 1997. godine u Rektoratu Sveučilišta svečano proglašeno osnivanje Medicinskoga fakulteta u Mostaru, kao tada 8. člana Sveučilišta u Mostaru.

History

The Faculty of Medicine of the University of Mostar was founded on 22 April 1997. Previously, three meetings of the Initiative Committee were held in Mostar and Čitluk, expanded with members of the Government of the Croatian Community/Republic of Herzeg-Bosnia (HR HB). On 25 April 1995, the Senate of the University passed the Decision (No. 01-405/95) on the establishment of a Working Group for the elaboration of the Elaborate on the social and economic justification of the establishment of medical studies in Mostar. At its session on 19 January 1996, the Government of the Republic of Croatia, based on the Elaboration on Socio-Economic Justification, concluded the acceptance of the initiative on the establishment of the Faculty of Medicine in Mostar. At the same session of the Government, Clinical Hospital Mostar was tasked with providing the necessary logistical support. The Government of HR HB also passes the Decision (No. 01-I-13/96) on the creation of a project for the establishment of higher education institutions. After a series of meetings and comprehensive preparations in the presence of the highest representatives of the University of Mostar, high-ranking officials of HR HB and the Government of the Republic of Croatia, federal ministries and the city of Mostar, as well as rectors of Croatian universities and deans of medical faculties in Croatia, on 22 April 1997, in the Rectorate of the University solemnly proclaimed the establishment of the Faculty of Medicine in Mostar, as the 8th member of the University of Mostar at that time.



Medicinski fakultet Sveučilišta u Mostaru nedvojbeno ima vodeću ulogu u postizanju izvrsnosti u obrazovnim, znanstvenim i stručnim potrebama i zahtjevima u području biomedicine i zdravstva na regionalnoj, nacionalnoj i međunarodnoj razini. Svoj rad i daljnji razvoj temelji na kvaliteti u postizanju visokih standarda u područjima svoje djelatnosti. U skladu s misijom i vizijom Medicinskoga fakulteta u akademskoj 2017./2018. godini pristupili smo evaluaciji nastavnih planova i programa. Studijski su programi uglavnom usklađeni s Hrvatskim kvalifikacijskim okvirom po pitanju definiranja ishoda učenja i raspodjele ECTS bodova. Međutim, kako bi poboljšali usklađivanje s Europskom unijom, provedene su aktivnosti prilagodbe kurikula *Zakonu o reguliranim profesijama i priznavanju inozemnih*

The Faculty of Medicine of the University of Mostar undoubtedly plays a leading role in achieving excellence in educational, scientific, and professional needs and requirements in the field of biomedicine and healthcare at the regional, national, and international levels. It bases its work and further development on quality in achieving high standards in its areas of activity. In accordance with the mission and vision of the Faculty of Medicine in the academic year 2017/2018. In 2018, we began the evaluation of curricula. The study programmes are mostly aligned with the Croatian qualification framework regarding the definition of learning outcomes and the distribution of ECTS credits. However, in order to improve alignment with the European Union, activities were carried out to adapt the curriculum to the Law on Regulated

stručnih kvalifikacija kako bi se olakšalo priznavanje stručnih kvalifikacija Fakulteta u Republici Hrvatskoj i drugdje.

Kako bi bili što bolje usklađeni s potrebama društva i suvremenim tržištem rada te dostignućima u biomedicinskoj teoriji i praksi, izradili smo elaborat o opravdanosti Studija medicine na engleskome jeziku. Javna rasprava o prijedlogu novoga studijskog programa održana je 19. ožujka .2018. godine. Nakon provedenih pravno-administrativnih postupaka Medicinski fakultet Sveučilišta u Mostaru u akademskoj 2018./2019. godini upisuje prvu generaciju studenata na Studij medicine na engleskome jeziku.

Akadske 2016. godine pokrenut je Studij dentalne medicine, a Fakultet je u suradnji sa Sveučilišnom kliničkom bolnicom u Mostaru osnovao Kliniku za

Professions and Recognition of Foreign Professional Qualifications in order to facilitate the recognition of the Faculty's professional qualifications in the Republic of Croatia and elsewhere.

In order to be better aligned with the needs of society and the modern labor market, as well as achievements in biomedical theory and practice, we have prepared an essay on the justification for studying medicine in English. The public debate on the proposal for the new study programme was held on 19 March 2018. After the legal and administrative procedures, the Faculty of Medicine of the University of Mostar in the academic year 2018/2019 enrolled the first generation of students to study medicine in English.

In the academic year 2016, the Study of Dental Medicine was launched, and the Faculty, in cooperation



dentalnu medicinu koja je nastavna baza za studente dentalne medicine i učenike Srednje medicinske škole u Mostaru. Nadalje, planirano je da razmjennom studenata na izobrazbu dolaze strani studenti i specijalizanti. Klinika za dentalnu medicinu provodit će integralne programe svih specijalizacija u stomatologiji. Od posebna je značaja činjenica što se u ovoj poliklinici liječe i osobe s poteškoćama u razvoju.

U 2018. godini osnovan je i hrvatski ogranak *Cochrane Bosne i Hercegovine* kojim će se nastojati napraviti platforma za izradu kvalitetnih znanstvenih radova putem izrade sustavnih preglednih metaanaliza. U rujnu 2018. održan je i prvi tečaj *Medicina utemeljena na dokazima*.

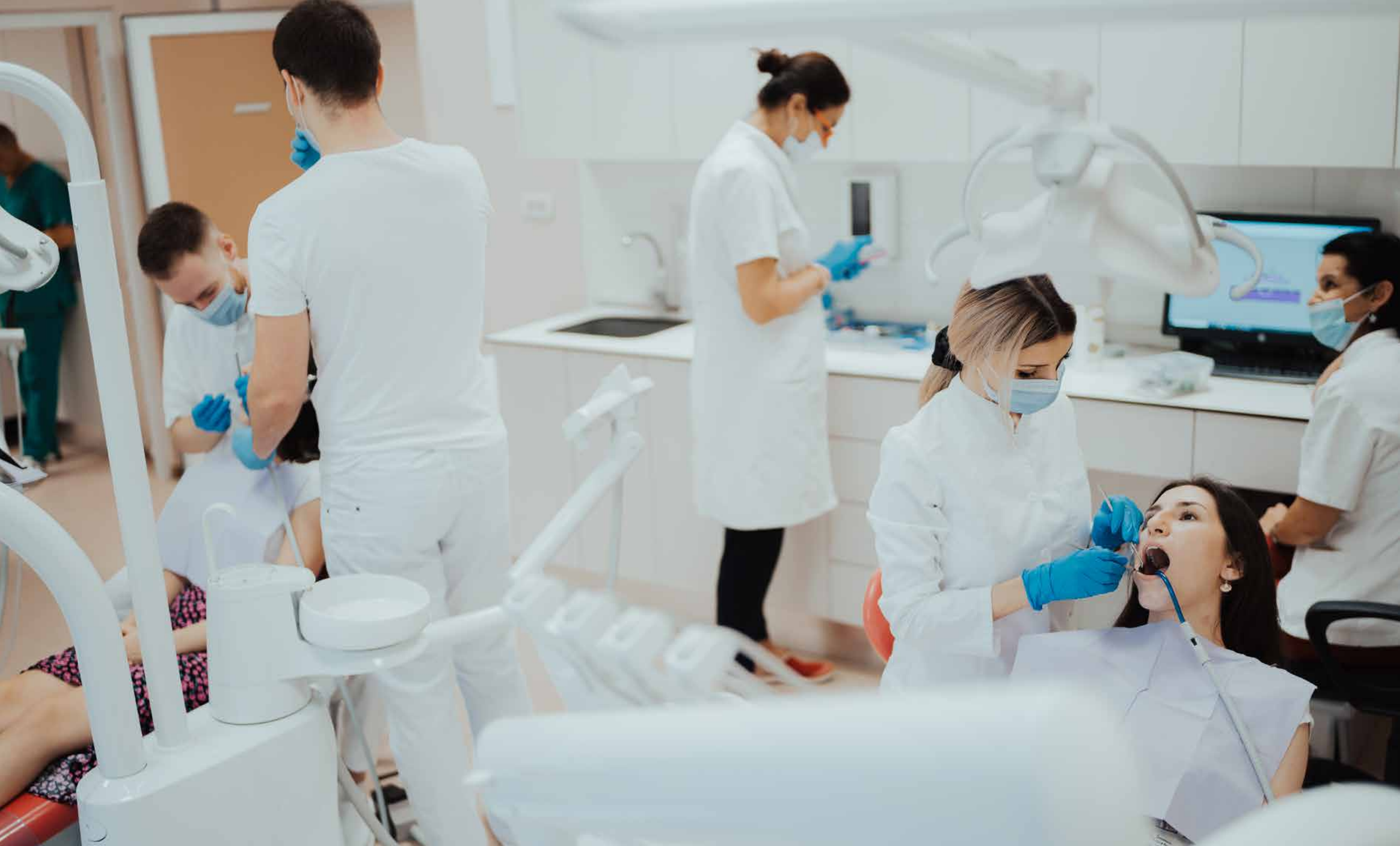
Osim znanstveno-nastavne djelatnosti Medicinski fakultet ostvaruje i značajan doprinos u stručnoj djelatnosti te se u Citogenetičkom i Laboratoriju za molekularnu dijagnostiku vrše specijalističke analize koje su se ranije morale raditi u drugim centrima Republike Hrvatske.

with the University Clinical Hospital in Mostar, established the Clinic for Dental Medicine, which is a teaching base for students of dental medicine and students of the Secondary Medical School in Mostar. Furthermore, it is planned that foreign students and specialists will come for training through student exchange. The clinic for dental medicine will implement integral programmes for all specializations in dentistry. Of special importance is the fact that people with developmental disabilities are also treated in this polyclinic.

In 2018, the Croatian branch of Cochrane Bosnia and Herzegovina was founded, which will strive to create a platform for the creation of quality scientific papers through the creation of systematic review meta-analyses. In September 2018, the first Evidence-Based Medicine course was held.

In addition to scientific and teaching activities, the Faculty of Medicine also makes a significant contribution to professional activities, and the Cytogenetics and Molecular Diagnostics Laboratories carry out specialist analyses, which previously had to be done in other centres in the Republic of Croatia.





Ustroj Fakulteta

prema *Zakonu o visokom obrazovanju HNŽ-a, Statutu Sveučilišta u Mostaru* i *Statutu Medicinskoga fakulteta* tijela uprave su: dekan, Dekanski kolegij i Fakultetsko vijeće. Dekan se bira iz reda nastavnika u zvanju redovnoga ili izvanrednoga profesora. On upravlja Fakultetom, predstavlja Fakultet, njegov je čelnik i voditelj te obavlja poslove utvrđene zakonom, *Statutom Sveučilišta u Mostaru* i *Statutom Medicinskoga fakulteta*. Prodekani izravno u radu pomažu dekanu te obavljaju poslove iz nadležnosti za koju su izabrani. Prodekane imenuje dekan, a njihova je zadaća obavljanje poslova iz područja za koje su imenovani. Dekanski kolegij stručno je tijelo Fakulteta koje čine dekan, prodekani i tajnik Fakulteta.

Uprava Fakulteta u 2021./2022. godini

- dekan: dr. sc. Ivan Ćavar, izv. prof.
- prodekan za nastavu: dr. sc. Antonio Markotić, doc.
- prodekan za znanost: prof. dr. sc. Danijel Pravdić
- prodekanica za međunarodnu suradnju: prof. dr. sc. Katarina Vukojević
- prodekan za poslovanje i razvoj: dr. sc. Antonio Sesar, izv. prof.
- tajnik Fakulteta: Marinko Bukovac, dipl. iur.

Organization of the Faculty

According to the Law on Higher Education of HNŽ, the Statute of the University of Mostar and the Statute of the Faculty of Medicine, the governing bodies are: the Dean, the Dean's College and the Faculty Council. The dean is chosen from among teachers with the rank of full or part-time professor. He manages the Faculty, represents the Faculty, is its leader and leader and performs the duties established by law, the Statute of the University of Mostar and the Statute of the Faculty of Medicine. The vice-deans directly assist the dean in their work and perform the duties for which they were elected. Vice-deans are appointed by the dean, and their task is to perform tasks in the area for which they were appointed. The Dean's College is a professional body of the Faculty consisting of the dean, vice-deans and secretary of the Faculty.

Management of the Faculty in 2021/2022

- Dean: Prof Ivan Ćavar, PhD
- Vice-dean for Teaching Affairs: Antonio Markotić, PhD, assistant professor
- Vice-Dean for Science: Prof Danijel Pravdić, PhD
- Vice-Dean for Internationl Relations: Prof Katari-na Vukojević, PhD
- Vice-Dean for Business and Development: Prof Antonio Sesar, PhD
- Secretary of the Faculty: Marinko Bukovac, dipl. iur.

Fakultetsko vijeće stručno je vijeće koje čine izabrani predstavnici zaposlenika u znanstveno-nastavnim, znanstvenim, nastavnim i suradničkim zvanjima te predstavnici studenata. Članovi Fakultetskoga vijeća su po dužnosti dekan, prodekani, pročelnici katedri, pročelnici vijeća predmeta, predstavnik doktorskoga studija, predstavnici iz reda suradnika u nastavi (klinika, predklinika i javnoga zdravstva), voditelj Instituta za trajnu medicinsku izobrazbu te šest predstavnika studenata. Ukupno je 49 članova Fakultetskoga vijeća. Izbor i način rada Fakultetskoga vijeća reguliran je *Statutom Medicinskoga fakulteta* i *Pravilnikom o radu Fakultetskog vijeća*. Predstavnici studenata (izabrani na studentskim izborima) organizirani su u Studentski zbor Medicinskoga fakulteta koji je podružnica Studentskoga zbora Sveučilišta u Mostaru. Na sjednicama Fakultetskoga vijeća studenti se ohrabruju da iznose svoje primjedbe na način izvođenja nastave, udžbenike, ispite i drugo, a mogu iznijeti i svoje primjedbe na predložene nastavne programe i planove. Fakultet u okviru svojih prostornih i financijskih mogućnosti nastoji potaknuti rad Zbora. Prodekan za nastavu održava konzultacije s predstavnicima pojedinih studijskih godina, a dekan Fakulteta također je otvoren za susrete i suradnju sa studentima, koji tada mogu zatražiti odgovore i eventualnu pomoć za rješavanje bitnih studentskih pitanja.

Pročelnici katedri imaju važnu ulogu u procesu organizacije i upravljanja Fakultetom. Njihove

The Faculty Council is a professional council made up of elected representatives of employees in scientific-teaching, scientific, teaching, and associate academic ranks, as well as student representatives. Members of the Faculty Council ex officio are the dean, vice-deans, heads of departments, heads of course councils, a representative of the doctoral study, representatives from teaching associates (clinic, pre-clinic, and public health), the head of the Institute for Continuing Medical Education and six student representatives. There are a total of 49 members of the Faculty Council. The work of the Faculty Council is regulated by the Statute of the Faculty of Medicine and the Rules of Procedure of the Faculty Council. Student representatives (elected in student elections) are organized into the Student Union of the Faculty of Medicine, which is a branch of the Student Union of the University of Mostar. At the sessions of the Faculty Council, students are encouraged to express their objections to the teaching methods, textbooks, exams, etc., and they can also express their objections to the proposed teaching programmes and plans. Within its spatial and financial possibilities, the Faculty tries to encourage the work of the Student Union. The Vice-Dean for teaching Affairs holds consultations with representatives of individual study years, and the dean of the Faculty is also open to meetings and cooperation with students, who can then ask for answers and possible help in solving important student questions.

Heads of departments play an important role in the process of organization and management of the Faculty. Their main tasks are the organization and



su glavne zadaće organizacija i rukovođenje radom katedre, što uključuje izvještavanje dekana o obavljenoj nastavi, suradnju s drugim katedrama Fakulteta i srodnim katedrama drugih fakulteta te predlaganje plana i programa rada katedre. Mandat pročelnika traje dvije godine, a ista osoba može ponovo biti izabrana. Izbor pročelnika katedre potvrđuje Fakultetsko vijeće, a za svoj rad odgovorni su katedri, Fakultetskomu vijeću i dekanu.

Ustrojbene jedinice Fakulteta su:

- Nastavne ustrojbene jedinice (katedre, klinike i nastavne baze)
- Znanstvene i stručne ustrojbene jedinice (laboratoriji)
- Stručno-administrativno ustrojbeni jedinica Tajništvo
- Knjižnica.

Nastavne ustrojbene jedinice Medicinskoga fakulteta

Nastavne ustrojbene jedinice na Fakultetu su katedre, klinike i nastavne baze. Katedre su temeljni ustrojbeni oblik nastavnoga rada Fakulteta koje pripremaju i izvode nastavu u diplomskim, izbornim i poslijediplomskim kolegijima. Klinike su zdravstvene ustanove ili dijelovi zdravstvenih ustanova u kojima se izvodi klinička nastava. Nastavne su baze bolnice, domovi zdravlja, poliklinike i zavodi s kojima su potpisani Ugovori o suradnji.

- Znanstvene i stručne ustrojbene jedinice Medicinskoga fakulteta su:
1. Citogenetički laboratorij
 2. Laboratorij za molekularnu dijagnostiku
 3. Laboratorij za morfološke znanosti
 4. Odjel za medicinsku biologiju
 5. Laboratorij za primijenjenu fiziologiju i farmakologiju.

management of the work of the department, which includes reporting to the dean about the classes, cooperation with other departments of the Faculty and related departments of other faculties, and proposing the plan and programme of the department’s work. The term of office of the head lasts two years, and the same person can be re-elected. The selection of the head of the department is confirmed by the Faculty Council, and they are responsible for their work to the department, the Faculty Council and the dean.

The organizational units of the Faculty are:

- Teaching organizational units (departments, clinics and teaching bases)
- Scientific and professional organizational units (laboratories)
- Professional-administrative organizational unit Secretariat
- Library.

Teaching organizational units of the Faculty of Medicine

Teaching organizational units at the Faculty are departments, clinics and teaching bases. Departments are the basic organizational forms of the teaching work of the Faculty, which prepare and conduct classes in graduate, elective and postgraduate courses. Clinics are health institutions or parts of health institutions where clinical teaching is carried out. Teaching bases are hospitals, health centres, polyclinics and institutes with which Cooperation Agreements have been signed.

- The scientific and professional organizational units of the Faculty of Medicine are:
1. Cytogenetic laboratory
 2. Laboratory for molecular diagnostics
 3. Laboratory for morphological sciences
 4. Department of Medical Biology
 5. Laboratory for applied physiology and pharmacology.

Stručne ustrojbene jedinice Fakulteta

Tajništvo obavlja stručno-administrativne poslove u svezi s znanstvenoistraživačkim radom, evidencijom, pripremom i koordinacijom izvođenja svih oblika nastave, pravnim, kadrovskim i općim poslovima, financijsko-knjigovodstvenim poslovima i materijalnim poslovanjem, poslovima izgradnje i održavanja, poslovima informatičkoga sustava te ostalim poslovima kako je opisano *Statutom* Fakulteta.

Povjerenstva i odbori Fakulteta

Povjerenstva i odbori Fakulteta imaju važnu ulogu u sustavu osiguravanja kvalitete nastavnoga, znanstvenoga i stručnoga rada Fakulteta na razini savjetovanja i izvedbe.

Doktorski studij

Odbor za doktorski studij čine profesori s istraživačkih grana doktorskoga studija. Voditelj doktorskoga studija je prof. dr. sc. Ivan Čavar.

Professional organizational units of the Faculty

The Secretariat performs professional-administrative tasks related to scientific research work, records, preparation and coordination of all forms of teaching, legal, personnel and general tasks, financial and accounting tasks and material operations, construction and maintenance tasks, IT system tasks and other tasks as required, which is described in the Statute of the Faculty.

Commissions and committees of the Faculty

Commissions and committees of the Faculty have an important role in the system of ensuring the quality of teaching, scientific and professional work of the Faculty at the level of consultation and performance.

Doctoral studies

The doctoral study committee consists of professors from the research branches of the doctoral study. The leader of the doctoral studies is Prof Ivan Čavar, PhD.



Nastavna djelatnost

Fakultet izvodi sljedeće studijske programe:

1. Sveučilišni integrirani (preddiplomski i diplomski) studij medicine
2. Sveučilišni integrirani (preddiplomski i diplomski) studij dentalne medicine
3. Sveučilišni integrirani (preddiplomski i diplomski) studij medicine na engleskome jeziku
4. Doktorski studij Biomedicina i zdravstvo.

Studijski programi uglavnom su usklađeni s najboljim europskim praksama te s *Okvirnim zakonom o visokom obrazovanju u Bosni i Hercegovini (Službeni glasnik BiH, 59/07)*, koji uključuje glavne odrednice *Direktive 2005/36/EC* Europskoga parlamenta i Vijeća Europske unije. Studijski su programi uglavnom usklađeni s Hrvatskim kvalifikacijskim okvirom po pitanju definiranja ishoda učenja i raspodjele ECTS bodova.

Primjeri dobre prakse nastavne djelatnosti jesu dobro organiziran predmet Komunikacijske vještine koji uključuje metode kao što su igranje uloga i studija slučaja, Medicinska etika – longitudinalni kolegij tijekom cijeloga studija, od prve do šeste godine, te vrlo dobri opisi ishoda učenja. Postoji dobra suradnja s medicinskim fakultetima iz Hrvatske u praćenju kvalitete studijskih programa. Stalni sastanci s predstavnicima Hrvatske liječničke komore i Hrvatske komore za dentalnu medicinu jedan su od koraka u definiranju svih aktivnosti potrebnih za prilagodbu kurikula *Zakonu o reguliranju*

Teaching activity

The Faculty offers the following study programmes:

1. University integrated (undergraduate and graduate) study of medicine
2. University integrated (undergraduate and graduate) study of dental medicine
3. University integrated (undergraduate and graduate) study of medicine in English
4. Doctoral study Biomedicine and health.

Study programmes are mostly aligned with the best European practices and with the Framework Law on Higher Education in Bosnia and Herzegovina (Official Gazette of Bosnia and Herzegovina, 59/07), which includes the main provisions of Directive 2005/36/EC of the European Parliament and the Council of the European Union. The study programmes are mostly aligned with the Croatian qualification framework regarding the definition of learning outcomes and the distribution of ECTS credits.

Examples of good teaching practice are the well-organized course Communication Skills, which includes methods such as role-playing and case studies, Medical Ethics - a longitudinal course during the entire course, from the first to the sixth year, and very good descriptions of learning outcomes. There is good cooperation with medical faculties from Croatia in monitoring the quality of study programmes. Regular meetings with representatives of the Croatian Medical Chamber and the Croatian Chamber of Dental Medicine are one of the steps in defining all the activities necessary to adapt the curriculum to the Law on

profesijama i priznavanju inozemnih stručnih kvalifikacija Republike Hrvatske.

Uz klasične metode poučavanja u obliku predavanja, seminara i vježbi, kliničke prakse, konzultacija i drugi oblici nastave također pridonose stjecanju propisanih znanja, vještina i stavova. Primjeri dobre prakse jesu ljetna internistička (120 sati) i kirurška praksa (120 sati); primjena objektivnih strukturiranih kliničkih ispita (OSKI) pri provjeri ishoda učenja. Reorganizacija prve tri godine studija; uvođenje izbornih kolegija tijekom svih godina studija; elementi e-učenja koji se primjenjuju na nekim kolegijima; Osnovno održavanje života (*Basic Life Support* – BLS) koje se poučava u skladu sa smjernicama Europskoga vijeća za reanimatologiju (*European Resuscitation Council* – ERC).

Osnivanjem novoga studijskog programa – Sveučilišni integrirani (preddiplomski i diplomski) studij medicine na engleskome jeziku menadžment Fakulteta ulaže napore za bolju „vidljivost“, prepoznatljivost i međunarodnu promociju ovoga studijskoga programa kako bi privukao strane studente. U tome kontekstu vrlo dobra suradnja postignuta je s medicinskim fakultetima u Splitu i Zagrebu.

Fakultet ima kvalitetne mrežne stranice koje se redovito ažuriraju i putem kojih se studenti i šira javnost informiraju o svim događajima vezanima uz rad Fakulteta. Razvijena je i engleska inačica mrežnih stranica.

Zahvaljujući povećanju broja nastavnoga osoblja, Fakultet se sve više oslanja na vlastiti kadar. Stoga je i trenutačni omjer upisanih studenata i stalno zaposlenih nastavnika usporediv s onim renomiranih europskih visokih učilišta.

Regulated Professions and the recognition of foreign professional qualifications of the Republic of Croatia.

In addition to classical teaching methods in the form of lectures, seminars and exercises, clinical practices, consultations and other forms of teaching also contribute to the acquisition of prescribed knowledge, skills and attitudes. Examples of good practice are summer internal medicine (120 hours) and surgical practice (120 hours); application of objective structured clinical examinations (OSKI) when checking learning outcomes. Reorganization of the first three years of studies; introduction of elective courses during all years of study; e-learning elements applied in some courses; Basic Life Support (BLS), which is taught in accordance with the guidelines of the European Resuscitation Council (ERC).

By establishing a new study programme - University integrated (undergraduate and graduate) study of medicine in English, the management of the Faculty invests efforts for better “visibility”, recognition and international promotion of this study programme in order to attract foreign students. In this context, very good cooperation was achieved with the medical faculties in Split and Zagreb.

The Faculty has quality web pages that are regularly updated and through which students and the general public are informed about all events related to the work of the Faculty. An English version of the website was also developed.

Thanks to the increase in the number of teaching staff, the Faculty increasingly relies on its own staff. Therefore, the current ratio of enrolled students and full-time teachers is comparable to that of renowned European universities.





Znanstvena djelatnost

Rezultati znanstveno-istraživačkoga rada preduvjet su nacionalne i međunarodne prepoznatljivosti Fakulteta u akademskoj zajednici. Znanstveno-istraživački rad važan je sastavni dio redovitih obveza nastavnika i studenata kao doprinos povećanju ukupnoga znanja, proširenju kompetencija, individualnom profesionalnom razvoju osoblja i transferu znanja u praksu. Na Fakultetu se provode temeljna, primijenjena i/ili razvojna istraživanja koja rezultiraju izvornim znanstvenim radovima i pridonose razvoju znanju, društvu i gospodarstvu. Fakultet ima zadovoljavajući broj vrlo kvalitetnih radova kojima postiže značajan doprinos u svome znanstvenom području. Opseg i kvaliteta znanstvenoga rada vrednuje se za svakoga pojedinog nastavnika u tijeku postupka reizbora ili napredovanja u znanstveno-nastavna zvanja.

Na temelju *Pravilnika o dopunskim uvjetima i postupku izbora u znanstveno-nastavna zvanja Medicinskog fakulteta Sveučilišta u Mostaru* iz 2014. (dostupan na mrežnoj stranici Fakulteta <https://mef.sum.ba/>) znatno smo podigli minimalne kriterije za izbore u zvanja u odnosu na sve članice Sveučilišta, ali i u odnosu na ostale medicinske fakultete u Bosni i Hercegovini. Značajan broj znanstvenih radova koji su objavljeni u uglednim časopisima rezultat su međunarodne suradnje nastavnika i vanjskih suradnika.

Nastavnici Medicinskoga fakulteta spadaju među vodeće znanstvenike prema broju objavljenih radova, knjiga i monografija na Sveučilištu u Mostaru. Fakultet je trenutačno nositelj nekoliko istraživačkih projekata koje financira Federalno ministarstvo obrazovanja i znanosti te Medicinski fakultet osniva Centar za stalno medicinsko usavršavanje kao znanstveno-istraživačku organizacijsku jedinicu. Djelatnost Centra ostvaruje se u okviru matične djelatnosti Fakulteta. U sklopu Centra organiziraju se tradicionalni simpoziji s međunarodnim sudjelovanjem: *Mostarska psihijatrijska subota, Simpozij dječje kirurgije i urologije, Kongres gastroenterologa i hepatologa, Tečaj edukacija edukatora*.

Centar za stalno medicinsko usavršavanje provodi tečajeve iz područja endokrinologije,

Scientific activity

The results of scientific and research work are a prerequisite for national and international recognition of the Faculty in the academic community. Scientific and research work is an important integral part of the regular duties of teachers and students as a contribution to the increase of overall knowledge, the expansion of competences, the individual professional development of staff and the transfer of knowledge into practice. Fundamental, applied and/or developmental research is carried out at the Faculty, resulting in original scientific works and contributing to the development of knowledge, society and the economy. The Faculty has a satisfactory number of very high-quality papers, which achieve a significant contribution in its scientific field. The scope and quality of scientific work is evaluated for each individual teacher during the process of re-election or promotion to scientific-teaching positions.

Based on the 2014 Rulebook on supplementary conditions and the procedure for selection into scientific and teaching positions of the Faculty of Medicine of the University of Mostar (available on the Faculty's website <https://mef.sum.ba/>), we have significantly raised the minimum criteria for selection into positions in relation to all members of the University, but also in relation to other medical faculties in Bosnia and Herzegovina. A significant number of scientific papers published in reputable journals are the result of international cooperation between teachers and external collaborators.

The teachers of the Faculty of Medicine are among the leading scientists according to the number of published works, books and monographs at the University of Mostar. The Faculty is currently the holder of several research projects financed by the Federal Ministry of Education and Science, and the Faculty of Medicine is establishing the Centre for Continuous Medical Training as a scientific-research organizational unit. The activity of the Centre is carried out within the framework of the parent activity of the Faculty. The Centre organizes traditional symposia with international participation: Mostar Psychiatry Saturday, Pediatric Surgery and Urology Symposium,

elektroencefalografije i ultrazvučne dijagnostike abdomena. U okviru aktivnosti Centra provodi se i izobrazba iz zdravstvenoga menadžmenta u suradnji s Federalnim ministarstvom zdravstva te ekonomskim fakultetima u Mostaru i Sarajevu.

Važno je istaknuti da su Medicinski fakultet i Sveučilišna klinička bolnica Mostar u suradnji s Medicinskim fakultetom u Splitu i Medicinskim fakultetom u Zadru i Sveučilištem u Baru aplicirali i dobili tri projekta Europske unije u sklopu *Interreg IPA* programa prekogranične suradnje Hrvatska – Bosna i Hercegovina – Crna Gora 2014-2020. To su:

PROJEKT „SLEEP MEDICINE“ – *Suradnja u pružanju dijagnostičkih i terapijskih usluga medicine spavanja u prekograničnom području južne Hrvatske i jugozapadne Bosne i Hercegovine*

PROJEKT „MELAdetect“ – *Rano otkrivanje melanoma kože, sluznice i oka u području južne Hrvatske, jugozapadne Bosne i Hercegovine i Crne Gore*.

PROJEKT „MADE“ – *Mobile Access Dental Clinic ZA uspostavljanje zajedničkog pružanja preventivne stomatološke zdravstvene zaštite u južnoj Hrvatskoj, zapadnoj Bosni i Hercegovini i Crnoj Gori*.

Congress of Gastroenterologists and Hepatologists, Educator Training Course.

The Centre for Continuing Medical Education conducts courses in the fields of endocrinology, electroencephalography and ultrasound diagnostics of the abdomen. As part of the Centre's activities, training in health management is carried out in cooperation with the Federal Ministry of Health and economic faculties in Mostar and Sarajevo.

It is important to point out that the Faculty of Medicine and University Clinical Hospital Mostar, in cooperation with the Faculty of Medicine in Split and the Faculty of Medicine in Zadar and the University of Bar, applied for and received three European Union projects as part of the Interreg IPA cross-border cooperation programme Croatia - Bosnia and Herzegovina - Montenegro 2014-2020. These are:

“SLEEP MEDICINE” PROJECT - Cooperation in the provision of diagnostic and therapeutic sleep medicine services in the cross-border area of southern Croatia and southwestern Bosnia and Herzegovina

“MELAdetect” PROJECT - Early detection of skin, mucous membrane and eye melanoma in the area of southern Croatia, southwestern Bosnia and Herzegovina and Montenegro.

“MADE” PROJECT - Mobile Access Dental Clinic FOR the establishment of joint provision of preventive dental health care in southern Croatia, western Bosnia and Herzegovina and Montenegro.





Stručna djelatnost

Osim nastavne i znanstvene djelatnosti Fakultet je uključen u stručnu djelatnost kroz obavljanje specijalističkih pretraga. U okviru Fakulteta djeluju tri centra:

1. Centar za citogenetiku (u okviru kojega djeluje Laboratorij za citogenetiku i genetsko savjetovanje)
2. Centar za medicinu spavanja
3. Centar za trajnu med. edukaciju.

Citogenetički laboratorij na Medicinskom fakultetu kao stručna djelatnost ustrojen je primarno radi potrebe za dijagnostičkim pretragama iz područja citogenetike koje su do sada pacijenti Sveučilišne kliničke bolnice Mostar imali priliku napraviti jedino u drugim bolničkim centrima u BiH i Republici Hrvatskoj. Citogenetički laboratorij započeo je s radom uz odobrenje Federalnoga ministarstva zdravstva za obavljanje citogenetičke dijagnostike kao i zdravstvene djelatnosti. Važno je napomenuti da je Fakultet sklopio ugovore sa zavodima za zdravstveno osiguranje Hercegovačko-neretvanske i Hercegbosanske

Professional activity

In addition to teaching and scientific activities, the Faculty is involved in professional activities through specialist research. Three centres operate within the Faculty:

1. Centre for Cytogenetics (which includes the Laboratory for Cytogenetics and genetic counseling)
2. Centre for Sleep Medicine
3. Centre for permanent med. education.

The cytogenetics laboratory at the Faculty of Medicine as a professional activity was established primarily to meet the need for diagnostic examinations in the field of cytogenetics, which until now patients of the University Clinical Hospital Mostar had the opportunity to do only in other hospital centres in Bosnia and Herzegovina and the Republic of Croatia. The cytogenetic laboratory started working with the approval of the Federal Ministry of Health for the performance of cytogenetic diagnostics as well as health activities. It is important to note that the Faculty has concluded contracts with the health insurance institutes of Herzegovina-Neretva and Herzegovina-Bosnia Counties, and patients from the

županije te pacijenti iz navedenih županija nalaz kariograma mogu odraditi besplatno.

Trenutačno se u laboratoriju mogu napraviti dijagnostičke pretrage iz područja citogenetike: nalaz kariograma iz stanica periferne krvi i nalaz kariograma iz stanica koštane srži.

U posljednjih nekoliko godina u Laboratoriju za citogenetiku napravljeno je više od 500 nalaza kariograma iz stanica periferne krvi i stotinu nalaza kariograma iz stanica koštane srži.

Medicinski fakultet u 2107. godini pokreće i otvaranje Laboratorija za molekularnu dijagnostiku, za koji je 2019. godine od Federalnoga ministarstva zdravstva dobio odobrenje za rad. Laboratorij za molekularnu dijagnostiku otvoren je kao izraz potrebe za usvajanjem i primjenom novih tehnologija te njihovu primjenu u dijagnostici i forenzičkoj medicini. Dakle, svrha je ovoga laboratorija bolja dijagnostika genskih bolesti kao i uvođenje novih testova u dijagnostici genskih mutacija koje će pomoći u smanjenju rizika od bolesti i poboljšanju kvalitete života. U dijagnostičke svrhe sada se redovito rade analize JAK 2 i BCR-ABL.

aforementioned counties can have a karyogram done free of charge.

Currently, diagnostic tests in the field of cytogenetics can be performed in the laboratory: karyogram findings from peripheral blood cells and karyogram findings from bone marrow cells.

In the last few years, more than 500 karyogram findings from peripheral blood cells and a hundred karyogram findings from bone marrow cells were made in the Laboratory for Cytogenetics.

In 2017, the Faculty of Medicine also initiated the opening of the Laboratory for Molecular Diagnostics, for which it received approval to operate from the Federal Ministry of Health in 2019. The laboratory for molecular diagnostics was opened as an expression of the need for the adoption and application of new technologies and their application in diagnostics and forensic medicine. Therefore, the purpose of this laboratory is the better diagnosis of genetic diseases, as well as the introduction of new tests in the diagnosis of genetic mutations that will help reduce the risk of disease and improve the quality of life. JAK 2 and BCR-ABL analyzes are now regularly performed for diagnostic purposes.

Centar za medicinu spavanja utemeljen je kao zajednički projekt Medicinskoga fakulteta i Sveučilišne kliničke bolnice Mostar u skladu s najnovijim europskim i svjetskim smjernicama. Treba naglasiti kako je ovo prvi Centar za medicinu spavanja u BiH. Centar osim stručne ima i edukacijsku i nastavnu ulogu. Naime, studenti se tijekom vježbi koje se obavljaju u Centru upoznaju s dijagnostikom i terapijom poremećaja spavanja.

Infrastrukturni razvitak

Prostor Medicinskoga fakulteta uključuje:

- prostor za nastavu (amfiteatar, predavaonice, informatički prostor, laboratoriji za nastavu bazičnih znanosti)
- prostor za nastavnike
- prostor za upravo i administrativno osoblje
- Knjižnicu
- prostor za rad Studentskoga zbora i studentskih udruga.

Zgrada Medicinskoga fakulteta predviđena je za izvođenje pretkliničke nastave, a najveći dio kliničkih nastavnih sadržaja održava se u Sveučilišnoj kliničkoj bolnici Mostar, Zavodu za javno zdravstvo i Domu zdravlja Mostar. Svi nastavni prostori prilagođeni su standardima za područje biomedicinskih znanosti.

Ovakvi normativi bili su dovoljni za organizaciju studija medicine i prve dvije godine studija dentalne medicine. Međutim, Fakultet je za novi studijski program i više godine studija dentalne medicine uložio znatna sredstva u rekonstrukciju i izgradnju novih nastavnih prostora. Tako je u protekle dvije godine iz sredstava Vlade Republike Hrvatske, IPA projekata, pomoći Grada Mostara i vlastitih sredstava prostor Knjižnice rekonstruiran u Kliniku za dentalnu medicinu koja sadrži:

- Ambulantu za osobe s poteškoćama
- Ambulantu za stomatološku protetiku
- Ambulantu za endodonciju i restaurativnu dentalnu medicinu
- Ambulantu za dječju i preventivnu stomatologiju

The Centre for Sleep Medicine was founded as a joint project of the Faculty of Medicine and the University Clinical Hospital Mostar following the latest European and international guidelines. It should be emphasized that this is the first Centre for Sleep Medicine in Bosnia and Herzegovina. In addition to the professional role, the centre also has an educational and teaching role. Namely, during the exercises performed at the Centre, students learn about the diagnosis and therapy of sleep disorders.

Infrastructural development

The space of the Faculty of Medicine includes:

- Space for teaching (amphitheatre, lecture halls, IT space, laboratories for teaching basic sciences)
- Space for teachers
- Space for management and administrative staff
- The Library
- Space for the work of the Student Union and student associations.

The building of the Faculty of Medicine is designed for pre-clinical teaching, and most of the clinical teaching content is held in the University Clinical Hospital Mostar, the Institute of Public Health and the Mostar Health Centre. All teaching spaces are adapted to the standards for the field of biomedical sciences.

Such norms were sufficient for the organization of medical studies and the first two years of dental medicine studies. However, for the new study programme and several years of study in dental medicine, the Faculty invested considerable funds in the reconstruction and construction of new teaching spaces. Thus, in the past two years, with funds from the Government of the Republic of Croatia, IPA projects, assistance from the City of Mostar and own funds, the Library space was reconstructed into a Clinic for Dental Medicine, which contains:

- Outpatient clinic for people with disabilities
- Clinic for dental prosthetics
- Clinic for endodontics and restorative dental medicine



- Ambulantu za oralnu medicinu i paradontologiju
- Ambulantu za ortodonciju.

Klinika je opremljena suvremenom stomatološkom opremom.

U skorijoj budućnosti plan je oformiti zubotehnički laboratorij s podjedinicama:

- Protetski laboratorij
- Ortodontski laboratorij
- Laboratorijski rendgen.

Postojeći prostor Fakulteta također je rekonstruiran te su za potrebe studija dentalne medicine (III. i IV. godina) napravljeni i opremljeni kabineti:

- Kabinet za pretkliničku protetiku
- Kabinet za pretkliničku dentalnu medicinu.

- Clinic for children's and preventive dentistry
- Clinic for oral medicine and periodontology
- Orthodontics clinic.

The clinic is equipped with modern dental equipment.

In the near future, the plan is to establish a dental laboratory with sub-units:

- Prosthetic laboratory
- Orthodontic laboratory
- Laboratory X-ray.

The existing premises of the Faculty were also reconstructed, and cabinets were built and equipped for the needs of dental medicine studies (III and IV years):

- Cabinet for preclinical prosthetics
- Cabinet for preclinical dental medicine.





pravni fakultet

Dekanica / Dean

SNJEŽANA PEHAR



Povijest

Pravni fakultet Sveučilišta u Mostaru kao odjeljenje Pravnoga fakulteta u Sarajevu počeo je s radom 1971. godine. Kao samostalna visokoškolska institucija Fakultet je djelovao od 15. studenoga 1976. do 3. rujna 2018. godine kada postaje ustrojbeni jedinica Sveučilišta u Mostaru – jedinoga javnog sveučilišta na hrvatskome jeziku u Bosni i Hercegovini, ali i sveučilišta otvorena za sve koje se temelji na europskim vrijednostima. Temeljna je zadaća Pravnoga fakulteta osigurati kvalitetno i inovativno pravničko obrazovanje koje je međunarodno prepoznatljivo, a primarno i kontinuirano usmjereno potrebama studenata.

History

The Faculty of Law of the University of Mostar began its work in 1971 as a department of the Faculty of Law in Sarajevo. As an independent higher education institution, the Faculty operated from 15 November 1976 to 3 September 2018, when it became an organizational unit of the University of Mostar - the only public university in the Croatian language in Bosnia and Herzegovina, but also a university based on European values and open to everyone. The fundamental task of the Faculty of Law is to provide quality and innovative legal education that is internationally recognized and primarily and continuously focused on the needs of students.





Ustroj Fakulteta

Znanstveno-nastavno vijeće i dekan tijela su Fakulteta. Znanstveno-nastavno vijeće Pravnoga fakulteta akademsko je tijelo koje čine svi redoviti profesori, izvanredni profesori, docenti i asistenti koji su u radnome odnosu s punim radnim vremenom na Fakultetu te dva predstavnika studenata koja je izabralo studentsko predstavničko tijelo. Znanstveno-nastavno vijeće razmatra pitanja iz svoje ovlasti na sjednicama koje se održavaju po potrebi. Administrativno-tehničke službe Fakulteta organizira, koordinira i nadzire tajnik Pravnoga fakulteta. Administrativni i stručni poslovi ustrojeni su preko sljedećih službi: Služba za financije i računovodstvo, Studentska služba, Služba za informacijske tehnologije, Služba za opće i tehničke poslove i Knjižnica.

Uprava Fakulteta u 2021./2022. godini

- dekanica: prof. dr. sc. Snježana Pehar
- prodekanica za znanost, razvitak i međunarodnu suradnju: prof. dr. sc. Alena Jurić
- prodekan za nastavu i studentska pitanja: dr. sc. Zlatko Brkić, doc.
- prodekanica za poslovanje, ljudske potencijale i upravljanje kvalitetom: dr. sc. Vesna Popović, doc.
- Tajnica Fakulteta: Emilija Miletić, dipl. iur.

Katedre Fakulteta

- Katedra državnopravnih znanosti
- Katedra građanskog prava
- Katedra kaznenog prava
- Katedra za povijest prava i države
- Katedra za financijsko pravo i financijsku znanost.

Organization of the Faculty

The Scientific-Teaching council and the Dean are the bodies of the Faculty. The Scientific-Teaching Council of the Faculty of Law is an academic body consisting of all full-time professors, associate professors, assistant professors and assistants who are employed full-time at the Faculty and two student representatives elected by the student representative body. The Scientific-Teaching Council considers issues within its authority at sessions that are held as needed. The administrative and technical services of the Faculty are organized, coordinated and supervised by the Secretary of the Faculty of Law. Administrative and professional affairs are organized through the following departments: Department for Finance and Accounting, Student Administration Office, Department for Information Technologies, Department for General and Technical Affairs, and the Library.

Management of the Faculty in 2021./2022.

- Dean: Prof Snježana Pehar, PhD
- Vice-Dean for Science, Development and International Relations: Prof Alena Jurić, PhD
- Vice-Dean for Teaching and Student Affairs: Zlatko Brkić, PhD, assistant professor,
- Vice-Dean for Business, Human Potentials and Quality Management: Vesna Popović, PhD, assistant professor
- Secretary of the Faculty: Emilija Miletić, dipl. iur.

Departments of the Faculty

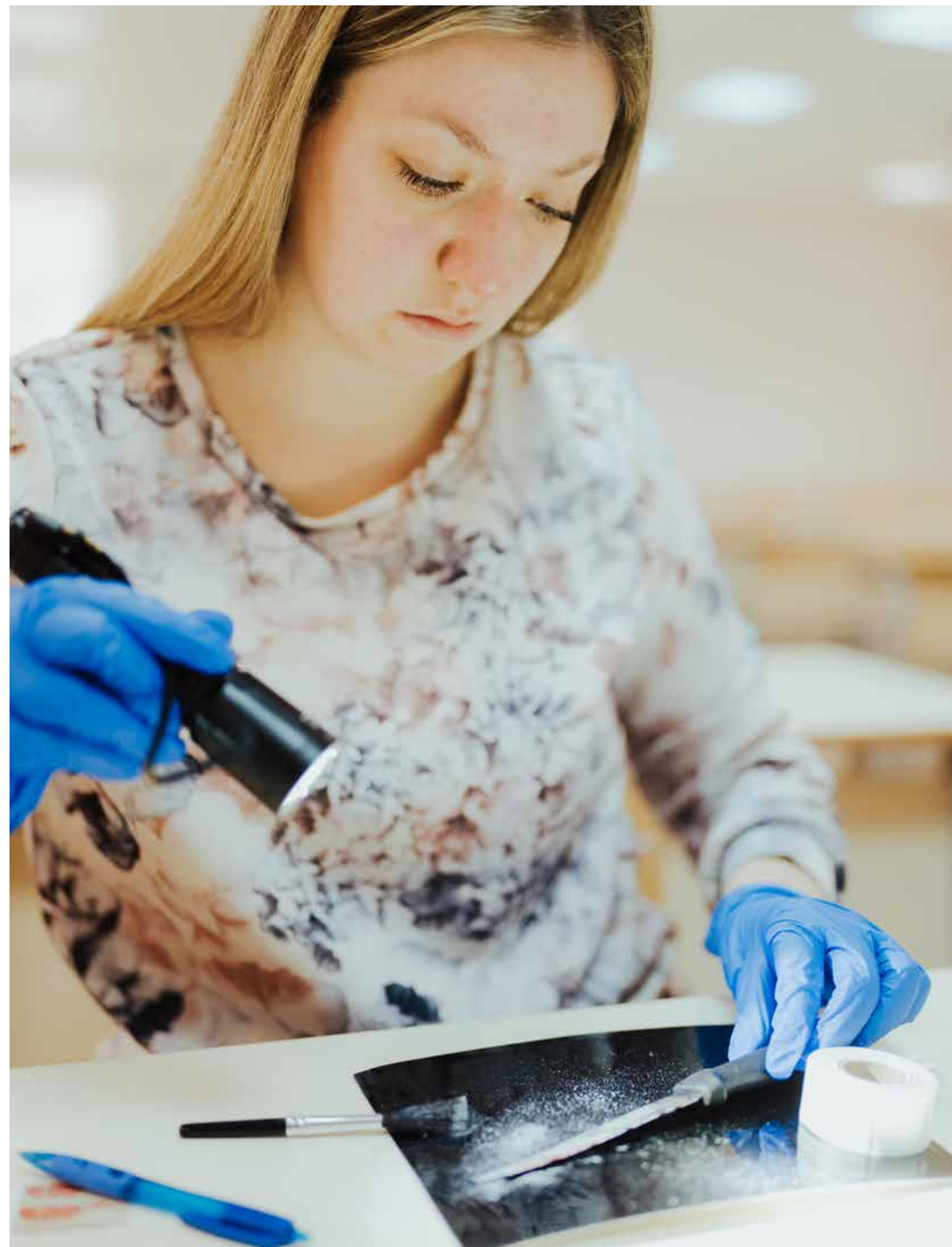
- Department of State and Legal Sciences
- Department of Civil Law
- Department of Criminal Law
- Department of History of Law and the State
- Department of Financial Law and Financial Science.



Nastavna djelatnost

Uvod

Nastava se izvodi i organizira za studijske programe Pravo i Kriminalistika i sigurnosni menadžment. Studij Pravo izvodi se kao sveučilišni preddiplomski i sveučilišni diplomski studij, a od akademske 2012./2013. godine i kao poslijediplomski doktorski studij. Studij Kriminalistika i sigurnosni menadžment pokrenut je akademske 2016./2017. godine i izvodi se kao sveučilišni preddiplomski i sveučilišni diplomski studij. Godine 2012./2013. pokrenut je poslijediplomski doktorski studij iz pravnih znanosti. Sveučilišni preddiplomski i diplomski studij ustrojava se i izvodi kao redoviti i kao izvanredni studij. Nastava se izvodi u formi predavanja, vježbi, seminara, konzultacija, pravnih klinika i stručne prakse. Radi što kvalitetnijega obrazovanja svojih studenata Pravni fakultet potpisao je sporazume/ugovore o suradnji s nastavnim bazama, institucijama i ustanovama čiji resursi i znanja, zajedno s fakultetskim, pomažu izgradnji i osposobljavanju pravnih stručnjaka konkurentnih na tržištu rada. Fakultet je u razdoblju pandemije koju je uzrokovao COVID-19 održao visoku kvalitetu nastavnoga procesa u *online* i hibridnome okruženju. Omogućeno je izvođenje nastave pomoću sustava i alata iz područja e-učenja. Korišteni su *Sumarum* sustav za e-učenje, *GSuite for Education* alati (*Google Classroom*, *Hangouts Chat*, *Hangouts Meet*, *Google Sites*, *Gmail*...) itd. Pored navedenih oblika nastave studenti Pravnoga fakulteta sudjeluju i u natjecanjima u simuliranome suđenju (*moot court*) i debatnim natjecanjima, na nacionalnoj i međunarodnoj razini, na kojima ostvaruju zapažene rezultate i stječu dodatne kompetencije prepoznate na tržištu rada.



Teaching activity

Introduction

The teaching process is conducted and organized for the Law study programme Criminalistics and Security Management study programme. The Faculty of Law conducts the study of Law as a university undergraduate and university graduate study programme and from the academic year 2012/2013 as a postgraduate doctoral study programme. The Criminalistics and Security Management study programme was launched in 2016/2017 and is conducted as a university undergraduate and graduate study programme both as full-time and part-time studies. In 2012/2013, the Faculty launched postgraduate doctoral studies in legal sciences. Teaching is conducted in the form of lectures, tutorials, seminars, consultations, legal clinics, and professional practice. To provide the highest quality education for its students, the Faculty of Law has signed cooperation agreements/contracts with teaching bases and institutions that offer resources and knowledge to help build and train legal experts competitive in the labour market. During the period of the pandemic caused by COVID-19, the Faculty maintained the high quality of the teaching process in an online and hybrid environment. It is possible to conduct classes using systems and tools from the field of e-learning. The Faculty used the SUMARUM e-learning system, GSuite for Education tools (Google Classroom, Hangouts Chat, Hangouts Meet, Google Sites, Gmail...), etc. In addition to the above forms of teaching, Law students also participate in moot court and debate competitions at the national and international levels, where they achieve notable results and acquire additional competencies recognized in the labour market.

Sveučilišni preddiplomski i diplomski studij Prava

Sveučilišni preddiplomski studij Pravo za stjecanje akademskoga zvanja prvostupnik (*bachelor*) prava i minimalno 240 ECTS bodova traje četiri godine (osam semestara). Sveučilišni diplomski studij za stjecanje akademskoga zvanja magistar prava (60 ECTS bodova) traje jednu godinu (dva semestra).

Sveučilišni preddiplomski i diplomski studij Kriminalistike i sigurnosnoga menadžmenta

Sveučilišni preddiplomski studij Kriminalistika i sigurnosni menadžment za stjecanje akademskoga zvanja prvostupnik (*bachelor*) kriminalistike i

University undergraduate and graduate study of Law

University undergraduate study programme of Law lasts four years (eight semesters) to obtain the academic title of Bachelor of Law and a minimum of 240 ECTS credits. The university graduate study programme for the academic title of Master of Laws (60 ECTS credits) lasts one year (two semesters).

University undergraduate and graduate study programmes in Criminalistics and Security Management

The university undergraduate study programme of Criminalistics and Security Management for obtaining the academic title of Bachelor of Criminalistics and

sigurnosnoga menadžmenta i minimalno 180 ECTS bodova traje tri godine (šest semestara). Sveučilišni diplomski studij za stjecanje akademskoga zvanja magistar kriminalistike i sigurnosnoga menadžmenta (120 ECTS bodova) traje dvije godinu (četiri semestra).

Poslijediplomski doktorski studij

Poslijediplomski doktorski studij iz pravnih znanosti pokrenut je akademske 2012./2013. godine. Studenti se mogu upisati na jedan od sljedećih smjerova: Građanskopravne znanosti, Kaznenopravne znanosti, Međunarodnopravne znanosti, Povijesnopravne znanosti, Radno-upravne znanosti i Ustavnopravne znanosti. U izvedbi nastave sudjeluju inozemni i domaći ugledni profesori iz područja pravnih znanosti.

Security Management and a minimum of 180 ECTS credits lasts three years (six semesters). The university graduate study programme for the academic title Master of Criminalistics and Security Management (120 ECTS credits) lasts two years (four semesters).

Postgraduate Doctoral Study Programme

The Faculty of Law launched postgraduate doctoral studies in legal sciences in 2012/2013. Students can enroll in one of the following study tracks: Civil Law Sciences, Criminal Law Sciences, International Law Sciences, Historical Legal Sciences, Labour-Administrative Sciences, and Constitutional Law Sciences. Distinguished foreign and domestic professors from the field of legal sciences participate in the teaching.



Pokretanje studija i njegov sadržaj bili su prepoznati ne samo u akademskoj zajednici nego i u široj javnosti, tako da je studij od tada pa do danas pohađalo više od stotinu polaznika. Ukupno trajanje studija do stjecanja akademskoga stupnja doktora znanosti jest tri godine (6 semestara). Završetkom doktorskoga studija i obranom doktorskoga rada postiže se akademski stupanj doktora društvenih znanosti s naznakom znanstvenoga područja, znanstvenoga polja i znanstvene grane koja se određuje prema temi doktorata. Poslijediplomski doktorski studij pokriva područje pravnih znanosti.

Sveučilišni centri

Osim navedenih studijskih programa Pravni fakultet izvodi i dislociranu nastavu u centrima Vitez i Posavina. U oba centra izvode se preddiplomski i diplomski studiji, ali samo za izvanredne studente. Dislocirana nastava u Centru Vitez počela se izvoditi u akademskoj 1998./1999. godini, a u Centru Posavina u akademskoj 2006./2007. godini. Zbog velike konkurencije javnih i privatnih visokoškolskih ustanova u Središnjoj Bosni u Centru Vitez broj studenata iz godine u godinu opada tako da se taj Centar polako gasi.

The launch of the study programme and its content was recognized not only in the academic community but also by the wider public, and since then, more than a hundred participants have attended the study. The total duration of studies until obtaining the academic degree of Doctor of Science is three years (6 semesters). Upon completion of the doctoral studies and defense of the doctoral thesis, the academic degree of Doctor of Social Sciences is achieved with an indication of the scientific area, scientific field, and scientific branch, which is determined according to the topic of the doctoral thesis. The postgraduate doctoral study programme covers the field of legal sciences.

University centres

In addition to the mentioned study programmes, the Faculty of Law also conducts off-campus classes in the Vitez and Posavina centres. Both centres offer undergraduate and graduate studies, but only for part-time students. Off-campus classes at the Vitez Centre began in 1998/1999 and in the Posavina Centre in the academic year 2006/2007. Due to the great competition between public and private higher education institutions in Central Bosnia, the number of students in the Vitez Centre is decreasing year by year, so the Centre is slowly shutting down.





Znanstvena djelatnost

Znanstvena djelatnost Pravnoga fakulteta ostvaruje se organiziranjem znanstvenih skupova i izdavačkom djelatnošću. Također djelatnici Fakulteta aktivno sudjeluju na domaćim i međunarodnim znanstvenim konferencijama, objavljuju članke, knjige, monografije i udžbenike te sudjeluju u različitim znanstveno-istraživačkim projektima. Pravni fakultet izdavač je dvaju zbornika radova i to: *Zbornik radova Pravnoga fakulteta Sveučilišta u Mostaru* i *Zbornik radova Međunarodnog savjetovanja Aktualnosti građanskog i trgovačkog zakonodavstva i pravne prakse*.

Zbornik radova Pravnoga fakulteta

Zbornik radova Pravnoga fakulteta Sveučilišta u Mostaru znanstveni je časopis u otvorenu pristupu koji ima dugu tradiciju (28 brojeva). Časopis objavljuje radove prvenstveno iz područja pravnih znanosti te radove iz interdisciplinarnoga odnosno ostalih područja koja su povezana s pravnim znanostima. Časopis izlazi najmanje jedanput u godini. Sadržaj časopisa u cijelosti je besplatno dostupan u elektroničkome obliku na službenoj mrežnoj stranici Fakulteta.

Zbornik radova Aktualnosti građanskog i trgovačkog zakonodavstva i pravne prakse

Zbornik radova Aktualnosti građanskog i trgovačkog zakonodavstva i pravne prakse publikacija je koja izlazi povodom održavanja tradicionalnoga Međunarodnog savjetovanja *Aktualnosti građanskog i trgovačkog zakonodavstva i pravne prakse*. U ovoj publikaciji objavljuju se znanstveni i stručni radovi uvaženih pravnih znanstvenika i praktičara prvenstveno iz područja građanskoga i trgovačkoga prava. Prvi broj *Zbornika radova* izišao je 2003. godine i od tada kontinuirano izlazi jednom godišnje (dosad je izdano 18 brojeva).

Scientific activity

The Faculty of Law's scientific activity is realized by organizing scientific conferences and publishing activities. Faculty employees also actively participate in domestic and international scientific conferences, publish articles, books, monographs, and textbooks and participate in various scientific research projects. The Faculty of Law is the publisher of two anthologies: *Proceedings of the Faculty of Law of the University of Mostar* and *Proceedings of the International Consultation titled Current Affairs of Civil and Commercial Legislation and Legal Practice*.

Proceedings of the Faculty of Law

Proceedings of the Faculty of Law of the University of Mostar is an open-access scientific journal with a long tradition (28 issues). The journal publishes works primarily in the field of legal sciences, as well as works from interdisciplinary or other fields related to legal sciences. The journal is published at least once a year. The entire content of the journal is available for free in electronic form on the Faculty's official website.

Proceedings of the Current Affairs of Civil and Commercial Legislation and Legal Practice

Proceedings of the Current Affairs of Civil and Commercial Legislation and Legal Practice is a publication published on the occasion of the traditional *International Consultation on Current Affairs of Civil and Commercial Legislation and Legal Practice*. This publication publishes scientific and professional works of respected legal scholars and practitioners, primarily in the field of civil and commercial law. The first issue of the *Proceedings* was published in 2003, and since then it has been continuously published once a year (18 issues have been published so far).

Simpoziji

Pravni fakultet kontinuirano već osamnaest godina organizira Međunarodno savjetovanje *Aktualnosti građanskog i trgovačkog zakonodavstva i pravne prakse*. Ciljevi su ovoga savjetovanja pružanje pregleda postojećega nacionalnoga i europskoga građanskoga i trgovačkoga zakonodavstva, sudske prakse i pravne teorije, zatim poticanje rasprave akademske i stručne zajednice o brojnim spornim pravnim pitanjima i problemima, kao i poticanje suradnje pravnih stručnjaka iz različitih zemalja. Savjetovanje okuplja eminentne pravne znanstvenike i praktičare – sudce, odvjetnike, notare i druge pravnike koji se bave trgovačkim i građanskim pravom ili srodnim pravnim disciplinama koji analiziraju važeću nacionalnu i usporednu građanskopravnu i srodnu regulativu, kao i različita pravnoteorijska dostignuća.

Pravni fakultet s Akademijom pravnih znanosti Hrvatske bio je suorganizator Godišnjega znanstvenog skupa 2019. godine pod nazivom *Suradnja pravnih znanosti u Hrvatskoj i Bosni i Hercegovini: aktualne teme*. Predmet skupa bila su pitanja ustavnopravnoga temelja, razvoja međunarodnoga prava, europeizacije tijekom i nakon procesa pristupanja Europskoj uniji, globalizacije i utjecaja na pojedina područja prava i pravne discipline, implementacije prava kroz pravosuđe i sustave javne uprave, odnos prava i društva i prava i politike.

Symposia

The Faculty of Law has been continuously organizing the International Conference on Current Affairs of Civil and Commercial Legislation and Legal Practice for eighteen years. The goal of this Consultation is to provide an overview of the existing national and European civil and commercial legislation, court practice, and legal theory. They aim to stimulate the discussion of the academic and professional community on numerous disputed legal issues and problems, as well as to encourage the cooperation of legal experts from different countries. The consultation brings together eminent legal scholars and practitioners - judges, lawyers, notaries, and other lawyers dealing with commercial and civil law or related legal disciplines who analyze valid national and comparative civil law and related regulations, as well as various legal theoretical achievements.

The Faculty of Law and the Croatian Academy of Legal Sciences co-organized the Annual Scientific Conference in 2019 under the title Cooperation of Legal Sciences in Croatia and Bosnia and Herzegovina: Current Topics. The subject of the meeting were issues of the constitutional legal basis, the development of international law, Europeanization during and after the process of accession to the European Union, globalization and its influence on certain areas of law and legal discipline, the implementation of the law through the judiciary and public administration systems, the relationship between law and society and law and politics.



Međunarodna suradnja

na Pravnome fakultetu studenti mogu sudjelovati u različitim oblicima mobilnosti. To su *Erasmus+* program, CEEPUS mreža, program *Work and travel USA* te mogu aplicirati na različite stipendije koje raspisuje veleposlanstva smještena u Bosni i Hercegovini kao i partnerske institucije Sveučilišta u Mostaru. Nastavno i nenastavno osoblje uz program *Erasmus+* mobilnosti, koji se organizira radi održavanja nastave i stručnoga usavršavanja u trajanju od jednoga do dva tjedna, također može aplicirati za stipendije CEEPUS programa ili partnerskih institucija.

Infrastrukturni razvoj

Pravni je fakultet radi odvijanja praktična osposobljavanja i educiranja svojih studenata opremio modernu sudnicu za simulirano suđenje, laboratorij forenzike i suvremenu informatičku učionicu.

Sudnica za simulirano suđenje osigurava primjenu stečenih znanja u konkretnim pravnim slučajevima iz sudske prakse čime razvija kreativnost mladih ljudi i pruža neophodnu praktičnu dimenziju obrazovanja pravnika te približavanje visokoškolskim standardima koji vladaju u Europskoj uniji.

Nastavni proces praktičnih vježbi na preddiplomskome i diplomskome studiju Kriminalistika i sigurnosni menadžment provodi se u potpuno opremljenome forenzičkom laboratoriju. Laboratorij forenzike opremljen je monokularnim i stereomikroskopima, trodimenzionalnim UV lampama sa zaštitnim naočalama kao i kompletima za obradu mjesta zločina, označavanje tragova, otkrivanje narkotika, forenzičkih kartica, vrećica za sakupljanje dokaza, simulacijskim lutkama i drugim materijalima za označavanje mjesta zločina i identificiranje osoba.

International relations

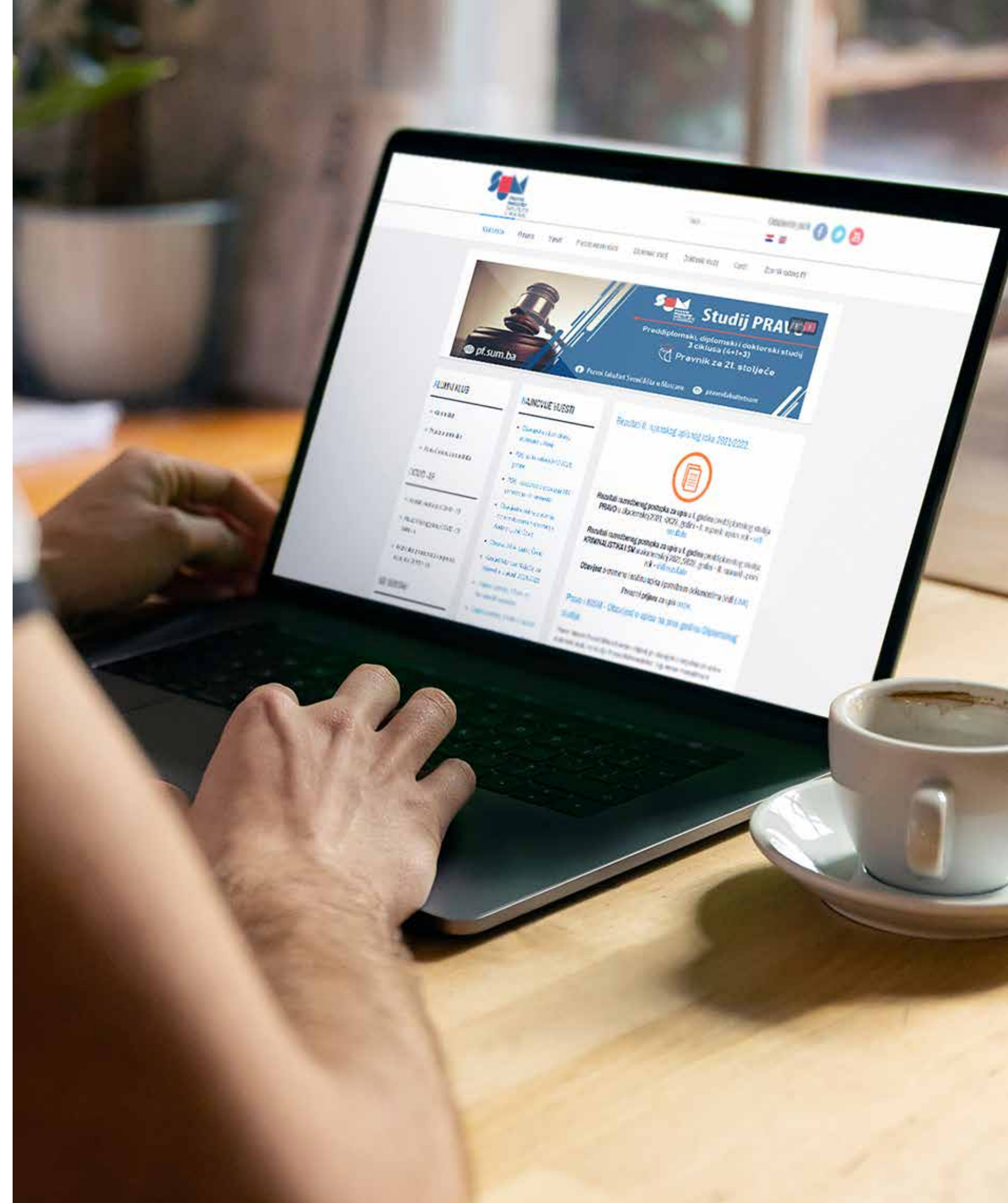
At the Faculty of Law, students can participate in various forms of mobility. These are the Erasmus+ programme, the CEEPUS network, and the Work and Travel USA programme, and they can apply for various scholarships advertised by embassies located in Bosnia and Herzegovina as well as partner institutions of the University of Mostar. Teaching and non-teaching staff, in addition to the Erasmus+ mobility programme, organized for teaching and professional development for a duration of one to two weeks, can also apply for scholarships from the CEEPUS programme or partner institutions.

Infrastructural development

For the practical training and education of its students, the Faculty of Law has equipped a modern courtroom for simulated trials, a forensics laboratory, and a modern IT classroom.

The simulated trial courtroom ensures the application of acquired knowledge in concrete legal cases from court practice, which develops the creativity of young people and provides the necessary practical dimension of legal education and approximation to the higher education standards prevailing in the European Union.

The teaching process of practical exercises for undergraduate and graduate studies in Criminalistics and Security Management is conducted in a fully equipped forensic laboratory. The forensics laboratory is equipped with monocular and stereomicroscopes, three-dimensional UV lamps with protective glasses, as well as kits for crime scene processing, trace marking, narcotics detection, forensic cards, evidence collection bags, simulation mannequins and other materials for crime scene marking and person identification.







Nastavni proces na Sveučilištu u Mostaru

Nastavni proces na Sveučilištu u potpunosti je usklađen s osnovnim načelima Bolonjske deklaracije (sustav od tri ciklusa, ECTS, interdisciplinarnost, horizontalna i vertikalna prohodnost, mobilnost, zajednički referentni okvir), ali i Praškoga komunikea (2001.) kojim su definirane dodatne pretpostavke za Europski prostor visokoga obrazovanja, od kojih se izdvaja važnost cjeloživotnoga učenja radi suočavanja s izazovima konkurentnosti i novih tehnologija te stvaranja društvene kohezije, jednakih mogućnosti i kvalitete života. Berlinskim komunikeom (2003.) prihvaćen je zahtjev Bosne i Hercegovine za članstvo u Europski prostor visokoga obrazovanja (EHEA), nakon čega su u zakone o visokome obrazovanju na svim razinama implementirana osnovna načela *Bolonjske deklaracije*.

Sveučilište u Mostaru kao javna visokoškolska ustanova svoju temeljnu zadaću vidi u osiguravanju kvalitetna i inovativna obrazovanja koje je međunarodno prepoznatljivo, ali primarno i kontinuirano usmjereno potrebama studenata. U skladu s tim Sveučilište se u svojim strateškim dokumentima opredijelilo za akademsko obrazovanje temeljeno na ishodima učenja sa studentima u središtu obrazovnog procesa. Cilj je takva usmjerenja poticati kvalitetu akademskoga obrazovanja te podršku studentima za njihov rast u buduće stručnjake koji će biti prepoznati na globalnome tržištu rada, s vještinama za život i rad u različitim okruženjima.

Nastavni proces na Sveučilištu u Mostaru može se razmatrati i analizirati u kontekstu njegovih segmenata, od kojih se izdvajaju:

- pravni akti (zakoni, pravilnici, odluke)
- nastavnici kao izvođači nastave
- studenti kao subjekti nastave
- nastavni proces u užemu smislu (nastavni planovi i programi, nastavne metode, nastavni materijali)
- infrastruktura (učionice, laboratoriji, centri).

Zakonski, podzakonski i drugi pravni akti koji definiraju nastavni proces odnose se na razinu države

Teaching process at the University of Mostar

The teaching process at the University of Mostar is fully aligned with the basic principles of the Bologna Declaration (three-cycle system, ECTS, interdisciplinarity, horizontal and vertical pathways, mobility, and common reference framework). Alom it follows the Prague Communiqué (2001), which defined additional prerequisites for the European area of higher education, among which the importance of lifelong learning stands out to face the challenges of competitiveness and new technologies and to create social cohesion, equal opportunities, and quality of life. The Berlin Communiqué (2003) accepted Bosnia and Herzegovina's request for membership in the European Higher Education Area (EHEA), after which the basic principles of the Bologna Declaration were implemented in higher education laws at all levels.

As a public higher education institution, the University of Mostar sees its fundamental task as providing quality and innovative education that is internationally recognized but primarily and continuously focused on student needs. Accordingly, in its strategic documents, the University has opted for academic education based on learning outcomes with students at the centre of the educational process. The goal of such orientations is to encourage the quality of academic education and support students for their growth into future experts who will be recognized in the global labour market with skills for living and working in different environments.

The teaching process at the University of Mostar can be considered and analyzed in the context of its segments, and the following stand out:

- legal acts (laws, regulations, decisions)
- teachers as performers of the teaching process
- students as teaching subjects
- teaching process in the narrower sense (curricula and programmes, teaching methods, teaching materials)
- infrastructure (classrooms, laboratories, centres).

Statutory, by-law and other legal acts that define the teaching process refer to the state level (Framework

(Okvirni zakon o visokom obrazovanju u BiH, Kriteriji za akreditaciju visokoškolskih ustanova u BiH, Kriteriji za akreditaciju studijskih programa 1. i 2. ciklusa studija u BiH) te na razini županije (Zakon o visokom obrazovanju u HNŽ-u, Uredba o kriterijima, standardima i normativima u visokom obrazovanju u HNŽ-u, Pravilnik o akreditaciji visokoškolskih ustanova i studijskih programa u HNŽ-u). Svi interni akti Sveučilišta usklađeni su s navedenim nadležnim aktima te se razvijaju u kontekstu integriranoga Sveučilišta, uzimajući u obzir i novu integriranu organizacijsku strukturu, ali i specifičnosti ustrojbenih jedinica te područja znanosti i umjetnosti.

Budući da su nastavnici ključni čimbenik kvalitete nastavnoga procesa, potrebno je kontinuirano ulaganje u njihovo usavršavanje, i u nastavnome i u istraživačkome području. U svrhu unapređenja nastavničkih i drugih kompetencija nastavnika Senat Sveučilišta u Mostaru usvojio je *Program cjeloživotnog učenja u području pedagoškog obrazovanja i jačanja kompetencija nastavnog osoblja Sveučilišta u Mostaru (TRAIN+ program)*, koji su po *Pravilniku o minimalnim uvjetima i postupku izbora u znanstveno-nastavna, umjetničko-nastavna i nastavna zvanja* obvezni pohađati svi nastavnici u zvanju asistenta, višega asistenta, lektora i docenta do tri godine. Program se u pravilu izvodi kroz dva ciklusa tijekom svake akademske godine, s oko 25 nastavnika na svakome ciklusu. Osim navedenoga programa nastavnici svoje kompetencije mogu unaprijediti preko projektnih aktivnosti, programa mobilnosti te različitih stručnih tijela. Posebno se prate opterećenje nastavnika nastavnom normom te njihova znanstveno-istraživačka produktivnost radi čega je izrađen jedinstven registar radova na razini Sveučilišta.

Studenti su najvažniji segment nastavnoga procesa jer bez njih nastavnoga procesa ne bi ni bilo. Već je rečeno da se studijski programi po Bolonjskoj deklaraciji temelje na ishodima učenja i kompetencijama studenata, što znači da je cijeli proces usmjeren na rezultat: ono što će studenti nakon određene kvalifikacije znati ili moći napraviti te se u tome smislu treba prilagoditi i cijeli nastavni proces. Prilikom reguliranja pravila studiranja posebna je pažnja posvećena definiranju prava i obveza studenata, u

Law on Higher Education in BiH, Criteria for Accreditation of Higher Education Institutions in BiH, Criteria for Accreditation of Study Programmes of the 1st and 2nd Cycle of Studies in BiH) and at the county level (Law on Higher Education in HNŽ, Decree on Criteria, Standards and Norms in Higher Education in HNŽ, Rulebook on Accreditation of Higher Education Institutions and Study Programmes in HNŽ). All internal acts of the University are harmonized with the mentioned competent acts. They are developed in the context of an integrated University, taking into account the new integrated organizational structure, as well as the specificities of the organizational units and the fields of science and art.

Since teachers are a key factor in the quality of the teaching process, continuous investment in their training is necessary, both in the teaching and research fields. To improve the teaching and other competencies of teachers, the Senate of the University of Mostar adopted the Lifelong Learning Programme in the field of pedagogical education and strengthening the competencies of the teaching staff of the University of Mostar (TRAIN+ programme). According to the Rulebook on the minimum conditions and selection procedure in the scientific-teaching, artistic-teaching, and teaching academic ranks, all teachers in the academic rank of assistant, senior assistant, lector, and assistant professor for up to three years have to attend TRAIN+. As a rule, the programme is carried out in two cycles during each academic year, with about 25 teachers in each cycle. In addition to the mentioned programme, teachers can improve their competencies through project activities, mobility programmes, and various professional bodies. In particular, the workload of teachers with the teaching norm and their scientific and research productivity is monitored, which is why a unique register of papers at the University level has been created.

Students are the most important segment of the teaching process because without them the teaching process would not exist. The study programmes according to the Bologna Declaration are based on learning outcomes and students' competencies, which means that the entire process is focused on the result: what the students will know or be able to do after a certain

skladu s nadležnim pravnim aktima, te definiranju uloge studenata u tijelima odlučivanja, pri čemu su predstavnici studenata članovi znanstveno-nastavnih / umjetničko-nastavnih vijeća ustrojbenih jedinica, ali i drugih stručnih tijela (Odbor za osiguranje i unapređenje kvalitete, Etičko povjerenstvo i dr.). Kao podrška studentima na razini Sveučilišta osnovano je Karijerno savjetovalište, a uvjetima za izbor u znanstveno-nastavna i umjetničko-nastavna zvanje potiče se suautorstvo nastavnika i studenata na znanstvenim i stručnim radovima. S ciljem da se učini studente konkurentnijima na tržištu rada i sposobnijima za suočavanje sa životnim izazovima te da im se osvijesti potreba za cjeloživotnim učenjem i kultura izdanja vlastite osobnosti kroz obrazovanje na razini Sveučilišta uspostavljen je sustav sveučilišnih izbornih predmeta, prema kojemu studenti mogu, pored 30 ECTS bodova stečenih na studiju, upisati predmete vezane za ključne kompetencije Europskoga referentnog okvira (npr. kompetencija višejezičnosti, digitalna kompetencija, poduzetnička kompetencija i dr.). Položeni sveučilišni izborni predmeti evidentiraju se u dodatku diplomi, čime se studentima omogućuje da sami kreiraju svoj „portfolio“ kompetencija.

Nastavni proces u užemu smislu čine dokumenti koji opisuju studijski program (nastavni planovi i programi, silabusi) te sama izvedba nastave (metode poučavanja i vrednovanja, okruženje za učenje, nastavni materijali, stručna praksa). Jedan je od najvažnijih internih pravilnika vezanih za nastavni proces *Pravilnik o postupku donošenja novih i revizije postojećih studijskih programa*, kojim su, u skladu s autonomijom propisanom nadležnim zakonom, definirani ujednačena procedura i obrasci kojima se studijski program razvija i unapređuje. Načinom na koji je postupak reguliran ostvaruju se dva cilja: 1. omogućiti kontrolu temeljnoga elementa izlazne kvalifikacije – ishoda učenja na razini studijskoga programa i 2. omogućiti najveću moguću fleksibilnost koja ne ugrožava ishode učenja na razini studijskoga programa. Posebnu ulogu u navedenome postupku ima Povjerenstvo za unapređenje studijskih programa na razini Sveučilišta koje prati usklađenosti procedura donošenja novih i redovite revizije postojećih studijskih programa s nadležnim zakonskim i

qualification, and the entire teaching process should be adapted in this sense. When regulating the study rules, special attention was paid to defining the rights and obligations of students, following the relevant legal acts, and defining the role of students in decision-making bodies, whereby student representatives are members of scientific-teaching/artistic-teaching councils of organizational units, as well as other professional bodies (Committee for Quality Assurance and Improvement, Ethics Committee, etc.). To support students at the University level, the Career Counseling Center was established, and the conditions for selection into scientific-teaching and artistic-teaching academic ranks encourage co-authorship of teachers and students on scientific and professional papers. To make students more competitive in the labour market and more capable of facing life's challenges, and to make them aware of the need for lifelong learning and the culture of their personality through education at the University level, a system of university electives was established. In addition to 30 ECTS points acquired during the study, students can enroll in courses related to key competencies of the European Reference Framework (e.g., the competence of multilingualism, digital competence, entrepreneurial competence, etc.). Passed university elective courses are recorded in the diploma supplement, which enables students to create their own “portfolio” of competencies.

The teaching process in the narrower sense consists of documents that describe the study programme (curricula and syllabi) and the teaching itself (teaching and evaluation methods, learning environment, teaching materials, and professional practice). One of the most important internal regulations related to the teaching process is the Rulebook on the procedure for adopting new and revising existing study programmes, which, following the autonomy prescribed by the relevant law, defines a uniform procedure and forms by which the study programme is developed and improved. The way the procedure is regulated achieves two goals: 1. enable control of the fundamental elements of the exit qualification - learning outcomes at the level of the study programme and 2. enable the greatest possible flexibility that does not jeopardize the learning outcomes at the level of the study



podzakonskim aktima, standardima i smjernicama za osiguranje kvalitete u Europskome prostoru visokog obrazovanja te internim aktima Sveučilišta. Kao podrška nastavnicima pri izradi nastavnih planova i programa na razini Sveučilišta izrađen je *Vodič za izradu nastavnih planova i programa* te se redovito održavaju tematske radionice (formuliranje ciljeva i ishoda učenja na svim razinama studijskoga programa, nastavne metode, metodologija alokacije ECTS bodova, izračuna konačne ocjene i dr.). Osim toga na Sveučilištu uvode se novi pristupi, perspektive i načini stjecanja kompetencija i ishoda učenja potrebnih za tržište rada koji se odnose na dualno obrazovanje, kratke programe (*short cycle*) te reguliranje izvanrednoga studija (*part time*). Usvajanje *Pravilnika o dualnom obrazovanju na Sveučilištu u Mostaru* prvi je primjer reguliranja dualnoga obrazovanja u visokome obrazovanju u BiH. Na taj način Sveučilište otvara mogućnost pristupa visokomu obrazovanju specifičnim skupinama studenata koji studiraju uz rad ili neke druge okolnosti zbog čega su im potrebne prilagođene struktura i dinamika programa obrazovanja.

Infrastruktura potrebna za nastavni proces unaprijeđena je samim integriranjem svih ustrojbenih jedinica Sveučilišta u jednu pravnu osobu – Sveučilište u Mostaru, čime se stvorila mogućnost optimalna korištenja resursa svih ustrojbenih jedinica i njihove racionalizacije. Osim mogućnosti korištenja učionica, amfiteatara, računalnih učionica, čitaonica i laboratorija svih ustrojbenih jedinica podjednako, svi studenti Sveučilišta u Mostaru imaju mogućnost korištenja literature u svim knjižnicama na Sveučilištu te Sveučilišne knjižnice. Pri tome su sve knjižnice na Sveučilištu pristupile COBISS bazi, čime se omogućila međuknjižnična razmjena i *online* pretraga kataloga. Dio resursa Sveučilišta predviđen je i za studentske aktivnosti (rad studentskih udruga, rekreacija, tribine, različite akcije i sl.).

Obrazovanje je otvoren i dinamičan proces koji se stalno mijenja i nadograđuje u skladu s ekonomskim, tehnološkim i znanstvenim razvojem društva te kulturološkim i drugim promjenama koje se događaju na lokalnome, regionalnome i globalnome planu. U dvadeset prvome stoljeću nova očekivanja i novi

programme. Committee for the Improvement of Study Programmes at the University level plays a special role in this procedure. They monitor the compliance of the procedures for the adoption of new and regular revision of existing study programmes with the relevant legal and by-laws, standards, and guidelines for quality assurance in the European Higher Education Area and the University's internal acts. To support teachers in the creation of curricula at the University level, a Guide for the creation of curricula and thematic workshops are regularly held (formulation of learning goals and outcomes at all levels of the study programme, teaching methods, ECTS credit allocation methodology, calculation of final grades, etc.). In addition, new approaches, perspectives, and ways of acquiring competencies and learning outcomes necessary for the labour market are being introduced at the University, which is related to dual education, short programmes (short cycle), and regulation of part-time studies. The adoption of the Rulebook on dual education at the University of Mostar is the first example of regulating dual education in higher education in Bosnia and Herzegovina. In this way, the University opens the possibility of access to higher education for specific groups of students who study alongside work or some other circumstances, which is why they need an adapted structure and dynamics of the education program.

The infrastructure required for the teaching process was improved by the integration of all organizational units of the University into one legal entity - the University of Mostar, which created the possibility of optimal use of the resources of all organizational units and their rationalization. In addition to the possibility of using classrooms, amphitheatres, computer classrooms, reading rooms, and laboratories of all organizational units equally, all students of the University of Mostar have the possibility of using literature in all libraries at the University and the University Library. In doing so, all libraries at the University accessed the COBISS database, which enabled inter-library exchange and online catalog searching. Part of the University's resources is also earmarked for student activities (work of student associations, recreation, forums, various actions, etc.).

Education is an open and dynamic process that is constantly changing and upgrading following the

zahtjevi prema europskim univerzitetima rapidno rastu u vremenu kada društveni i ekonomski razvoj pokreće koncept pod nazivom *Europa znanja*.

Na Sveučilištu u Mostaru u ak. 2022./23. godini izvode se 142 studijska programa, od kojih 65 pred-diplomskih studija, 61 diplomski studij, 4 integrirana i 12 doktorskih studija.

Radi daljnjega povećanja kvalitete izvedbe studijskih programa kao i poboljšanja relevantnih mjerljivih pokazatelja uspješnosti studiranja pred Sveučilištem se u narednome razdoblju pojavljuje potreba za:

- stalnim unapređivanjem studijskih programa na svim razinama u skladu s Europskim klasifikacijskim okvirom (EQF)
- usklađivanjem studijskih programa s društvenim i gospodarskim potrebama
- jasnim definiranjem ishoda učenja i ECTS sustava
- razvojem inovativnih pristupa izvođenju studijskih programa
- osiguranjem neometana napredovanja studenata tijekom studija
- izbalansiranim odnosom teorije i prakse
- razvojem sposobnosti za samostalno kreativno razmišljanje te stjecanje praktičnih znanja, vještina i stavova
- razvijanjem uvjeta za što kvalitetniju izvedbu praktičnoga rada, terenske nastave te specifičnih dijelova pojedinih studijskih programa
- razvijanjem studijskih programa koji se izvode na engleskome jeziku.

economic, technological, and scientific development of society as well as cultural and other changes taking place on a local, regional and global level. In the twenty-first century, new expectations and new demands towards European universities are growing rapidly at a time when social and economic development is driving the concept called Europe of Knowledge.

At the University of Mostar, in the academic year 2022/23, 142 study programmes are offered, of which 65 undergraduate studies, 61 graduate studies, 4 integrated, and 12 doctoral studies.

To further increase the quality of the performance of study programmes as well as to improve the relevant measurable indicators of study success, the University faces the need in the coming period for:

- constant improvement of study programmes at all levels following the European Classification Framework (EQF)
- by harmonizing study programmes with social and economic needs
- clearly defining learning outcomes and the ECTS system
- developing innovative approaches to the execution of study programs
- ensuring the unhindered progress of students during their studies
- a balanced relationship between theory and practice
- developing the ability for independent creative thinking and acquiring practical knowledge, skills, and attitudes
- by developing the conditions for the best possible performance of practical work, field teaching, and specific parts of individual study programmes
- by developing study programmes that are conducted in English.





Umjetnost

Polazeći od vizije osnaživanja umjetničke komponente na Sveučilištu u Mostaru, u proteklom je razdoblju veliki naglasak stavljen na umjetničke projekte i njihovu popularizaciju. Iako i na mnogo većim sveučilištima umjetnost nerijetko padne u drugi plan, nakon znanosti, razvojna vizija kulturne politike Sveučilišta u Mostaru dodijelila je stvaralačkim procesima (likovnim, dramskim, glazbenim, izdavačkim) i infrastrukturnim objektima visoko mjesto na listi prioriteta. Osnivanjem „Kolegija za područje umjetnosti“ kao savjetodavnog tijela Senata, na najkonkretniji se način željelo pokazati koliko umjetnički procesi ne smiju biti bazirani na improvizacijama i inicijativama pojedinaca, nego moraju biti dobro planirani i točno pozicionirani u razvojnim planovima Sveučilišta.

Sveučilište je u prosincu 2020. otvorilo uređeni prostor zgrade adaptirane za Sveučilišnu galeriju u sveučilišnom kampusu Rodoč, te priredilo prvu izložbu nastavnika Akademije likovnih umjetnosti „Ubi concordia, ibi victoria“, čime su se predstavili dijelovi pojedinih umjetničkih opusa sveučilišnih nastavnika, ali i učvrstila ideja jedinstva Sveučilišta bez obzira na to što je Akademija udaljena od drugih fakulteta. Ovdje je potrebno istaknuti kako je ideja o utemeljenju „Galerije Filozofskog fakulteta“ formirana već 2015. godine za vrijeme dekanskog mandata prof. dr. sc. Zorana Tomića i zapisana odlukom o osnivanju inicijativnog odbora te imenovanjem voditelja Galerije. Iz toga je vidljivo da je vizija o stvaranju profesionalnog, dinamičnog i europskog izložbenog prostora postojala puno prije njene same realizacije.

Izložbenoj djelatnosti u Galeriji prethodila je suradnja s Hrvatskim domom Herceg Stjepan Kosača u čijoj je galeriji priređena velika retrospektivna izložba akademika Đure Sedera. Izložbena strategija bazirana je na četiri velika izložbena projekta godišnje koju prati niz aktivnosti (susret s umjetnikom, kustoska vodstva, dječje radionice itd.) pa je tako nakon izložbe nastavnika Akademije uslijedila samostalna izložba „Cvjetnica“ red. prof. art. Stjepana Skoke, potom retrospektivna izložba Vatroslava

Art

Starting from the vision of strengthening the artistic component at the University of Mostar, in the past period great emphasis was placed on artistic projects and their popularization. Although even at much larger universities, art often falls into the background, after science, the development vision of the cultural policy of the University of Mostar assigned creative processes (art, drama, music, publishing) and infrastructural facilities a high place on the list of priorities. By establishing the “Advisory Body for the field of art” as an advisory body of the Senate, the aim was to demonstrate in the most concrete way how artistic processes must not be based on improvisations and individual initiatives, but must be well planned and precisely positioned in the development plans of the University.

In December 2020, the university opened the decorated area of the building adapted for the University Gallery on the Rodoč university campus, and organized the first exhibition of teachers of the Academy of Fine Arts Ubi concordia, ibi victoria, which presented parts of individual works of art by university teachers, but also strengthened the idea unity of the University regardless of the fact that the Academy is far from other faculties. It should be noted here that the idea of establishing the “Gallery of the Faculty of Humanities and Social Sciences” was formed already in 2015 during the Dean’s term of Prof Zoran Tomić, PHD and recorded in the decision on the establishment of the initiative committee and the appointment of the gallery manager. It is evident from this that the vision of creating a professional, dynamic and European exhibition space existed long before its realization.

The exhibition activity in the Gallery was preceded by cooperation with the Croatian Home of Herceg Stjepan Kosača, in whose gallery a large retrospective exhibition of the academician Đura Seder was arranged. The exhibition strategy is based on four large exhibition projects per year, followed by a series of activities (meetings with the artist, curatorial guidance, children’s workshops, etc.), so the exhibition by the Academy teachers was followed by the independent exhibition “Flower Day” by Prof Stjepan Skoko, PhD,

Kuliša „Vatra: Krićka retrospektiva, 1991.-2021.“ koja je realizirana u partnerstvu s Nacionalnim muzejom moderne umjetnosti iz Zagreba, nakon koje je u prosincu 2021. postavljena izložba akademika Igora Rončevića „Zlato i srebro Zadra“ koja je ostvarena u partnerstvu s Hrvatskom akademijom znanosti i umjetnosti i Muzejom Bjelovara. U 2022. godini također su priređene četiri izložbe i to „Dante u djelima suvremenih umjetnika“ (sudjelovali su: Vatroslav Kuliš, Tomislav Buntak, akademik Zlatko Keser, akademik Igor Rončević, Antun Boris Švaljek i akademik Kuzma Kovačić), „Brodovi“ (sudjelovali su: Bane Milenković, Emil Bobanović Čolić, Josip Škerlj, Ivan Perak, Stjepan Ivanišević, Mario Šunjić, Jasmin Kukavica i Antun Boris Švaljek), samostalna izložba Josipa Ivanovića „Autići“ u suradnji s Umjetničkom galerijom Dubrovnik te velika skupna izložba „Nogomet u suvremenoj umjetnosti“ na kojoj je sudjelovalo trideset umjetnika iz Hrvatske i Bosne i Hercegovine s preko pedeset djela u različitim medijima (crtež, slika, skulptura, grafika, fotografija), a pratio ju je i osmišljeni pedagoški program u suradnji s osnovnim školama iz Mostara i okolice.

Sveučilišna galerija jedna je od rijetkih ustanova ovog tipa u ovom dijelu Europe, čime Sveučilište u Mostaru prednjači pred mnogim drugim visokoškolskim institucijama. Priređivanjem izložbi umjetnika iz drugih gradova, Sveučilišna galerija na sebe preuzima dio uloge u kulturnom životu grada Mostara, što je posebno važno u trenutku kada su neki drugi galerijski prostori prestali s radom. U sklopu Galerije uređen je prostor muzejske čuvaonice (depoa) kojemu po stručnim i sigurnosnim odlikama nema ravnog u nijednoj drugoj ustanovi u Hercegovini, ali i šire. Posebnog računa vodimo o strukturi publike, kreirajući programe za različite dobne i interesne skupine po uzoru na europske muzejske standarde (osnovnoškolska i srednjoškolska populacija, studenti, ljubitelji umjetnosti i opća publika) i popularizirajući umjetnost, o čemu vodimo statističke podatke te primjećujemo kako se struktura naših korisnika mijenja u korist mlađe populacije. Naš tim predano radi na promociji naših aktivnosti putem društvenih mreža, novinskih, radijskih, televizijskih i ostalih medija, a posebna aktivnost je i produkcija dokumentarnih

then a retrospective exhibition by Vatroslav Kuliš “Fire: A Critical Retrospective, 1991-2021” which was realized in partnership with the National Museum of Modern Art from Zagreb, after which in December 2021 the exhibition of academician Igor Rončević *Zlato i srebro Zadar* was staged, realized in partnership with the Croatian Academy of Sciences and Art and the Bjelovar Museum. In 2022, four exhibitions were also organized, namely *Dante in the works of contemporary artists* (participating: Vatroslav Kuliš, Tomislav Buntak, academician Zlatko Keser, academician Igor Rončević, Antun Boris Švaljek and academician Kuzma Kovačić), „Ships“ (participating: Bane Milenković, Emil Bobanović Čolić, Josip Škerlj, Ivan Perak, Stjepan Ivanišević, Mario Šunjić, Jasmin Kukavica i Antun Boris Švaljek), Josip Ivanović’s solo exhibition “Cars” in collaboration with the Dubrovnik Art Gallery and the large group exhibition “Football in Contemporary Art” in which thirty artists from Croatia and Bosnia and Herzegovina participated with over fifty works in different media (drawings, paintings, sculptures, graphics , photo), and was accompanied by a pedagogical programme designed in cooperation with primary schools from Mostar and the surrounding area.

The University Gallery is one of the rare institutions of this type in this part of Europe, which puts the University of Mostar ahead of many other higher education institutions. By organizing exhibitions of artists from other cities, the University Gallery takes on a part of the role in the cultural life of the city of Mostar, which is especially important at a time when some other gallery spaces have stopped working. As part of the Gallery, the area of the museum storage room (depot) has been arranged, which in terms of professional and security features has no equal in any other institution in Herzegovina, and beyond. We pay special attention to the structure of the audience, creating programmes for different age and interest groups based on European museum standards (primary and high school population, students, art lovers and the general public) and popularizing art, on which we keep statistical data and notice how the structure of the user is changing in favor of the younger population. Our team is dedicated to promoting our activities through social media, newspapers, radio,

filmova (u pripremi su dva, o Vatroslavu Kulišu i o Igoru Rončeviću, produkcija Sveučilišna televizija) za televizijsko emitiranje, pri čemu je baza svakog filma izložba održana u Sveučilišnoj galeriji.

U siječnju 2022. godine je u Sveučilišnoj galeriji po prvi put obilježena Noć muzeja, program Hrvatskog muzejskog društva koji se do tog trenutka održao 17. put zaredom, a po prvo put je održan u Mostaru kao rezultat partnerstva Sveučilišta i HMD-a. Noć muzeja okupila je veliki broj posjetitelja tijekom održavanja više aktivnosti, među kojima treba istaknuti likovnu radionicu za korisnike Udruge za Downov sindrom Mostar s kojom Sveučilište ima kontinuiranu suradnju na humanitarnim i edukativnim projektima.

U sklopu Sveučilišne galerije utemeljena je specijalna knjižnica za područje umjetnosti i povijesti umjetnosti, donacijom oko 1.100 knjiga gospodina Bože Biškupića, kolekcionara i promotora umjetnosti i knjige. Knjižnica će se u narednom razdoblju širiti popunjavanjem iz međuinstitucionalne razmjene s drugim galerijama i muzejima. U tijeku je osnivanje arhiva za likovne umjetnosti, po uzoru na ustanovu u sastavu HAZU u Zagrebu, a koji će prikupljati tiskanu građu o umjetnosti (hemeroteke, sitni tisak, katalozi izložaba) s područja BiH. Također, inicirano je formiranje galerijske zbirke umjetnina koja će se primarno popunjavati donacijama likovnih umjetnika koji su prepoznali napor i želju Sveučilišta za sabiranjem, predstavljanjem i čuvanjem likovnog stvaralaštva. Treba spomenuti i kako je dosadašnja galerija u sklopu Akademije preimenovana u „Sveučilišnu galeriju“, čime je Sveučilište dobilo dva izložbena prostora, jedno u Rodoču, drugo u Širokom Brijegu, kojima može zadovoljiti potrebe za izložbenom djelatnošću i suradnjama.

Na Fakultetu prirodoslovno-matematičkih i odgojnih znanosti utemeljena je 2014. godine Likovna kolonija „Krešimir Ledić“ koja je odlukom iz 2020. postala Sveučilišna likovna kolonija, a odlukom iz 2022. preimenovana je u Sveučilišni likovni simpozij i nastavila se održavati. Riječ je o jedinstvenoj manifestaciji međunarodnog karaktera i jedinom sveučilišnom likovnom programu ovakvog tipa u ovom dijelu Europe koji za cilj ima transmisiju znanja i iskustava

television and other media, and a special activity is the production of documentaries (two are being prepared, about Vatroslav Kuliš and Igor Rončević, produced by University Television) for television broadcasting, where the basis of each film is the exhibition held in the University Gallery.

In January 2022, the Night of the Museum was celebrated for the first time in the University Gallery, a programme of the Croatian Museum Society (CMS), which until that moment was held for the 17th time in a row, and was held for the first time in Mostar as a result of the partnership between the University and CMS. The night of the museum gathered a large number of visitors during the holding of several activities, among which the art workshop for users of the Association for Down syndrome Mostar, with which the University has continuous cooperation on humanitarian and educational projects, should be highlighted.

As part of the University Gallery, a special library for the field of art and art history was founded, with the donation of around 1,100 books by Mr Božo Biškupić, a collector and promoter of art and books. In the coming period, the library will be expanded by filling in from inter-institutional exchanges with other galleries and museums. The establishment of an archive for fine arts, based on the model of the institution within the Croatian Academy of Sciences and Arts in Zagreb, which will collect printed material on art (printed books, small print, exhibition catalogs) from the territory of Bosnia and Herzegovina is under way. Also, the formation of a gallery collection of art was initiated, which will primarily be filled with donations from fine artists who recognized the University’s effort and desire to collect present and preserve fine art. It should also be mentioned that the previous gallery within the Academy was renamed the “University Gallery”, which gave the University two exhibition spaces, one in Rodoč, the other in Široki Brijeg, with which it can meet the needs for exhibition activities and collaborations.

The *Krešimir Ledić* Art Colony was founded at FPMOZ in 2014, which became the University Art Colony by Decision from 2020, and was renamed the University Art Symposium by Decision of 2022 and continued to be held. It is a unique manifestation of an international character and the only university art







različitih umjetnika izvana s lokalnim umjetnicima i, primarno, umjetnicima-nastavnicima Akademije te njenim studentima. Zato je od osmog Simpozija Akademija izuzetno uključena u njenu organizaciju i većina nastavnika je sudjelovala u njenim programima. Program Simpozija proširen je na način da uključuje gostujuća predavanja, promocije umjetničkih knjiga, prezentacije filmova (jedini smo u BiH, uz nekoliko ustanova u Hrvatskoj dokumentarnim filmom i predavanjem obilježili 100. obljetnicu rođenja Ede Murtića), a u programu Simpozija 2021. godine upriličeno je i svečano otkrivanje skulpture „Maslinova grana“ autora red. prof. art. Stjepana Skoke u uređenom dvorišnom prostoru Akademije. U planu je postavljanje nekoliko skulptura na otvorenim prostorima Sveučilišta, prema željama umjetnika donatora. Vrijedi istaknuti kako je Sveučilišni likovni simpozij prepoznata kao projekt od važnosti za

programme of this type in this part of Europe, which aims to transmit the knowledge and experiences of different artists from outside with local artists and, primarily, artist-teachers of the Academy and its students. That is why, since the eighth Symposium, the Academy has been extremely involved in its organization and most of the teachers have participated in its programmes. The programme of the Symposium has been expanded to include guest lectures, promotions of art books, film presentations (we are the only ones in Bosnia and Herzegovina, along with several institutions in Croatia, to mark the 100th anniversary of the birth of Edo Murtić with a documentary film and lecture), also, the programme of the Symposium in 2021 included ceremonial unveiling of the “Olive Branch” sculpture by the author Prof Stjepan Skoko, PhD, in the decorated courtyard of the Academy. The plan is to install several sculptures in the open spaces

Bosnu i Hercegovinu od strane federalne Fondacije za muzičke scenske i likovne umjetnosti te uvrštena među projekte koje Fondacija sufinancira.

Utemeljenjem nakladničke edicije *Biblioteka Ars et artifex*, otvorio se prostor za specijalizirana izdanja iz područja umjetnosti – teorijske, kritičarske i povijesnoumjetničke tekstove te likovne monografije. Prvo objavljeno izdanje je knjiga kritika i studija profesora emeritusa Antuna Karamana, a u pripremi su još tri izdanja.

Među ostalim umjetničkim aktivnostima na Sveučilištu u Mostaru treba istaknuti osnivanje Sveučilišnog teatra, čime se potaknulo i dalo institucionalnu podršku dramskoj umjetnosti i studentskim aktivnostima, a na taj se način također participira u kulturi lokalne zajednice koja ima razvijenu kazališnu publiku i kvalitetne sadržaje.

U području glazbe, sveučilišni Studij glazbene umjetnosti je izvan nastavnog programa i u suradnji s drugim partnerima tijekom 2020. i 2021. godine održao sedam zapaženih nastupa: dva Koncerta vokalne glazbe u suradnji s Komornim pjevačkim ansamblom Pro arte i Mješovitim pjevačkim zborom, koncert „Harmonika kroz žanrove“ u Galeriji ULUS u Beogradu (Dislocirani Studij glazbene umjetnosti u Kreševu), „Koncert in memoriam“, u sjećanje na preminulog studenta Milana Miju Đereka, koncert u sklopu manifestacije Jesen na FPMOZ-u s gostom baritonom Vlatkom Belasom, članom HNK Opere u Splitu, potom Adventski koncert u suradnji s Komornim pjevačkim ansamblom Pro arte i Koncert komorne glazbe u sklopu manifestacije 17. Didakovih dana. Vrlo je važno istaknuti međusektorsku suradnju na Sveučilištu u Mostaru pa je tako jedan od koncerata održan i u Sveučilišnoj galeriji.

of the University, according to the wishes of the donor artists. It is worth noting that the University Art Symposium was recognized as a project of importance for Bosnia and Herzegovina by the Federal Foundation for Music, Performing Arts and Fine Arts and was included among the projects co-financed by the Foundation.

With the founding of the *Biblioteka Ars et artifex* publishing house, space was opened for specialized publications in the field of art - theoretical, critical and historical art texts as well as art monographs. The first published edition is a book of criticism and studies by professor emeritus Antun Karaman, and three more editions are being prepared.

Among other artistic activities at the University of Mostar, the establishment of the University Theater should be highlighted, which encouraged and gave institutional support to dramatic art and student activities, and in this way also participates in the culture of the local community, which has a developed theater audience and quality content.

In the field of music, the University's Study of Music Arts, outside the curriculum and in cooperation with other partners, held seven notable performances in 2020 and 2021: two vocal music concerts in cooperation with the Pro arte Chamber Singing Ensemble and the Mixed Singing Choir, the concert *Harmonika kroz žanrove* in the ULUS Gallery in Belgrade (Dislocated Study programme of Music Arts in Kreševo), „Concert in memoriam“, in memory of the deceased student Milan Mija Đerek, a concert as part of the **Autumn event** at FPMOZ with guest baritone Vlatko Belas, member of the Croatian National Theatre Opera in Split, then the Advent concert in collaboration with the Pro arte Chamber Singing Ensemble and the Chamber Music Concert as part of the manifestation of the 17th *Didak Days*. It is very important to highlight intersectoral cooperation at the University of Mostar, so one of the concerts was also held in the University Gallery.





Centar za informacijske tehnologije – SUMIT

Uvod

U nepunih pet godina od osnivanja SUMIT uspješno radi na digitalnoj transformaciji Sveučilišta kao i na projektu digitalne transformacije cijele vertikalne obrazovanja, pa je u školskoj 2022./2023. godini SUMIT-ov eDnevnik implementiran u 56 od 135 škola koje nastavne planove i programe izvode na hrvatskome jeziku u BiH. SUMIT svoj potencijal koristi i na tržištu te radi na višemilijunskim projektima u Republici Hrvatskoj koji se financiraju iz EU fondova.

Sve od III. Sveučilišne klauzure održane 29. svibnja 2018. godine, kada je pronađen zajednički nazivnik *Bolje obrazovanje* akademske, poslovne i upravne djelatnosti, i u skladu sa *Strategijom* Sveučilišta, SUMIT djeluje i poduzima aktivnosti u tome smjeru.

Uspjeh na projektima na kojima radi SUMIT ne bi bio moguć bez stalne podrške Uprave Sveučilišta, Koordinacije ministara obrazovanja Hrvatskoga narodnog sabora, JP Hrvatske telekomunikacije, Hrvatske akademske i istraživačke mreže CARNET, Sveučilišnoga računskog centra – SRCE, Agencije za komercijalnu djelatnost – AKD, Ericsson Nikola Tesla i drugih partnera.

SUMIT je postao jamac stabilnosti i razvoja sustava Sveučilišta, nastavka digitalne transformacije obrazovanja i uredno isporučuje usluge i informacijske sustave na tržištu. Ključni izazov za nastavak uspješna razvoja angažiranje je visokokvalitetnih stručnjaka i podizanje IT kompetencija. S obzirom na svoju poziciju unutar Sveučilišta u Mostaru SUMIT ovdje ima usporednu prednost u odnosu na sve ostale subjekte.

U ovome trenutku SUMIT promišlja i razvija *Digitalnu strategiju Sveučilišta do 2030. godine*. Imajući na umu *Bolje obrazovanje* i potrebu za angažiranjem visokokvalitetnih stručnjaka, strateška područja SUMIT-a u narednome razdoblju bit će:

1. IT infrastruktura, organizacija i upravljanje
2. korisničko iskustvo
3. digitalne kompetencije
4. podrška istraživanju, razvoju i inovacijama
5. podrška društvenomu razvoju i transformaciji.

Centre for Information Technologies – SUMIT

Introduction

In less than five years since its establishment, SUMIT has been successfully working on the digital transformation of the University, the project of digital transformation of education. In 2022/2023, SUMIT's e-Dnevnik was implemented in 56 out of 135 schools that use the Croatian language in BiH. SUMIT also uses its potential on the market and works on multi-million dollar projects in the Republic of Croatia, financed from EU funds.

At the 3rd University gathering held on 29 May 2018, participants agreed on a title *Better education of academic, business, and administrative activities*, and following the University Strategy, SUMIT acts and undertakes activities in this direction.

The success of the projects SUMIT works on would not be possible without the constant support of the University Administration, the Coordination of Ministers of Education of the Croatian National Assembly, JP Hrvatske telekomunikacije, the Croatian Academic and Research Network CARNET, the University Computing Centre - SRCE, the Agency for Commercial Activities - AKD, Ericsson Nikola Tesla and other partners.

SUMIT is responsible for the stability and development of the University system, the continuation of the digital transformation of education and regularly delivers services and information systems on the market. The key challenge for continued successful development is hiring high-quality experts and raising IT competencies. Given its position within the University of Mostar, SUMIT has a comparative advantage here compared to all other entities.

Currently, SUMIT is considering and developing the Digital Strategy of the University until 2030. Bearing in mind Better education and the need to hire high-quality experts, SUMIT's strategic areas in the coming period will be:

1. IT infrastructure, organization, and management
2. user experience
3. digital competencies



Otvaranje Središta informacijskih tehnologija i inovacija kojim će se stvoriti prostorni uvjeti za ostvarenje *Digitalne strategije* planirano je za proljeće 2023. godine. Sveučilište preko SUMIT-a postaje središte za digitalizaciju na regionalnoj i europskoj razini, inovativna, agilna i sigurna organizacija visokokvalitetnih stručnjaka koja će sačuvati suverenitet u digitalnome području.

SUMIT za SUM

EduID, ISS, *Smart Campus*, *eIndeks*, sveučilišne iskaznice, mrežne stranice i HRM samo su neki od projekata i računalnih sustava koje SUMIT razvija i održava za SUM. U svome djelovanju SUMIT se vodi načelima da se uz nacionalne pravne propise poštuje i u praksi usklađuje s europskim načelima i regulativom u digitalnome području, osobito u području kibernetičke sigurnosti i zaštite osobnih podataka (GDPR), kao i s internacionalnim standardima najbolje prakse u IT području, te pruža visokokvalitetne i sigurne usluge, i u virtualnome i u fizičkom svijetu. Kao temelj svoga djelovanja i daljnega napretka privlači kvalitetne ljudske resurse, ulaže u njihov razvoj i zadržava ih osiguravajući poticajno radno okruženje, usmjeren je na inovacije, povezivanje obrazovne i znanstveno-istraživačke zajednice s gospodarstvom te pridonosi razvoju društva u cjelini. Odabire rješenja i smjerove vlastitoga razvoja koji pridonose tranziciji IT sektora prema održivu i klimatski neutralnu gospodarstvu u skladu s EU i globalnim nastojanjima. Jedan je od ciljeva unaprjeđenje i digitalizacija korisničkoga iskustva studenata, zaposlenika, nastavnoga osoblja i alumni partnera. Aktivnostima u ovome području potiče se i relevantnost SUM-a kao moderna davatelja obrazovnih usluga, tržišna reputacija te poboljšanje učinkovitosti rada osoblja, učinkovitije se koriste digitalne tehnologije za obrazovanje i rad te su optimizirani interni procesi.

Rad Sveučilišta usmjeren je na studente, osigurava se kvalitetno i prepoznatljivo korisničko iskustvo kroz optimizirane, agilne, lako dostupne usluge jednostavne za korištenje. SUMIT je informatizirao i podržava ključne interne procese SUM-a. Rješenja i servisi

4. support for research, development, and innovation
5. support for social development and transformation.

The opening of the Information Technology and Innovation Centre, which will create spatial conditions for the Digital Strategy implementation, is planned for the spring of 2023. Through SUMIT, the university becomes a centre for digitalization at the regional and European levels, an innovative, agile, and secure organization of high-quality experts that will preserve sovereignty in the digital field.

SUMIT for SUM

EduID, ISS, *Smart Campus*, *eIndeks*, university ID cards, websites, and HRM are just some of the projects and computer systems that SUMIT develops and maintains for SUM. In its activities, SUMIT is guided by the principles of complying with national legal regulations. In practice, it follows European principles and regulations in the digital field, especially in the field of cyber security and personal data protection (GDPR, as well as international standards of best practice in the IT field, and provides high-quality and secure services, both in the virtual and in the physical world. As the basis of its activity and further progress, it attracts quality human resources, invests in their development, and retains them by ensuring a stimulating work environment. It is focused on innovation, connecting the educational and scientific-research community with the economy, and contributes to the development of society as a whole. It chooses solutions and directions for its development that contribute to the transition of the IT sector towards a sustainable and climate-neutral economy following EU and global efforts. One of the goals is to improve and digitize the user experience of students, employees, teaching staff, and alumni partners. Activities in this area promote the relevance of SUM as a modern provider of educational services, and market reputation and improve the efficiency of staff work, digital technologies are used more effectively for education and work, and internal processes are optimized.

trećih strana podatkovno/procesno integrirani su sa SUMIT sustavima. SUMIT podržava mobilnost korisnika, obrazovanje, nastavu i rad na daljinu. U budućnosti je planiran *eServis* za sve korisnike te će sva IT rješenja imati jedinstveno korisničko iskustvo.

SUMIT za škole

Planovima i aktivnostima poduzetima u prve dvije godine djelovanja SUMIT-a postavljeni su temelji za uspješan odgovor na pandemiju COVID-19. Zemlje širom svijeta postigle su različite uspjehe u upravljanju teretom COVID-19.

Centar za informacijske tehnologije Sveučilišta u Mostaru (SUMIT) organizacijski i tehnički uspješno je odgovorio na pandemiju te su osigurani tehnički

The work of the University is focused on students, ensuring a high-quality and recognizable user experience through optimized, agile, easily accessible, easy-to-use services. SUMIT has computerized and supports the key internal processes of SUM. Third-party solutions and services are integrated with SUMIT systems through data and processes. SUMIT supports user mobility, education, teaching, and remote work. In the future, an eService is planned for all users, and all IT solutions will have a unique user experience.

SUMIT for schools

The plans and activities undertaken in the first two years of SUMIT's operation laid the foundations for a successful response to the COVID-19 pandemic.



UNIVERSITY OF MOSTAR

SUMIT CENTAR

HT eronet

EP ELEKTROPRIVREDA





uvjeti za održavanje nastave na daljinu i na Sveučilištu i u školama u kojima se nastavni planovi i programi izvode na hrvatskome jeziku. Koordinacija ministara obrazovanja, znanosti, kulture i sporta županija u kojima se nastavni planovi i programi izvode na hrvatskome jeziku u suradnji sa Sveučilištem u Mostaru u svega nekoliko dana promijenila je sustav održavanja nastave. SUMIT je u potpunosti ispunio očekivanja brzim odgovorom na pojavu COVID-19. Temelj uspješne reakcije na pojavu pandemije postavljen je krajem 2017. osnivanjem SUMIT-a te nakon III. Sveučilišne klauzure održane 29. svibnja 2018. godine, kada je donesen zaključak da će Sveučilište sa strateškim partnerima stvoriti IT centar za cijelu vertikalu obrazovanja, od vrtića do Sveučilišta.

Nakon navedene klauzure Sveučilište u Mostaru napravilo je plan digitalizacije škola, projekt kojim će se učinkovitije i transparentnije upravljati školama te su uz pomoć strateških partnera planirani *e-Matica*, odnosno digitalni oblik matične knjige, *e-Dnevnik*, elektronički identitet učenika i nastavnika, sustav

Countries around the world have had varying degrees of success in managing the burden of COVID-19.

The Centre for Information Technologies of the University of Mostar (SUMIT) responded organizationally and technically successfully to the pandemic. They ensured technical conditions for distance learning both at the University and in schools with Croatian curricula and programmes. The coordination of the ministers of education, science, culture, and sports of the counties in which curricula and programmes are conducted in the Croatian language in cooperation with the University of Mostar changed the system of teaching in just a few days. SUMIT fully met expectations with a quick response to the emergence of COVID-19. The foundation for a successful response to the outbreak of the pandemic was laid at the end of 2017 with the establishment of SUMIT. After the 3rd University gathering held on 29 May 2018, participants concluded that the University would create an IT centre for the education levels from kindergarten to the University with strategic partners.

za e-učenje *Školarac*, a najvažnije bilo je napraviti sustavno obrazovanje svih korisnika sustava. Ovu viziju podržale su političke institucije i vlasti te je na sjednici Hrvatskoga narodnog sabora 11. veljače 2020. godine ovaj plan i dobio svoju potvrdu.

Navedene datume spominjemo jer je važno znati da uspješan odgovor Sveučilišta i SUMIT-a na pandemiju nije nastao slučajno, nego je temeljen na dužemu radu i viziji menadžmenta Sveučilišta u Mostaru.

U Hercegbosanskoj županiji upis u srednje škole u školsku 2022./2023. godinu proveo se u potpunosti elektroničkim putem, a Srednja ekonomska škola Livno prva je škola u BiH koja koristi isključivo SUMIT-ov *e-Dnevnik* bez dnevnika u papirnatome izdanju. U školskoj 2022./2023. godini gotovo polovica škola u kojima se nastavni planovi i programi izvode na hrvatskome jeziku koristi SUMIT *e-Dnevnik*. Do danas je SUMIT radionice odslušalo 2000 nastavnika.

SUMIT na tržištu

Na tržištu SUMIT koristi svoj potencijal i znanje u razvoju aplikacija u obrazovanju. Trenutačno SUMIT radi na tri projekta za Hrvatsku akademsku i istraživačku mrežu CARNET, a riječ je o projektima CARNET ID, novi *Loomen* sustav i CARNET *Gama*.

CARNET ID (ranije *Omega*) sustav je koji se radi u programu *e-Škole*. CARNET ID okosnica je CARNET-ovih korisničkih sustava i omogućuje upravljanje povezanim infrastrukturnim podsustavima. Uz *Omegu* koja je središnji sustav razvijaju se i sustav za upravljanje elektroničkom poštom, upravljanje domenama, *web*-stranice za sve škole, sustav za dijeenje i upravljanje dokumentima te sustav za upravljanje virtualnim poslužiteljima. Svim ovim uslugama upravlja se upravo iz CARNET ID sustava. SUMIT, koji je nastao prije tri godine, sada radi jedan od glavnih projekata digitalizacije škola u RH. *Omegu* će koristiti više od 500 tisuća korisnika, nastavnika i učenika u 1 318 škola u Republici Hrvatskoj. Dio je to projekta *e-Škole* kojemu je nositelj CARNET, a koji je prošle godine proglašen najboljim projektom u EU-u

After the mentioned University gathering, the University of Mostar made a school digitalization plan, a project that will manage schools more efficiently and transparently. With the help of strategic partners, the plan included: *e-Matica*, i.e., a digital form of the register, *e-Dnevnik*, electronic identity of students and teachers, an e-learning system *Školarac*, and the most important thing was to make a systematic education of all users of the system. Political institutions and authorities supported this vision, and the Croatian National Assembly confirmed this plan in its session on 11 February 2020.

These dates are mentioned because it is important to know that the successful response of the University and SUMIT to the pandemic did not happen by chance. It was based on the long-term work and vision of the management of the University of Mostar.

In 2022/2023, Herzeg-Bosnia County carried out enrollment in secondary schools entirely electronically. In addition, Livno High School of Economics is the first school in Bosnia and Herzegovina to use SUMIT's *e-Dnevnik* without a paper edition.

In 2022/2023, almost half of the schools with Croatian curricula and programmes use the SUMIT *e-Dnevnik*. To date, 2,000 teachers have participated in SUMIT workshops.

SUMIT on Market

On the market, SUMIT uses its potential and knowledge in the development of applications in education. SUMIT is currently working on three projects for the Croatian academic and research network CARNET, namely the CARNET ID projects, the new *Loomen* system and CARNET *Gama*.

CARNET ID (formerly *Omega*) is a system that is developed in the *e-Škole* programme. CARNET ID is the backbone of CARNET's user systems and enables the management of connected infrastructure subsystems. In addition to *Omegu*, which is the central system, they develop a system for electronic mail management, domain management, websites for all schools, a system for sharing and managing documents and a system for managing virtual servers. All these services are managed from the CARNET ID system. SUMIT, which was



za digitalizaciju obrazovanja. SUMIT radi na razvoju ovoga sustava od veljače 2021. godine.

Prilagodba *Moodle* sustava uključuje projektiranje, implementaciju i održavanje visoko dostupna i skalabilna *Moodle* sustava na postojećoj CARNET-ovoj infrastrukturi, a također i istraživanje navika, korisničkoga iskustva i potreba korisnika CARNET-ove *Moodle* aplikacije u učenju i poučavanju, izradu dizajna sučelja CARNET-ove aplikacije *Moodle*, izradu zajedničke naslovnice i *Moodle* dodataka kao i nadogradnju *Moodle* dodataka.

Projekt *Gama* odnosi se na izradu sustava za korisnike pod nazivom CARNET *gama*, odnosno korisničkoga portala koji će institucijama i korisnicima omogućiti personalizirani uvid u podatke o CARNET-ovim uslugama i projektima te projektnim aktivnostima u sklopu programa *e-Škole: Cjelovita informatizacija procesa poslovanja škola i nastavnih procesa u svrhu stvaranja digitalno zrelih škola za 21. stoljeće*. Korištenje informacijsko-komunikacijske tehnologije danas podrazumijeva jednostavan i lagan pristup uslugama u *online* okružju i visoko kvalitetno i dostupno korisničko iskustvo te je ideja razvoja sustava CARNET *gama* utemeljena upravo na navedenim premisama. CARNET *gama* pridonijet će digitalnoj transformaciji i zrelosti škola korištenjem naprednih funkcionalnosti okružja i kontinuiranom interakcijom.

Program *e-Škole* dio je sveobuhvatna programa modernizacije hrvatskoga školskog sustava naziva *e-Škole: Cjelovita informatizacija procesa poslovanja škola i nastavnih procesa u svrhu stvaranja digitalno zrelih škola za 21. stoljeće*. Opći cilj programa *e-Škole* pridonosi jačanju kapaciteta osnovnoškolskoga i srednjoškolskoga obrazovnog sustava radi osposobljavanja učenika za tržište rada, daljnje školovanje i cjeloživotno učenje. Program *e-Škole* provodi se u dvije faze. Prva faza odnosi se na pilot-projekt *e-Škole: Uspostava sustava razvoja digitalno zrelih škola* u trajanju od 1. ožujka 2015. godine do 31. kolovoza 2018. godine u koji je bilo uključeno 151 škola diljem Hrvatske. U drugoj fazi predviđene aktivnosti razvijaju se na temelju iskustva i rezultata I. faze (pilota), a provodi se od 1. rujna 2018. godine do kraja 2022. godine i uključuje sve škole u Republici Hrvatskoj.

created three years ago, is now working on one of the main digitalization projects of schools in the Republic of Croatia. *Omega* will be used by more than 500 thousand users, teachers and students in 1,318 schools in the Republic of Croatia. It is part of the *e-Škole* project, which is supported by CARNET, and which was declared the best project in the EU for digitalization of education last year. SUMIT has been working on the development of this system since February 2021.

Adaptation of the Moodle system includes designing, implementing, and maintaining a highly available and scalable Moodle system on the existing CARNET infrastructure, as well as researching the habits, user experience, and needs of the users of the CARNET Moodle application in learning and teaching, creating the design of the interface of the CARNET application Moodle, creation of the common front page and Moodle plugins as well as upgrading of Moodle plugins.

The *Gama* project refers to the creation of a system for users called CARNET *Gama*. It is a user portal that will enable institutions and users to have a personalized insight into data about CARNET's services and projects, as well as project activities as part of the *e-Škole* programme: *Complete computerization of school business processes and teaching processes to create digitally mature schools for the 21st century*. The use of information and communication technology today implies simple and easy access to services in the online environment and a high-quality and accessible user experience, and the idea of developing the CARNET *Gama* system is based on the aforementioned premises. CARNET *Gama* will contribute to the digital transformation and maturity of schools by using advanced functionalities of the environment and continuous interaction.

The *e-Škole* programme is part of a comprehensive modernization programme of the Croatian school system called *e-Škole: Complete informatization of school business processes and teaching processes to create digitally mature schools for the 21st century*. The general goal of the *e-Škole* programme is to strengthen the capacity of the primary and secondary education system to prepare students for the labour market, further education, and lifelong learning. The implementation of the *e-Škole* programme is divided into



strateškim partnerima više puta naglašena je potreba za prostornim razvojem samoga Centra s obzirom na aktivnosti i iskorake koji su napravljeni u posljednjih pet godina.

Uloga SUMIT-a pokretačka je uloga društva koja će koristiti znanja i kreativnost za stvaranje inovacija. Zgrada omogućuje i dijeljenje infrastrukture za razvoj, čime SUMIT transformira zajednicu u kreativnu ekonomiju. Omogućava cijelomu obrazovnom sustavu najmodernije tehnologije i brine se da taj sustav postojano radi. Ideja je napraviti IT središte cijele vertikalne obrazovanja. Također, zgrada je zamišljena kao inovacijski *hub* gdje se spajaju sve razvojne *tech* sastavnice u zajednici. Za razvoj ekonomije i znanosti potreban je tehnološki i strateški skok za koji Sveučilište i SUMIT imaju viziju. Sve aktivnosti oko izgradnje SUMIT centra i planova digitalizacije podržao je predsjednik Hrvatskoga narodnog sabora BiH i predsjedatelj Doma naroda Parlamentarne skupštine BiH dr. Dragan Čović.

Centre of Information Technologies and Innovations

The geographical and traffic location of the new building of the SUM Centre for Information Technologies on the campus in *Rodoč* is strategic and reflects the goal towards which the University Centre for Information Technologies would become a technological and strong centre that will dictate the direction of development in the future. At meetings with strategic partners, the need for the spatial development of the Centre itself was repeatedly emphasized, considering the activities and strides made in the last five years.

The role of SUMIT is the driving role of society, which will use knowledge and creativity to create innovations. The building also enables the sharing of infrastructure for development, with which SUMIT transforms the community into a creative economy. It provides the most modern technologies in the entire educational system and ensures that the system works

Nositelj je projekta Hrvatska akademska i istraživačka mreža – CARNET. Mjerodavno tijelo koje je nadležno CARNET-u jest Ministarstvo znanosti i obrazovanja kojemu je nadležna Vlada RH. Projekt se financira sredstvima iz Europskoga fonda za regionalni razvoj (EFRR) u sklopu Operativnoga programa *Konkurentnost i kohezija* (OPKK) i iz Europskoga socijalnog fonda (ESF) u sklopu Operativnoga programa *Učinkoviti ljudski potencijali* (OPULJP) zbog čega je svaka faza programa dodatno podijeljena na Projekt A (sufinanciran sredstvima EFRR) i Projekt B (sufinanciran sredstvima ESF).

Središte informacijskih tehnologija i inovacija

Geografska i prometna lokacija nove zgrade Centra za informacijske tehnologije SUM-a u kampusu u Rodoču strateška je te oslikava cilj prema kojemu bi sveučilišni centar za informacijske tehnologije postao tehnološko i snažno središte koje će u budućnosti diktirati smjer razvoja. Na sastancima sa

two phases. The first phase refers to the *e-Škole* pilot project: *Establishment of a system for the development of digitally mature schools* from 1 March 2015 to 31 August 2018, in which 151 schools across Croatia were involved. In the second phase, the planned activities are developed based on the experience and results of the first phase (pilot). It will be implemented from 1 September 2018 until the end of 2022 and includes all schools in the Republic of Croatia.

The Croatian Academic and Research Network - CARNET is the project holder. The competent authority responsible for CARNET is the Ministry of Science and Education, governed by the Government of the Republic of Croatia. The project is financed with funds from the European Regional Development Fund (ERDF) as part of the *Operational Programme Competitiveness and Cohesion* (OPCC), and from the European Social Fund (ESF) as part of the *Operational Programme Effective Human Potential* (OPEHP). Therefore, each phase of the programme is divided into Project A (co-financed by ERDF funds) and Project B (co-financed by ESF funds).



Budućnost SUMIT-a

Sveučilište želi postati središte za digitalizaciju na regionalnoj i europskoj razini, inovativna, agilna, sigurna organizacija visokokvalitetnih stručnjaka koja će sačuvati suverenitet u digitalnome području.

SUMIT će uskoro predstaviti i *Digitalnu strategiju* Sveučilišta. Smjerovi i ciljevi trebaju osigurati da SUMIT što bolje iskoristi svoje potencijale u znanstvenome, stručnome i poslovnome smislu kako bi bio predvodnik na putu društva u digitalno uzimajući u obzir relevantne strategije Europske unije i specifična državnog ustroja u Bosni i Hercegovini.

U 2023. godini planira se prva Međunarodna konferencija digitalizacije obrazovanja SUMIT-a kao jedan od oblika djelovanja ove organizacije u svojoj korisničkoj zajednici. SUMIT-ova korisnička konferencija treba postati mjesto gdje se jednom godišnje okupljaju aktualni i potencijalni korisnici SUMIT-a. Kroz različite oblike suradnje na konferenciji bi se korisnicima dao uvid u djelovanje SUMIT-a, a time i uvid u sve potencijalne koristi koje oni sami mogu dobiti stjecanjem novih znanja i vještina te prenošenjem istih u svoje zajednice. U središtu Konferencije bit će tri područja: obrazovanje, znanost i IT.

steadily. The idea is to make an IT Centre for all education levels. Also, the building is imagined as an innovation hub in which all the development tech components in the community come together. The development of economy and science requires a technological and strategic leap, for which the University and SUMIT have a vision. All activities related to the construction of the SUMIT Centre and digitalization plans were supported by the President of the Croatian National Assembly of Bosnia and Herzegovina and the Speaker of the House of Peoples of the Parliamentary Assembly of Bosnia and Herzegovina, Dragan Čović, PhD.

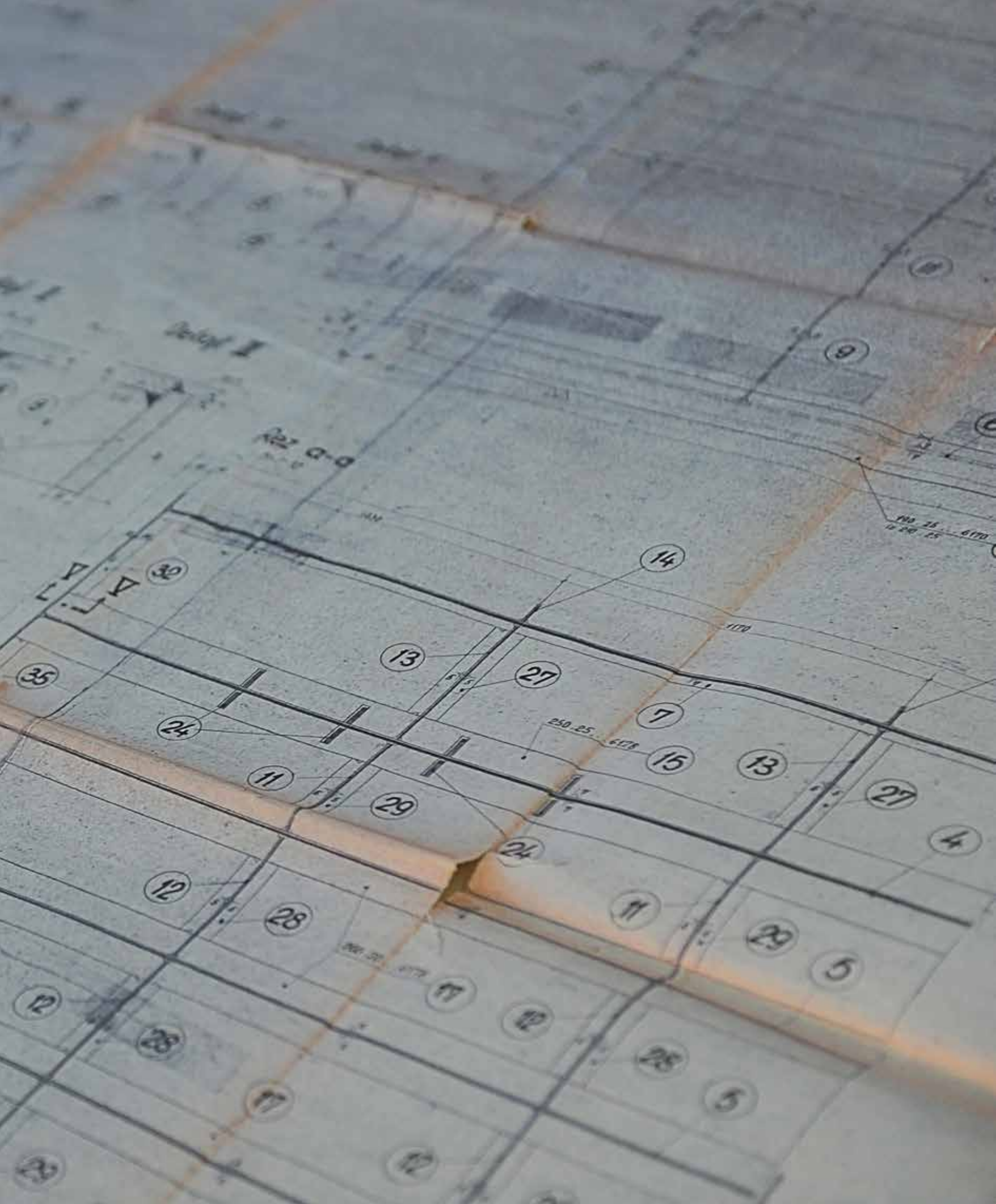
Future of SUMIT

The University aims to become a centre for digitalization at the regional and European levels, an innovative, agile, secure organization of high-quality experts that will preserve sovereignty in the digital field.

SUMIT will soon present the *Digital Strategy of the University*. The directions and goals should ensure that SUMIT makes the best use of its potential in the scientific, professional, and business sense to be a leader on the path of society to digital, taking into account the relevant strategies of the European Union and the specific state structure in Bosnia and Herzegovina.

In 2023, the first SUMIT International Conference on Digitalization of Education is planned as one of the activities of this organization in its user community. SUMIT's user conference should become a place where current and potential users of SUMIT gather once a year. Through various forms of cooperation at the Conference, the users would be given an insight into the activities of SUMIT and thus an insight into all the potential benefits they can get by acquiring new knowledge and skills and transferring them to their communities. The Conference will focus on three areas: education, science and IT.





Ured za projekte

Ured za projekte Sveučilišta u Mostaru ima jako veliki potencijal da se nametne, izgradi i dokaže kao jedan od Sveučilišnih Ureda koji u budućnosti može imati ogroman doprinos razvoju Sveučilišta. Međutim, ovaj Ured, zasigurno može naći svoje mjesto i u puno širem kontekstu od samoga Sveučilišta. Naime, s obzirom na trenutačni status Bosne i Hercegovine na putu europskih integracija, ovaj Ured, pa samim time i Sveučilište u Mostaru, mogu (i trebaju) biti centar svih aktivnosti koje se vežu uz što bolje i učinkovitije korištenje sredstava iz EU programa za područja s kojima Sveučilište u Mostaru ima primarnu vezu, tj. svih područja koja su od iznimnog značaja za hrvatski narod u Bosni i Hercegovini.

U narednom razdoblju Ured za projekte će se usredotočiti na sljedeće prioritetne projekte i područja od interesa za Sveučilište i širu društvenu zajednicu u kojoj djeluje: izgradnja SUMIT zgrade, SMART sveučilišni kampus(i), izgradnja infrastrukture za osobe s posebnim potrebama (dizala na zgradama ustrojbenih jedinica), digitalizacija i Industrija 4.0 (administracija i industrija), energetska učinkovitost, samoodrživi ekosustavi i ekologija (održivi gradovi i kampusi), očuvanje lokalnih autohtonih biljaka, životinja i proizvoda u funkciji održivog razvoja ruralnih prostora (Institut za zootehniku na Kupresu), turizam, umjetnost i digitalizacija turističkih i umjetničkih sadržaja (Smart pass, Smart platforme i aplikacije, Muzej virtualne stvarnosti i holograma), analiza trenutačnog stanja, potencijala i mogućnosti korištenja sredstava iz EU programa, itd. Neki od prethodno navedenih projekata su već u realizaciji, dok su drugi u okviru projektne ideje ili su u fazi pripreme za prijavu.

U razdoblju 2019. – 2020. najviše projekata na Sveučilištu je bilo realizirano na razini BiH i to oko 80% od ukupnog broja projekata. Od ukupnih financijskih sredstava koja su došla na Sveučilište u istome razdoblju, nešto više od 70% ukupnih sredstava se odnosi na sredstva iz projekata financiranih od različitih inozemnih izvora, a među kojima najveći udio imaju sredstva iz različitih EU fondova. Ovo je pokazatelj kako je potrebno raditi na izgradnji kapaciteta i

Project management office

The Project Management Office of the University of Mostar has a very high potential. It aims to establish, build and prove itself as one of the University offices with a significant contribution to the development of the University in the future. However, this Office can certainly find its place in a much broader context than the University itself. Namely, considering the current status of Bosnia and Herzegovina on the way to European integration, this Office, and therefore the University of Mostar, can (and should) be the centre of all activities related to the best and most efficient use of funds from the EU programmes. It especially refers to the areas of particular importance for the University of Mostar, i.e., all areas of exceptional importance for the Croatian people in Bosnia and Herzegovina.

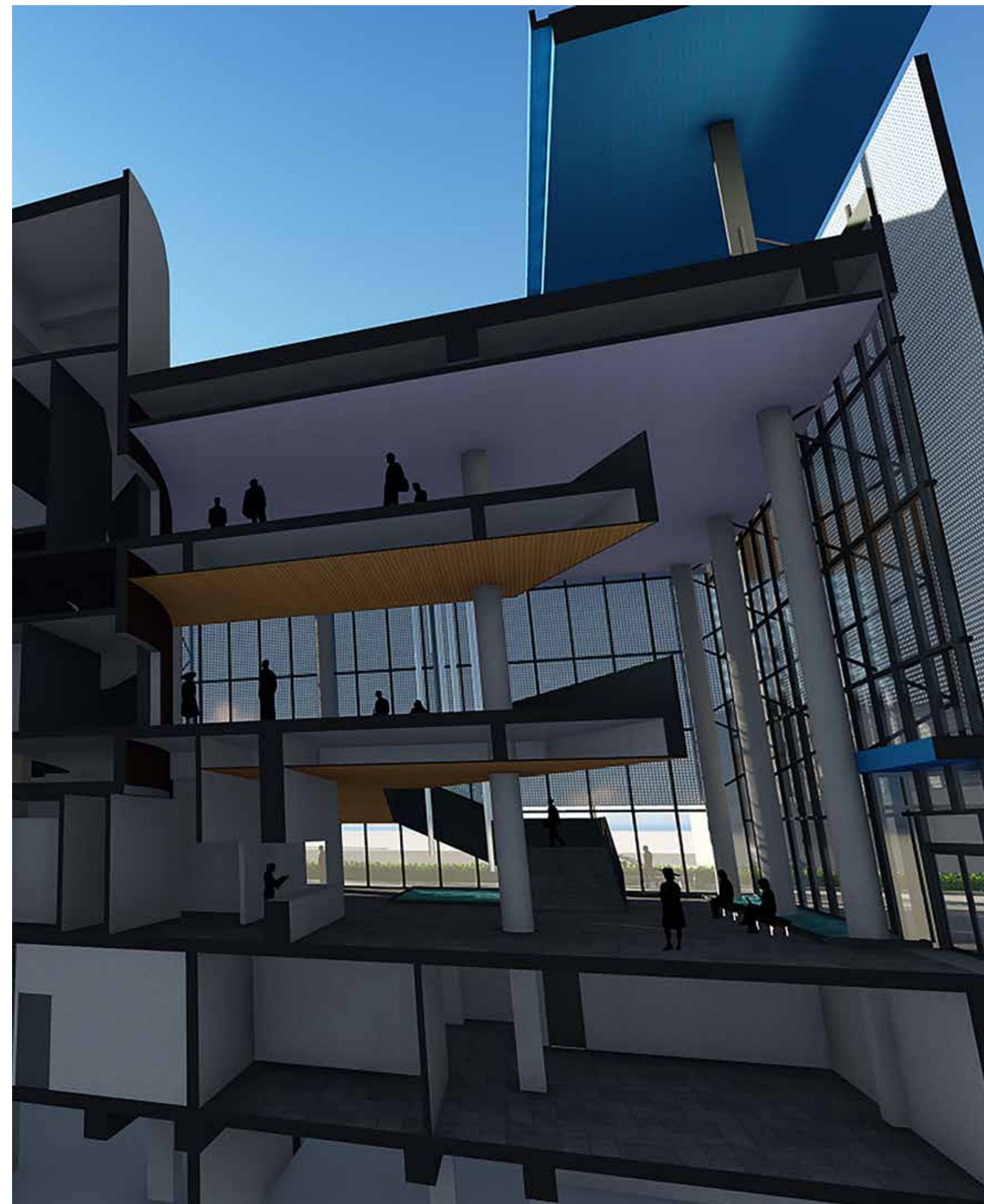
In the coming period, the Project Management Office will focus on the following priority projects and areas of interest for the University and the wider social community in which it operates: construction of the SUMIT building, SMART university campus(es), construction of infrastructure for people with special needs (elevators in buildings of the organizational unit), digitalization and Industry 4.0 (administration and industry), energy efficiency, self-sustaining ecosystems and ecology (sustainable cities and campuses), preservation of local autochthonous plants, animals, and products in the function of sustainable development of rural areas (Institute for Zootechnics in Kupres), tourism, art and digitalization of tourist and artistic content (Smart pass, Smart platforms, and applications, Museum of virtual reality and holograms), analysis of the current state, potential and possibilities of using funds from the EU programmes, etc. Some of these projects are already in the implementation process. Others are within the scope of the project idea or in the phase of preparation for application.

In the period 2019-2020, most projects at the University were realized at the level of Bosnia and Herzegovina, about 80% of the total number of projects. Slightly more than 70% of financial resources that came to the University in the same period refer to funds from projects financed from various foreign

uspostavljanju sustava koji će biti sposoban osigurati povlačenje što većih iznosa bespovratnih sredstava iz EU fondova. U tome kontekstu, kada se govori o financijskoj pomoći EU, kao i u prethodnom razdoblju (2014.-2020. IPA II), tako i u razdoblju koje slijedi (2021.-2027. IPA III) financijski instrument za nas će biti IPA (Instrument pretpristupne pomoći). Europska komisija je predvidjela za IPA III oko 14,5 milijardi EUR. Naš cilj je pokušati iskoristiti što više dostupnih sredstava kroz IPA III prozore koji se vežu uz tematska područja: vladavina zakona, temeljna prava i demokracija; dobro upravljanje, usklađenost s pravnom stečevinom EU, strateška komunikacija i dobri dobrosusjedski odnosi; zelena agenda i održiva povezanost; konkurentnost i inkluzivni rast; teritorijalna i prekogranična suradnja. Uz IPA instrument financijske pomoći tu su i programi EU od kojih ćemo se najviše usredotočiti na Horizon, Erasmus + i Kreativna Europa, a kako bismo probali povući što više sredstava koja će unaprijediti obrazovne, znanstveno-istraživačke, kulturne i umjetničke kapacitete na Sveučilištu ali i u okruženju, te poboljšati uvjete djelovanja kroz nadogradnju infrastrukture u svim oblicima.

sources. The largest share is from various EU funds. It is an indicator of how it is necessary to work on capacity building and establishing a system that can ensure the withdrawal of large amounts of grants from EU funds. In this context, when talking about EU financial assistance, as in the previous period (2014-2020 IPA II) and the following period (2021-2027 IPA III), the financial instrument for us will be the IPA (Instrument for Pre-Accession Assistance).

The European Commission has budgeted around EUR 14.5 billion for IPA III, and our goal is to use as many available funds as possible through IPA III. We will focus on the following thematic areas - rule of law, fundamental rights, and democracy; good governance, compliance with the EU acquis; strategic communication; good neighbourly relations; green agenda and sustainable connectivity; competitiveness and inclusive growth; territorial and cross-border cooperation. In addition to the IPA instrument of financial assistance, there are also EU programmes, of which we will focus on Horizon, Erasmus+, and Creative Europe. We aim to attract as many funds as possible that will improve educational, scientific-research, cultural, and artistic capacities at the University, and the environment, to improve operating conditions through infrastructure upgrades in all forms.





Sustav za osiguranje kvalitete

Kronologija razvoja sustava za osiguranje kvalitete na Sveučilištu u Mostaru

Temeljni element reforme visokog obrazovanja u stvaranju europskog prostora visokog obrazovanja je osiguranje kvalitete. Bolonjska deklaracija i dokumenti koji je slijede proglašavaju osiguranje kvalitete na visokoškolskim ustanovama ključnim preduvjetom za usporedivost diploma i kvalifikacija na europskom visokoškolskom prostoru. Razvoju sustava za osiguranje kvalitete na Sveučilištu u Mostaru značajno su doprinijeli i međunarodni projekti u kojima su sudjelovali predstavnici Sveučilišta. Posebno treba istaći Tempus projekte kojima je koordinirao WUS Austria, a odnosili su se na uspostavljanje i jačanje osiguranja kvalitete na BiH sveučilištima i realizirali su se od 2004. godine: „Strukturalni razvoj osiguranja kvalitete na BH sveučilištima“ i „Strateški razvoj osiguranja kvalitete u BH“, kroz koje su opremljeni Uredi za osiguranje kvalitete na svim javnim visokoškolskim institucijama u BiH, ali i obučen veliki broj akademskog i administrativnog osoblja te menadžmenta institucija o bitnim elementima osiguranja kvalitete u visokom obrazovanja. Osim toga ovi projekti omogućili su predstavnicima iz BiH da kroz studijske posjete EU sveučilištima upoznaju njihove sustave za osiguranje kvalitete.

Polazna osnova razvoja sustava za osiguranje kvalitete na Sveučilištu u Mostaru su Statut Sveučilišta u Mostaru, odluke Senata o uspostavljanju sustava osiguranja kvalitete na razini Sveučilišta i osnivanju sveučilišnog Ureda za osiguranje kvalitete te Izjava o politici osiguranja kvalitete na Sveučilištu u Mostaru. 2008. godine uspostavljen je cjelokupni sustav internog osiguranja kvalitete na razini sveučilišta i ustrojbenih jedinica, usvajanjem dokumenata koji definiraju njegov ustroj, djelovanje i područja vrednovanja: *Pravilnik o ustroju i djelovanju sustava za osiguranje kvalitete na Sveučilištu u Mostaru*; *Vođić kroz osiguranje kvalitete Sveučilišta u Mostaru*, *Priručnik o osiguranju kvalitete Sveučilišta u Mostaru*, *Upute za samoanalizu studija* i *Upute za izradu samoevaluacije Sveučilišta*. U kasnijem razdoblju

Quality assurance system

Chronology of the development of the quality assurance system at the University of Mostar

The fundamental element of higher education reform in the creation of the European area of higher education is quality assurance. The Bologna Declaration and the documents that follow it declare quality assurance at higher education institutions to be a key prerequisite for the comparability of diplomas and qualifications in the European higher education area. The development of the quality assurance system at the University of Mostar was also significantly contributed by international projects in which representatives of the University participated. Special mention should be made of the Tempus projects coordinated by WUS Austria, which were related to the establishment and strengthening of quality assurance at BiH universities and were implemented since 2004: *Structural development of quality assurance at BH universities* and *Strategic development of quality assurance in BiH*. Through this project, the Quality Assurance Offices at all public higher education institutions in BiH were equipped. Another benefit was the training of a large number of academic and administrative staff and institution management on essential elements of quality assurance in higher education. In addition, these projects enabled BiH representatives to learn about their quality assurance systems through study visits to EU universities.

The starting basis for the development of the quality assurance system at the University of Mostar are the Statute of the University of Mostar, the decisions of the Senate on the establishment of the quality assurance system at the University level and the establishment of the University Office for Quality Assurance, and the Statement on the Quality Assurance Policy at the University of Mostar. In 2008, the entire system of internal quality assurance was established at the level of the university and organizational units, with the adoption of documents defining its structure, operation and evaluation areas: *Rulebook on the structure and operation of the quality assurance system at the University of Mostar*; *Guide to the quality assurance of the University*

infrastruktura sustava za osiguranje kvalitete potvrđena je *Pravilnikom o unutarnjoj organizaciji i sistematizaciji radnih mjesta Sveučilišta u Mostaru*, a strateška važnost sustava uspostavljenjem prorektora za poslovanje, ljudske potencijale i osiguranje kvalitete te novom *Strategijom razvoja Sveučilišta u Mostaru 2018-2023*.

Ključne aktivnosti za daljnji razvoj sustava za osiguranje kvalitete na Sveučilištu imale su aktivnosti tijekom akademske 2019./20. godine, kojima se, unatoč pandemijskim okolnostima, napravila revizija cijelog sustava, svih njegovih procesa, procedura i evaluacijskih metodologija, na temelju koje su se usvojili novi dokumenti iz područja osiguranje kvalitete:

- *Pravilnik o ustroju i djelovanju sustava za osiguranje kvalitete Sveučilišta u Mostaru*, kojim su definirani svrha, cilj, ustroj i djelovanje, područja vrednovanja te aktivnosti i nadležnosti svih tijela iz sustava za osiguranje kvalitete na Sveučilištu u Mostaru,
- *Izjava o politici osiguranja kvalitete Sveučilišta u Mostaru*, u kojoj se utvrđuje politika osiguranje kvalitete Sveučilišta kao visokoškolske ustanove,
- *Strategija sustava za osiguranje kvalitete Sveučilišta u Mostaru*, koja definira misiju i viziju sustava za osiguranje kvalitete, u skladu sa Strategijom razvoja Sveučilišta u Mostaru 2018-2023,
- *Vodič kroz osiguranje kvalitete na Sveučilištu u Mostaru*, koji opisuje međunarodnu, nacionalnu i županijsku pravnu regulaciju osiguranja kvalitete, zakonske akte, propise, dokumente i publikacije iz područja osiguranja kvalitete, institucije koje su nadležne za reguliranje osiguranja kvalitete u visokom obrazovanju, sve dionike sustava te njihovu ulogu, u svrhu informiranja svih unutar-njih i vanjskih korisnika svih procesa i djelatnosti na Sveučilištu o pojmu, svrsi, pretpostavkama i karakteristikama osiguranja kvalitete u visokom obrazovanju te procesima akreditacije institucije i studijskih programa,
- *Priručnik za osiguranje kvalitete na Sveučilištu u Mostaru*, koji definira interne procedure provođenja aktivnosti u svezi s praćenjem i unapređenjem kvalitete studiranja na Sveučilištu u Mostaru te se odnosi na istraživanja onih elemenata koji

of Mostar, Instructions on the quality assurance of the University of Mostar, Instructions for self-analysis of studies and Instructions for creating a self-evaluation of the University. In the later period, the infrastructure of the quality assurance system was confirmed by the Rulebook on the internal organization and systematization of workplaces of the University of Mostar. The strategic importance of the system was confirmed by the establishment of the vice-rector for business, human resources, and quality assurance and by the new Development Strategy for the University of Mostar 2018-2023.

Key activities for further development of the quality assurance system at the University were activities during the academic year 2019/2020. Despite the pandemic circumstances, an audit of the entire system was carried out, including all its processes, procedures, and evaluation methodologies, based on which new documents from the field of quality assurance were adopted:

- *Rulebook on the structure and operation of the quality assurance system of the University of Mostar*, which defines the purpose, goal, structure and operation, areas of evaluation, as well as the activities and competences of all bodies from the quality assurance system at the University of Mostar
- *Statement on the quality assurance policy of the University of Mostar*, which defines the quality assurance policy of the University as a higher education institution
- *The Strategy of the Quality Assurance System of the University of Mostar*, which defines the mission and vision of the Quality Assurance System, following the *Development Strategy of the University of Mostar 2018-2023*
- *Guide to quality assurance at the University of Mostar*, which describes the international, national, and county legal regulation of quality assurance, legal acts, regulations, documents, and publications in the field of quality assurance, institutions responsible for regulating quality assurance in higher education, all stakeholders of the system and their role to inform all internal and external users of all processes and activities at the University about the concept, purpose, assumptions, and characteristics of quality assurance in higher education and the processes of accreditation of the institution and study programmes

definiraju kvalitetu studijskih programa koji se izvode na Sveučilištu (strukturu studenata, nastavnog i nenastavnog osoblja, kvalitetu rada nastavnika te mišljenja unutarnjih i vanjskih korisnika), ali i kvalitetu stručnih službi i fizičkih resursa koji su podrška izvođenju studijskih programa.

Navedeni dokumenti prilagođeni su novoj organizacijskoj strukturi integriranog Sveučilišta te suvremenim potrebama, trendovima i procesima, ali i obogaćeni iskustvom svih korisnika (unutarnjih i vanjskih), kako bi se lakše i spremnije odgovorilo na nove izazove, ne samo na području osiguranja kvalitete, nego na svim procesima na Sveučilištu. Oni mogu biti temelj daljnjeg razvoja i sustava za osiguranje kvalitete i Sveučilišta u cjelini, ali će istovremeno podrazumijevati kontinuirano osvježavanje, informiranje i educiranje svih korisnika te revidiranje njihove uloge u procesima i aktivnostima osiguranje kvalitete. Sve navedene aktivnosti tijekom svjedoče o uključenosti sustava za osiguranje kvalitete u različite procese, aktivnosti i resore, što doprinosi stvaranju sinergije, razmjeni iskustava i perspektiva te stvaranju dodatne vrijednosti ne samo kroz rezultate nekog procesa, nego i procesa kao takvog.

Što čini sustav za osiguranje kvalitete na Sveučilištu u Mostaru?

Svrha, cilj, ustroj i djelovanje te područja vrednovanja sustava za osiguranje kvalitete Sveučilišta u Mostaru definirani su *Pravilnikom o ustroju i djelovanju sustava za osiguranje kvalitete Sveučilišta u Mostaru* iz 2020. godine.

Prema navedenom *Pravilniku*, sustav za osiguranje kvalitete na Sveučilištu u Mostaru čine:

- stalna tijela sustava za osiguranje kvalitete na razini Sveučilišta:
 - Odbor za osiguranje i unaprjeđenje kvalitete, stručno tijelo sustava za osiguranje kvalitete Sveučilišta u Mostaru, kojemu Senat Sveučilišta imenuje članove: predstavnik uprave Sveučilišta, članovi Ureda za osiguranje i unaprjeđenje kvalitete Sveučilišta u Mostaru, koordinatori

- *Instructions for quality assurance at the University of Mostar*, which defines the internal procedures for carrying out activities related to monitoring and improving the quality of studies at the University of Mostar and refers to the research of those elements that define the quality of the study programmes carried out at the University (structure of students, teaching and non-teaching staff, the quality of teachers' work and the opinions of internal and external users), but also the quality of professional services and physical resources that support the implementation of study programmes

The mentioned documents are adapted to the new organizational structure of the integrated University and modern needs, trends, and processes, but also enriched by the experience of all users (internal and external) to respond more easily and more readily to new challenges, not only in the area of quality assurance but in all processes at University. They can be the basis for the further development of the quality assurance system and the University as a whole, but at the same time, they will imply continuous awareness, information, and education of all users and revision of their role in quality assurance processes and activities.

What constitutes a quality assurance system at the University of Mostar?

The purpose, goal, organization and operation, and areas of evaluation of the quality assurance system of the University of Mostar are defined by the Rulebook on the organization and operation of the quality assurance system of the University of Mostar (No. 01-3039/20).

According to this Rulebook, the quality assurance system at the University of Mostar consists of:

- permanent bodies of the quality assurance system at the University level:
 - Committee for Quality Assurance and Improvement, an expert body of the University of Mostar's quality assurance system, to which the Senate of the University appoints members: a representative of the University Management,



- kvalitete ustrojbenih jedinica Sveučilišta, predstavnik studenata, predstavnik vanjskih korisnika, predstavnik administrativnoga i tehničkog osoblja,
 - Ured za osiguranje i unapređenje kvalitete, ustrojbeni jedinica Rektorata;
- stalna tijela/osobe sustava za osiguranje kvalitete na razini ustrojbenih jedinica:
 - Povjerenstvo za osiguranje i unapređenje kvalitete, stručno tijelo sustava za osiguranje kvalitete na razini ustrojbene jedinice, kojemu Znanstveno-nastavno / Umjetničko-nastavno vijeće ustrojbene jedinice imenuje članove: prodekan za nastavu ili prodekan za osiguranje kvalitete, koordinator kvalitete ustrojbene jedinice, najmanje jedan predstavnik nastavnog osoblja, najmanje jedan predstavnik studenata, najmanje jedan predstavnik administrativnog i tehničkog osoblja,
 - koordinator kvalitete ustrojbene jedinice, osoba zadužena za koordinaciju procesa i aktivnosti iz osiguranja kvalitete na ustrojbenoj jedinici;
 - povremena tijela sustava za osiguranje kvalitete na razini Sveučilišta i ustrojbenih jedinica:
 - Tim za izradu samoevaluacijskog izvješća Sveučilišta, čije članove imenuje Senat u svrhu izrade periodičnog samoevaluacijskog izvješća na razini Sveučilišta,
 - Timovi za izradu samoevaluacijskog izvješća studijskih programa, čije članove imenuje Senat na prijedlog Znanstveno–nastavnog / Umjetničko–nastavnog vijeća ustrojbene jedinice na kojoj se izvodi evaluirani studijski program u svrhu izrade periodičnog samoevaluacijskog izvješća navedenog studijskog programa.
- Navedenim *Pravilnikom* također su definirane nadležnosti i aktivnosti svakog tijela iz sustava za osiguranje kvalitete.
- Od uspostave sustava za osiguranje kvalitete, njegovo ključno tijelo je Ured za osiguranje i unapređenje kvalitete, koji je osnovan 2006. godine, i to tada pri Uredu za međunarodnu suradnju, kao
- members of the Office for Quality Assurance and Improvement of the University of Mostar, quality coordinators of the University’s organizational units, a representative of students, a representative of external user,s representative of administrative and technical staff
- Office for Quality Assurance and Improvement, organizational unit of the Rectorate;
- permanent bodies/persons of the quality assurance system at the level of organizational units:
 - Committee for quality assurance and improvement, expert body of the quality assurance system at the level of the organizational unit, to which the scientific-teaching / artistic-teaching council of the organizational unit appoints members: vice-dean for teaching or vice-dean for quality assurance, quality coordinator of the organizational unit, at least one representative teaching staff, at least one representative of students, at least one representative of administrative and technical staff
 - quality coordinator of organizational unit, the person in charge of coordinating quality assurance processes and activities at the organizational unit;
 - temporary bodies of the quality assurance system at the level of the University and organizational units
 - the team for the preparation of the University’s self-evaluation report, whose members are appointed by the Senate to prepare a periodic self-evaluation report at the level of the University
 - teams for the preparation of self-evaluation reports of study programmes, whose members are appointed by the Senate on the proposal of the scientific-teaching / artistic-teaching council of the organizational unit where the evaluated study programme is carried out to prepare a periodic self-evaluation report of the mentioned study programme.
- This *Rulebook* also defines the responsibilities and activities of each body from the quality assurance system.
- Since the establishment of the quality assurance system, its key body is Office for Insurance and

rezultat Tempus projekta. Od tada sustav za osiguranje kvalitete predvođen sveučilišnim Uredom kontinuirano: razvija postupke i metode vanjskog i unutarnjeg vrednovanja, prati indikatore kvalitete, analiza trendove, pokreće inicijative, potiče rasprave i interne prosudbe, osigurava povratne informacije i potiče stručno usavršavanje, jednom riječju - doprinosi promicanju kulture kvalitete. Iako je on sustav sam za sebe, s jasno definiranom politikom, misijom i vizijom, ipak je prožet kroz sve segmente Sveučilišta, pri čemu upravo interakcija sustava i segmenta stvara dodatnu vrijednost, i samog tog segmenta, ali i Sveučilišta u cjelini.

- Kao takav, sveučilišni Ured je koordinirao trima bitnim procesima u bližoj povijesti sveučilišta, a to su:
1. institucionalna akreditacija od Agencije za visoko obrazovanje i osiguranje kvalitete BiH, čiji je rezultat upis Sveučilišta u Državni registar akreditiranih visokoškolskih ustanova 2015. godine,
 2. vanjskoj evaluaciji Sveučilišta i njegovih sastavnica od Agencije za visoko obrazovanje RH 2017. godine
 3. obnova institucionalne akreditacije od Agencije za visoko obrazovanje i osiguranje kvalitete BiH 2019. godine. Navedeni procesi nisu Sveučilištu donijeli samo formalno-pravna rješenja i pozitivna izvješća, već su sve sudionike obogatili novim iskustvom, novom svježću i novim nastojanjem da kroz kvalitetu težimo boljem.

Strateška uloga sustava za osiguranje kvalitete na Sveučilištu u Mostaru

U *Strategiji sustava osiguranja kvalitete Sveučilišta u Mostaru* iz 2008. godine definirana je njegova misija, ciljevi, organizacijska struktura, korisnici sustava i područje vrednovanja.

- Kao misija institucijskog osiguranja kvalitete navodi se:
- pružanje aktivne podrške svim članovima akademske zajednice od studenata, nastavnika, suradnika i administrativnom osoblju u njihovom nastojanju u unaprjeđivanju vlastite kvalitete kroz razvoj unutarnjih mehanizama za promicanje visokih standarda rada;

Improvement of the Quality, established in 2006, under the International Relations Office, as a result of the Tempus project. Since then, the quality assurance system led by the University Office continuously: develops procedures and methods of external and internal evaluation, monitors quality indicators, analyzes trends, starts initiatives, encourages discussions and internal judgments, provides feedback, and encourages professional development, in a word - contributes to the promotion of culture qualities. Although it is a system in itself, with a clearly defined policy, mission, and vision, it is permeated through all segments of the University, where precisely the interaction of the system and the segment creates additional value, not only for that segment but also for the University as a whole.

As such, the University Office coordinated three important processes in the recent history of the university, namely:

1. institutional accreditation from the Agency for Higher Education and Quality Assurance of BiH, which resulted in the University’s entry into the State Register of Accredited Higher Education Institutions in 2015;
2. external evaluation of the University and its components by the Agency for Higher Education of the Republic of Croatia in 2017; and
3. renewal of institutional accreditation by the Agency for Higher Education and Quality Assurance of BiH in 2019. These processes brought formal legal solutions and positive reports to the University and enriched all participants with new experiences, new awareness, and a new effort to strive for better through quality.

The strategic role of the quality assurance system at the University of Mostar

In the Strategy of the Quality Assurance System of the University of Mostar from 2008, its mission, goals, organizational structure, users of the system, and the area of evaluation are defined.

The mission of institutional quality assurance is stated as:



- isticanje važnosti unaprjeđivanja kvalitete obrazovanja, građenje kulture kvalitete na Sveučilištu i definiranje mjerljivih indikatora i kriterija kvalitete obrazovanja;
- uvođenje sustava za procjenjivanje, praćenje i unaprjeđivanje vlastitog rada;
- unaprjeđivanje kvalitete uključivanjem svih sudionika internih i eksternih.

Kao dugoročni ciljevi Sveučilišta u kontekstu osiguranja kvalitete navode se:

- neprekidno i sistematsko unaprjeđenje kvalitete visokog obrazovanja na Sveučilištu u Mostaru;
- poboljšanje kvalitete studijskih programa;
- povećanje efikasnosti studija;
- poboljšanje kvalitete nastave;
- poboljšanje procesa studentskog vrednovanja rada nastavnika;
- poboljšanje kvaliteta vrednovanja studentskog rada;
- poboljšanje kvaliteta i intenziviranje znanstvenoi-straživačkog rada nastavnog osoblja;
- poboljšanje kvalitete nenastavne podrške osnovnoj djelatnosti Sveučilišta;
- poboljšanje kvalitete procesa upravljanja;
- poboljšanje materijalnih uvjeta rada;
- povećanje doprinosa razvoju društva u kojem Sveučilište djeluje.

Međutim, izradom nove *Strategije razvoja Sveučilišta u Mostaru 2018.-2023.* ciljevi iz područja osiguranja kvalitete su revidirani i aktualizirani te je unutar strateškog područja „Organizacija i resursi“, definiran strateški cilj 7: „Unaprijediti sustav za osiguranje kvalitete u skladu s međunarodnom praksom.“, s planiranim zadacima za ispunjavanje navedenog cilja:

- definirati javno dostupnu politiku unutrašnjega osiguranja kvalitete kao dio strateškoga upravljanja Sveučilišta;
- unaprijediti organizaciju sustava za osiguranje kvalitete u skladu s promjenom organizacijske strukture prema funkcionalno-integriranome Sveučilištu;
- osuvremeniti sveučilišne pravne akte iz područja osiguranja kvalitete, prateći razvoj sustava za osiguranje kvalitete u visokome obrazovanju, a

- providing active support to all members of the academic community from students, teachers, associates, and administrative staff in their efforts to improve their quality through the development of internal mechanisms for promoting high standards of work;
- highlighting the importance of improving the quality of education, building a culture of quality at the University, and defining measurable indicators and criteria for the quality of education;
- introducing a system for evaluating, monitoring, and improving one’s work;
- improving quality by involving all internal and external participants.

The University’s long-term goals in the context of quality assurance are:

- continuous and systematic improvement of the quality of higher education at the University of Mostar;
- improving the quality of study programmes;
- increasing the efficiency of studies;
- improvement of teaching quality;
- improving the process of student evaluation of teachers’ work;
- improving the quality of evaluation of student work;
- improving the quality and intensifying the scientific research work of the teaching staff;
- improving the quality of non-teaching support to the University’s core activity;
- improving the quality of the management process;
- improvement of material working conditions;
- increasing the contribution to the development of the society in which the University operates.

However, with the creation of the new Development Strategy of the University of Mostar 2018-2023, the objectives in the area of quality assurance were revised and updated, and within the strategic area *Organization and resources*, strategic objective 7 was defined: *Improve the system for quality assurance following international practice*, with planned tasks to fulfill the stated objective:

- define a publicly available internal quality assurance policy as part of the University’s strategic management;
- improve the organization of the quality assurance system following the change in the organizational

- u skladu s međunarodnom praksom i važećom legislativom;
- sustavima za osiguranje kvalitete podržavati razvoj kulture kvalitete u kojoj svi unutrašnji sudionici doprinose kvaliteti svih procesa na Sveučilištu, a koja definira način uključivanja vanjskih sudionika;
- institucionalna reakreditacija i akreditacija studijskih programa.

Osiguranje kvalitete i akreditacija

Sveučilište u Mostaru bilo je prvo sveučilište iz BIH koje se 2003. godine obratilo Europskoj asocijaciji sveučilišta (European University Association) – EUA s ciljem sudjelovanja u Programu institucionalne procjene. Postupak eksterne institucionalne evaluacije Sveučilišta u Mostaru proveo je 2004. godine poseban EUA procjeniteljski tim, i to kao dio šireg zajedničkog projekta Europske komisije i Vijeća Europe pod nazivom „Modernizacija rukovodnih i upravljačkih sposobnosti sveučilišta u Bosni i Hercegovini“ (*Modernising the Management and Governance Capacities of Universities in Bosnia-Herzegovina*). Od tada se na Sveučilištu promijenilo mnogo toga, posebice vezano za sustav osiguranja kvaliteta. Iako je kvaliteta oduvijek bila temelj rada i razvoja Sveučilišta, institucionalno i sustavno praćenje kvalitete utemeljeno je upravo na preporukama institucionalne procjene EUA tima. Napredak u uspostavljanju sustava za osiguranje kvalitete, ali i u drugim segmentima djelovanja Sveučilišta, vidljiv je iz sljedeće eksterne evaluacije EUA tima koja je provedena tijekom 2008. godine.

Zahtjev za institucionalnu akreditaciju Sveučilište u Mostaru podnijelo je nadležnom ministarstvu 20. listopada 2014. godine. Sveučilište je 15. lipnja 2015. godine dobilo Rješenje o institucionalnoj akreditaciji od nadležnog Ministarstva prosvjete, znanosti, kulture i športa HNŽ-a prema preporuci koju je izdala Agencija za razvoj visokog obrazovanja i osiguranje kvalitete BiH, a na temelju mišljenja i Izvješća Povjerenstva stručnjaka. Na temelju navedenog Izvješća Sveučilište je upisano u Državni registar akreditiranih visokoškolskih ustanova u BiH 1. srpnja 2015.

- structure towards a functionally integrated University;
- modernize university legal acts in the field of quality assurance, following the development of the system for quality assurance in higher education, and in accordance with international practice and valid legislation;
- with quality assurance systems, support the development of a quality culture in which all internal participants contribute to the quality of all processes at the University, and which defines the way of involving external participants;
- institutional reaccreditation and accreditation of study programmes.

Quality Assurance and Accreditation

The University of Mostar was the first University in Bosnia and Herzegovina to apply to the European University Association (EUA) in 2003 to participate in the Institutional Assessment Programme. The process of external institutional evaluation of the University of Mostar was carried out in 2004 by a special EUA assessment team, as part of a wider joint project of the European Commission and the Council of Europe entitled Modernising the Management and Governance Capacities of Universities in Bosnia and Herzegovina. A lot of things changed at the University then, especially related to the quality assurance system. Although quality has always been the basis of the work and development of the University, the institutional and systematic monitoring of quality is based precisely on the recommendations of the EUA team’s institutional assessment. Progress in establishing the quality assurance system and progress in other segments of the University’s activities, can be seen from the following external evaluation of the EUA team, which was carried out in 2008.

The request for institutional accreditation was submitted by the University of Mostar to the competent ministry on 20 October 2014. On 15 June 2015, the University received a Decision on Institutional Accreditation from the competent Ministry of Education, Science, Culture and Sports of Herzegovina-Neretva County according to the recommendation issued by



godine. U Izvješću Povjerenstva stručnjaka pet od devet postavljenih kriterija ocijenjeni su kao potpuno ispunjeni, dok su četiri kriterija ocijenjena kao znatno ispunjena.

Pored zakonom obveznog akreditacijskog procesa, a u svrhu kontinuiranog unaprjeđenje kvalitete, kao i širenja svijesti o istoj, Sveučilište u Mostaru podnijelo je zahtjev za vanjsku evaluaciju Agenciji za visoko obrazovanje (AZVO) Republike Hrvatske (RH). Iako navedena agencija nema pravnu nadležnost nad Sveučilištem, niti Ministarstvo znanosti i obrazovanja RH ima ovlast za izdavanjem rješenja o akreditaciji Sveučilišta u Mostaru, proces vanjske evaluacije od AZVO RH izraz je bliske suradnje Sveučilišta u Mostaru i AZVO RH, ali i Rektorskog zbora RH, u kojem je rektor Sveučilišta u Mostaru pridruženi član. Stručno povjerenstvo od 18 članova iz više europskih zemalja posjetilo je Sveučilište u svibnju 2017. godine, a završna izvješća dostavljena su u kolovozu 2017. godine. Kroz navedeni proces Sveučilišta u Mostaru je steklo iskustvo procesa vanjskog vrednovanja još jedne agencije, a AZVO RH je stekla uvid u rad Sveučilišta na kojem gotovo četvrtinu studenata čine studenti iz Republike Hrvatske.

Zahtjev za obnovu institucionalne akreditacije, odnosno institucionalne reakreditacije, Sveučilište je nadležnom ministarstvu podnijelo 10. siječnja 2019. godine. Napokon, u listopadu 2019. god. Sveučilište je posjetilo Povjerenstvo stručnjaka, rezultat čega je Izvješće Povjerenstva, u kojem su sedam od deset postavljenih kriterija ocijenjeni su kao potpuno ispunjeni, dok su tri kriterija ocijenjena kao znatno ispunjena. U Izvješću Povjerenstvo preporučuje Agenciji za razvoj visokog obrazovanja i osiguranje kvalitete Bosne i Hercegovine izdavanje Preporuke za akreditaciju Sveučilišta u Mostaru na razdoblje od pet godina te Ministarstvu obrazovanja, znanosti, kulture i športa HNŽ-a izdavanje Rješenja o akreditaciji u skladu s tom preporukom.

Iako se procesi (re)akreditacije temelje na osnovi samoevaluacijskih izvješća, ona nisu pisana isključivo za potrebe akreditacije Sveučilišta, nego su rezultat redovitih aktivnosti koje koordinira Ured za osiguranje i unaprjeđenje kvaliteta, što pokazuje da je Sveučilište u Mostaru svjesno kako samo ispravno

the Agency for the Development of Higher Education and Quality Assurance of BiH, based on the opinion and Report of the Committee of Experts. Based on the mentioned Report, the University entered into the State Register of Accredited Higher Education Institutions in Bosnia and Herzegovina on 1 July 2015. In the Report of the Committee of Experts, five of the nine set criteria were assessed as fully met, while four criteria were assessed as significantly met.

In addition to the legally required accreditation process, and for continuous improvement of quality, as well as spreading awareness about it, the University of Mostar submitted a request for external evaluation to the Agency for Higher Education (AZVO) of the Republic of Croatia (RH). It is true that Agency from Croatia does not have legal jurisdiction over the University, nor does the Ministry of Science and Education of the Republic of Croatia have the authority to issue a decision on the accreditation of the University of Mostar, however, the process of external evaluation by the AZVO of the Republic of Croatia is an expression of the close cooperation between the University of Mostar and the AZVO of the Republic of Croatia, as well as the Rectors' Assembly of the Republic of Croatia, in which the Rector of the University of Mostar is an associate member. An expert committee of 18 members from several European countries visited the University in May 2017, and the final reports were submitted in August 2017. Through the mentioned process, the University of Mostar gained experience in the external evaluation process of another agency, and the AZVO of the Republic of Croatia gained insight into the work of the University, where almost a quarter of the students are students from the Republic of Croatia.

The request for renewal of institutional accreditation, i.e., institutional reaccreditation, was submitted by the University to the competent ministry on 10 January 2019. Finally, in October 2019, the University was visited by the Committee of Experts, the result of which is the Committee's Report, in which seven of the ten set criteria were assessed as fully met, while three criteria were assessed as significantly met. In the Report, the Committee recommends that the Agency for the Development of Higher Education and Quality Assurance

urađena i kritički postavljena samoevaluacija može ukazati na to što čini snagu ovog Sveučilišta, koje su mu slabosti, ograničavajući faktori, ali i prilike koje nam pruža postojeće okruženje. Zbog toga se danas samoevaluacijska izvješća na Sveučilištu koriste kao sredstvo za samospoznaju o razini kvalitete obrazovanja na Sveučilištu, za provođenje reforme visokog obrazovanja, ali i za upoznavanje s težinom pitanja koja se moraju razmatrati i opsegom posla koji se mora uraditi u razmjerno kratkom vremenskom razdoblju.

Sveučilište u Mostaru uspješno je prošlo sve dosadašnje procese institucionalne akreditacije i reakreditacije te ispunilo propisane kriterije, prvenstveno iz sljedećih razloga:

- Sveučilište ima utvrđenu Strategiju razvoja;
- Sveučilište ima uspostavljen sustav za osiguranje kvalitete, koji osigurava kontinuirano praćenje kvalitete na Sveučilištu;
- studenti su aktivno uključeni u procese odlučivanja na razini Sveučilišta, kao i u tijela za osiguranje kvalitete;
- nastavni planovi i programi svih studijskih programa koji se izvode na Sveučilištu sadrže sve elemente propisane normativnim i zakonskim aktima;
- kvaliteta ljudskih i fizičkih resursa zadovoljava standarde propisane normativnim i zakonskim aktima;
- Sveučilište ulaže dodatne napore kako bi se kvaliteta znanstveno-istraživačkog rada poboljšala, prvenstveno kroz apliciranje na međunarodne projekte i suradnju s gospodarstvom;
- Sveučilište kontinuirano poduzima sve potrebne aktivnosti da bi ispunilo preporuke iz izvješća stručnih povjerenstava pri institucionalnim (re)akreditacijama.

Što je osiguranje kvalitete donijelo Sveučilištu?

Uloga sustava za osiguranje kvalitete očituje se u aktivnostima i nadležnostima njegovih tijela, područjima vrednovanja sustava te procedurama u kojima sudjeluju tijela sustava, odnosno njegovi predstavnici.

of Bosnia and Herzegovina issue a Recommendation for the accreditation of the University of Mostar for a period of five years, and that the Ministry of Education, Science, Culture and Sports of HNŽ issue a Decision on accreditation in accordance with that recommendation.

Although the (re)accreditation processes are based on self-evaluation reports, they are not written exclusively for the University's accreditation needs, but are the result of regular activities coordinated by the Office for Quality Assurance and Improvement, which shows that the University of Mostar is aware of how only properly done and critically set self-evaluation can indicate what constitutes the strength of this University, what are its weaknesses, limiting factors, but also the opportunities provided by the current environment. For this reason, self-evaluation reports at the University are used today as a means of self-knowledge about the level of quality of education at the University, for the implementation of the reform of higher education, but also for familiarization with the weight of the issues that must be considered and the scope of the work that must be done in a relatively short period of time.

The University of Mostar successfully passed all previous processes of institutional accreditation and reaccreditation and fulfilled the prescribed criteria, primarily for the following reasons:

- The University has an established Development Strategy;
- The University has an established system for quality assurance, which ensures continuous monitoring of quality at the University;
- students are actively involved in decision-making processes at the University level, as well as in quality assurance bodies;
- the curricula of all study programmes conducted at the University contain all the elements prescribed by normative and legal acts;
- the quality of human and physical resources meets the standards prescribed by normative and legal acts;
- The University invests additional efforts to improve the quality of scientific and research work, primarily through applying to international projects and cooperation with the economy;
- The University continuously undertakes all the necessary activities to fulfill the recommendations



Od brojnih aktivnosti tijela za osiguranje kvalitete mogu se izdvojiti sljedeća:

- praćenje i nadziranje sustava za osiguranje kvalitete na Sveučilištu;
- strateško planiranje i donošenje odluka o smjernicama i postupcima osiguranja i unaprjeđenja kvalitete;
- predlaganje upravi Sveučilišta i Senatu konkretnih projekata i aktivnosti te poticanje inovacije i razvoja u svrhu osiguranja, unaprjeđenja i promicanja kvalitete;
- osiguravanje djelotvornosti postupaka unaprjeđenja kvalitete te nadziranje učinkovitosti provedbe propisanih mehanizama za osiguranje i unaprjeđenje kvalitete na svim razinama;
- stvaranje mreže za osiguranje i unaprjeđenje kvalitete na Sveučilištu i integeiranja Sveučilišta u državnu mrežu za unaprjeđenje kvalitete;
- pokretanje i koordinacija inicijativa i provedbe razvojnih programa u svrhu kontinuiranog osiguranja i unaprjeđenja kvalitete;
- utvrđivanje karakterističnih indikatora kvalitete i organiziranje njihovog sustavnog praćenja;
- poticanje i organiziranje stalnih rasprava o kvaliteti, širenju kulture kvalitete u akademskoj i neakademskoj javnosti;
- definiranje standarda i kriterija kvalitetnog funkcioniranja ustrojbenih jedinica Sveučilišta;
- razvijanje postupaka vanjskog i unutarnjeg vrednovanja, metoda za istraživanje različitih aspekata kvalitete obrazovanja kao i različitih ciljnih populacija (studenata, akademskog i administrativnog osoblja, rukovoditelja, poslodavaca, javnog mnijenja);
- provođenje analize i prikupljanje informacija o kvaliteti od svih korisnika sustava;
- uspostavljanje sustava interne prosudbe, kao temeljne pretpostavke upravljanja kvalitetom;
- osiguravanje povratne informacije od studenata i usmjeravanje njihovih sugestija, prijedloga i kritika;
- poticanje i organiziranje stručnog usavršavanja nastavnika, suradnika, rukovoditelja i administrativnog osoblja.

Polazeći od toga da je visoko obrazovanje osnova razvoja društva temeljenog na znanju, aktivnosti

from the reports of expert commissions during institutional (re)accreditation.

What has quality assurance brought to the University?

The role of the quality assurance system is reflected in the activities and responsibilities of its bodies, areas of system evaluation, and procedures in which the system's bodies, i.e., its representatives, participate.

Among the numerous activities of the quality assurance body, the following can be singled out:

- monitoring and supervision of the quality assurance system at the University;
- strategic planning and decision-making on guidelines and procedures for quality assurance and improvement;
- proposing concrete projects and activities to the University administration and the Senate and encouraging innovation and development to ensure, improve, and promote quality;
- ensuring the effectiveness of quality improvement procedures and monitoring the effectiveness of the implementation of prescribed mechanisms for quality assurance and improvement at all levels;
- a creation of a network for quality assurance and improvement at the University and integration of the University into the national network for quality improvement;
- initiation and coordination of initiatives and implementation of development programmes for continuous quality assurance and improvement;
- determining characteristic quality indicators and organizing their systematic monitoring;
- encouraging and organizing constant discussions about quality, spreading the culture of quality in the academic and non-academic public;
- definition of standards and criteria for quality functioning of organizational units of the University;
- developing external and internal evaluation procedures, and methods for researching different aspects of the quality of education as well as different target populations (students, academic and administrative staff, managers, employers, and public opinion);

tijela sustava za osiguranje kvalitete usmjerene su na promicanje visokih standarda u edukaciji budućih vrsnih stručnjaka koji doprinose dobrobiti zajednice u različitim područjima djelovanja, a primarno kroz širenje kvalitetnog odgojno-obrazovnog rada.

Područja vrednovanja sustava za osiguranje kvalitete (uz detaljno razrađene procedure) definirana su u *Priručniku za osiguranje kvalitete* iz 2020. godine, a čine ih:

- evaluacija nastave od strane studenata,
- ispitivanje nastavnih metoda i metoda ispitivanja,
- ispitivanje rada stručnih službi,
- ispitivanje poslodavaca,
- ispitivanje završenih studenata,
- ispitivanje uspješnosti studiranja,
- socio-ekonomska obilježja studenata,
- analiza podataka o kandidatima za upis na studij i upisanih u I. godinu studija,
- analiza uzroka neuspješnog studiranja.

Nakon definirane organizacije i strukture sustava unaprjeđenje i osiguranja kvalitete na razini Sveučilišta, odgovornost za implementaciju i provedbu sustava snose ustrojbene jedinice na kojima se odvija obrazovni proces. Ustrojbene jedinice su obvezne kontinuirano pratiti, osiguravati i unaprjeđivati kvalitetu studentskih iskustava tijekom studiranja. Ovaj se proces temelji na dinamičkom ciklusu kvalitete, a koji se sastoji od četiri temeljna koraka: planiranje, primjena, evaluacija i refleksija koji čine neprekinuti proces.

Promicanje kvalitete na Sveučilištu jedinstveni je zadatak svih sudionika, a ne samo onih koji imaju formalno zaduženje kroz članstvo u nekom od tijela sustava za osiguranje kvalitete. Uspjeh u realizaciji zadataka provođenja osiguranja kvalitete ovisi o tome koliko su uprave Sveučilišta i ustrojbenih jedinica spremne upućivati na važnost promicanja kvalitetnog rada. Rukovodeće strukture na Sveučilištu u Mostaru jasno ističu važnost ideje sustavnog osiguranja kvalitete, same se zauzimaju za nju, na isto potiču svoje djelatnike te unaprjeđenje kvalitete stavljaju kao prioritetan zadatak u razvoju institucije. Predanost ovoj ideji je od neosporne važnosti, jer bez aktivnog uključivanja uprave nije moguće provoditi

- conducting analysis and collecting quality information from all system users;
- establishing a system of internal judgment, as a basic assumption of quality management;
- providing feedback from students and directing their suggestions, proposals, and criticisms;
- encouraging and organizing professional development of teachers, associates, managers, and administrative staff.

Higher education is the basis of the development of a society based on knowledge. Therefore, the activities of the bodies of the quality assurance system are aimed at promoting high standards in the education of future excellent experts who contribute to the well-being of the community in various fields of activity, primarily through the expansion of quality educational work.

The areas of evaluation of the quality assurance system (with detailed procedures) are defined in the Instructions for Quality Assurance from 2020, and they consist of:

- evaluation of teaching by students,
- examination of teaching methods and examination methods,
- examination of the work of professional services,
- examination of employers,
- examination of graduated students,
- examination of study success,
- socio-economic characteristics of students,
- analysis of data on candidates for study enrollment and those enrolled in the 1st year of study,
- analysis of the causes of unsuccessful studies.

After the defined organization and structure of the system of improvement and quality assurance at the University level, the responsibility for implementation of the system rests with the organizational units where the educational process takes place. Organizational units are obliged to continuously monitor, ensure and improve the quality of student experiences during their studies. This process is based on a dynamic cycle of quality, which consists of four fundamental steps: planning, implementation, evaluation, and reflection, which form a continuous process.



konkretna mjera za poboljšanje, koje iziskuju i konstantna financijska ulaganja.

Za unaprjeđenje sustava za osiguranje kvalitete ključnu prekretnicu čini integracija Sveučilišta i promjena organizacijske strukture, koja bitno mijenja odnose i procedure u aktivnostima iz osiguranja kvalitete. Nova organizacijska struktura integriranog Sveučilišta, a posebno formiranje IT centra Sveučilišta, zahtijeva reviziju postojećeg sustava, procesa, procedura i evaluacijskih metodologija te se u narednom razdoblju planira izrada novih sveučilišnih akata iz područja kvalitete, kako bi se lakše i spremnije odgovorilo na nove izazove, ne samo na području osiguranja kvalitete, nego na svim procesima na Sveučilištu.

Obrazovanje, znanstveni i visokostručni rad te razvoj umjetničkog i tehnološkog stvaralaštva osnovne su zadaće Sveučilišta u Mostaru i nezaobilazno polazište u procesu promišljanja o strategiji njegovog daljnjeg razvitka. Bolonjski proces propagira daleko veću autonomiju sveučilišta od postojeće, ali istovremeno i model u kojem se s državnog upravljanja prelazi na državni nadzor. Povećanje autonomije za sveučilišta znači povećanje odgovornosti, kako prema osnivačima, tako i prema studentima, njihovim roditeljima i društvu u cjelini. Tu je odgovornost Sveučilište u Mostaru pokazalo integracijom Sveučilišta, reorganiziranjem sustava upravljanja i rukovođenja, uvođenjem u svakodnevnu praksu osnovnih načela strateškog menadžmenta te, napokon, uspostavljanjem sustava za osiguranje kvalitete.

Reorganizacija i sustava upravljanja i sustava osiguranja kvalitete u kontekstu integriranog Sveučilišta znači nalaženje odgovarajućeg modela organiziranja i upravljanja, koji će poticati kritičko i akademsko promišljanje, inicijativu i inovativnost, ne samo akademskog osoblja nego i studenata, te kroz odgovarajuću funkcionalnu integraciju uvećati sinergijske efekte svoga djelovanja. Već pokrenuti razvoj većeg broja integrirajućih funkcija na razini Sveučilišta sigurno će značajno poboljšati korištenje postojećih ljudskih i fizičkih resursa na Sveučilištu, ali i osigurati podizanje kvalitete obrazovnog procesa, znanstvenoistraživačkog rada, međunarodne suradnje te suradnje s gospodarstvom i okruženjem. Na taj

Promoting quality at the University is the unique task of all participants, not only those who have a formal responsibility through membership in one of the bodies of the quality assurance system. Success in the implementation of quality assurance tasks depends on the extent to which the administrations of the University and organizational units are ready to point out the importance of promoting quality work. The management structures at the University of Mostar clearly emphasize the importance of the idea of systematic quality assurance, they stand up for it themselves, they encourage their employees to do the same, and they place quality improvement as a priority task in the development of the institution. Commitment to this idea is of undeniable importance because without the active involvement of the administration, it is not possible to implement concrete measures for improvement, which also require constant financial investments.

For the improvement of the quality assurance system, the key turning point is the integration of the University and the change in the organizational structure, which significantly changes the relationships and procedures in quality assurance activities. The new organizational structure of the integrated University, and especially the formation of the IT centre of the University, require a revision of the existing system, processes, procedures, and evaluation methodologies, and in the coming period, it is planned to draft new university acts in the area of quality, to respond to new challenges more easily and readily, not only in the area of quality assurance but in all processes at the University.

Education, scientific and highly specialized work, and the development of artistic and technological creativity are the basic tasks of the University of Mostar and an unavoidable starting point in the process of thinking about the strategy for its further development. The Bologna process propagates far greater university autonomy than the existing one, but at the same time, a model in which state management moves to state supervision. Increasing autonomy for universities means increasing responsibility, both toward the founders and toward students, their parents, and society as a whole. The University of Mostar demonstrated this responsibility by integrating the University,

način Sveučilište postaje prilagodljivo raspoloživim resursima i zacrtanim prioritetima, postaje temeljeno na interesnom povezivanju pojedinaca, djelatnika Sveučilišta, što donosi značajnu dozu entuzijazma te demokratizira procese odlučivanja i u njih uključuje mlade ljude.

Spona svih tih djelatnosti i segmenata Sveučilišta, uključujući studente, upravo je sustav za osiguranje kvalitete, pri čemu se ne smije zanemariti činjenica da sustav nosi i epitet „interni“, što znači da uz suradnju podrazumijeva i određenu razinu povjerenja. Sustav za osiguranje kvalitete kontinuirano, ali što je najvažnije – i praktično, radi na sinkronizaciji aktivnosti različitih resora na Sveučilištu, pokušavajući periodično uskladiti povezane aktivnosti radi što efikasnijih rezultata i učinaka.

reorganizing the management and leadership system, introducing the basic principles of strategic management into daily practice, and, finally, establishing a quality assurance system.

The reorganization of both the management system and the quality assurance system in the context of an integrated University means finding an appropriate model of organization and management, which will encourage critical and academic reflection, initiative, and innovation. This doesn't refer only to the academic staff but also to students. The goal is to increase the synergistic effects of their activities through appropriate functional integration. The development of a larger number of integrating functions at the University level will certainly significantly improve the use of existing human and physical resources at the University. Also, it should ensure an increase in the quality of the educational process, scientific research work, international cooperation, and cooperation with the economy and the environment. In this way, the University becomes adaptable to the available resources and set priorities; it lies on the interest-based connection of individuals, University employees, which brings a significant dose of enthusiasm, democratize decision-making processes, and includes young people in them.

The link between all these activities and segments of the University, including students, is precisely the quality assurance system, while the fact that the system carries the epithet “internal” should not be ignored, which means that in addition to cooperation, it also implies a certain level of trust. The quality assurance system continuously, but most importantly - practically, works on synchronizing the activities of various departments at the University, trying to periodically harmonize related activities for the most efficient results and effects.





Odnosi s javnošću

Menadžment Sveučilišta prepoznao je važnost i ulogu odnosa s javnošću u pozicioniranju Sveučilišta u Mostaru u regionalnome, ali i europskome akademskom prostoru. Ured za odnose s javnošću, osim svakodnevne komunikacije s ciljanom javnošću putem društvenih mreža, *web*-stranice i medija te održavanja sadržaja *web*-stranice, brine i o promotivnim aktivnostima za nove studente. Osim toga Ured sudjeluje u organizaciji svih događanja na Sveučilištu te koordinira protokolarne aktivnosti.

Komunikacijski kanali

Sveučilište u Mostaru s vanjskom i unutarnjom javnosti komunicira putem službene mrežne stranice (www.sum.ba), *online* platformi i sustava, društvenih mreža, *newslettera* te drugih kanala. Na službenoj mrežnoj stranici Sveučilišta (sum.ba) osnovne informacije prevedene su na engleski, njemački i kineski jezik, a u suradnji s Uredom za međunarodnu suradnju važnije se vijesti prevode na navedene jezike. U razdoblju od 1. rujna 2021. do 1. rujna 2022. godine broj jedinstvenih posjeta sveučilišnoj mrežnoj stranici iznosio je 390 214 prema *Google* analitici što je dvostruko više u odnosu na isto razdoblje prethodne godine.

Pregled broja pratitelja po društvenim mrežama (na dan 11. listopada 2022.):

- *Facebook* 5 568
- *Instagram* 1 662
- *Twitter* 322
- *LinkedIn* 2 900
- *TikTok* 167 kao i
- *YouTube* 65 107 pregleda.

Aktivnosti na društvenim mrežama kao i promocijanje određenih strateških objava potrebno je kontinuirano provoditi radi poboljšanja vidljivosti. Uz tradicionalne medije naglasak je na društvenim mrežama i digitalnim platformama. Potrebno je nastaviti s dosadašnjim aktivnostima te osigurati mrežu koordinatora/osoba za odnose s javnošću na fakultetima

Public Relations

The Management of the University of Mostar recognized the importance and role of public relations in positioning the University of Mostar in the regional and European higher education area. The Public Relations Office, in addition to daily communication with the target public via social networks, the website, and the media and maintaining the website content, also take care of promotional activities for new students. In addition, the Office has a crucial role in event management at the University and coordinates protocol activities.

Communication Channels

The University of Mostar communicates with the external and internal public through the official website (www.sum.ba), online platforms and systems, social networks, newsletters, and other channels. The official website of the University (sum.ba) contains basic information in English, German, and Chinese. Also, in cooperation with the International Relations Office, more important news is translated into these languages. From 1 September 2021 to 1 September 2022, the number of unique visits to the university website was 390,214, according to Google Analytics, which is twice as much compared to the same period of the previous year.

Overview of the number of followers on social networks (on 11 October 11 2022):

- Facebook 5 568
- Instagram 1 662
- Twitter 322
- LinkedIn 2 900
- TikTok 167 and
- YouTube 65 107 overviews.

Continuous implementation of activities on social networks and promotion of special strategic announcements is necessary to improve visibility. In addition to traditional media, the emphasis is on social networks and digital platforms. It is crucial to continue the previous activities and ensure a network of coordinators/persons for public relations at the





kako bi se uskladila komunikacija s vanjskom javnošću. S tim u vezi pokrenut je i *TikTok* kanal kako bi se približili ciljanim skupinama. Sve aktivnosti potrebno je usmjeriti prema informacijskoj integraciji koja će u konačnici pokazati koordiniranost svih sastavnica prema sveučilišnoj misiji i viziji. Ured vodi brigu o ažuriranosti službene mrežne stranice kao i svih kanala komunikacije u skladu s potrebama i Sveučilišta i zainteresirane javnosti.

Newsletter

Elektronički bilten, *newsletter*, kojim Sveučilište upoznaje javnost s aktivnostima Sveučilišta, priprema se najmanje jednom mjesečno, a posebna izdanja vežu se za važnije događaje na Sveučilištu. *Newsletter* se pokazao kao odličan alat za komunikaciju i s

faculties to coordinate communication with the external public. In this regard, the Office created a TikTok profile to get closer to the target groups. Directing activities leads toward information integration, which will ultimately demonstrate the coordination of all components according to the University's mission and vision. The Office updates the official website and all communication channels following the needs of the University and the interested public.

Newsletter

An electronic newsletter, through which the University informs the public about the University's activities, is prepared at least once a month, and special editions are linked to significant events at the University. The newsletter has proven to be an excellent tool for

unutarnjom i vanjskom javnošću. Do sada je objavljeno 21 izdanje.

Sveučilišni mediji

Sveučilišna televizija SUM TV, Sveučilišni radio, portal sumsova.ba te *Universitas Mostariensis* objedinjeni su u Medijski i istraživački centar Sveučilišta u Mostaru. Ciljevi su Televizije Sveučilišta u Mostaru obrazovati, informirati i zabaviti svoju javnost. Prvenstveno je usmjerena na proizvodnju obrazovnog programa, ali kroz informativnu sastavnicu prikazuje brojna događanja i korisne informacije sa Sveučilišta, ali i šire društvene zajednice. Internetska televizija Sveučilišta u Mostaru tehnički je moderno opremljena suvremenom režijom, s čak 14 kamera, više telepromptera i mikrofona, profesionalnom rasvjetom u četiri studija i *playout* sustavom kakav ima većina suvremenih televizija i nekoliko nelinearnih sustava videomontaže. U proizvodnji programa sudjeluju studenti Studija novinarstva i Studija odnosa s javnošću koji tako imaju praktičnu nastavu iz proizvodnje televizijskoga programa, snimanja, montiranja, pripreme emisija i nastupa ispred kamera. Uz studente, medijske treninge javnoga nastupa na Sveučilišnoj televiziji pohađaju i djelatnici Sveučilišta u Mostaru. Program televizije Sveučilišta u Mostaru može se gledati na suvremenoj interaktivnoj i multimedijalnoj mrežnoj stranici tv.sum.ba. Za vrijeme Dana Sveučilišta 2020. s radom počeo je i **sveučilišni news portal SOVA** koji je platforma vijesti s cijeloga Sveučilišta i svojevrsna *news* agencija i izvor informacija za ostale medije. Stvarajući konvergiranu redakciju temeljenu na razvoju informativnoga portala SUM SOVA, **SUM radio** producirao je i emitirao jedanaest emisija o svim sastavnicama Sveučilišta.

Universitas Mostariensis

Odluku o pokretanju sveučilišnih novina *Universitas Mostariensis* donio je Senat Sveučilišta radi informiranja unutarnje i vanjske javnosti o onome što Sveučilište čini, koje odluke donosi te kako se integrira u

communication with both internal and external audiences. So far, 21 editions have been published.

University Media

University Television (SUM TV), University Radio, portal sumsova.ba, and *Universitas Mostariensis* have been united into the Media and Research Centre of the University of Mostar. The University of Mostar and SUM TV aim to educate, inform and entertain its public. It is primarily focused on the production of educational programmes, but through the informative component, it shows numerous events and information from the University and the wider community. The Internet television of the University of Mostar is equipped with modern technology used for direction. It includes 14 cameras, several teleprompters, microphones, professional lighting in four studios, a playout system like most modern televisions have, and several non-linear video editing systems. Public Relations and Journalism students participate in the production of the programme, and thus gain practical experience in the production of television programmes, recording, editing, preparing shows, and performing in front of the cameras. In addition to students, employees of the University of Mostar also attend media training sessions on public speaking on University Television. Modern interactive and multimedia website *tv.sum.ba* provides SUM TV television programme. During University Day 2020, the University News Portal SOVA, a news platform for the entire University and a kind of news agency and source of information for other media, also started its work. Creating a converged newsroom based on the development of the SUM SOVA information portal, SUM radio produced and broadcasted eleven programmes about all components of the University.

Universitas Mostariensis

The Senate of the University of Mostar brought the decision to start the University newspaper *Universitas Mostariensis* to inform the internal and external





društvo. *Večernji list*, bh izdanje, u suradnji s Medij-skim centrom SUM-a izdaje prvi broj sveučilišnih novina u prosincu 2017. godine u povodu četrdesete obljetnice djelovanja Sveučilišta.

U razdoblju od pet godina objavljeno je 16 brojeva, od kojih je 5 bilo tematskih, 1 je bio posvećen prvomu Sveučilišnom gospodarskomu forumu, potom 40 godina Građevinskoga fakulteta te 3 broja posvećena znanstveno-stručnim skupovima u Neumu i Posavini. Jedan je broj bio posvećen i Rektorskomu forumu Jugoistočne Europe i Zapadnoga Balkana, a održan je na Sveučilištu u Mostaru te su tom prilikom predstavljena sveučilišta i univerziteti koji u sudjelovali kao i njihova suradnja sa SUM-om. Kroz šesnaest brojeva pratile su se najnovije vijesti iz međunarodne suradnje, znanstveno-istraživačkoga rada, studentskih inovacija, novih studija, infrastrukturnih projekata te iskoraka Sveučilišta. U određenim brojevima u pripremi su sudjelovali i studenti Studija novinarstva i Studija odnosa s javnošću Filozofskoga fakulteta kojima je to bila obvezna praksa u okviru kolegija.

Sveučilišne novine važan su dio informiranja javnosti o aktivnostima Sveučilišta u Mostaru i njegovih sastavnica, fakulteta te, osim toga, ostavljaju trag određenoga razdoblja u razvoju i napretku Sveučilišta.

Promotivne aktivnosti

U razdoblju od veljače do rujna provodi se intenzivna upisna kampanju za novu generaciju studenata, poglavito na preddiplomski studij. Uz dosadašnje aktivnosti, poput smotri fakulteta, veći je naglasak posljednjih godina stavljen na društvene mreže te druge digitalne kanale kako bi se povećala vidljivost u cjelini. Opća načela digitalne komunikacijske strategije definiraju okvir aktivnosti i nastupa Sveučilišta u Mostaru u kampanji za upise na fakultetima te obuhvaćaju proaktivnu, pozitivnu i optimističnu kampanju kroz komunikaciju konkretnih aktivnosti na kojima Sveučilište radi, stavljajući u prvi plan stručnost, sposobnost, iskustvo i kompetentnost studenata i osoblja Sveučilišta. Kroz mrežu koordinatora na ustrojbenim jedinicama cilj je usklađivanje

public about what the University does, what decisions it makes, and how it integrates into society. *Večernji list*, BH edition, in cooperation with the SUM Media Centre, published the first issue of the University newspaper in December 2017 on the occasion of the University's 40th anniversary.

In five years, 16 issues were published, and five were thematic. One issue was dedicated to the first University Economic Forum, and 40 years of the Faculty of Civil Engineering. Three issues of the University newspapers thematized scientific and professional meetings in *Neum* and *Posavina*. One issue was also dedicated to the Rector's Forum of Southeast Europe and the Western Balkans, which was held at the University of Mostar, and on that occasion, the participating universities presented their cooperation with SUM. Sixteen issues followed the latest news from international relations, scientific research work, student innovations, new studies, infrastructural projects, and the University's progress. In certain numbers, Journalism and Public Relations students of the Faculty of Humanities and Social Sciences also participated in the preparation. For students, it was a mandatory practice within the course.

University newspapers are a crucial part of informing the public about the activities of the University of Mostar and its components and faculties. In addition, it leaves a trace of a certain period in the University's development and progress.

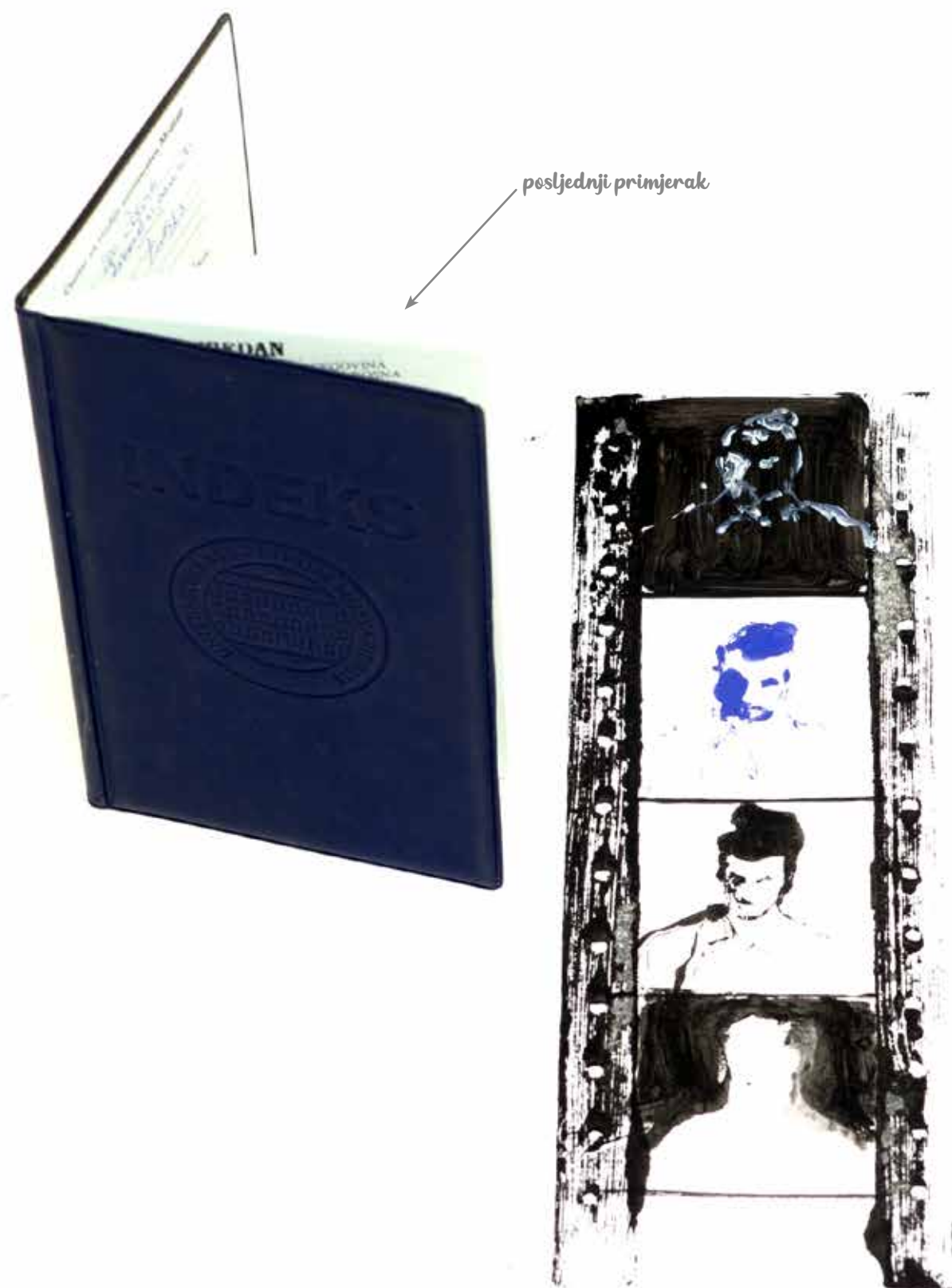
Promotional Activities

From February to September, an intensive enrollment campaign is carried out for a new generation of students, mainly for undergraduate studies. In addition to previous activities, such as faculty reviews, in recent years more emphasis has been placed on social networks and other digital channels to increase visibility as a whole. The general principles of the digital communication strategy define the framework of activities and performance of the University of Mostar in the campaign for admissions to faculties. It includes a proactive, optimistic campaign through the communication of specific activities that the University is

aktivnosti svih fakulteta s ciljevima kampanje na razini Sveučilišta. Ključni komunikatori u kampanji aktualni su studenti, bivši studenti – alumni te kompetentno nastavno osoblje. Ključne su teme stručna praksa, opremljenost sastavnica, laboratoriji, izvannastavne aktivnosti, međunarodna suradnja te mogućnosti znanstvenoga djelovanja i razvoja studenata. Važan je aspekt i brendiranje Mostara kao studentskoga grada s mogućnostima koje nudi. Sveučilište je sudjelovalo i na Regionalnome virtualnom sajmu gdje je broj posjetitelja bio veći od 600 za Sveučilište te više od 34 tisuće jedinstvenih posjeta. Radi promocije pokrenuta je i specijalizirana *Viber* grupa u svezi s upisima u koju se mogu uključiti svi zainteresirani te dobiti sve informacije o upisima, ali i o studentskome životu i standardu.

working on, putting in the foreground the expertise, ability, experience, and competence of students and the University staff. Having a network of coordinators at the organizational units, the goal is to harmonize the activities of all faculties with the campaign goals at the University level. Key communicators in the campaign are current students, former students - alumni, and competent teaching staff. The key topics are professional practice, equipment at the components, laboratories, extracurricular activities, international relations, and opportunities for scientific activity and development of students. An important aspect is the branding of Mostar as a student city with the opportunities it offers. The University also participated in the Regional Virtual Fair, with more than 600 visitors to the University and more than 34,000 unique visits. For the promotion, a Viber group related to admissions was created. Anyone interested can join and get all the information about admissions, student life, and standards.





posljednji primjerak

naši studenti



Studentski zbor

Studentski zbor Sveučilišta u Mostaru je studentsko izborno predstavničko tijelo koje štiti interese studenata, sudjeluje u odlučivanju u tijelima visokog učilišta i predstavlja studente u sustavu visokog obrazovanja. Utemeljen je 2000. godine odlukom Upravnog vijeća i Senata Sveučilišta.

Studentski zbor je nepolitička, nestranačka i neprofitabilna organizacija. Djelatnost Studentskog zbora je usmjerena prema punom razvitku ljudske osobnosti, učvršćenju poštivanja ljudskih prava i temeljnih sloboda u skladu sa Ustavom.

Već više od 20 godina, Studentski zbor aktivno radi na poboljšanju kvalitete studiranja i aktiviranju studentske scene u Bosni i Hercegovini te time pruža putokaz studentima s drugih BiH sveučilišta. Pridruženi je član Hrvatskog studentskog zbora i drugih brojnih organizacija i udruga čijim članstvom poboljšava ispunjenje konačnog cilja Studentskog zbora - podizanje studentskog standarda i borba za studentska prava.

Studentski zbor u akademskoj 2021./2022. godini

U XXII. saziv Predsjedništva Studentskog zbora Sveučilišta u Mostaru izabrani su: Ivana Rašić – predsjednica Studentskog zbora, Helena Stanić – zamjenica predsjednice Studentskog zbora, Pavao Planinić – treći član Senata iz reda studenata, te ostali članovi: APTF – Ivan Mucić i Martina Arapović, ALU – Helena Stanić i Renata Bebić, EF – Ljubica Kolobarić i Gloria Čepo, FF – Marija Pavlović i Matias Zečević, FPMOZ – Leon Galić i Toni Mikulić, FSRE – Nina Petković i Filip Komšić, FGAG – Maris Gardavski i Katarina Marić, MF – Pavao Planinić i Zvonimir Lukač, PF – Marijana Artuković i Ivana Rašić, FZS – Ana Planinić i Ana Beljo, FARF – Marko Kvesić i Andela Šalinović.

Student Council

The Student Council of the University of Mostar is a student-elected representative body that protects student interests, participates in decision-making in higher education institutions, and represents students in the higher education system. It was founded in 2000 by the decision of the Governing Council and Senate of the University.

The Student Council is a non-political, non-partisan, and non-profit organization. The activities of the Student Council are directed towards the full development of the human personality, strengthening respect for human rights and fundamental freedoms following the Constitution.

For more than 20 years, the Student Council has been actively working to improve the quality of studies and activate the student scene in Bosnia and Herzegovina, thereby providing a guide to students from other BiH universities. He is an associate member of the Croatian Student Council and other numerous organizations and associations whose membership improves the fulfillment of the final goal of the Student Council - raising student standards and fighting for student rights.

Student council in 2021/2022

In XXII. Assembly of the Presidency of the Student Council of the University of Mostar, the following ones were elected: Ivana Rašić - President of the Student Council, Helena Stanić - Deputy President of the Student Council, Pavao Planinić - the third member of the Student Senate, and other members: APTF - Ivan Mucić and Martina Arapović, ALU - Helena Stanić and Renata Bebić, EF – Ljubica Kolobarić and Gloria Čepo, FF – Marija Pavlović and Matias Zečević, FPMOZ – Leon Galić and Toni Mikulić, FSRE – Nina Petković and Filip Komšić, FGAG – Maris Gardavski and Katarina Marić, MF – Pavao Planinić and Zvonimir Lukač, PF – Marijana Artuković and Ivana Rašić, FZS – Ana Planinić and Ana Beljo, FARF – Marko Kvesić and Andela Šalinović.



Najvažnije aktivnosti provedene u akademskoj 2021./ 2022. godini

- Novi Pravilnik o dodjeli jednokratnih finansijskih potpora
- Podijeljeno 30 jednokratnih finansijskih potpora u iznosu od 500 KM
- Rekordna raspodjela sredstava za studentske projekte
- Organizirani sportski, edukacijski i kulturni događaji tijekom cijele godine
- Organizirani besplatni studentski tečajevi
- Održane pripreme za upis na fakultet
- Održan tjedan zdravlja
- Organizirana utrka *Wings for Life World Run* 2022
- Održano nekoliko humanitarnih akcija (za udrugu Down sindrom Mostar, za ukrajinske izbjeglice, Studentski paket ljubavi)
- Usvojena inicijativa Studentskog zbora Sveučilišta u Mostaru, Vijeća mladih Grada Mostara i Unije studenata Univerziteta „Džemal Bijedić“ da novo-izgrađeni most nosi naziv „Studentski most“
- Održan *Sajam poslova 2022* u suradnji sa Hrvatskom gospodarskom komorom
- Omogućeno korištenje menze Studentskog centra svim studentima Sveučilišta
- Nastavljena suradnja sa *US JIM*
 - *WorkandTravel* agencijom
- Održana akcija dobrovoljnog darivanja krvi na svim ustrojbenim jedinicama
- Održana Smotra Sveučilišta u Mostaru za buduće studente

Kultura

- Uspješno proveden projekt *HNK za studente, studenti za HNK*

The most important activities carried out in the academic year 2021/2022

- New Rulebook on the award of one-time financial support
- Distributed 30 one-time financial supports of 500 BAM
- Distribution of funds for student projects
- Organized sports, educational and cultural events throughout the year
- Organized free student courses
- Held preparations for college admissions
- A health week was held
- Organized Wings for Life World Run 2022 race
- Several humanitarian actions were held (for the association Down syndrome *Mostar*, for Ukrainian refugees, Student package of love)
- The initiative to name the newly built bridge “Student Bridge” of the Student Council of the University of Mostar, the Youth Council of the City of Mostar, and the Student Union of the University “Džemal Bijedić” was adopted.
- Job Fair 2022 was held in cooperation with the Croatian Chamber of Commerce
- All students of the University can use the canteen of the Student Centre
- Continued cooperation with *US JIM* - *WorkandTravel* Agency
- Voluntary blood donation campaign held at all organizational units
- The Open days of the University of Mostar were held for future students

Culture

- Successfully implemented project *HNK for students, students for HNK*

Sport

- Sveučilišna malonogometna liga 2022.
- *Wings for Life World Run* Mostar 2022.
- Organiziran prvi *Sveučilišni nogometni kviz*
- Turnir u šahu
- Turnir u stolnom tenisu
- Sudjelovanje na petoj po redu studentskoj *Balkanijadi* u Tuzli

Izobrazba

- Opći kvizovi znanja
- Sveučilišni nogometni kviz
- Prva online radionica u suradnji sa Karijernim savjetovalištem pod nazivom: „*Odabir studija i zanimanja*“
- Druga online radionica u suradnji sa Karijernim savjetovalištem pod nazivom: „*Psihološka priprema za prijemni ispit i studij*“
- Deset besplatnih studentskih tečajeva
- Pripreme iz šest predmeta za upis na fakultet

Popis predsjednika Studentskoga zbora

- 2000./2001. – Karlo Zovko / Fakultet strojarstva i računarstva /
- 2001./2002. – Siniša Skočibušić / Medicinski fakultet/
- 2002./2003. – Danijel Pervan / Pravni fakultet/
- 2003./2004. – Siniša Skočibušić / Medicinski fakultet/
- 2004./2005. – Siniša Skočibušić / Medicinski fakultet /
- 2005./2006. – v.d. predsjednika Josip Pušić
- 2006./2007. - Paula Pranjić / Pravni fakultet/
- 2007./2008. – Paula Pranjić
- 2008./2009. – Tonka Krešić / Pravni fakultet /
- 2009./2010. – Tonka Krešić

Sport

- University Football League 2022.
- Wings for Life World Run *Mostar* 2022.
- The first University football quiz
- Chess tournament
- Table tennis tournament
- Participation in the fifth student *Balkanijada* in Tuzla

Education

- General quizzes of knowledge
- University football quiz
- The first online workshop in cooperation with the Career Counseling Centre entitled: *Choosing studies and occupations*
- Second online workshop in cooperation with the Career Counseling Centre entitled: *Psychological preparation for the entrance exam and studying*
- Ten free student courses
- Preparations in six subjects for college admissions

List of presidents of the Student council

- 2000/2001 – Karlo Zovko / Faculty of Mechanical Engineering and Computing/
- 2001/2002 – Siniša Skočibušić / Faculty of Medicine/
- 2002/2003. – Danijel Pervan / Faculty of Law/
- 2003/2004 – Siniša Skočibušić / Faculty of Medicine/
- 2004/2005 – Siniša Skočibušić / Faculty of Medicine/
- 2005/2006 – acting president Josip Pušić
- 2006/2007 - Paula Pranjić / Faculty of Law/
- 2007/2008 – Paula Pranjić
- 2008/2009 – Tonka Krešić / Faculty of Law /
- 2009/2010 – Tonka Krešić



- 2010./2011. – Ana Šljivić /APTF/
 - 2011./2012. – Željko Matković
/ Ekonomski fakultet/
 - 2012./2013. – Vedran Arapović / Pravni fakultet/
 - 2013./2014. – Vedran Biokšić / Filozofski fakultet /
 - 2014./2015. - Janja Marušić / Pravni fakultet /
 - 2015./2016. - Janja Marušić / Pravni fakultet /
 - 2016./2017. - Marko Džoić / FPMOZ /
 - 2017./2018. - Marko Džoić / FPMOZ/
 - 2018./2019. - Marijan Tustonja
/ Filozofski fakultet/,
i .v.d. predsjednika - Ivo Čarapina
/ Ekonomski fakultet/
 - 2019./2020. - Željko Perković / Pravni fakultet/
 - 2020./2021. - Marija Barun
/ Fakultet zdravstvenih studija/
 - 2021./2022. - Ivana Rašić / Pravni fakultet/
- 2010/2011 – Ana Šljivić /APTF/
 - 2011/2012 – Željko Matković
/ Faculty of Economics/
 - 2012/2013 – Vedran Arapović / Faculty of Law/
 - 2013/2014 – Vedran Biokšić
/ Faculty of Humanities and Social Sciences/
 - 2014/2015 - Janja Marušić / Faculty of Law /
 - 2015/2016 - Janja Marušić / Faculty of Law/
 - 2016/2017 - Marko Džoić
/ Faculty of Science and Education/
 - 2017/2018 - Marko Džoić
/ Faculty of Science and Education/
 - 2018/2019 - Marijan Tustonja
/ Faculty of Humanities and Social Sciences/,
and acting president - Ivo Čarapina
/ Faculty of Economics/
 - 2019/2020 - Željko Perković / Faculty of Law/
 - 2020/2021 - Marija Barun
/ Faculty of Health Studies/
 - 2021/2022 - Ivana Rašić /Faculty of Law/

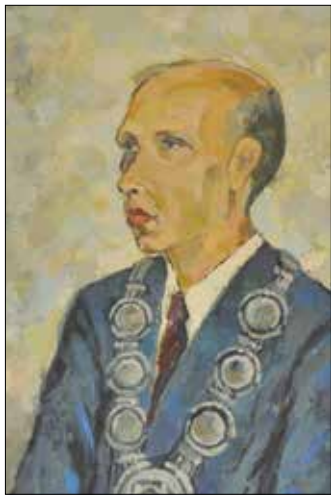


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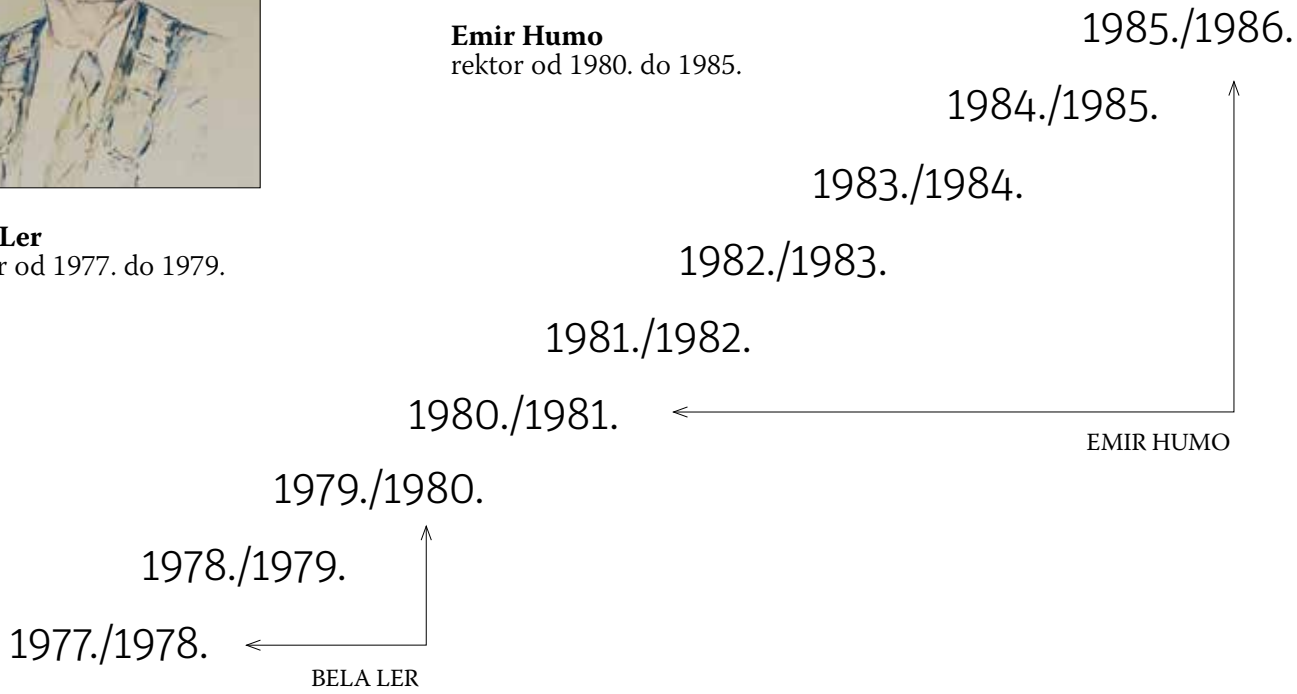
Bela Ler
rektor od 1977. do 1979.



Emir Humo
rektor od 1980. do 1985.



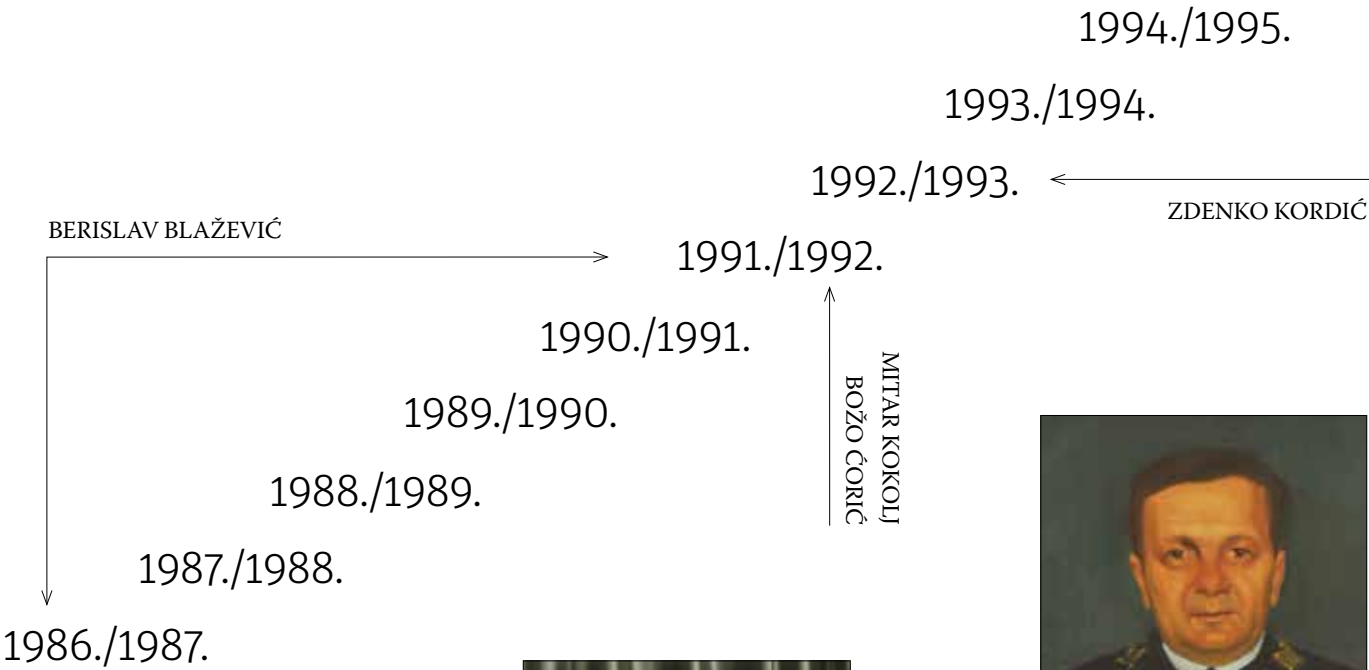
Berislav Blažević
rektor od 1986. do 1991.



Mitar Kokolj
vršitelj dužnosti rektora 1992.



Božo Ćorić
vršitelj dužnosti rektora 1992.

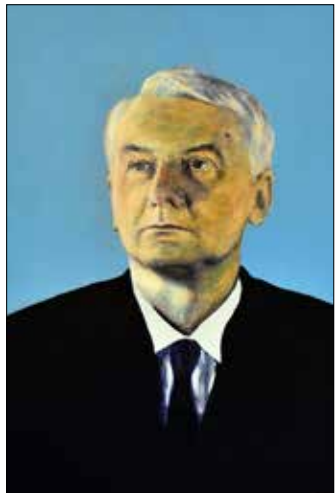


Zdenko Kordić
rektor od 1992. do 1999.

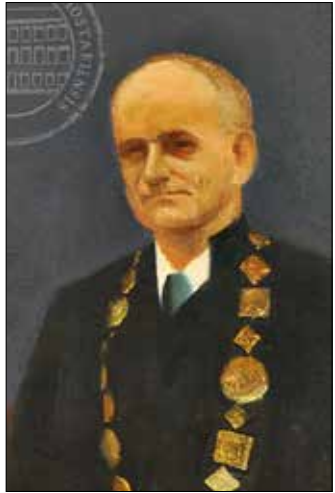




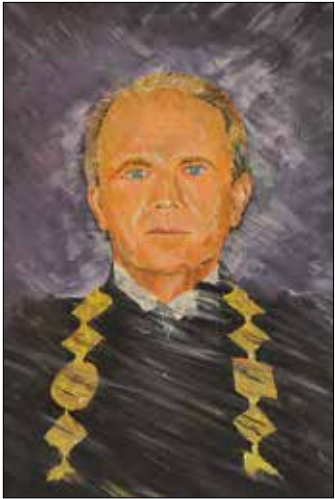
Marko Tadić
rektor od 1999. do 2000.



Željko Šuman
vršitelj dužnosti rektora
od 2000. do 2001.



Frano Ljubić
rektor od 2001. do 2007.



Vojo Višekruna
vršitelj dužnosti
rektora 2007.



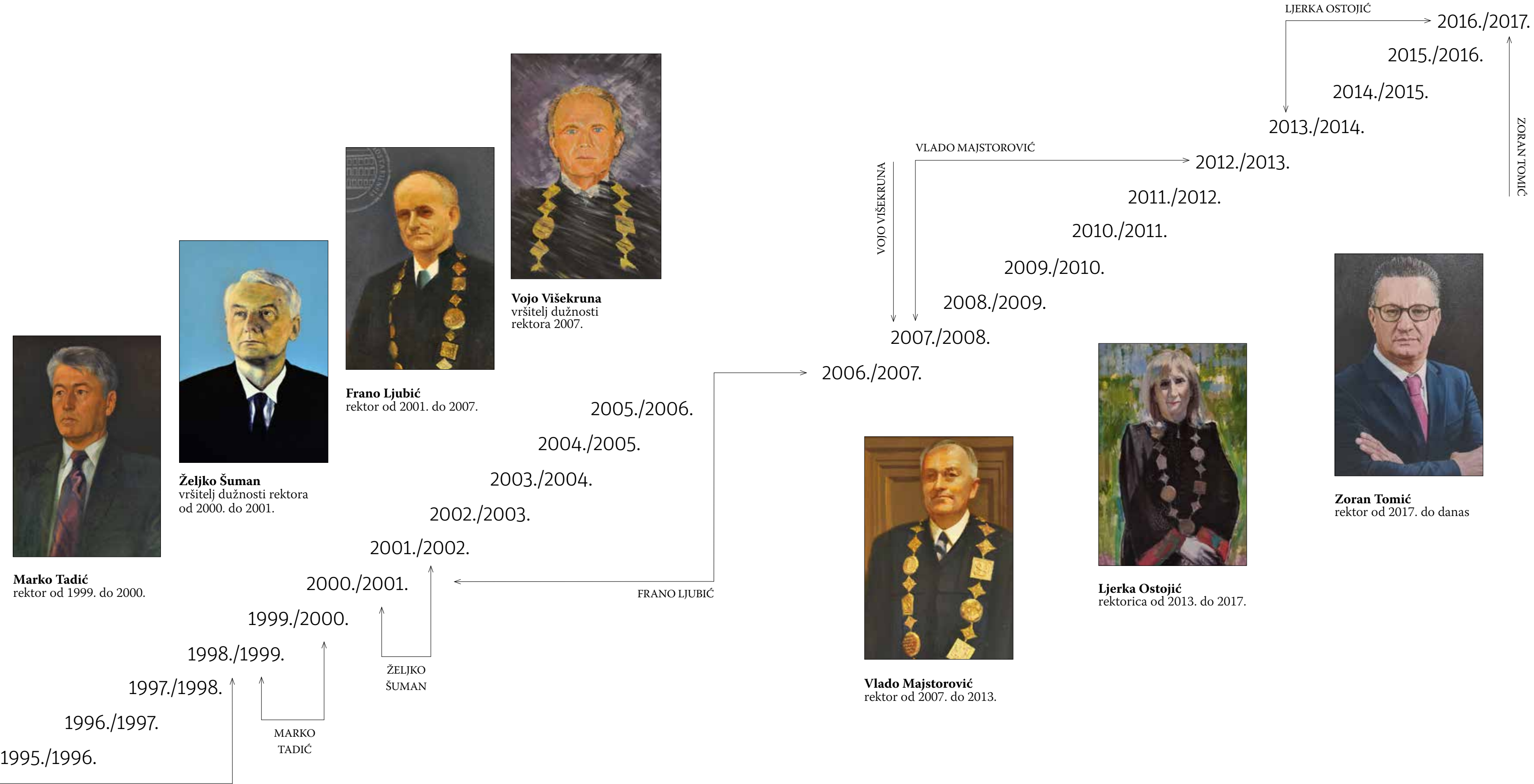
Vlado Majstorović
rektor od 2007. do 2013.



Ljerka Ostojić
rektorica od 2013. do 2017.

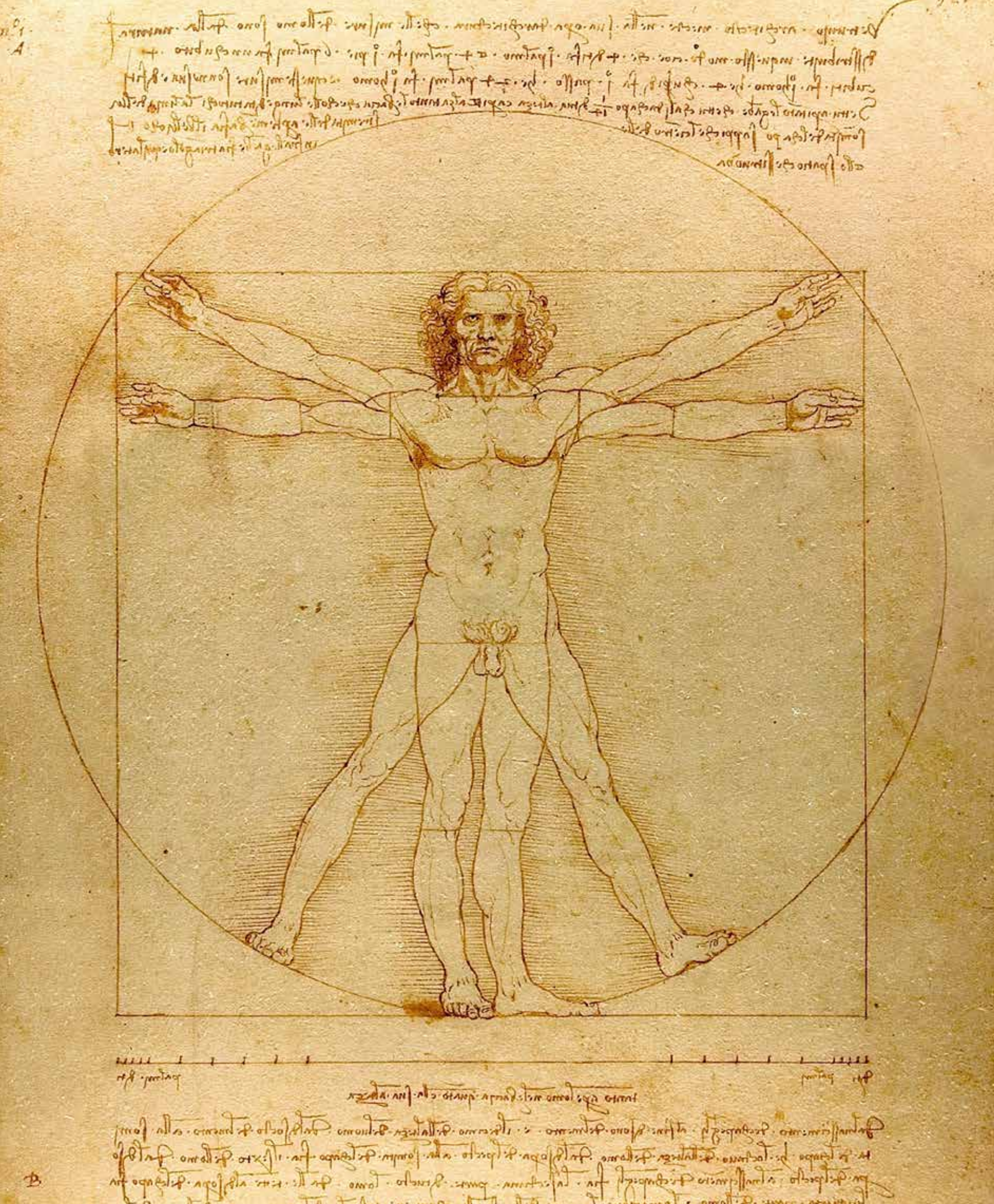


Zoran Tomić
rektor od 2017. do danas





sum



SUM

Leonardo da Vinci utjelovljuje renesansni ideal svestrana čovjeka. Njegov crtež Vitruvijeva čovjeka prikazuje figuru muškarca u dva položaja koji se preklapaju, s raširenim rukama (u jednom položaju) te raširenim rukama i nogama (u drugom položaju), dok su oko njih opisani KRUŽNICA i KVADRAT. Crtež i tekst koji ga prati nazivaju se Zakonom proporcija ili Proporcijama čovjeka. Crtež se temelji na povezanosti idealnih ljudskih proporcija i geometrije (ljudska je figura osnovni izvor proporcija među klasičnim stilovima). Proračunat stav, precizni anatomski detalji i prije svega skladne proporcije predstavljaju klasični ideal ljepote u Grčkom kanonu (pravilo po kojem su stari Grci pravili skulpture). Po njemu visina tijela odgovara visini sedam glava, širina tijela u ramenima jednaka je širini triju glava, tijelo se dijeli na četiri jednaka dijela linijama ispod grudi, na preponama i ispod koljena... Dakle, proporcija, simetrija i harmonija primjenjuju se u svim vrstama umjetnosti, posebice u arhitekturi.

Osim Leonarda da Vincija, mnogi su svjetski znanstvenici i umjetnici koristili osnovne simbole u svome izričaju. Primjerice, glasoviti arhitekt **Le Corbusier** smjestio je sustav harmonije i proporcija u središte svoje filozofije i dizajna. Smatrao je kako je matematički poredak svemira blisko povezan uz zlatni rez i Fibonaccijev niz (**Fibonacci** je nadimak najvećega matematičara srednjega vijeka, rođenog u Pisi). Fibonaccijev niz na sličan način povezuje različite grane matematike, npr. kombinatoriku i teoriju brojeva, s dijelovima teorijske informatike, npr. kriptografije i algoritama za pretraživanje podataka. On ima značajne prednosti kod izvođenja osnovnih aritmetičkih operacija.

Po riječima grčkoga filozofa **Platona** kvadrat i krug u sebi apsolutni su TEMELJ, temelj znanosti, temelj filozofije, temelj umjetnosti. Krug je neograničena linija, beskraja, beskonačna vrtnja, vrijeme koje je beskonačno. Kvadrat je ograničena linija, znanstvena pravilnost, prostor i geometrija. Prijelaz kvadrata u krug je prijelaz stvarne prostorne kristalizacije u nirvanu, u ishodišnu neodređenost. Također, to je prijelaz zemlje u nebo, materijalnog u duhovno.

SUM

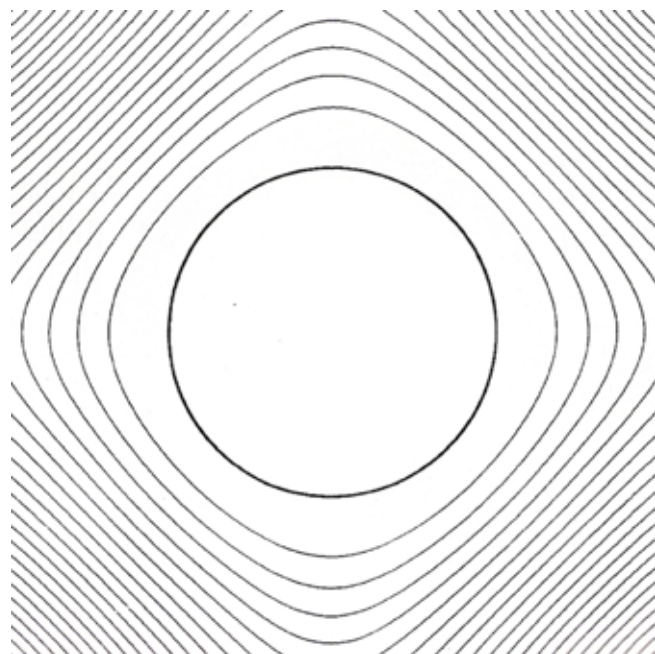
Leonardo da Vinci embodies the Renaissance ideal of a versatile man. His drawing of the Vitruvian Man shows a male figure in two overlapping positions, with outstretched arms (in one position) and outstretched arms and legs (in the other position), with a CIRCLE and SQUARE described around them. The drawing and the accompanying text are called the Law of Proportions or the proportions of man. The connection between ideal human proportions and geometry (the human figure is the main source of proportions among classical styles) is the foundation of the drawing. A calculated attitude, precise anatomical details, and harmonious proportions represent the classic ideal beauty in the Greek canon (the rule by which the ancient Greeks made sculptures). According to him, the height of the body corresponds to the height of seven heads; the width of the body at the shoulders is equal to the width of three heads; the body is divided into four equal parts by lines below the breast, at the groin and below the knees, etc. Thus, proportion, symmetry, and harmony are applied in all types of art, especially in architecture.

Apart from Leonardo da Vinci, many world scientists and artists used basic symbols in their expression. For example, the famous architect **Le Corbusier** placed the system of harmony and proportion at the center of his philosophy and design. He believed that the mathematical order of the universe is closely related to the golden section and the **Fibonacci** sequence (Fibonacci is the nickname of the greatest mathematician of the Middle Ages, born in Pisa). The Fibonacci sequence similarly connects different branches of mathematics, e.g., combinatorics and number theory, with parts of theoretical computer science, e.g., cryptography and data search algorithms. It has significant advantages when performing basic arithmetic operations.

The Greek philosopher **Plato** claimed that the square and the circle in themselves are the absolute FOUNDATION, the foundation of science, the foundation of philosophy, and the foundation of art. A circle is an unlimited line, endless, endless rotation, and infinite time. The square is a limited line, scientific



KRUG I KVADRAT mogu se DIJELITI (na polovicu, pa na četvrtinu...), ROTIRATI u svojoj simbolici, MULTIPLICIRATI, a pri tome značenje simbola zadržava izvornu vrijednost. Shema kvadrata iznad kojeg je luk (ili ispod kojeg je luk), odnosno odlomak kruga, ili koji se s lukom produžuje (slovo U), te struktura kocke i kupole materijaliziraju naznačenu dijalektiku zemaljskog i nebeskog, nesavršenog i savršenog. Ovakav složeni oblik dovodi do raskida ritma, crte i razine. On poziva na potragu za kretanjem, promjenom i novom ravnotežom. Simbolizira težnju za višim svijetom ili za razinom višega života. Postao je klasična slika slavljenika ispod kojeg prolazi pobjednički junak. U znanstvenom smislu junak je genij koji je riješio zagonetku, a u duhovnom smislu junak je svetac koji je svladao niske težnje svoje prirode (niske porive zemaljskoga). Značenje loga SUM nameće se samo po sebi povezivanjem prethodno opisanih elemenata dobivenih iz osnovnih simbola. SUMA je naš zbroj, ZBROJ naših fakulteta, suma znanja, ZBROJ vlastitih, ali i svjetskih vrijednosti (u otvor na posljednjem elementu sustavom lijevka ulazi znanje). Sve je to opisano i ispisano kroz nekoliko elemenata nastalih iz baznih simbola kvadrata i kruga. Ispisane su ZNANOST, FILOZOFIJA i UMJETNOST.



regularity, space, and geometry. The transition of a square into a circle is the transition of real spatial crystallization into nirvana, into original indeterminacy. Also, it is the transition of the earth to heaven, material to spiritual. CIRCLE AND SQUARE can be DIVIDED (in half, then quartered...), ROTATED in their symbolism, or MULTIPLIED, and the meaning of the symbol retains its original value. The scheme of a square that has an arch above (or below), i.e., a segment of a circle, or which is extended with an arch (letter U), and the structure of a cube and a dome materialize the indicated dialectic of earthly and heavenly, imperfect and perfect. This complex form leads to a break in rhythm, line, and level. It calls for a search for movement, change, and a new balance. It symbolizes the aspiration for a higher world or a higher level of life. It has become a classic image of the triumphal arch under which the victorious hero passes. In the scientific sense, the hero is a genius who solved the riddle, and in the spiritual sense, the hero is a saint who overcame the low aspirations of his nature (the low impulses of the earthly). The meaning of the SUM logo is imposed by itself by connecting the previously described elements obtained from the basic symbols. The SUM is our sum, the SUM of our faculties, the sum of knowledge, the SUM of our values, and the world's values (knowledge enters the opening on the last element through the funnel system). All this is described and written through several elements created from the basic symbols of the square and the circle. SCIENCE, PHILOSOPHY and ART are written.

