# SELF-EVALUATION REPORT

## UNIVERSITY OF SARAJEVO - FACULTY OF ISLAMIC STUDIES

FOR THE FIRST AND SECOND CYCLE STUDY PROGRAMS



**Sarajevo, March 2025.**

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**Basic Information about Study Programs**

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| NAME OF THE HIGHER EDUCATION INSTITUTION: | UNIVERSITY OF SARAJEVO (UNSA) |
| ADDRESS: | Obala Kulina bana 7/II, 71000 Sarajevo, Bosnia and Herzegovina |
| WEBSITE: | www.unsa.ba |
| NAME, NUMBER, AND DATE OF THE FOUNDING ACT OF THE HIGHER EDUCATION INSTITUTION: | Law on the University of Sarajevo ("Official Gazette NRBiH", number: 37/49 from 15. 09. 1949) |
| TAX IDENTIFICATION NUMBER: | 4200494560007 |
| NUMBER AND DATE OF THE DECISION ON THE APPOINTMENT OF THE AUTHORIZED REPRESENTATIVE: | Resolution of the Senate of the University of Sarajevo on the appointment of the rector of the University of Sarajevo for the term 2024-2028, number: 01-12-14/24 from 5 July 2024 |
| NUMBER AND DATE OF THE PERMIT FOR OPERATION OF THE HIGHER EDUCATION INSTITUTION (LICENSE): | Certificate of the Ministry of Education, Science, and Youth of Sarajevo Canton number: 11/05-38-20934-2/18 from 12 September 2018 |
| NAME AND ADDRESS OF THE UNIT WHERE THE STUDY PROGRAM IS CONDUCTED AND RESPONSIBLE PERSON: | University of Sarajevo - Faculty of Islamic Studies (UNSA-FIS)<br>Address: Ćemerlina 54, 71000 Sarajevo<br>Email: fin@fin.unsa.ba<br>Website: www.fin.unsa.ba<br>Prof. Dr. Mustafa Hasani, Dean |
| NAME OF STUDY PROGRAMS: | 1. Study Program in Islamic Theology<br>2. Study Program in Islamic Religious Education and Pedagogy<br>3. Study Program for Imams, Khatibs, and Muallims<br>4. Master's in Islamic Studies<br>5. Master's in Imamate |
| CYCLE OF STUDIES: | First and Second Cycles |
| QUALIFICATION NAME: | 1. Baccalaureus/Baccalaurea in Islamic Theology<br>2. Baccalaureus/Baccalaurea in Islamic Religious Education and Religious Pedagogy<br>3. Baccalaureus/Baccalaurea in Imamate, Khatabah, and Ta'lim<br>4. Master in Islamic Studies<br>5. Master in Imamate |
| ACT OF THE HIGHER EDUCATION INSTITUTION APPROVING THE STUDY PROGRAM: | - Decision of the Senate of the University of Sarajevo number: 01-3-65/20 from 26 February 2020, giving consent for |

| | |
|---|---|
| | amendments and supplements to the study programs of the first cycle of studies – study programs in Islamic Theology and Islamic Religious Education and Religious Pedagogy, Study Program for Imams, Khatibs, and Muallims at the University of Sarajevo – Faculty of Islamic Studies for the academic year 2020/2021.<br><br>- Decision of the Senate of the University of Sarajevo number: 01-9-27/23 from 27 April 2023, giving consent for amendments and supplements to the study programs of the first and second cycles of studies at the University of Sarajevo – Faculty of Islamic Studies.<br><br>- Decision of the Senate of the University of Sarajevo number: 01-327/18 from 28 March 2018, giving consent for the development of the Master's in Imamate program. |
| CONTACT PERSON FOR THE VISIT DURING ACCREDITATION: | Nura Hodžić, MA, Expert Associate at the Quality Assurance Office<br>Phone: 033/251 044<br>Email: nura.hodzic@fin.unsa.ba |
| CONTACT PERSON FOR THE RESPONSIBLE PERSON: | Prof. Dr. Mustafa Hasani, Dean<br>Phone: 033/251 012<br>Email: dekan.mh@fin.unsa.ba |

Table 1. *Basic Information about Study Programs*

# 1. INTRODUCTION

## 1.1. HISTORY AND ORGANIZATION OF THE HIGHER EDUCATION INSTITUTION

### 1.1.1. History and Organization of the University of Sarajevo

The University of Sarajevo (hereafter: the University or UNSA) was established based on the Law on the University, which was adopted by the National Assembly of the People's Republic of Bosnia and Herzegovina on November 11, 1949. It was the first university founded in Bosnia and Herzegovina. Previously, the prerequisites for its formation were provided through the establishment and operation of a number of higher education institutions: the Higher Pedagogical School (1946), the Faculty of Medicine (1946), the Faculty of Law (1947), the Higher Agricultural School for Mountain Management (1947) ie. the Faculty of Agricultural and Forestry Sciences (1948), the Faculty of Engineering (1949), and the Faculty of Veterinary Medicine (1949).

The University underwent several developmental stages:

- The period from 1949 to 1954, marked by activities related to the formation of the University and the establishment of the Faculty of Economics and the Faculty of Philosophy;
- The period from 1954 to the mid-1980s, during which the Faculty of Natural Sciences and Mathematics, the Faculty of Mechanical Engineering, which later developed into the Faculty of Electrical Engineering, then the Faculty of Political Science, the Faculty of Dentistry, the Faculty of Pharmacy, the Faculty of Physical Education, the Academy of Fine Arts, and others were established;
- The period from the mid-1980s to the early 1990s, which saw further development of research activities, especially within institutes, the introduction of new curricula, improvements in the quality of studies, and the expansion of the University's international cooperation;
- The period of the aggression on Bosnia and Herzegovina (1992–1995) and the post-war period. During this phase, the University suffered significant human and material damage, with a temporary halt in operations during the siege of Sarajevo. After the signing of the Dayton Peace Agreement, efforts were made to repair the war damage and create conditions for the continuation of the University's operations;
- The period from 2005, when the University enrolled its first generation of students under innovated standards and norms, in line with Bosnia and Herzegovina's commitment to joining the European Higher Education Area, expressed through the signing of the Bologna Declaration in September 2003.

In December 2019, the University marked its 70th anniversary with a series of celebratory events.

The financial integration and transition of the University to the Unified Treasury Account of the Sarajevo Canton was carried out from February to April 2019, in accordance with Article 156 of *the Law on Higher Education of the Sarajevo Canton* (*Official Gazette of the Sarajevo*

*Canton*, 33/17), following the signing of *the Collective Agreement for higher education and science at the University of Sarajevo* in October 2018. The legal integration of the University was completed on July 1, 2021, based on the decision of the Sarajevo Canton Assembly on the merger of faculties, academies, and institutes into the public institution University of Sarajevo, which continue to operate as organizational units without legal personality (*Official Gazette of the Sarajevo Canton*, 28/18) and the decision of the Municipal Court in Sarajevo. Theological faculties, as members of the University, retained their legal personality.

Organizationally, the University consists of the Rectorate and 30 members, including 22 faculties, three academies, and five research institutes that operate within six groups in the fields of social, humanities, natural-mathematical, and biotechnical sciences, as well as technical sciences and the arts.

The University also includes sub-organizational units: the Library, the Human Rights Center, the Interdisciplinary Studies Center "Prof. Dr. Zdravko Grebo," the Research and Development Center, the Campus Construction and Maintenance Directorate, the Financial Operations Center (Auxiliary Operational Center for Higher Education), the University Teleinformatics Center, the Staff Professional Development Support Office, and the Student Support Office.

The governing bodies of the University are: the Administrative Board, the Senate, and the Rector. The University also has other expert and advisory bodies whose establishment, composition, and jurisdiction are regulated by the Statute or other general regulations. The expert and advisory bodies of the University include the councils of scientific/artistic groups, committees, advisory bodies, and commissions, as well as other permanent bodies appointed by the Senate of the University. The Senate may appoint *ad hoc* bodies if necessary, which is further determined by individual regulations of the University. Administrative and professional support for this structure is provided by the expert services of the University's Rectorate, managed by the University’s General Secretary.

### 1.1.2. History and Organization of the University of Sarajevo – Faculty of Islamic Studies

The University of Sarajevo – Faculty of Islamic Studies (hereinafter: the Faculty or UNSA-FIN) is the oldest and central Islamic higher education institution of the Islamic Community in Bosnia and Herzegovina (hereinafter: the IC BiH), with the vision to strengthen its leadership position in the field of Islamic studies within the European academic space. The Faculty is the heir of the earliest Islamic educational institutions in Bosnia and Herzegovina that were established during the Ottoman rule, as well as Islamic higher education institutions that were established during the Austro-Hungarian and monarchical Yugoslavia periods. These include the Shari'ah Judicial School (*Mekteb-i Nuvvab*) in Sarajevo, founded in 1887, and the Higher Islamic Shari'ah-Theological School in Sarajevo, founded in 1935.

With the reaffirmation of Bosniak national identity in the 1960s and 1970s, a space opened for the more free activity of the IC BiH. As a result of planned and systemic activities, based on decisions by the Assembly of the IC BiH and the Supreme Islamic Leadership in the Socialist Federal Republic of Yugoslavia (SFRY), the Islamic Theological Faculty in Sarajevo was

established on the 16th of *Shawwal*, 1397 (September 29, 1977), which was later renamed the Faculty of Islamic Studies in Sarajevo.

In 2004, the Faculty became an associate member, and in 2013, it became a full member of the University of Sarajevo, the largest higher education institution in Bosnia and Herzegovina, enriching it with its own human resources, scientific endeavors, and established international reputation. By joining the University, the Faculty gained the opportunity to influence scientific-educational, cultural, and social processes in Bosnian society in a more direct and institutional manner. This act also renewed the link connecting the centuries-old tradition of Islamic educational institutions in Bosnia and Herzegovina on one hand, and the establishment and operation of the University on the other. The Preamble of *the University Statute* (2023) recognizes the importance of including the Faculty in the University's composition, ensuring the continuity of centuries-old scientific and educational work in Bosnia and Herzegovina. According to the preamble, the University "continues the tradition of higher education in Bosnia and Herzegovina, started by the Gazi Husrev-beg Waqf Deed of 1537, and the establishment of the Shari'ah Judicial School in 1887 (...), maintaining the continuity of scientific and educational work in Bosnia and Herzegovina, including the Faculty of Islamic Studies (...)."

Today, the Faculty is the most prestigious institution of higher Islamic education in Southeast Europe, and even beyond. The architecture of the building and the overall environment in which the Faculty operates, together with its current study programs, testify to the established harmony between traditional Islamic sciences and other humanities and social sciences, as well as between Eastern and Western cultural values. The study programs are delivered in optimal conditions by faculty members who have gained their knowledge at renowned Bosnian and international universities.

Over the past decade, the Faculty has been reforming its study programs based on the principles of the Bologna Process, aiming to be recognized as part of the European Higher Education Area (EHEA), where the concept of quality in higher education is at its core. Therefore, the establishment and development of a quality assurance system for study programs is of crucial importance. Highly qualified teaching staff is responsible for planning, implementing, and innovating study programs, playing a key role in ensuring quality and fostering a culture of quality at the Faculty. The active role of students in the development and evaluation of study programs is also of great importance. This is achieved through student representatives participating in the Faculty bodies, such as the Council and the Quality Assurance Committee. The strategic goals of quality assurance are primarily defined by the overarching development strategies of the University and higher education in the IC BiH, and then by the strategic development plans of the Faculty.

In a broader sense, ensuring the quality of study programs is the responsibility of all employees at the Faculty, led by the Dean. On an individual level, this responsibility is manifested through the quality, responsibility, and professionalism in performing the tasks of each specific job position, while at a collective level, it is reflected in close cooperation and teamwork to improve various aspects of the study programs, involving the management, academic and non-academic staff, and students of the Faculty. This collaboration is achieved through the work of Faculty bodies (councils, committees, commissions, etc.), but also through ongoing activities involving the Dean's office, departments, the library, and the Faculty services.

At the Faculty, a total of seven study programs are realized across three study cycles:

1) Study Program of Islamic Theology; Study Program of Islamic Religious Education and Religious Pedagogy (IRERP) and Study Program for Imams, Khatibs and Muallims (IHM) (first cycle of studies);
2) Master's Program in Islamic Studies; Master's Program in Imamate; Master's Program in Interreligious Studies and Peacebuilding (second cycle of studies);
3) Doctoral Program in Islamic Sciences (third cycle of studies).

The organization of the Faculty is governed by the *Faculty Rules* (2021) and the *Internal Organization and Job Classification Regulation of the Faculty* (2024).

The Faculty is organized through various bodies, internal organizational units, and sub-units.

The governing bodies of the Faculty are: the Administrative Board, the Council, the Dean, and other expert bodies (councils, boards, commissions, etc.).

Administrative Board is the highest governing body of the Faculty, consisting of five members. Two members are representatives of the academic staff, while the remaining three members are delegated by the *Rijasat* of the IC BiH as the founding body. The academic staff representatives on the Administrative Board are elected by the Faculty Council. The president and members of the Board are appointed by the *Rijasat*. The term of office for the Board members is four years.

Council is the highest professional body of the Faculty, comprising:
a) members of the academic staff holding the title of Assistant Professor, Associate Professor, and Full Professor who are employed full-time at the Faculty;
b) one representative each from the assistants and senior assistants employed full-time at the Faculty;
c) a representative of the administrative non-teaching staff;
d) the Student Vice-Dean and one representative from each student cycle (bachelor's, master's, and doctoral) at the Faculty.

The Dean manages the operations and business activities of the Faculty and represents the Faculty in accordance with the regulations of the IC BiH, *the Law on Higher Education of the Sarajevo Canton*, *the Statute of the University*, and *the Faculty Rules*. In case of absence or inability to perform duties, the Dean is replaced, with full authority, by one of the Vice-Deans, as authorized by the Dean. In exceptional cases, the Dean may authorize another person to replace them in case of absence or inability.

The internal organizational units operating within the Faculty with the aim of carrying out its activities are the The Scientific-Teaching Unit and the Organizational Unit of Common Services.

The Scientific-Teaching Unit is an internal organizational unit of the Faculty within which teaching and scientific research activities, as fundamental activities of the Faculty, are

conducted. It operates through sub-organizational units within its structure: chairs, the Center for the Qur'an and Sunnah, and the Library. The Faculty has nine chairs, namely:
a) Chair of Quran Interpretation (Tafsir);
b) Chair of Quran Recitation (Qira'at);
c) Chair of Quran Philology;
d) Chair of Prophetic Tradition (Hadith);
e) Chair of Islamic Dogmatics (Aqidah), Sufism, and Comparative Religions;
f) Chair of Sharia Law (Fiqh);
g) Chair of Islamic Philosophy;
h) Chair of Islamic Civilization;
i) Chair of Religious Pedagogy and Religious Psychology.

Each chair specializes in a particular field of research and teaching. Currently, the Faculty has 30 academic staff members, including 22 professors, eight assistants, and two professional associates responsible for imam-teacher practice and methodological practice. Additionally, four retired faculty members hold the honorary title of professor emeritus. The Faculty's library employs one librarian.

The Common Services is an internal organizational unit of the Faculty where support processes for teaching and scientific research take place, i.e., administrative-legal, personnel, cashiering-recording, study-analytical, information-documentation, technical, and other tasks. The Common Services carries out its activities through the following sub-organizational units within its structure:

a) The Faculty Secretariat;
b) The Student Services;
c) The Office for Quality Assurance; and
d) The Technical Services.

A total of 13 non-teaching, i.e., professional, administrative, and technical staff members work within the Common Services."

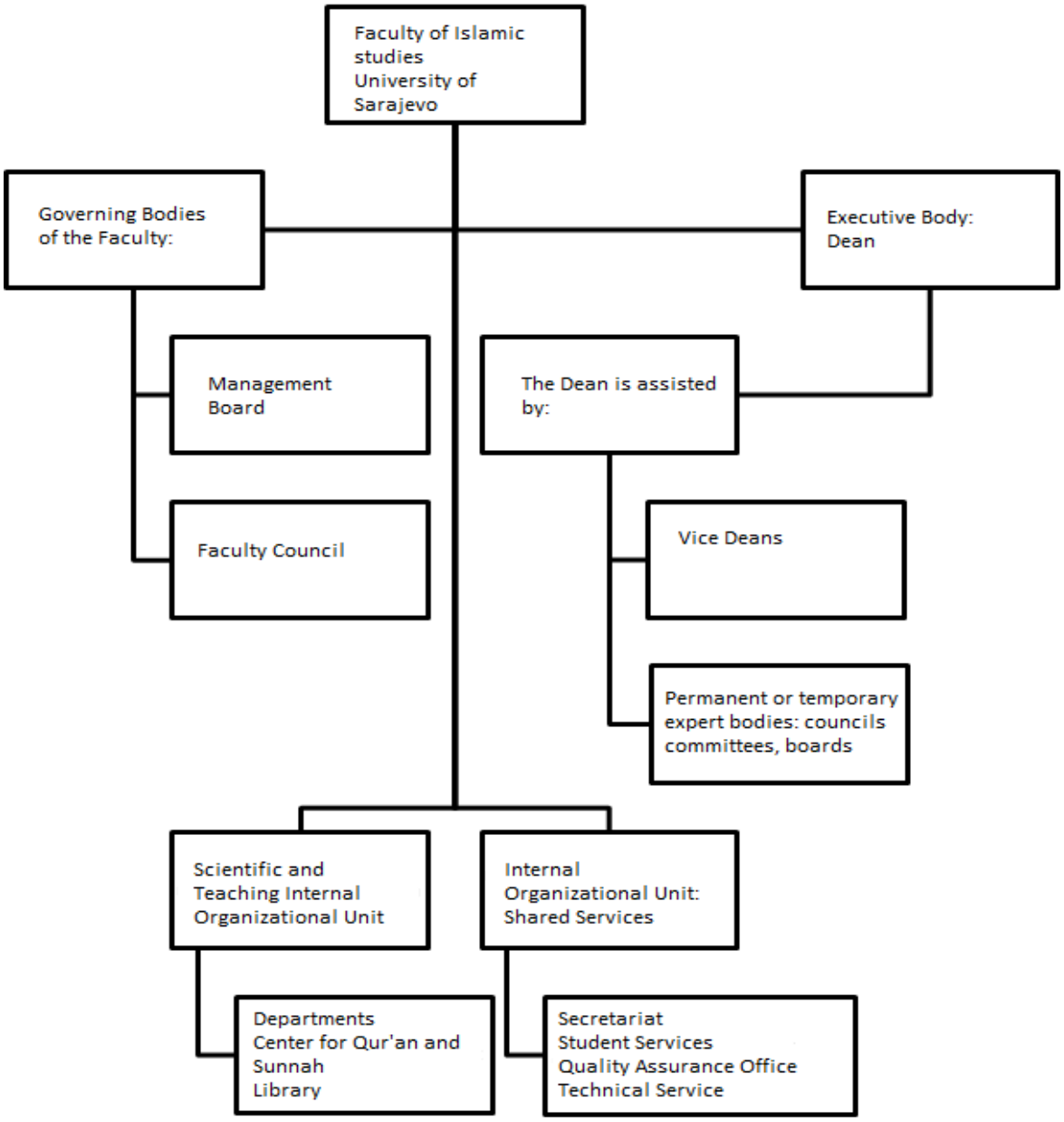



Chart 1. *Organization of the Faculty.*

The management tasks at the Faculty are performed by: the Dean, the Secretary, and the heads of sub-organizational units.

The Dean's Office represents a collegium composed of the Dean, Vice Deans, and the Faculty Secretary. Through the Dean's Office, the work and management of the Faculty are organized. The Dean's Office, both directly and through expert services that together form the Common Services (Secretariat, Student Services, Office for Quality Assurance, and Technical Services), performs professional, administrative, and technical tasks.

The Vice Deans assist the Dean in his work and participate in the activities of the Dean's Office. The Faculty has six Vice Deans: Vice Dean for Teaching, Vice Dean for Scientific Research, Vice Dean for International Cooperation, Vice Dean for Finance, Vice Dean for Quality, and Student Vice Dean. Their tasks and competencies are prescribed by *the Faculty Rules* and *the Rulebook on the Internal Organization and Job Classification at the Faculty*, and are aligned with the scope of work of the Vice Rectors for corresponding sectors at the University. The Secretary assists the Dean and the Vice Deans in ensuring the lawful operation of the Faculty. They manage the administrative-legal and other professional tasks of the Faculty's services, coordinating work with the General Secretary of the University to improve the functional integration of processes within the University.

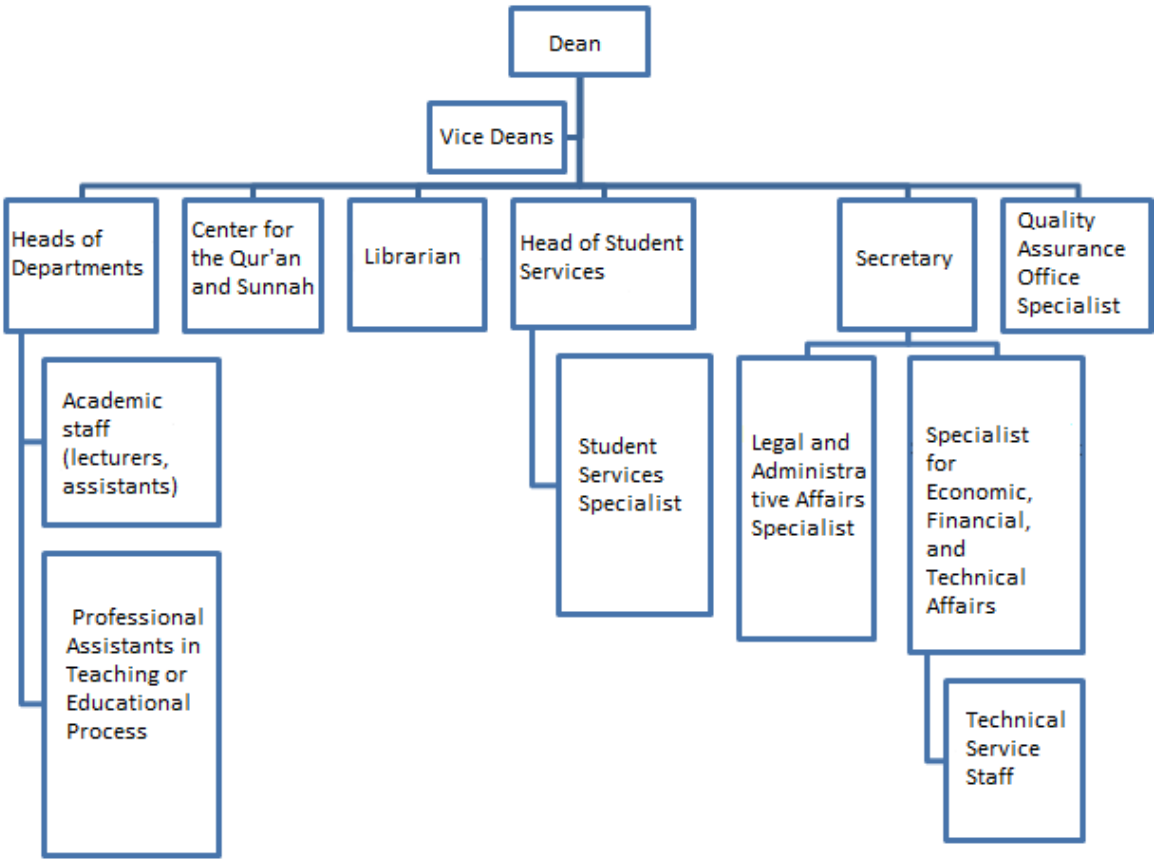



Chart 2. *Responsibilities of Faculty Staff.*

The organization of the internal quality assurance and management system at the Faculty consists of the Vice Dean for Quality, the Quality Assurance Committee, the Office for Quality

Assurance, and professional and advisory bodies for quality assurance in specific areas. The organization of the quality assurance and management system at the Faculty is an integral part of the integrated quality assurance and management system at the University.

## 1.2. IMPLEMENTATION OF THE BOLOGNA PROCESS AT THE HIGHER EDUCATION INSTITUCION

The implementation of the Bologna process at the Faculty has been gradual. The first step was taken in the academic year 2003/04. During that year, semester-based courses were introduced in the first cycle of studies (and chairs were established). The two undergraduate study programs at that time (Theological Track and Pedagogical Track) were four-year programs and remained as such. At that time, courses were not evaluated according to the ECTS system. This was done during the next program revision in 2013/14. Since then, the revisions have refined the applied solutions regarding the number of hours per discipline, learning outcomes, student workload in individual courses, methods of knowledge assessment, etc. When the IHM Study Program was re-launched in 2015, its curriculum was developed following the same pattern. The postgraduate study was reformed in 2013, when the pre-Bologna postgraduate program was abolished, and the second cycle of studies according to the Bologna model was introduced for two study programs: Islamic Theology and Islamic Religious Education and Religious Pedagogy (hereinafter: IRERP). Due to rationalization, these two programs were later integrated with the possibility of concentration in some theological fields, including religious pedagogy. The youngest active study program, the Master's in Imamate (2018), was designed in accordance with the provisions of the Bologna process. Finally, the pre-Bologna doctoral program was replaced by the third cycle in the academic year 2015/16. This completed the transition to the Bologna system.

## 1.3. RESEARCH AND SCIENTIFIC RESEARCH WORK

Through the three cycles of study, the Faculty strives to educate and train well-rounded individuals, refining their spiritual, moral, intellectual, and professional qualities, which will be especially realized in the fields of Islamic theology, Islamic religious education, and religious pedagogy, as well as in the education of imams, khatibs, and muallims. On a collective level, the mission of the Faculty is to contribute to the development of society by continuously advancing education, learning, and research at the highest levels of scientifically established excellence. In its fundamental mission to educate and train highly educated religious personnel for the needs of the Islamic Community, the Islamic Theological Faculty, now the Faculty of Islamic Studies at the University of Sarajevo, has been conceived as a scientific and research institution since its founding (cf. the thematic issue of *the Gazette of the Supreme Islamic Authority in the SFRY*, 5/77, pp. 487–589). The Faculty of Islamic Studies, through its overall activities and the influence it exerts in various areas of teaching, research, and overall social engagement, has become recognizable in recent years not only in the Balkans but also across Europe.

During the period since the penultimate institutional accreditation of the University in 2019, the Faculty's professors have achieved significant results in the field of scientific research, which are visible at the international level. These include:
(a) publishing scientific monographs, commentaries, and contributions in the proceedings of prestigious global and European publishers (Routledge, Oxford University Press, Georgetown University Press, Brill, etc.);

(b) publishing scientific articles in international journals indexed in citation databases (Web of Science, Scopus), some of which, due to their citation, are ranked in quartiles Q1 and Q2;
(c) serving as editors for publications and providing expert reviews for international journals and publishing houses. Additionally, the Faculty's teaching staff is involved in managing and implementing significant international scientific/research and professional projects in which the University/Faculty participates as a partner.

## 1.4. CONNECTIONS WITH THE ENVIRONMENT AND SOCIAL PARTNERS

The establishment of the Faculty of Islamic Studies in 1977, then known as the Islamic Theological Faculty, was a direct result of its organic connection with the broader social environment through the institution of the IC BiH as its founder. Planned involvement in social processes is a fundamental tenet in the educational mission of the Faculty, which is ultimately grounded in the basic values of its reference religious identity. Therefore, it is difficult to present all the activities through which the Faculty aims to constructively participate in the broader social space and events. Here, we will provide a brief overview of the most important ones, grouping them according to the partners with whom the Faculty collaborates in the implementation of these activities, including:

1) the IC BiH;
2) the home University and other public institutions; ž
3) non-governmental organizations (NGOs) and
4) international institutions.

As mentioned, the IC BiH is formally the founder of the Faculty, and in the implementation of its activities of social importance, the Faculty is primarily supported by the existing institutions and relevant programs of the IC BiH as a socially responsible religious organization. In this regard, it is important to highlight the membership of the Faculty's professors in leading and consultative bodies within various organs and institutions of the IC BiH whose activities have inherent social significance, such as, for example, the Assembly of the Islamic Community, the Islamic Community Student Center, the Endowment Directorate, the Center for Dialogue – Vasatiyya, the Gazi Husrev-beg Library, and the Institute for Social and Religious Research. Furthermore, the Faculty's teaching staff, as experts, participate in the implementation of programmatic and mission-related activities of the IC BiH. In this context, it is important to note the expert lectures for the professional development of the IC BiH staff, educational lectures for the believing population of different ages, with a special focus on youth, as well as lectures related to specific time periods (e.g., the month of Ramadan). In addition, the practical part of the Faculty's teaching is closely linked to the regular activities of the IC BiH, providing a space where Faculty students usually participate in educational work with Muslim believers across the country, region, and the world where the IC BiH institutions are present. The practical imam and muallim experience during the month of Ramadan, according to the Islamic calendar, in which students stay in the congregations of the IC BiH as its basic organizational units, deserves special attention. This is because students have the opportunity to simultaneously develop and realize their social competencies through contacts with various segments of society in the country and abroad, thus assuming the role of agents of social influence and change.
The Faculty also realizes its involvement in social processes through cooperation with the University and its sub-organizational units in scientific-research and educational projects of

social significance, aimed at educating on the cultural meaning and potential of religion in the context of locally and globally important themes and challenges. An example of this is the interdisciplinary research project RESILIENCE, which brings together thirteen scientific-educational institutions from Europe, including the University of Sarajevo, in which Dr. Ahmet Alibašić, a full professor at the Faculty, participates as the Deputy Executive Director of the project. We also highlight the Master's program in Interreligious Studies and Peacebuilding, which the Faculty implements in collaboration with the Catholic Theological Faculty of the University of Sarajevo and the Orthodox Theological Faculty of the University of East Sarajevo. This program may represent a unique interreligious program in the world, questioning and affirming the social role and responsibility of religion in interpersonal relations. Furthermore, the participation of the Faculty's teaching staff as experts in the development of the Draft Fundamental Agreement between the State of Bosnia and Herzegovina and the Islamic Community of Bosnia and Herzegovina is another significant illustration of the Faculty's social involvement in defining the legal and social status of religion and religious communities in Bosnia and Herzegovina. Finally, the program "Introduction to the Study of Islam," as a lifelong learning program organized by the Faculty for the general public, represents an important example of the Faculty's social engagement.
The non-governmental sector also represents an important partner in the implementation of the Faculty's teaching process and its presence and influence in society. In this regard, we particularly emphasize cooperation with NGOs, through which students of the Faculty have the opportunity to complete internships as an integral part of their studies and student obligations.

Lastly, we would like to highlight the Faculty's involvement in global trends, as the Faculty is recognized in part of the world, especially in the countries of the European Union, as a traditional and unique Islamic higher education institution in Europe that, in its understanding and interpretation of Islam, study programs, and teaching process, successfully reconciles tradition and modernity. As a result, the Faculty's views and experiences are given particular attention and respect in educational and diplomatic circles in certain parts of Europe. This provides the Faculty with the opportunity to be an active participant and factor in global socio-cultural trends, although, of course, in a limited capacity and scope.

## 1.5. FINANCING OF HIGHER EDUCATION INSTITUTION

Since its establishment in 1977 until 2013, the IC BiH has fully financed the operation and activities of the Faculty, with modest financial support from the Sarajevo Canton in the period from 2004 to 2013, during which the Faculty was an affiliated member of the University. Since 2014, the Faculty has been largely financed from the Sarajevo Canton Government budget, while its founder continues to cover the material operating expenses. It is also important to note that the Faculty does not have its own accounting system, and accounting services are provided within the framework of Riyasat of the IC BiH. Additionally, all material expenses of the Faculty's operations are still covered by the Riyasat.

## 1.6. HISTORY AND ORGANIZATION OF THE STUDY PROGRAMS

**The Islamic Theology study program**, as the first and foundational program at the Faculty, was established alongside the founding of the Faculty in 1977. It was a response to the need of the IC BiH for university-educated personnel, ranging from imams in mosques to teachers in religious high schools (medresas) and administrators in its institutions. In the academic year 2002/03, the study program underwent a reform, which included updating the offered courses and transitioning to a semester-based system. Then, in 2013, the program was reformed again to align with the Bologna process. Subsequent revisions were carried out in 2016, 2018, 2019, 2020, 2022, and 2024.

The Islamic Theology study program (first cycle, 240 ECTS) provides students with both professional and academic education in Islamic sciences. It is designed to provide students with expertise in both classical and contemporary Islamic sciences, as well as insight into the most important related humanities disciplines. Additionally, students have the opportunity to improve their proficiency in professional Arabic and English. Finally, students complete 30 ECTS credits through practical experience, applying the knowledge gained in the community and classroom, thereby further developing their competencies. The objectives of the study program are: a) To provide comprehensive religious, intellectual, moral, social, and cultural education and upbringing for future Islamic theologians, imams, khatibs, and muallims; b) To enable students to apply acquired knowledge in real-life situations; c) To equip students with the knowledge and skills necessary to help imams, muallims, and female muallims become leaders and role models within their communities and beyond.

The program is academic but retains a professional dimension aimed at mastering applied knowledge and skills, sensitive to the practical religious, spiritual, cultural, and social needs of the believers and the IC BiH, as well as the particularities of Bosnia and Herzegovina and Europe. The program lasts for eight semesters and includes 56 courses, one of which is elective. In addition, students take four courses in imam and muallim practice (totaling 20 ECTS). Students do not write a final thesis. The Arabic language course for first-year students, held in September before the start of the academic year, and visits to the Potočari Memorial Center, Herzegovina, Bosanska Krajina, and the Balkan countries (Serbia, Kosovo, North Macedonia, Albania, and Montenegro) are integral parts of the study plan.

This study program prepares students to perform religious and educational services in: a) organizational units and institutions of the Islamic Community in Bosnia and Herzegovina and recognized Islamic communities of Bosniaks abroad (Imam, Muallim, Teacher of Islamic courses in madrasa (mudarris), University Assistant in Islamic Sciences (Muid), Educator in student and pupil dormitories of the Islamic Community, with additional courses in pedagogical-psychological and didactic-methodological subjects); b) public and private educational institutions at the preschool, primary, and secondary school levels (Teacher/Professor of Islamic Religious Education, with additional pedagogical-psychological and didactic-methodological courses); c) various cultural, educational, and social activities as part of a humanities education.

Admission Requirement: Completed madrasa (recognized by) the ICiBH.

The academic qualification earned upon completion of the study program is Baccalaureus/Baccalaurea of Islamic Theology and corresponds to level 6 of the Qualifications Framework of Bosnia and Herzegovina (QFBiH).

**The Islamic Religious Education and Religious Pedagogy Study Program (IVRP),** referred to as the pedagogical program, was introduced in the 1992/93 academic year as a response to the need for educating teachers of Islamic Religious Education after its introduction into schools in the early 1990s. The Faculty, with its two undergraduate programs (theological and pedagogical), was accredited by the Ministry of Education, Science, Culture, and Physical Culture of the Republic of Bosnia and Herzegovina with the act no. UP-I-03-612-227 from December 5, 1991. In the 2002/03 academic year, a thorough reform of the study program was implemented, which involved updating the offered courses and transitioning to a semester-based system. In 2013, the program underwent another reform to align with the Bologna system. Further revisions were conducted in 2016, 2018, 2019, 2020, 2022, and 2024.

The IRERP program (first cycle, 240 ECTS) is designed in such a way that the first two years are strongly based on theological content, emphasizing courses that will prepare students for the role of religious educators and Islamic religious education teachers. The third and fourth years introduce specialized courses that cover the field of religious education and religious teaching, specifically subjects from the areas of Qur'anic and Sunnah-based educational concepts, religious pedagogy, religious psychology, methodology of religious education and teaching, as well as general pedagogy, didactics, and methodology, aimed at developing the pedagogical-psychological knowledge, competencies, and skills of graduates of this program. The program also prepares students for the smooth and effective transmission of theological content in future educational work.
The program lasts for eight semesters, includes 49 courses, two of which are elective. Students do not write a final thesis.
The Arabic language course for first-year students, which takes place in September before the start of the academic year, as well as visits to the Potočari Memorial Center, Herzegovina, Bosanska Krajina, and Balkan countries (Serbia, Kosovo, North Macedonia, Albania, and Montenegro) are integral parts of the study plan.
This program prepares students for religious and educational services in: a) organizational units and institutions of the IC BiH and recognized Islamic communities of Bosniaks abroad (Muallim, University Assistant in Islamic Sciences (Muid) in the academic field of Religious Pedagogy (tarbiyya); Educator in student and pupil dormitories of the Islamic Community, with additional pedagogical-psychological and didactic-methodological courses); b) public and private educational institutions at the preschool, primary, and secondary school levels (Teacher/Professor of Islamic Religious Education); c) various cultural, educational, and social activities that come under the umbrella of humanities education.

Admission Requirements: completed four-year secondary school or madrasa (recognized by) the IC BiH.
The academic qualification earned upon completion of the study program is Baccalaureus/Baccalaurea of Islamic Religious Education and Religious Pedagogy, corresponding to level 6 of the QFBiH.

**The program for imams, khatibs, and muallims** is designed as an abbreviated version of the Islamic Theology program (1st cycle, 180 ECTS), with the primary aim of enabling already employed imams in the IC BiH to obtain higher Islamic education, after the IC BiH Riyasat decided, starting from the 2005/06 academic year, that graduates of madrasas would no longer receive the title "imam-khatib-muallim" in their diplomas. The program yielded certain results, but also revealed some weaknesses, which led to the suspension of new student enrollment in the 2013/14 academic year. These weaknesses primarily manifested in the low pass rate and academic success of students, which was a reflection of the fact that most students enrolled in the program not out of their own motivation, but due to a decision by the Riyasat, which required them to complete the program within a certain period. Given that the academic education of imams and muallims is of exceptional importance for the development of religious life among Muslims in Bosnia and Herzegovina, and in line with the conclusion of the IC BiH Riyasat from May 2015 that a large number of imams still do not meet the educational requirements to perform their duties, the Faculty revised the Imam, Khatib, and Muallim Program in 2015 and reintroduced it in the 2015/16 academic year.

The goals of this program are:
a) To provide comprehensive religious, intellectual, moral, social, and cultural education and training for future imams, khatibs, and muallims;
b) To prepare them to apply acquired knowledge in specific life circumstances;
c) To acquire knowledge and skills that would contribute to making imams, khatibs, and muallims leaders and role models in their communities, as well as beyond them.

The program retains its scientific-humanistic nature but is more vocational than academic, focusing on the mastery of applied knowledge and skills. It is sensitive to the practical religious, spiritual, cultural, and social needs of the believers and the Islamic Community, as well as to their Bosnian-Herzegovinian and European particularities. Therefore, the program is based on a binary model with a focus on applied knowledge, directly responding to the requirements of the profession, not science; it primarily develops functional knowledge, skills, as well as general and professional, primarily generic competencies. Special attention is paid to studying fundamental authoritative texts, both traditional and modern, from the fields of Hanafi fiqh, Maturidi aqidah, tafsir, and hadith. The program lasts for six semesters, includes 42 courses, one of which is elective. Additionally, students participate in three imam-muallim practical sessions (totaling 15 ECTS). Students are not required to write a thesis.

The Arabic language course for first-year students is held in September before the start of the academic year, and visits to the Memorial Center in Potočari, Herzegovina, and Bosnian Krajina, are an integral part of the program. This program prepares students for: (a) serving as imams in the mosques of the IC BiH and recognized Islamic communities of Bosniaks abroad; (b) various educational, cultural, and social activities, which encompass humanistic education.

Admission requirement: completion of a madrasa (recognized by) the IC BiH. The academic qualification obtained upon completing the program is Baccalaureus/Baccalaurea of Imamate, Khatabah, and Ta'lim, and it corresponds to level 6 of the QFBiH-

**The Master's in Islamic Studies** introduces students to independent and critical thinking about numerous challenges that modern civilization poses to religion and religious sciences, and vice versa. At the same time, the program opens up for students a wide range of major topics related to the living and concrete understanding, as well as the responsible practice of

Islam in today's world, such as issues of religion and nation, religion and politics, religion and the state, religion and religious law in plural and complex civil societies, the issue of religious minorities, religion and human rights, work ethics and economic business, genetic and political engineering, etc. The program also aims to enable students to more easily and effectively transfer their insights and research findings to today's generations of young people with a deeply changed spiritual and religious sensitivity by using the latest advancements in modern psychology and pedagogy. In this way, students are better prepared to participate in the processes of modernizing Islamic and general educational institutions. Furthermore, the program strives to prepare students for competent dialogue with individuals from different ideological, religious, and cultural traditions and, finally, to introduce them to the latest scientific research and relevant literature in the field of contemporary Islamic studies, preparing them for scientific research work.

This study program prepares students for religious and educational services in:
(a) organizational units and institutions of the IC BiH and recognized Islamic communities of Bosniaks abroad (Imam, Muallim, Teacher of Islamic courses in madrasa (Mudarris), University Assistant in Islamic Sciences (Muid); Educator in student and pupil dormitories of the Islamic Community, with the completion of additional pedagogical-psychological and didactic-methodological courses;
(b) Public and private educational institutions at the preschool, primary, and secondary levels (Teacher/Professor of Islamic religious education, with additional pedagogical-psychological and didactic-methodological courses);
(c) Various educational, cultural, and social activities as part of a humanistic education.

The condition for employment in the positions under (a) is prior completion of a madrasa (recognized by) the IC BiH and the first cycle of studies in Islamic theology, while for the positions under (b), the candidate must have completed the first cycle of studies in Islamic religious education (and religious pedagogy). The educational qualification obtained upon completing the program is Master of Islamic Studies, corresponding to level 7 of the QFBiH, and can be obtained in the following scientific branches, depending on the elective courses and the topic of the final thesis:

- Master of Islamic Studies - Branch: Quranic Recitation (Qira'at)
- Master of Islamic Studies - Branch: Quranic Exegesis (Tafsir)
- Master of Islamic Studies - Branch: Quranic Philology
- Master of Islamic Studies - Branch: Prophetic Tradition (Hadith)
- Master of Islamic Studies - Branch: Islamic Dogmatics (Aqidah) and Comparative Religions
- Master of Islamic Studies - Branch: Shariah Law (Fiqh)
- Master of Islamic Studies - Branch: Islamic Civilization
- Master of Islamic Studies - Branch: Islamic Philosophy (Falsafah, Hikmah, and Irfan) and
- Master of Islamic Studies - Branch: Religious Pedagogy (Terbiya)

The condition for enrollment in the Master's in Islamic Studies is the completion of a four-year study program (240 ECTS) in Islamic theology or religious pedagogy from the Faculty of

Islamic Studies at the University of Sarajevo or an equivalent program, which can be confirmed with an equivalency decision. If the candidate has completed studies in Islamic theology or an equivalent, and wishes to obtain a master's degree in the field of religious pedagogy, they are required to pass additional exams in the pedagogical-psychological course group before the first examination period. If the candidate has completed studies in religious pedagogy or an equivalent, and wishes to obtain a master's degree in the field of Islamic theology, they must pass additional exams in fundamental Islamic disciplines before the first examination period. Graduates of BA programs in Islamic theology, BA in Imamate, and related studies (180 ECTS) can also enroll by passing a supplementary study program (60 ECTS). The list of supplementary courses for each student is determined by the Faculty Council upon the proposal of the Commission for Equivalence and Recognition of Exams. Exams in the supplementary program must be passed according to the applicable syllabi before starting the Master's in Islamic Studies courses. In the year when the courses are taken, it is possible to transfer a maximum of two courses or 12 ECTS credits.

The quality of the study program is ensured through the implementation of procedures and processes of the internal and external quality assurance system in accordance with *the Standards and Guidelines for Quality Assurance in the European Higher Education Area*. These procedures and processes include, among other things, semester evaluations of teaching, periodic evaluation of the study program, management of information about the study programs for the purpose of improving its quality, involving all relevant stakeholders interested in the quality of the study programs in the review processes (teaching staff, students, employers, etc.), informing the public about various aspects of the study program, investing in human and material resources for the implementation of the program, encouraging international mobility of students and teaching staff, periodic accreditation of the study program, and more.

In the first semester, one course is mandatory (Research Methods). All other courses are elective-mandatory. The student selects five courses from the offered nine elective-mandatory courses, one of which is from the specific area in which they will specialize for their master's. In the second semester, the student selects one additional course from their specific scientific field and one course from the group of other elective courses.

**Master's in Imamate.** The primary goal of launching the Master's in Imamate is to enable already engaged or future imams to acquire the necessary knowledge, skills, and competencies that will allow them to perform various roles expected from an imam as a religious leader in the community. An imam is not just someone who leads prayers in the mosque, delivers the Friday sermon, teaches religious education in the mosque school, and performs religious ceremonies on appropriate occasions. They are also expected to represent Islam in local and regional media to both Muslim and non-Muslim audiences, cooperate with representatives of other religious communities in the field, act as a spiritual caretaker, provide counsel in family and community conflicts, organize and lead projects for the construction and improvement of religious, educational, and cultural infrastructure, and for the revitalization of waqf (charitable endowment) properties. They also advocate for the protection of religious rights of community members or institutions at the local level. In order to meet the expectations of a community whose members are increasingly educated and to adequately respond to their growing needs,

the standards of education and training in the field of imamate must be raised to a higher academic and professional level.

The Master's program is structured within four academic semesters. The first semester includes courses aimed at enhancing students' knowledge of classical Islamic texts in the fields of Tafsir (Quranic exegesis), Hadith, and Aqidah (Islamic dogmatics), on one hand, and enabling them to understand contemporary interpretative trends of Islam and confront the challenges of various religious interpretations, on the other. It also provides an opportunity to acquire theoretical knowledge of research methodology in Islamic sciences and practical skills in preparing master's theses and other professional papers.

In the second semester, the offered courses are designed to educate students for engagement in the field of Islamic pastoral care and counseling. The aim is to prepare them to work with physically and mentally ill members of the community, patients in hospitals and other healthcare institutions, addicts in rehabilitation centers, students in university campuses and dormitories, residents in nursing homes for the elderly and infirm, centers for people with special needs, and others. This also seeks to open up additional space for the social and professional engagement of graduates of the Faculty. Courses in Project Management are also offered to enhance the knowledge, skills, and abilities acquired during the first cycle in the course on Management for Imams. Additionally, a course on Religion and Law is offered, where students are introduced to the legal framework and mechanisms for the protection of the right to freedom of religion and the relationship between the state and religious communities. Students are also given the opportunity to improve their language competencies in Arabic.

In the third semester, students have the opportunity to gain knowledge and skills in managing conflict situations within the community (jama'ah), educational (tarbiya), and missionary (da'wah) activities through mass media, as well as improve their language competencies in European languages. The elective courses in the third and fourth semesters give students the opportunity, through a selection of courses, to specialize for professional engagement:
(a) in the field of imamate in institutions, or Islamic pastoral care and counseling,
(b) in diaspora communities, or
(c) to deepen their knowledge and acquire skills in specific areas. Through the first group of elective courses, students acquire knowledge in scientific disciplines or thematic areas that are essential for adequately navigating and performing quality work with target groups in Islamic pastoral care: soldiers, the sick, addicts, offenders, etc. The second group of elective courses prepares students for work in Bosniak diaspora communities in the European Union and North America. It provides them with an extensive insight into the language, culture, issues of social integration, prevention of radicalization, political systems, and the relationship between state, law, and religion in Western countries.

In the fourth semester, students write their final master's thesis. This program prepares students for religious and educational services in: (a) organizational units and institutions of the IC BiH and recognized Islamic communities of Bosniaks abroad (Imam, University Assistant in Islamic Sciences (Muid) in the scientific branch of Islamic Practical Theology (Imamate)); Educator in student and pupil dormitories of the Islamic Community, with the completion of

additional pedagogical-psychological and didactic-methodological courses; as well as (b) various educational, cultural, and social activities that are part of a humanities education.

The employment requirement for positions under (a) is the completion of a madrasa (recognized by) the IC BiH and the first cycle of studies in Imamatey, Khatabah and Ta'lim or Islamic Theology.

The Master's program lasts for 2 academic years and is organized into 4 semesters. Upon completion, students earn a total of 120 ECTS credits. The language of instruction is Bosnian. The educational qualification obtained upon completion of the program is Master of Islamic Practical Theology (Imamate), and it corresponds to Level 7 of the QFBiH.

Students who have previously completed the first cycle of studies for Imams, Khatibs, and Mu'allims, earning 180 ECTS credits, as well as students who have previously completed the first cycle of studies in Islamic Theology under either the pre-Bologna or Bologna system of education, are eligible to enroll in the Master's program in Imamate.

The quality of the study program is ensured through the implementation of internal and external quality assurance procedures in accordance with *the Standards and Guidelines for Quality Assurance in the European Higher Education Area*. These procedures include, among other things, semester evaluations of teaching, periodic evaluations of the study program, managing information about the study programs for the purpose of improving their quality, involving all relevant stakeholders interested in the quality of the study programs in revision processes (teaching staff, students, employers, etc.), informing the public about various aspects of the study program, investing in human and material resources for program delivery, promoting international mobility for students and teaching staff, periodic accreditation of the study program, and more.

## 1.7. DESCRIPTION OF ACTIVITIES CARRIED OUT IN THE IMPLEMENTATION OF DEFINED IMPROVEMENT PROJECTS

### 1.7.1. *Quality Assurance Policy of Study Programs: Improvement Activities During Self-Evaluation*

During the self-evaluation process, the following improvement activities were carried out, which are further elaborated in subsection 3.1:

a) The Report on the implementation of framework strategies for higher education of the IC BiH (2014-2024) and University (2019-2023), in the field of quality assurance, and the Action Plan for Improving and Enhancing the Quality System at the University of Sarajevo for the period 2020-2024 was adopted;
b) An analysis was conducted on the effects of applying *the Regulation on Student Evaluation of Academic Staff's Work and the Success of Implementing Curricula* (2018). The analysis showed continuous improvement in the quality of teaching from the summer semester 2020/21 to the summer semester 2023/24, as well as progress in most quality indicators of the teaching process. The analysis forms part of this report;
c) A survey was conducted among the academic staff of the Faculty on the quality of study programs and various aspects of the institution's work in the academic

year 2022/23. The Faculty Council adopted the Quality Assurance Committee's Report on the results of the survey with recommendations for improvement;

d) The IC BiH, as the founder and main employer of the Faculty graduates, and representatives of the Faculty's alumni, were directly involved in the process of ensuring the quality of study programs through the reform process of higher education within the IC BiH, initiated by the IC BiH Riyasat Decision no. 02-03-2-84-2/24 from January 18, 2024. Furthermore, the process of developing and adopting occupation standards and qualification standards within the IC BiH and the provision of approval by the Riyasat and the Council of Muftis of IC BiH on the revision of study programs at the Faculty for the first and second study cycles was initiated. The Faculty Council approved these revisions in October 2024. Additionally, in collaboration with the Faculty and the Department of Education and Science of the Riyasat IC BiH, an extensive study was conducted on the competencies of imams, teachers of Islamic religious education, teachers of Islamic courses in madrasas (Mudarris), and educators in madrasas. The results were presented in the book: Dina Sijamhodžić-Nadarević, Aid Smajić, Nedim Begović, Zuhdija Hasanović, and Mirzeta Brkić, *Study on the Competencies of Islamic Community Personnel in Bosnia and Herzegovina: From Acquired to Required Competencies* (Sarajevo: El-Kalem and UNSA-FIN, 2022).

**1.7.2.** ***Creation and Adoption of Study Programs: Improvement Activities During Self-Evaluation***

a) In 2024, a revision was conducted of all five study programs that are the subject of self-evaluation, in a manner described in subsection 3.2. The revision process involved both internal and external stakeholders, with the note that the proposed revision received approval from the bodies of the founder of the Faculty. At the time of finalizing this report, it was submitted to the Senate for adoption. The main changes to all programs were the following:

- Revision of the description and learning outcomes of all study programs, taking into account the results of self-evaluation in the accreditation process and the creation of occupation standards;
- Creation of a matrix showing the coverage of learning outcomes for study programs, where the connection between the learning outcomes at the course level and the program outcomes was verified;
- Addition of program data on admission requirements and the occupations for which graduates are qualified;
- Revision of learning outcomes, content, literature, teaching methods, and knowledge assessment methods for all courses.

b) Specifically, for the Master's in Islamic Studies Program (new name: Master's in Islamic Studies), the following changes were made:

- The option was introduced to enroll in the program with 180 ECTS credits by completing a "differentiation study";
- -On the first semester, only one course remained mandatory (Research Methods). All other courses in this semester became elective-mandatory. The student chooses five

subjects from a total of 26 elective-mandatory courses, among which is a course from the narrower field in which they will specialize.

c) During the initiated process of higher education reform in the IC BiH, an analysis of the comparability of the Islamic theology study program with the disciplinary structure of related Islamic theology/Islamic sciences study programs worldwide was conducted. This analysis, among other things, included indicators of the interdisciplinarity of this study program;

d) Draft occupational standards for eleven professions in the IC BiH, as well as draft standards for three qualifications for the first cycle of Islamic theology studies, imamate, and Islamic religious education (and religious pedagogy) at higher education institutions in the IC BiH have been adopted. In this process, the Faculty provided significant professional support to its founder. This created the conditions for a stronger synchronization of the learning outcomes of the Faculty's study programs and qualification standards.

### 1.7.3. *Learning, Teaching, and Assessment Focused on the Student: Improvement Activities During the Self-Evaluation Process*

During the self-evaluation process, the following improvement activities were carried out, as detailed in subsection 3.3:

a) A training session was organized for the teaching staff focused on the topic of assessing student achievements;
b) A revision of the methods for assessing student achievements was carried out as part of the program revision, which was adopted in October 2024;
c) Recommendations for involving students in scientific research/professional projects of the chairs/faculty staff were adopted and partially implemented.

### 1.7.4. *Enrollment and Student Progression, Recognition and Certification: Improvement Activities During the Self-Evaluation Process*

During the self-evaluation process, the following improvement activities were carried out, as detailed in subsection 3.4:

a) The admission of new students has been significantly facilitated by the use of the online enrollment system. Additionally, the principles of transparency and fairness in student ranking have been more easily achieved, and the possibility of errors has been minimized. The approved enrollment quotas were filled at a high percentage;
b) The Faculty's presentation at high schools from which most students are enrolled is conducted annually with the participation of teaching staff and students. Final-year students are organized to visit the Faculty, and social media is also used for promotion;
c) The use of the DL (Distance Learning) platform significantly facilitates access to teaching and learning resources, especially for part-time students;
d) With the transition to the eUNSA system, the record-keeping of student achievements has become significantly easier and more organized;

e) The equivalency of passed exams is carried out and registered in accordance with the applicable regulations;
f) The formal promotion of graduates and master's students is held jointly at the University level, in accordance with the academic calendar, while the awarding of diplomas to graduates is organized in the Faculty premises. In accordance with the applicable regulations, records of issued diplomas are maintained;
g) In accordance with the applicable regulations, a Register of Requests for Recognition of Foreign Higher Education Qualifications has been established;
h) A protocol has been created for the actions of all participants in the diploma recognition process, and two committees have been formed to conduct the procedures, depending on whether it is a professional or academic recognition;
i) The promotion of the Erasmus mobility program has led to an increase in student interest in participating in the program.

**1.7.5.** ***Human Resources: Improvement Activities During the Self-Evaluation Process***

During the self-evaluation process, the following improvement activities were carried out, as detailed in subsection 3.5:

a) During 2023 and 2024, the Faculty hired the necessary number of teaching staff and associates, in accordance with *the Standards and regulations for carrying out higher education activities in the Sarajevo Canton area* and *the Faculty's internal organization and job systematization rules*;
b) The Faculty's teaching staff participated in significant scientific and professional projects of both domestic and international character;
c) A practice of continuous evaluation of the performance of non-teaching staff has been introduced. Furthermore, the Faculty continued its practice of organizing regular professional seminars and other forms of education for both teaching and non-teaching staff, which was introduced in 2019. Additionally, Faculty staff attended various educational programs and trainings organized by the University Rectorate or other institutions.

**1.7.6.** ***Resources and Finances: Improvement Activities During the Self-Evaluation Process***

During the self-evaluation process, the following improvement activities were carried out, as detailed in subsection 3.6:

a) The function of electronic recording of classes and student attendance via the Faculty's DL platform has been introduced;
b) The process of connecting the Faculty library to the COBISS system is ongoing;
c) A new secretary for the Faculty and a professional associate for administrative-legal affairs (50% working hours)/professional associate in the Quality Assurance Office (50% working hours) have been hired;
d) A report on the availability of mandatory literature in the library for all courses has been completed, and a high-quality wireless internet connection has been ensured for both staff and students in the Faculty's premises.

### 1.7.7. *Management of Information on Study Programs: Improvement Activities During the Self-Evaluation Process*

During the self-evaluation process, the following improvement activities were carried out, as detailed in subsection 3.7:

a) A system for the regular collection and analysis of data on graduation rates, exam pass rates, student progression, and academic success across all study programs has been established. These data are used to monitor student academic progress and improve the quality of studies;
b) Reports on student pass rates and progression have been prepared and adopted at Faculty Council meetings, with recommendations for improving the teaching process and academic support for students;
c) Critical points in student pass rates have been identified, and based on these, additional teaching activities and other measures have been proposed for courses with the lowest pass rates, with the aim of improving academic success. Similarly, measures have been proposed for courses with a 100% pass rate, which significantly deviate from the average pass rate within the program, to enhance the quality of exams and student achievement assessments;
d) A system for the regular collection and analysis of data on student drop-out rates and the reasons for leaving studies has been established for all study programs, in accordance with accreditation standards;
e) A system for the regular collection and analysis of data on the employability of graduates from all study programs has been established to monitor professional outcomes and improve the quality of studies;
f) Reports on the employability of graduates have been prepared and adopted at Faculty Council meetings, containing an analysis of employability by study program, along with recommendations for improving the employability of graduates and enhancing the synchronization of the curriculum with labor market needs;
g) The Faculty's DL platform has been redesigned and modernized, with the introduction of additional tools, resources, and functions that allow for more up-to-date data collection and analysis;
h) Updated data on Faculty employees, including the number of full-time and part-time teachers and associates, as well as their age and gender structure, have been provided for the period from 2018 to 2024;
i) Updated data on the total number of enrolled students in the first and second cycles of study, as well as their structure by academic year, have been provided for the period from 2018 to 2024.

### 1.7.8. *Public Information on Study Programs: Improvement Activities During the Self-Evaluation Process*

During the self-evaluation process, the following improvement activities were carried out, as detailed in subsection 3.8:

a) The bio-bibliographies of academic staff have been updated in Bosnian on the Faculty's website, containing information about their academic careers;
b) Bio-bibliographies of academic staff have been prepared and published in English on the Faculty's website;
c) Bio-bibliographies of the Faculty's administrative and professional non-teaching staff have been prepared and published on the Faculty's website;
d) The research profiles of academic staff have been updated on platforms such as Google Scholar, ORCID, and COBISS, providing the public with insights into the staff's scientific research results and their reception in the national, regional, and international research community;
e) The practice of promoting the Faculty's study programs in secondary schools founded by the IC BiH has continued;
f) Media activities to present the Faculty's work have been intensified, including through TV, radio, Faculty and University websites, media outlets of the founder, print media, etc.;
g) A new *Guide for Future Students* was completed and published at the beginning of 2025, and the revised study programs from October 2024 specified the conditions for enrolling in the study programs and the professions for which graduates are being trained.

### 1.7.9. *Continuous Monitoring, Periodic Evaluation, and Revision of Study Programs: Improvement Activities During the Self-Evaluation Process*

During the self-evaluation process, the following improvement activities were carried out, as detailed in subsection 3.9:

a) A revision of five study programs, which are the subject of the self-evaluation, was carried out in preparation for accreditation and alignment with the new *Rules on the Procedure for Adoption and Modification of Study Programs at the University of Sarajevo* (2024), as already mentioned in subsection 1.7.2. The Council adopted the revision proposal in October 2024;
b) The Faculty continued to conduct regular semester evaluations of teaching, adopt corrective measures and improvement actions, and implement them accordingly;
c) The Faculty continued to implement the recommendations of the Report on the Evaluation of Study Programs adopted in the academic year 2021/22;
d) Representatives of the Faculty actively participated in the process of higher education reform within the IC BiH, which began in January 2024, and the planned restructuring of existing study programs, contributing to the synergy between the internal quality assurance system indicators for study programs and the focus of the reform process;
e) The academic staff of the Faculty participated in the survey conducted by the Quality Assurance Service of the University Rectorate on the quality, modernity, and availability of resources for conducting study programs in 2022/23. According to the results of the survey, the Faculty ranked second among the University's members in terms of the satisfaction of its academic staff with various aspects of the institution's work.

### 1.7.10. *Mobility of Academic Staff and Students: Improvement Activities During the Self-Evaluation Process*

During the self-evaluation process, the following improvement activities were carried out, as detailed in subsection 3.10:

a) Activities aimed at promoting mobility programs for academic staff and students of the Faculty continued;
b) A committee was formed to consider and select students applying for Erasmus exchanges;
c) During this period, the Faculty directly concluded Erasmus agreements with several universities;
d) A section of the website dedicated to international cooperation was reorganized, simplified for tracking, and enriched with new content to promote mobility and internationalization.

## 1.8. STATISTICAL DATA

The studies at the Faculty are organized into three cycles:
- Cycle I: Three study programs
- Cycle II: Three study programs
- Cycle III: Doctoral study

The Master's program in Interreligious Studies and Peacebuilding in Cycle II is a joint program of three theological faculties:
- Faculty of Islamic Studies of the University of Sarajevo
- Catholic Theological Faculty of the University of Sarajevo
- Orthodox Theological Faculty St. Vasilije Ostroški of the University of East Sarajevo

In the academic year 2023/24, there were 38 teaching staff members:
- 30 teachers in employment (22 men and 8 women)
- 8 external associates

Non-teaching staff comprised 17 employees in total (10 women and 7 men).

In the 2023/24 academic year, 123 students enrolled in the first year of study for the first time, with 89 in the first cycle and 34 in the second cycle. Enrollment in the third cycle of studies is typically carried out every three years. In the 2023/24 academic year, there was no enrollment of a new generation of students in the third cycle. The total number of enrolled students in the 2023/24 academic year was 633, of which 402 were in the first cycle and 34 in the second cycle. Of the total number of enrolled students, 178 were in the status of absolvents or repeat absolvents. A total of 19 students were enrolled in the third cycle of studies. According to the pre-Bologna system, 9 students were still registered. Women constituted a quarter of the student population (25%). A total of 33 foreign students were enrolled, of which 31 (93.94%) were from the former SFRY area, and 2 (6.06%) from other countries. In the 2023/24 academic year, 48 students graduated from the first cycle of studies. One student received the University's

gold badge, and two students received the silver badge. Ten students completed their master's degrees in the second cycle, and one under the pre-Bologna old plan and program. One doctoral dissertation was defended, specifically in the scientific field of Sharia law (fiqh).

## 2. SELF-EVALUATION IMPLEMENTATION

### 2.1. SELF-EVALUATION TEAM

By the decision of the Faculty Council No. 03-03-778/22 from July 8, 2022, a Self-Evaluation Team was appointed for the purpose of conducting the self-evaluation of study programs and writing the self-evaluation report for the Faculty's study programs (hereinafter: the Team) with the following composition:

1) Prof. Dr. Nedim Begović, Team Leader;
2) Prof. Dr. Mustafa Hasani;
3) Prof. Dr. Ahmet Alibašić;
4) Prof. Dr. Aid Smajić;
5) Prof. Dr. Zehra Alispahić;
6) Assoc. Prof. Dr. Amina Arnautović;
7) Mr. Ahmed Čolić, Senior Assistant;
8) Mr. Mirzeta Brkić, Senior Assistant;
9) Firdevsa Jelovac, Head of the Student Service;
10) Almin Smajić, Representative of II-cycle students;
11) Umihana Šošić, Representative of I-cycle students.

The decision to initiate the self-evaluation process of study programs and the writing of the self-evaluation report for the Faculty's study programs, along with the appointment of the Self-Evaluation Team, is included as Appendix 1 to this report.

The Management Board of the Faculty Students' Association previously appointed Almin Smajić as the representative of II-cycle students and Umihana Šošić as the representative of I-cycle students to the Team during its meeting held on July 1, 2022. In the following academic year, on November 6, 2023, the Management Board of the Students' Association decided to appoint Umihana Šošić as the representative of II-cycle students and Lejla Džihan as the representative of I-cycle students.

The Faculty Council, at its 7th regular session held on July 3, 2024, adopted the decision (No. 03-03-7.reg.session.-586/24) on amending the decision on the appointment of the Self-Evaluation Team, in which Prof. Dr. Mustafa Hasani was replaced by Prof. Dr. Kenan Musić as a member of the Team. This decision is included as Appendix 2 to this report.

On November 25, 2024, the Management Board of the Faculty Students' Association (official document registered under No. 03-04-1258/24 on December 4, 2024) appointed Kerim Jašarević as the new representative of I-cycle students in the Team.

The Team was tasked with conducting the necessary activities within the framework of the self-evaluation of study programs and writing the self-evaluation report for five study programs of the I and II cycles of studies, in accordance with the schedule of activities from the University Rectorate, the Ministry of Higher Education, Science and Youth of Sarajevo

Canton, and the Agency for the Development of Higher Education and Quality Assurance of Bosnia and Herzegovina for the purpose of preparing the study programs for accreditation.

The Student Service of the Faculty provided professional and administrative support to the Team, while the Quality Assurance Board of the Faculty monitored the Team's work and submitted periodic reports about its activities to the Vice-Rector for Quality, the Quality Assurance Service of the Rectorate, and the Quality Management Board of the University.

## 2.2. SELF-EVALUATION PROCEDURE

The self-evaluation process encompassed five study programs of the Faculty: Islamic Theology Study Program, IRERP Study Program, IHM Study Program (I cycle of studies); Master's in Islamic Studies, Master's in Imamate (II cycle of studies).

The Team held regular formal and work-consultative meetings during the self-evaluation period and communicated electronically via email, exchanging necessary materials. Some meetings were held with the presence of members of the Quality Assurance Board to monitor the Team's activities and report on the results to the Vice-Rector for Quality, the Quality Assurance Service of the Rectorate, and the Quality Management Board of the University.

The self-evaluation process was carried out in the following steps:

1) The methodology for the Team's work was agreed upon, and responsibilities were assigned according to accreditation criteria and the chapters of the self-evaluation report;
2) Team members reviewed relevant sources of information and began collecting, processing, and analyzing data within their assigned responsibilities. The Student Service and the Quality Assurance Office of the Faculty provided professional and administrative-technical support during the data collection process;
3) The Team members wrote the chapters of the self-evaluation report according to their assigned responsibilities;
4) The Team Leader, with the technical support of the Team Secretary, synchronized all chapters of the report;
5) The Team agreed on and finalized the self-evaluation report and submitted it to the Faculty Council for approval, and then to the University Senate.

The following sources were used during the self-evaluation process and the writing of the Self-Evaluation Report:

a) Regulations of Bosnia and Herzegovina and Canton Sarajevo governing higher education activities and accreditation of higher education institutions and study programs; regulations and quality policies of the University; regulations of the IC BiH and the Faculty;
b) *Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the period 2014-2024*; *Strategy for the Development of the University of Sarajevo 2019-2023*; *Strategy for the Development of International Cooperation of the University of Sarajevo for the period 2018/2019-*

*2022/2023*; *Strategy for the Development of Scientific Research at the University of Sarajevo from 2017*;

c) *Action Plan for Improving and Enhancing the Quality System at the University of Sarajevo for the period 2020-2024 after reaccreditation* (decision of the Ministry of Education, Science, and Youth) and annual reports on the implementation of the Action Plan;
d) *Report on the implementation of overarching higher education strategies in the area of quality assurance and the Action Plan for Improving and Enhancing the Quality System at the University of Sarajevo for the period 2020-2024*;
e) *Report on the Evaluation of the Faculty's Study Programs in 2021/2022*;
f) Semester reports on the evaluation of teaching at the Faculty from the summer semester of 2018/2019 to the summer semester of 2023/24;
g) Reports on student exam pass rates, progress, success in studies, drop-out rates, and reasons for leaving studies from 2019-2024, as well as employability of students from 2019-2023;
h) Faculty reports for 2019, 2020, 2021, 2022, and 2023;
i) Conclusions and decisions from the meetings of the Faculty Council and the Quality Assurance Board;
j) Documents from the Student Service and Faculty Secretariat archives;
k) Data from the websites of the University, Faculty, and Faculty's Founder;
l) Meetings and correspondence with the Faculty's expert services and the University Rectorate, etc.

The self-evaluation process was carried out in accordance with *the Recommendations for Regulating the Accreditation Procedure of Higher Education Institutions and Study Programs for I and II Cycles in BiH*, adopted by the Agency for the Development of Higher Education and Quality Assurance of BiH in April 2023, and *the Regulation on the Accreditation of Higher Education Institutions and Study Programs of the Sarajevo Canton Government* (2023), adopted in October 2023.

## 3. QUALITY STATUS ACCORDING TO CRITERIA FOR ACCREDITATION OF STUDY PROGRAMS

### 3.1. QUALITY ASSURANCE POLICY FOR STUDY PROGRAMS

#### 3.1.1. *The higher education institution has an adopted and publicly accessible internal quality assurance policy for study programs as part of its strategic management.*

As a full member of the University, the Faculty refers to the quality assurance policy adopted at the University level. The University Governing Board, at its 43rd regular session held on November 30, 2017, adopted *the Decision on the establishment of a quality assurance and management system at the University of Sarajevo* (Decision No. 02-8395/17), which includes the Quality Policy of the University of Sarajevo. In accordance with this Decision, the foundational normative basis of the quality assurance and management system consists of the University's general acts: *the Statute*, *the Regulation on the Quality Assurance and Management System at the University of Sarajevo*, *the Rules for Studying at the first, second, and third cycle levels*, and *the Rules on the criteria for the advancement of academic staff*. The Decision is of a general nature and relates to quality assurance across various aspects of study programs, including educational and research work, as well as the work of professional, administrative, and technical staff.

In December 2023, the University Senate adopted *the Handbook on Quality*, which included updated versions of *the Quality Policy of the University* and *the Quality Policy of the Study Programs*. According to *the Quality Policy of Study Programs*, the University's strategic orientation is to recognize and support excellence as the fundamental pattern of behavior for all participants in the implementation of study programs, primarily staff and students, and to ensure conditions for achieving high standards of program quality. Among other things, the quality of study programs is ensured through the establishment of working methods and standards that encourage excellence and creativity; aligning the University's activities with European and national quality assurance standards, laws, and other regulations at all levels in Bosnia and Herzegovina and the University's regulations; continuously evaluating the achieved level of quality of study programs by all relevant stakeholders and taking measures to address identified shortcomings and improve quality; developing new and updating existing study programs; improving teaching methods, including teaching techniques and examination methods; providing support to staff and students in their efforts to achieve excellence, through promoting mobility and professional development; strengthening internationalization, and more.

The foundational normative basis for ensuring the quality of study programs is defined by the following University regulations:

- *Statute of the University* (2023):

The eighth part of the Statute is dedicated to the quality assurance and management system and refers to:

a) the functions and goals of the University and its members;

b) procedures for ensuring quality in the governance structure;
c) implementation of study programs;
d) improvement of the knowledge verification and student assessment processes;
e) introducing and strengthening the practices of self-evaluation, benchmarking, and peer review as mechanisms for the continuous improvement of quality at the University and its members;
f) scientific, artistic, and artistic-research activities of University members;
g) human resources;
h) infrastructure of the University and its members;
i) information systems and technologies;
j) information and access to information; and
k) international cooperation.

- *Regulation on the Quality Assurance and Management System* (2019):

This regulation is in the process of being amended to align with the new *Law on Higher Education* (2022) and *the University Statute* (2023), as well as the new *Regulation on the Accreditation of Higher Education Institutions and Study Programs in Sarajevo Canton* (2023).

- *Rules for Studying at the First and Second Cycle of Study, Integrated, Professional, and Specialist Studies* (2023);
- *Rules for the Third Cycle of Study at the University* (2024).

A number of other regulations have also been adopted that govern the internal quality assurance procedures for study programs, including:

- *Regulation on Rewarding Academic and Scientific Staff of the University of Sarajevo Based on Scientific Achievements* (2022);
- *Regulation on Rewarding Librarians* (2022);
- *Regulation on Awards and Recognitions* (2021);
- *Regulation on the Procedure for Adopting and Amending Study Programs* (2024);
- *Regulation on the Procedure for Proposing, Evaluating, Adopting New and Amending Existing Curricula and Study Programs* (2018);
- *Regulation on Mobility* (2018);
- *the Regulation on Student Evaluation of Academic Staff's Work and the Success of Implementing Curricula* (2018);
- *Regulation on the Use of Plagiarism Detection Software* (2020).

Provisions on the quality assurance system are also included in *the Faculty Rules* (Articles 41, 179–182), adopted by the Faculty Council (No. 03-03-9. Elec. Sittings-1115/21 of November 9, 2021), in accordance with Article 4 of *the Agreement on the Status and Operations of the Faculty of Islamic Studies in Sarajevo within the University of Sarajevo* (No. 02-38-31300/16 of October 27, 2016), concluded between the Government of Sarajevo Canton and the IC BiH. These Rules were agreed upon by the Faculty Governing Board on December 29, 2021, the IC BiH Riyasat (No. 02-03-2-220-4/22 of March 24, 2022), and the University Senate (01698/22

of April 27, 2022). However, following the adoption of the new *Law on Higher Education in Sarajevo Canton* (2022) and the new *University Statute* (2023), the Faculty is required to harmonize the adopted Rules with these new regulations before requesting approval again from the University Senate and the Government of Sarajevo Canton.

Additionally, provisions on the internal quality assurance system at the Faculty are contained in *the Regulation on the Internal Organization and Job Classification at the Faculty* (2024) (Articles 7, 12, 16, 49–51).

The quality assurance and management system at the University and its members, according to Article 6 of *the Regulation on the Quality Assurance and Management System at the University of Sarajevo* (2019), consists of:

The University Quality Management Board;

a) The University Quality Assurance Office;
b) Quality assurance committees at the members;
c) Quality assurance offices at the members; and
d) Expert and advisory bodies at the University/members responsible for quality assurance in specific areas.

In order to improve the quality assurance system at the Faculty, the Faculty Council adopted decisions in 2019 to appoint the Vice Dean for Quality and the Faculty Quality Assurance Board, consisting of representatives from management, academic, administrative staff, and students. The Board includes representatives from both the first and second cycle of students. These decisions reflect the Faculty's commitment to establishing a quality culture and raising awareness about its importance, as well as integrating the Faculty into the University's integrated quality assurance and management system.

The organization of the quality assurance and management system at the Faculty, according to Article 6 of *the Regulation on the Quality Assurance and Management System at the University of Sarajevo* (2019), Article 41 of *the Faculty Rules* (2021), and Articles 7, 12, 16, 23, 49-51 of *the Regulation on the Internal Organization and Job Classification at the Faculty of Islamic Studies of the University of Sarajevo* (2024), consists of:

- Vice Dean for Quality;
- Quality Assurance Board;
- Quality Assurance Office and
- Expert and advisory bodies responsible for quality assurance in specific areas.

The organization of the quality assurance and management system at the Faculty is an integral part of the University's integrated quality assurance and management system (see Figure 3).

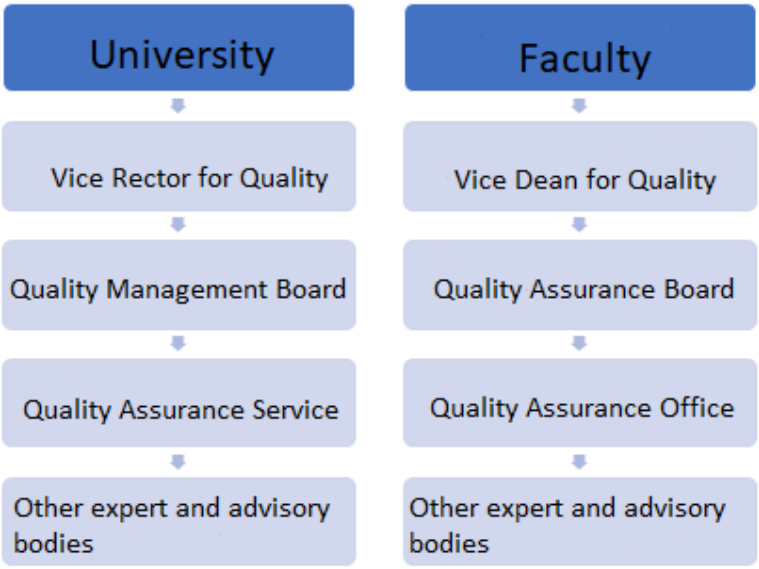



Figure 3. *Organization of the Quality Assurance and Management System at the University and the Faculty.*

The composition of the Quality Assurance Board, according to the Decision of the Faculty Council on the amendment and supplement of the Decision on the Appointment of Faculty Committees (No. 03-1-2.reg.sess.-1095/24 of November 6, 2024) and the Decisions of the Faculty Student Association (No. 03-01-1078/24 of November 4, 2024, and No. 03-01-1268/24 of December 4, 2024), includes:

1. Prof. Dr. Nedim Begović, Chair, Vice Dean for Quality;
2. Prof. Dr. Ahmet Alibašić, Vice Dean for Teaching, representative of the teaching staff;
3. Prof. Dr. Dina Sijamhodžić-Nadarević, representative of the teaching staff;
4. Nura Hodžić, MA, representative of the non-teaching staff;
5. Ahmed Avdibašić, representative of first-cycle students;
6. Mubina Suljić-Solo, representative of second-cycle students.

Since 2019, tasks within the scope of the Quality Assurance Office were carried out by the staff of the Faculty's Student Services. From June 2024, a professional associate has been engaged at the Faculty's Quality Assurance Office on a 50% part-time basis.

The Quality Policies have been published on the websites of the University and the Faculty. University regulations that form the normative basis of the quality assurance and management system have been published on the University and Faculty websites. Faculty regulations that form the foundational normative basis of the quality assurance and management system have been published on the Faculty website.

There is abundant evidence of the application of the adopted quality assurance policy at the Faculty. The processes of internal quality assurance encompass all key activities of the Faculty: teaching, research, and the processes of professional, administrative, and technical support.

Examples of activities that ensure the quality of teaching include: semester evaluations of the teaching process, evaluation of study programs, control of compliance with the requirements for the initiation/amendment of curricula with standards and norms, the application of incentive measures for the most successful teachers and associates, organizing professional seminars for teaching staff, managing information on various aspects of study programs, etc. Examples of activities that ensure the quality of scientific research include: encouraging the involvement of teaching staff in international and domestic scientific research projects, stimulating disciplinary and interdisciplinary projects at the Faculty level, promoting the involvement of students in projects of teaching staff, encouraging teaching staff to apply for public calls from the federal and cantonal governments for co-financing scientific research projects, organizing professional seminars, etc. The quality of professional-administrative and technical support processes is ensured through organizing professional training and evaluating the work of non-teaching staff, in accordance with the adopted *Rulebook on the Evaluation of the Work of Non-Teaching Staff at the Faculty*.

The annual evaluation of the effectiveness of non-teaching staff covers four phases:

a) planning work goals;
b) mentorship, i.e., monitoring the realization of work goals;
c) evaluation (which includes students, teaching staff, and direct supervisors); and
d) the application of incentive and corrective measures.

Evidence of the application of the quality assurance policy is more detailed in relation to other criteria (e.g., see Criterion 9, "Continuous Monitoring, Periodic Evaluation, and Revision of Study Programs," where the application of *the Regulation on Student Evaluation of Academic Staff's Work and the Success of Implementing Curricula* is explained).

The Faculty does not have its own adopted development strategy since the preparation and adoption of the strategy for institutions of the IC BiH falls under the jurisdiction of the Riyasat of IC BH (Article 17 of *the Rulebook on the Organization and Work of the Riyasat*, 2014). However, through the preparation, adoption, and implementation of annual work plans, the Faculty has actively participated in the implementation of two umbrella strategies that are relevant to its activities:

a) *The Development Strategy of the University of Sarajevo for the period 2019–2023*, which foresees three strategic goals in the field of quality assurance:

1) Q1. Strengthening capacities for internal quality assurance;
2) Q2. Ensuring quality standards for higher education at the University; and
3) Q3. Promoting and supporting excellence;

b) *The Development Strategy of Higher Education and Scientific Research Work of the IC BiH for the period 2014–2024*, which foresees as a strategic task "Ensuring and controlling quality."

The adopted strategic goals within the umbrella strategies are operationalized through the Faculty's annual work plans, which regularly include activities aimed at achieving continuous

improvement of all segments of the Faculty's activities. This means that the internal quality assurance policy is an integral part of the Faculty's strategic management.

So far, comprehensive analyses of the implementation of ***the Development Strategy of Higher Education and Scientific Research Work of the IC BH for the period 2014-2024*** have not been carried out. The lack of adopted action plans for the implementation of this strategy with activity holders, timelines, success indicators, and resources makes it difficult to track its implementation. However, it can be stated that the Faculty has largely implemented the adopted strategic tasks in the field of quality assurance. In December 2023, the Faculty Council adopted *the Report on the Implementation of Umbrella Strategies for Higher Education in the Area of Quality Assurance and the Action Plan for the Improvement and Advancement of the Quality System at the University of Sarajevo for the period 2020-2024*.

Activities through which the Faculty has implemented the strategic task 7.1.2. "Ensuring and controlling quality" in *the Development Strategy of Higher Education and Scientific Research Work of IC BiH 2014-2024* are described in Table 2. It contains updated data compared to the previously mentioned report that was adopted by the Faculty Council. For the clarity of the report text, it is presented as Annex 3 of the Self-Evaluation Report.

At the University level, there is no standardized form for action plans for the implementation of ***the University Development Strategy (2019–2023)***, which could facilitate monitoring its implementation. However, it can be stated that the Faculty has actively participated in the implementation of adopted strategic or operational goals in the field of quality assurance, conducting activities described in Table 3. This table contains updated data compared to the previously mentioned report adopted by the Council. Table 3 is included in the Self-Evaluation Report as Annex 4.

The Faculty has also participated in the implementation of ***the Action Plan for the Improvement and Advancement of the Quality System at the University of Sarajevo (2020–2024)***:

a) *A1.4a Monitoring the realization of activities according to adopted regulations*

The Faculty continued to apply *the Regulation on Student Evaluation of Academic Staff's Work and the Success of Implementing Curricula* through regular semester evaluations of teaching quality (during the pandemic, evaluations were adapted to online teaching) and one evaluation of the quality of the implementation of study programs (in the 2021/22 academic year). In accordance with *the Rulebook on Plagiarism Detection*, regular plagiarism checks are performed on doctoral dissertations and papers published in the Faculty's Proceedings. Faculty teaching staff had the opportunity to attend training on using plagiarism detection software in master's theses, and in the coming period, this plagiarism prevention mechanism will be introduced into regular practice in the committees for evaluating and defending master theses.

In accordance with *the Rulebook on Rewarding Academic and Research Staff*, two Faculty professors achieved 2nd and 5th place on the list of award winners from the University for

2021. Faculty professors were also recipients of the University's award for scientific work in 2020, 2022, and 2023.

In accordance with *the Rulebook on Rewarding Librarians,* the Faculty librarian achieved 2nd place based on the decision of the University Library-Information System Committee on June 3, 2022.

In accordance with *the Rulebook on Awards and Recognition*, the University Senate at its meeting on November 22, 2023, adopted the Report of the Committee for the Awarding of University Recognition (No. 0105-11992/23), according to which a student of the Faculty with an average grade of 10.00 was ranked first on the list of the most successful students at the University for the 2022/23 academic year.

*b) A1.4b Development and alignment of relevant documents, regulations, and procedures that accompany quality activities in accordance with laws and quality standards*

The Faculty participated in the public discussion on the draft *Law on Higher Education of the Sarajevo Canton* (2022), the draft *Statute of the University* (2023), and the draft *Study Rules for the first and second study cycles* (2023).

*c) A1.5a Define the data processing method and list of indicators used to assess the quality of teaching and study program implementation*

The Faculty's Quality Assurance Committee adopted documentation for student evaluation of the work of academic staff in teaching, which defined the data processing method and a list of indicators (questions in the survey) used to assess the quality of teaching and study program implementation (*Minutes from the 2nd meeting of the Committee from June 5, 2020*, No. 20/20, June 25, 2020). The list of indicators was adopted at the 43rd meeting of the Faculty Council on June 10, 2020, together with the Committee's Report on the Analysis of Student Evaluation of Academic Staff Work in the Winter Semester 2019/20 with recommendations. The Committee also adopted the list of indicators used to evaluate the quality of study program implementation (Student Program Evaluation Survey) *(Minutes from the 2nd meeting on February 25, 2022*, No. 22/22, March 16, 2022). The list of indicators was adopted at the 7th meeting of the Faculty Council as part of the Report on the Evaluation of Study Programs in the 2021/22 academic year.

*d) A1.5b Preparation of reports on the evaluation of academic staff performance and the evaluation of curricula*

The Faculty Council adopts regular semester reports on the procedures for evaluating the performance of academic staff, starting from the summer semester of 2018/19, and in the academic year 2021/22, the Report on the Evaluation of Five Study Programs of the Faculty was adopted.

*e) A1.5c Annual integrated report on the evaluation of academic staff performance and the evaluation of curricula at all faculties*

The Vice Dean for Quality of the Faculty submitted the reports on the evaluation of teaching for the winter and summer semesters of 2021/22 to the Pro-Rector for Quality and the Quality Assurance Service on May 31, 2023. Additionally, the Vice Dean for Quality of the Faculty submitted the reports on the evaluation of teaching for the winter and summer semesters of the academic year 2022/23 to the Pro-Rector for Quality on November 30, 2023.

*f) A1.5d Introduction of surveys for teachers*

In November 2023, the academic staff of the Faculty participated in a survey conducted by the Quality Assurance Service of the University Rectorate on the availability, quality, and modernity of resources related to study programs in 2022/23. According to the survey report submitted by the head of the Quality Assurance Service of the University Rectorate on November 24, 2023, to the Chair of the Faculty Quality Assurance Committee, 23 teachers and associates (76.7% of the academic staff members) participated in the survey. Based on the survey results, the Faculty was the second-best member of the University in terms of satisfaction of its academic staff with various aspects of the institution's work.

*g) P1.6 Transfer well-defined quality management processes in teaching to other areas*

Starting from mid-2022, the Faculty Management began conducting an evaluation of the quality of professional, administrative, and technical support processes, i.e., the work efficiency of non-teaching staff, based on the adopted *Regulation on the Evaluation of Non-Teaching Staff* (2022). The implementation includes:

a) setting semi-annual/annual work goals with deadlines for completion (the immediate supervisor in agreement with the employee);
b) periodic meetings between the immediate supervisor and the employee to monitor the realization of work goals and provide necessary instructions and guidelines;
c) evaluating work based on the realization of work goals, the application of competencies necessary to perform job duties, the report from the Quality Assurance Committee on the quality of the support process (the report is prepared based on the evaluation of the support processes conducted by teaching staff and students), and
d) applying the consequences of evaluation (recognitions and financial rewards for the most efficient workers, as well as corrective measures).

**3.1.2. *The Quality assurance policy for study programs is focused on promoting: research work, learning and teaching, mobility, and internationalization in study programs, as well as preventing plagiarism in faculty papers and students' theses at all study cycles.***

According to *the Decision on the Establishment of the Quality Assurance and Management System at the University of Sarajevo* (2017), the University's quality assurance and management system is aimed at the continuous improvement of educational work, i.e., learning and teaching, scientific research work, and alignment with the processes of European integration in higher education, which also implies the achievement of mobility and internationalization goals.

The updated *Quality Policy for Study Programs*, adopted by the University Senate in December 2023, proclaims the University's commitment to the development of new and modernization of existing study programs, along with the continuous innovation and improvement of teaching content in accordance with developments in science, technology, engineering, economics, and society, while nurturing authenticity derived from tradition and the best national and international practices. It also expresses the willingness to improve teaching methods, teaching techniques, and knowledge assessment, with the student at the center, as well as promoting and strengthening internationalization and providing support for staff and student mobility.

To promote quality in learning and teaching, the University Senate adopted *the Regulation on Student Evaluation of Academic Staff's Work and the Success of Implementing Curricula* (2018). To promote scientific research work, *the Regulation on Rewarding Academic and Scientific Research Staff at the University of Sarajevo based on scientific/artistic work results* (2022) was adopted. In order to standardize and promote mobility and internationalization, *the Regulation on Mobility at the University of Sarajevo* was adopted (2018 and 2019).

*The University's Development Strategy 2019-2023* includes operational goals that serve the promotion of:

a) Research work:
   Q3.2. Promotion and support for scientific research excellence at the University;
b) Learning and teaching:
   Q2.2. Improving the quality of the teaching process, and
   Q2.3. Improving the quality of teaching and associate staff;
c) Mobility and internationalization in study programs:
   Q3.3. Promotion and support for mobility of teaching and non-teaching staff and students.

*The Regulation on Student Evaluation of Academic Staff's Work and the Success of Implementing Curricula* has been applied at the Faculty through regular semester evaluations of the teaching process and a comprehensive evaluation of study programs. By comparing the adopted semester reports on the evaluation of the teaching process from the summer semester of 2018/19 to the summer semester of 2023/24, it is concluded that there has been a continuity of improving the quality of teaching and education.

Among the recipients of the University Senate's recognitions and awards, based on the criteria in *the Regulation on Rewarding Academic Staff at the University for scientific work results*, were Faculty professors continuously from 2020 to 2023.

In accordance with *the Regulation on Mobility*, Faculty teachers and students participate in the Erasmus exchange program. However, no systematic analysis has been done on the effects of the application of this Regulation at the Faculty.

Also, no analysis has been conducted on the extent to which the Faculty participated in the implementation of the operational goals of *the University's Development Strategy 2019–2023*, which are aimed at promoting research work, learning and teaching, mobility, and internationalization.

*The University's Statute* contains provisions aimed at protecting against academic fraud and promoting a system of academic ethical rules (Articles 260 and 261). This area is further regulated by:

- *The University's Ethical Code* (No. 01-38-1696-1/12 dated June 27, 2012);
- *The University Senate's Decision on Amendments and Supplements to the Ethical Code* (No. 01-14-192/21 dated September 29, 2021);
- *The Regulation on the Use of Plagiarism Detection Software* (No. 0101-2785/18 dated March 28, 2018).

The Faculty appoints an Ethics Commission and a Student Disciplinary Responsibility Commission every two years (see *the Decision on the Appointment of Committees* adopted at the 10th regular session of the Council held on October 12, 2022).

The University's plagiarism detection software is used to check for plagiarism in scientific and professional papers published by Faculty teaching staff and associates in *the Proceedings of the Faculty*, as well as in doctoral dissertations. Additionally, since November 24, 2023, Faculty teachers have been able to use the software to check plagiarism in final theses for the second cycle of studies. As for first-cycle study programs, final theses are not required.

### 3.1.3. *The policy Supports the development of a quality culture in which all internal stakeholders contribute to the quality of study programs, and defines the inclusion of external stakeholders in this process*.

*The Quality Policy of the University study programs* expresses a commitment to systematically monitoring indicators for quality improvement and continuously evaluating the achieved level of quality of the University's study programs by all participants in the educational process, employers, the community, and institutions for accrediting study programs, with the aim of ensuring full implementation of all goals and activities formally defined in the University's quality policies. In case of identified deficiencies, there will be a dedicated reassessment, the adoption of measures to eliminate them, and learning from such experiences.

According to Article 8 of *the Rulebook on the Quality Assurance and Management System at the University of Sarajevo*, the University Quality Management Board includes representatives of all internal stakeholders in higher education activities: University management (Rectorate), academic and non-academic staff, and students. According to Article 15 of this Rulebook, the quality assurance boards of the faculties also include representatives of all internal stakeholders in higher education activities: Faculty management, academic and non-academic staff, and students.

According to Article 6 of *the Rulebook on the Internal Organization and Classification of Jobs at the Faculty of Islamic Studies at the University of Sarajevo*, the Faculty Quality Assurance Committee has five members: one representative from the management (Vice Dean for Quality), two representatives of academic staff, one representative of non-academic staff, and two representatives of students, both from the first and second study cycles.

According to Article 109 of *the University Statute* (2023), the members of the Faculty Council include professors, representatives of associates, a representative of technical non-academic staff, a student vice-dean, and representatives of students from all three study cycles. According to Article 26 of *the Faculty Rules* (2021) and *the Decision on the Constitution of the Faculty Council for the academic year 2024/25* (No. 03-01-874/24 of 01.10.2023), the Faculty Council consists of: professors employed full-time at the Faculty, representatives of full-time associates at the Faculty, a representative of technical non-academic staff, the Student Vice-dean, and representatives of students from all three study cycles.

The processes and structures for developing the Faculty's quality assurance policy also involve external interest groups, whose roles are outlined below:

a) The Islamic Community in Bosnia and Herzegovina (IC BiH), through the Education and Science Department of the Riyasat of IC BiH and the Faculty's Administrative Board, exercises founding and management rights over the Faculty. The involvement of the IC BiH is governed by *the Agreement on the Status of the Faculty of Islamic Studies in Sarajevo within the University of Sarajevo* (2016), Articles 72, 97, 103, and 170, *the Law on Higher Education of Sarajevo Canton* (Official Gazette KS, 36/22), and *the Faculty Rules* (2021), as well as the regulations of IC BiH, namely *the Constitution of IC BiH* (2014), *the Rules on IC BiH Institutions* (2014), *the Regulation on the Organization and Operations of the Riyasat* (2014), etc.

The Faculty is required to apply the regulations of the founder in its work. At the same time, the Faculty's regulations, the initiation and revision of study programs, curricula, the election of academic staff to academic ranks, the appointment and dismissal of deans, employment at the Faculty, the annual work plan, the budget, the work report, etc., must receive the necessary approval from the founder's bodies. Additionally, since most of the Faculty's graduates are employed as officials in the IC BiH, it, in its role as an employer, is interested in the quality of the Faculty's study programs and the alignment of learning outcomes in those programs with its needs.
In an effort to improve the involvement of the IC BiH bodies in ensuring the quality of study programs, the Faculty Council, in June 2022, within *the Report on the Evaluation of Study*

*Programs in 2021/22*, adopted the recommendation of the Quality Assurance Committee to initiate a proposal to the founder for the development of occupational standards and qualification standards in the IC BiH, and in 2023, adopted the initiative for the development of the Occupational Standard – Imam, and proposed the participation of Faculty representatives in the working group for the development of this standard.

The Riyasat of the IC BiH issued a *Decision on the Appointment of a Commission for the Development of Proposals for Occupational Standards and Qualification Standards in the IC BiH* (No. 02-03-2-1847-2/24 of 25.04.2024), whose members include representatives from the Education and Science Department, the Religious Affairs Department, and the Legal and Administrative Affairs Department of the Riyasat of the IC BiH, the Council of Muftis of the IC BiH, the Faculty of Islamic Studies at the University of Sarajevo, the Islamic Pedagogical Faculty at the University of Zenica, the Islamic Pedagogical Faculty at the University of Bihać, and the Training and Personnel Center of the IC BiH. From April 10 to October 24, 2024, the Commission prepared drafts of standards for eleven professions and drafts for the standards of three qualifications related to completing the first study cycle at higher education institutions of the IC BiH. The Riyasat of the IC BiH adopted the standards in draft form at its 30th regular session held on November 8, 2024.

b) The wider social community includes alumni of the Faculty, the government sector, the media, and the general public.

In this context, it is important to mention that the Faculty, in cooperation with the Education and Science Department of the IC BiH, implemented a research project that resulted in the publication of *the Study on the Competencies of Personnel in the Islamic Community in Bosnia and Herzegovina: From Acquired to Required Competencies* (2022). The study, among other things, contains an analysis of the competencies of the Faculty's alumni for performing the profession of imam, teacher/professor of Islamic religious education, professor of Islamic courses in madrasas (Mudarris), and educators in student and pupil dormitories of the IC BiH, and was used as one of the sources in the preparation of the drafts of occupational standards and qualification standards in the IC BiH.

The government sector influences the implementation of the quality assurance policy through the adoption of laws and by-laws regulating the activities of higher education, the framework strategies for the development of higher education, granting approvals for the establishment of new higher education institutions and new departments/branches in existing institutions, determining the number of students at public higher education institutions, approving budgets, and participation in the management of public higher education institutions through representatives on their governing boards. The involvement of the Assembly and the Government of Sarajevo Canton is prescribed by *the Law on Higher Education of Sarajevo Canton*, including provisions in Articles 24, 32, 45, 50, and 58.

Through its own website and the websites of the Founder and the University, by inviting media representatives to events at the Faculty and involving academic staff in media programs related to current social issues, the Faculty strives to regularly and timely inform the wider public about all aspects of its activities.

*The Guidelines on Ensuring Public Access to Operations and Publishing Mandatory Content on the Official Websites of the Organizational Units of the University of Sarajevo* (No. 01-12-116/21 of July 22, 2021) prescribe mandatory content that must be available on the websites of the University's members. In accordance with these Guidelines, the Faculty's website has created a section "Public Access to the Faculty's Operations" where the prescribed mandatory content is published.

## 3.2. CREATION AND ADOPTION OF STUDY PROGRAMS

**3.2.1. *The higher education institution has established procedures for the creation and adoption of study programs that include students and all interested parties.***

The process of initiating new study programs and revising existing ones is regulated by the following acts: *the Law on Higher Education of the Sarajevo* Canton (Article 51), *the Statute of the University of Sarajevo* (Article 159), *the Agreement on the Position of the Faculty of Islamic Studies within the University of Sarajevo* (Article 11), and *the Rulebook on the Procedure for Adopting and Amending Study Programs at the University of Sarajevo*.

*The Rulebook on the Procedure for Adopting and Amending Study Programs at the University of Sarajevo* from 2024 (hereinafter: the Rulebook) prescribes the procedure and conditions for adopting new and amended existing study programs for the first, second, and third cycles, integrated, dual, interdisciplinary, multidisciplinary, transdisciplinary, professional, and specialized studies at UNSA, as well as other non-cyclic study programs.

According to the Rulebook, the procedure for adopting new study programs at the University is initiated by the Senate of the University upon the initiative of the proposer, i.e., the organizational unit. The initiative to start the procedure, along with the proposal of the names of the reviewers, is submitted to the Senate through the Group Councils. If the Senate accepts the initiative, it adopts a decision on accepting the initiative and appointing reviewers to evaluate the proposal for the study program and instructs the proposer to submit the proposal for the adoption of the new study program with the documentation prescribed in Article 7 of the Rulebook within 12 months. If the proposer does not submit the proposal within the prescribed deadline, they may resubmit the initiative to start the procedure.

The proposer submits the proposal for the adoption of the new study program to the Senate through the Group Council(s), after receiving a positive opinion for the continuation of the procedure from the University's Teaching Service, the Quality Management Committee of UNSA, and the Teaching and Student Affairs Committee. The Teaching Service, in collaboration with the University's Tele-Informatics Center (UTIC), checks whether the documentation is complete, whether it contains all the elements for the implementation of the new study program in the ISSS/eUNSA system, and whether it complies with *the Rulebook on the Acquisition and Use of Academic Titles, Professional, and Scientific Degrees at Higher Education Institutions in the Sarajevo Canton*. If the Teaching Service determines that the documentation is incomplete or incorrect, it returns it to the proposer for revision and/or supplementation. If the Teaching Service determines that the documentation is complete and

correct, the proposal is forwarded to the Quality Management Committee and the Teaching and Student Affairs Committee.

The Quality Management Committee checks whether the content of the elaboration refers to the accreditation criteria for study programs defined in *the Decision on the Criteria for Accrediting Higher Education Institutions in BiH* and provides an opinion on continuing the procedure. The Teaching and Student Affairs Committee checks whether the content of the elaboration is in accordance with the Rulebook and whether the positive reports from two reviewers have been submitted, and provides an opinion on continuing the procedure. The proposal, along with the opinions from points (5) and (6) of Article 4 of the Rulebook, is forwarded to the Group Council for consideration.

In the case of interdisciplinary, multidisciplinary, or transdisciplinary study programs, the proposal is forwarded to two or more appropriate Group Councils.

Based on the submitted proposal from Article 4 of the Rulebook, the Group Council provides a proposal to the Senate for the adoption of the new study program. Based on the proposal from paragraph (1) of Article 5, the Senate makes one of the following decisions: a) the proposal for the establishment and implementation of the proposed new study program is adopted; b) the proposal for the establishment and implementation of the proposed new study program is rejected; c) the proposal for the establishment and implementation of the proposed new study program is conditionally accepted, subject to revisions requested by the Senate. The Senate is required to make a decision no later than 60 days from the submission of a formally correct and complete proposal.

The Senate's decision is delivered to the proposer within eight days from the date of the decision. If the proposal is accepted, the organizational unit is required to submit the teaching plan and program and the information catalog in both printed and electronic form in Bosnian/Croatian/Serbian and English to the University's Teaching Service and UTIC within 30 days of the Senate's decision. The information catalog and teaching plan and program are published on the website of the organizational unit in Bosnian/Croatian/Serbian and English. The information catalog contains the data defined in items b) and c) of paragraph (1) of Article 8 of the Rulebook. The curriculum contains the data defined in items b), c), and d) of paragraph (1) of Article 8 of the Rulebook. If the proposal is rejected, the proposer has the right to resubmit the proposal for the establishment and implementation of the new study program after the expiration of 12 months from the Senate's decision.

The procedure for introducing a new study program should be completed no later than six months before the start of the academic year in which the program will be implemented. The proposer is required to ensure that an archive is maintained containing all documentation related to the study program, as well as any amendments, and to appoint one person to maintain an up-to-date record of all study programs at the organizational unit and, if necessary, make information about the study programs available.

Regarding the five study programs that are the subject of the self-evaluation, all of them were initiated before the adoption of this Rulebook, in accordance with the previously applicable

regulations. The Master's program in Imamate is the newest program at the Faculty. It was first introduced in 2018 and has not been changed up until the writing of this report. The program was primarily designed to allow graduates of the IHM Study Program to continue their education and professional development in the broadest sense. In the previous structure of studies at the Faculty, graduates of the first cycle of the IHM Study Program were at a disadvantage when it came to continuing their education in the second cycle, compared to the Bachelor's programs in Islamic Theology and IRERP. Specifically, since the first cycle of the IHM Study Program was structured as a three-year program, unlike the first cycle of the other two programs, which were four-year programs, the Bachelor's graduates of IHM could only continue their education in the Master's program in Islamic Studies after completing a significant number of additional subjects.

In the process of adopting the new study program, the teaching staff was involved through consultations in the development of the curriculum and syllabi of the courses, as well as in the decision-making process at the Faculty Council. Students were involved through the decision to initiate the program at the Faculty Council. The non-teaching staff, especially the secretary, was involved in the process of preparing the elaboration, curriculum, and obtaining the necessary approvals. The IC BiH, as the founder of the Faculty and the main employer of the graduates of the program, was involved through the approval of the Riyasat (Decision of the Riyaset no. 03-2-60/18 from April 6, 2018). Through the decisions of the Senate of the University, the broader academic community was also involved (Senate Decision no. 01-327/18 from March 28, 2018).

The Commission for the preparation of the Report conducted a survey targeting the chief imams and chairs of the *majlises* of the IC BiH. The survey results showed that the majority of respondents, namely 32 out of a total of 37 (86.5%), consider it justified to initiate a separate professional Master's program for imams at the Faculty. It is important to note that 32.43% of respondents (a total of 12; 11 as chief imams and one as chair of the *majlis*) are alumni of the Faculty.

Responding to closed-ended questions about the concept and content of the study, all respondents agreed that the program should develop competencies for serving classical Islamic literature (fully agree 55.88%, mostly agree 44.11%), competencies for understanding contemporary interpretative trends in Islam and addressing the challenges of different interpretations of Islam (fully agree 67.64%, mostly agree 32.35%), language competencies in foreign languages (fully agree 41.12%, mostly agree 58.82%), competencies for teaching in the *maktabs* (fully agree 67.65%, mostly agree 32.35%), communication competencies in the context of delivering sermons (*khutba*) and lectures (va'z) and media appearances (fully agree 61.76%, mostly agree 38.23%), competencies for working with youth (fully agree 64.70%, mostly agree 35.29%), conflict management skills in the congregation (fully agree 58.82%, mostly agree 41.12%), competencies for working through mass media (internet, television) (fully agree 58.82%, mostly agree 41.12%).

The majority of respondents also agree that the program should develop competencies for involvement in social activities, especially through project management and cooperation with non-governmental organizations (fully agree 41.12%, mostly agree 44.12%, total 85.24%),

technical knowledge and skills in applying information and communication technologies (fully agree 55.88%, mostly agree 41.12%, total 97%), competencies for Islamic counseling and pastoral care with the sick and addicts (fully agree 29.41%, mostly agree 44.11%, total 73.52%), competencies for Islamic counseling and pastoral care in correctional institutions (fully agree 26.47%, mostly agree 38.24%, total 64.71%), and skills in counseling married couples and parents, as well as mediating in marital and family conflicts (fully agree 44.12%, mostly agree 50%, total 94.12%).

As advantages that the *majlises* (basic organizational units) of the IC BiH, as employers, could expect from the further education of imams in the master's program, respondents mention: better understanding of the needs of the congregation, better communication between imams and congregants, greater awareness of the imam's mission responsibility, increased productivity of imams' work, better service to the community, greater reputation for the imam, improved general image of the *majlis*, higher-quality sermons, better Quranic learning, and a broader view of social reality, etc. A smaller number of respondents believe that imams, especially older ones, often perform their work routinely and are not ready to adapt in their work, and that significant changes may only come with the change of generations.

*Adoption of Amendments to Study Programs*

According to *the Regulations on the Procedure for Adopting and Amending Study Programs at the University of Sarajevo*, the initiative for adopting amendments to a study program is started by one or more sub-organizational units of the Faculty. The Council makes a decision to approve or reject the initiative. The decision to approve the initiative also involves the appointment of a commission tasked with drafting the proposal for amending the study program (hereinafter the Commission). The Commission's proposal must include an opinion on whether the amendment will change the existing study program by more than 30%. If the study program is not changed by more than 30%, the decision on the proposed amendment is made by the Faculty Council. If the study program is changed by more than 30%, the decision on the proposed amendment is made by the University Senate.

The proposal for the amendment to the study program, which is decided upon by the Council, is submitted by the Commission. The Commission submits its proposal, along with the documentation as per Article 13 of the Regulations, to the Faculty Secretary. The Secretary, in collaboration with the Faculty's services and UTIC, verifies whether the documentation is complete, contains all elements for implementing the amendments in the eUNSA system, and whether it complies with *the Regulations on Obtaining and Using Academic Titles, Professional, and Scientific Degrees at Higher Education Institutions in the Sarajevo Canton*. The Secretary provides an opinion on the compliance of the proposal with the Regulations. The Commission submits its proposal, along with the Secretary's opinion, to the Faculty Council, which makes one of the following decisions: a) the proposal for amending the study program is accepted, b) the proposal for amending the study program is rejected, c) the proposal for amending the study program is conditionally accepted with a requirement for revision. Regarding adopted changes to the curriculum, the Faculty is obligated to inform UTIC by submitting the Faculty Council's decision and documentation on amendments for eventual corrections in the information system.

The proposal for amending the study program, decided upon by the Senate, is submitted by the Faculty with the Commission's proposal and prescribed documentation to the University's Teaching Service. The Teaching Service, in collaboration with UTIC, verifies whether the documentation is complete, contains all elements for implementing the amendments in the eUNSA system, and whether the proposed academic title complies with *the Regulations on Obtaining and Using Academic Titles, Professional, and Scientific Degrees at Higher Education Institutions in the Sarajevo Canton*. If the documentation is incomplete and improperly prepared, the Teaching Service will return the proposal to the proposer with suggestions for additions or revisions. If the documentation is complete and proper, the Teaching Service will forward the proposal to the Council of Group for submission to the Senate. Based on the proposal from the Council of Group, the Senate makes one of the following decisions: a) the proposal for amending the study program is accepted, b) the proposal for amending the study program is rejected, c) the proposal for amending the study program is conditionally accepted with a requirement for revision by the Senate. Upon the adoption of changes to the curriculum by the Senate, the Faculty is obligated to inform UTIC by submitting the Senate's decision and documentation for any corrections in the information system.

In practice, the procedure for adopting and amending study programs at the Faculty can be initiated not only by sub-organizational units (chairs) but also by the Quality Management Board of the University of Sarajevo (UNSA), the Faculty's Quality Assurance Board, the founders of UNSA and the Faculty, and the Dean of the Faculty, based on proposals collected from the chairs, reports on teaching and study program evaluations, and suggestions from the founders. The creation and revision of study programs involve all interested parties—Faculty management, teaching staff, professional non-teaching staff, and students, who are represented in the Quality Assurance Board and the Faculty Council, which considers and adopts the proposal. After adoption, the proposal is forwarded to the Riyasat and the Council of Muftis of the IC BiH for consideration and approval. In addition to being the founder of the Faculty, the IC BiH is also the most frequent employer of the Faculty's graduates. The current composition of these highest bodies of the IC BiH includes a significant number of alumni of the Faculty. After receiving the approvals, the proposal is submitted to the Quality Management Board of the University, the Humanities Group Council, and the University Senate.

The most recent significant changes to the first-cycle study programs were made in 2019, 2022, and in October 2024. The changes in 2019 were driven by requests from several chairs and the Faculty's obligation to align its programs with *the Law on Higher Education of the Sarajevo Canton* (2017), *the Statute of the University of Sarajevo* (2018), *the Rules on Studying for First and Second Cycle Studies, Integrated, Professional, and Specialist Studies at the University of Sarajevo* (2018), *Standards and Norms for the Activities of Higher Education Institutions in the Sarajevo Canton* (2019), *Guidelines on the Inclusion of Teaching Content from Psychological-Pedagogical and Methodological-Didactic Subjects (PPMD) in Teacher Study Programs* (*Official Gazette of the Sarajevo Canton*, Nos. 31/18 and 12/19), and *the Regulations on the Internship of the Students of the Faculty of Islamic Studies, University of Sarajevo* (2018).

For this purpose, the following changes were made to the program for Islamic Theology:

1) Introduced *Imam and Teacher Practice* into the ECTS credit structure in the summer semesters for all four years of study;
2) Several courses incorporated ECTS credits for practical teaching, so that with *the Imam and Teacher Practice*, students accumulate at least 30 ECTS credits of internship during the first cycle of studies;
3) At the initiative of the Chair of Islamic Philosophy, the course *Introduction to Philosophy* was replaced by *History of Philosophy I*, and *History of Philosophy II* was introduced in place of an elective subject, thus increasing the number of philosophy hours in the program;
4) The course *Religion and Society* became a mandatory course;
5) The course *Classical Schools of Tafsir* was replaced with *Tafsir of the 30th Juz* at the initiative of the Chair of Tafsir;
6) Several courses in the field of Prophetic Tradition (Hadith) and Islamic Dogmatics (Aqida) and Comparative Religions were moved from the winter semester to the summer semester or vice versa, based on the requests of the relevant chairs, which did not significantly affect the structure of the program;
7) The course *Cultural History of Bosnia and Herzegovina* was renamed to *Bosnian Cultural History*.

For the IVRP program, the following changes were made:

1) Several courses were rotated across semesters for a more even distribution of practice throughout the semesters;
2) Two practicums on *Religious Education Methodology* were introduced, totaling 10 ECTS credits of internship;
3) The course *Theories of Education: An Islamic Perspective* was moved to elective courses;
4) The course *Inclusion of Persons with Special Needs and Religious Education* was introduced instead of one elective course, in accordance with the requirement to include a course on inclusion in study programs for future teachers.

In the IHM Study Program, *Imam and Teacher Practice* was introduced into the ECTS credit structure for the summer semesters across all three years of study. Several courses incorporated ECTS credits for internship, so that with *Imam and Teacher Practice* in the summer semesters, students accumulate at least 30 ECTS credits of internship during the first cycle of studies.

Given that these changes were targeted and mainly based on previously adopted documents and decisions from the founder and the University regarding internship, no comparisons with similar programs were made, nor was there a need for additional consultations with the founder – the employer. However, it should be mentioned that the the directorates for religious affairs and education of the Riyaset of the IC BiH were involved in the preparation of *the Regulations on the Internship of the Students of the Faculty of Islamic Studies, University of Sarajevo*. The teaching staff was involved in the process of revising and preparing syllabi for courses, and the Faculty Council made the final decisions. Students were included through the Quality

Assurance Board's opinions on the alignment of chairs' requirements with standards and norms, and the decision to adopt the chairs' proposals in the Council. Non-teaching staff, particularly the secretary, were involved in the process of drafting and obtaining approvals. The founder of the Faculty and the main employer of the program's graduates – the IC BiH - was involved through giving consent at the Riyasat and the Council of Muftis. The broader academic community was involved through the decisions of the University Senate (Council Decision 03-03- Tem. Sjed. 632/19, June 13, 2019; Opinion of the Ministry of Education, Science, and Youth of KS, No. 11/04-38-10495/19, July 10, 2019; Senate Decision No. 01-24-3/19, July 17, 2019).

Significant changes to the Master's program in Islamic Studies were made in 2022. At that time, students were given the opportunity to specialize in Islamic Philosophy. To facilitate this, two new elective courses were introduced: a) *Islam and Contemporary Thought* and b) *Philosophy of Religion and Issues of Islamic Belief.*

As usual, these changes involved both teaching and non-teaching staff, as well as students. The IC BiH was involved through giving consent at the Riyasat and the Council of Muftis (Rijasat Decision No. 02-03-2-1397-7/22 from September 22, 2022, and Council of Muftis Decision No. 03-2-101/23 from July 10, 2023). The wider academic community was engaged through decisions by the University Senate (Senate Decision No. 01-9-27/23 from April 27, 2023).

The changes and amendments to study programs in October 2024 were initiated by a decision from the University Senate (No. 01-8-75/24 from April 24, 2024), obligating faculties and academies to align the descriptions of their study programs with *the Regulations for the Adoption and Amendment of Study Programs at the University of Sarajevo*, in preparation for accreditation.

The key changes to all programs were as follows:

1. Revision of the descriptions and learning outcomes of all study programs, considering the results of self-evaluation in the accreditation process and the development of occupation standards;
2. Creation of coverage matrices for learning outcomes, which checked the connection between course-level learning outcomes and program-level outcomes;
3. Addition of information on the conditions for enrollment and the types of occupations for which graduates are prepared;
4. Alignment of academic titles and professional/scientific degrees with *the Regulations on Acquiring and Using Academic Titles and Professional/Scientific/Artistic Degrees in Higher Education Institutions in the Sarajevo Canton*;
5. Revision of learning outcomes, course content, literature, teaching methods, and methods of assessing knowledge for all courses;
6. The introduction of four study trips (Potočari, Herzegovina, Krajina, and the Balkans, or other destinations by the Council's decision) as part of the first-cycle program. However, due to the shorter duration of studies, the study trip to Balkan countries is not mandatory for students in the program for imams, khatibs, and muallims;

7. Determination of courses that may be offered in Arabic or English, depending on need or expressed interest;
8. A brief market analysis for graduates of all programs was included;
9. Sustainable Development Goals (SDG) were incorporated into all syllabi.

Additionally, new components have been added to two courses in the Islamic Theology program: 1) Islamic Call (working with youth), and 2) Khutbah and Lecture (modern communication). Two new elective courses have been introduced: a) Islamic Topics in English and b) Cross-cultural Management. Finally, several courses have been renamed in order to better position them within the field of Islamic studies or to clarify their content.

For the IVRP program, the following changes were made:

1. *Social Pedagogy and Inclusion of Persons with Special Needs* were merged into one course: *Social Pedagogy and Inclusive Education*;
2. Two new courses were introduced for preschool education: *Designing a Creative Preschool Curriculum* and *Bosnian Language and Literature in Education*;
3. One additional course from the field of Islamic Philosophy was introduced: *Religion and Society in Islamic Philosophy*;
4. The course *Introduction to the Study of Religion* was expanded to include topics on Christianity and Judaism, given that religious education in schools covers these traditions;
5. Several courses were renamed to clarify their position within Islamic studies or to better define their content;
6. The analysis of program alignment with preschool, primary, and secondary school curricula was revised and updated.

In the Master's in Islamic Studies program (now the newly adopted name: Master of Islamic Studies), the following changes were made:

1. Master's enrollment is now possible with 180 ECTS credits, following completion of a „differentiation study“;
2. In the first semester, only one course remains mandatory (Research Methods). All other courses in this semester are elective-obligatory. Students choose five out of eight elective-obligatory courses, including one course from the specific area in which they will specialize;
3. A new specific area of specialization was introduced, allowing students to obtain the title of Master of Islamic Studies in Qur’anic Recitation (Qira’at). This aligns the Master's program with the doctoral program at the Faculty;
4. In the second semester, students choose one more course from the specific scientific field and one course from a group of other elective courses;
5. The course *Analytical and Applied Tafsir* was replaced with *Principles of Qur’anic Interpretation (Usul al-Tafsir).*

For the IHM Program and Master’s in Imamate, no significant changes were identified.

*Plan for Integration of Previously Earned ECTS Credits*

Since the proposed changes did not significantly alter the structure of the study programs, the equivalency of previously earned ECTS credits remains secure.

*Analysis of the Labor Market for Graduates*

At this time, an analysis of the alignment with labor market needs was not conducted because, on September 6, 2023, the Faculty adopted the "Report on the Employability of Graduates of the Faculty of Islamic Studies, University of Sarajevo, for the Period 2019-2022," along with the accompanying recommendations from the Quality Assurance Committee (dated August 23, 2023).

The report covered graduates from the academic years 2019/20, 2020/21, and 2021/22, across the following study programs: 1) Islamic Theology; 2) IRERP; 3) IHM; 4) Master's in Islamic Studies; 5) Master's in Imamate, and 6) Master's in Interreligious Studies and Peacebuilding.

The report was based on a survey questionnaire completed by a total of 61 graduates from the mentioned generations.

On this occasion, the Committee noted that:

a) After graduating or completing their studies at the Faculty, 59% of the respondents (36 out of 61 respondents) found employment, 36% were unemployed/registered at the employment bureau (22 out of 61), and 3.3% (2 out of 61) achieved self-employment, i.e., started their own business;

b) Among the unemployed graduates, the largest percentage was registered at the employment bureau, namely, the Employment Service of the Sarajevo Cantomn (54%), and the remaining (32.6%) in the Zenica-Doboj, Tuzla, Central Bosnia, and Una-Sana cantons;

c) Among the employed graduates, 51.4% had permanent contracts, and 48.6% had fixed-term contracts;

d) The largest percentage of graduates from the Faculty found employment as imams, at 60.5% (23 out of 61 graduates). Then, outside the IC BiH (in other institutions, companies, etc.), 20% of the respondents were employed (12 out of 61 graduates). It is noted that a very small percentage found employment as teachers/professors of Islamic Religious Education, at 3.3% (2 out of 61 graduates), and other positions within the structure of the IC BiH (outside the congregation), at 1.6-2.6% (1 out of 61 graduates);

e) Among the employed graduates, 19.7% (12 out of 61 graduates) signed contracts abroad, within the diaspora Bosniak Islamic communities affiliated with the IC BiH;

f) From graduation/obtaining a master's degree to employment, 36% of the respondents (22 out of 61 graduates) waited 1 year, 10% (6 out of 61) waited 2 years, and 7% (4 out of 61) waited 3 years. Nineteen students found employment before graduation.

The Committee made several recommendations, of which we highlight:

a) That the Faculty Council send an initiative to the founder to develop occupation standard for Imams and qualification standards for Bachelor/Master of Islamic Theology and Bachelor/Master of Imamate as a basis for future revisions of relevant study programs. The Riyasat of the IC BiH has accepted this initiative;

b) That the Dean initiates discussions with the founder of the Faculty about the employment policies of the Islamic Community to improve employment opportunities for graduates of the Faculty in the institutions and organizational units of the Community;

c) That the Dean of the Faculty initiates discussions with the Muftis of the IC BiH and potential donors to consider scholarships for students of the Faculty with the obligation of their employment in the area of Mufti offices for a certain period. Namely, it is necessary to ensure the dispersion of graduates from the Sarajevo Canton to other parts of the state;

d) That the Dean of the Faculty initiates discussions with the founder of the Faculty about the employment opportunities for Bachelors of Islamic Religious Education and Religious Pedagogy and Masters of Islamic Studies (field of Religious Pedagogy) within *majlises* (for work with children and youth), as well as the need to revise the regulations governing the employment of educators in madrasas. This recommendation has been partially implemented through the development of occupation standards;

e) That the enrollment quota for the IVRP Study Program be reduced and the possibility of its revision towards a dual-subject study model, which would provide graduates with greater employment opportunities, be considered. At the same time, it is necessary to consider the possibility of cooperation and a joint program with other members of the University. In accordance with this recommendation, the enrollment quota for this study program has been slightly reduced, and additional interventions are expected after the reform of the high Islamic education system in the IC BiH is completed;

f) That the Student Association, with the support of the Dean of the Faculty, organize an annual "employment fair" for final year students of the Faculty, where representatives of *majlises*, bodies, and institutions of the IC BiH and Bosniak Islamic communities in the diaspora, as well as other potential employers, would be invited to present their employment needs and the competencies required for vacant positions;

g) That, following the example of career development and planning centers for students operating within certain members of the University of Sarajevo and other universities in the surrounding countries and the world, activities to advise students on future employment be planned and implemented, which would be organized and/or carried out by professional associates for practice and professional associates for mentoring work with students.

On the other hand, the "Analysis and Management of Personnel Data of the Islamic Community," conducted by the Training and Personnel Center of the Riyasat of the IC BiH (meeting of the Council of Muftis and the Riyasat, July 3-4, 2024), shows that starting from 2024, the number of imams retiring will significantly increase. While only three imams retired in 2024, during the period 2025-2028, 11-16 imams will retire annually, and in the next decade, this number will vary between 22 and 35 imams annually. The peak of this wave will be reached in 2044 and 2045, when the retirement of 72 imams per year is expected. These numbers should

be added to the need to replace imams for other reasons, such as leaving the service, moving to other positions within the Community, disability retirement, death, and others.

According to the same analysis, a wave of mass retirement of Islamic religious education teachers and professors is expected from 2033, with the enrollment quotas needing to be increased five years earlier to be ready to fill these positions. The peak of this wave is expected in 2042, when the retirement of 57 religion teachers in one year is anticipated. These numbers should also be added to the need to replace religion teachers for other reasons, such as leaving the teaching profession, moving to other jobs, disability retirement, death, and others.

### 3.2.2. *The study programs are aligned with scientific and educational standards and achievements of the relevant scientific/artistic field, the requirements of related scientific fields in order to gain multidisciplinary knowledge, the needs of the labor market, and international reform processes.*

*The University Statute*, Article 13, Paragraph (2), points e) and m), and Article 25, outlines the principles of the University's operations, including international quality standards and the European humanistic and democratic tradition, as well as alignment with the European higher education system. *The Regulations on Proposing Study Programs*, Article 7, stipulate two reviews when launching new study programs. At least one review should be conducted outside Bosnia and Herzegovina.

The study programs in Islamic theology and IRERP are generally aligned with scientific and educational practices in these fields. Unlike many other fields, it is not possible to talk about international scientific and educational standards in the field of Islamic theology/Islamic studies. Therefore, it is significant that most of the teaching staff has considerable international experience and insight into trends in Islamic education in Europe and the Muslim world. The curriculum and study programs of the Faculty correspond to similar programs in Germany (Islamic theology institutes in Tübingen, Osnabrück, Münster, Berlin, Erlangen, etc.), Turkey (Ilahiyat), Malaysia (IIUM), and elsewhere. Moreover, when creating the curriculum for Islamic theology at certain universities in Germany (e.g., the University of Tübingen), the Faculty's curriculum has been used as a model. The process of recognizing foreign higher education qualifications, which the Faculty conducts across Bosnia and Herzegovina in the field of Islamic theology, enables the Faculty to continuously monitor global trends in Islamic theology/Islamic studies.

A notable advantage of the Islamic theology program and the IRERP program at the Faculty, compared to similar programs, is the inclusion of both classical and contemporary Islamic theological disciplines, as well as interdisciplinarity, which will be discussed in the following paragraphs. The significant presence of professional practice and the PPDM group of subjects is another characteristic of this program compared to similar programs in the Muslim world. This has been achieved through revisions in 2018 and 2019.

The IHM Study Program is, in fact, a shortened study of Islamic theology and, as such, is largely aligned with the scientific and educational practices in this field.

The Master's in Islamic Studies is a one-year continuation of the first cycle of studies in the field of Islamic Theology and, as such, is focused on contemporary Islamic studies. Given the length of the program and the need for concentration on the final thesis, there is not much space

for interdisciplinarity outside the field of Islamic studies, but master's theses often cross the boundaries of narrower scientific areas.

The Master's in Imamate program is mainly aligned with the scientific and educational practices in this scientific field. It represents a continuation of the first cycle of studies in the education of imams, khatibs, and muallims and is thus focused on training imams for contemporary congregations in Bosnia and Herzegovina, neighboring countries, and the diaspora. The program combines Islamic academic education with professional and general humanities education, which is evident from the presence of various subjects from the humanities and social sciences, such as: *Religion and Law*, *Project Management*, *Conflict Resolution, Contemporary Communication*, *German* or *English Language for Islamic Studies*, *Methodology of Teaching in Maktab*, *Family Counseling, Social Pedagogy*, *Islam in Europe, Imamate Work and Prevention of Deviant Behavior*, *Imamate Work and Contemporary Culture,* and *Andragogy*.

The study programs in Islamic theology, IRERP, and IHM are significantly aligned with the requirements of related scientific fields in order to gain multidisciplinary knowledge and international reform processes. This is demonstrated by the presence of non-theological, humanities, social, and applied disciplines in these programs. Interdisciplinarity/ multidisciplinarity is achieved not only at the level of the study program but also in individual courses.

The management and academic staff of the Faculty primarily follow the work of other related institutions in Europe, the U.S., and Muslim countries. This knowledge is used when developing curricula and implementation syllabi and in the delivery of courses.

The study programs are generally aligned with the demands of the labor market. The results of *the Study on the Competencies of Personnel in the Islamic Community in Bosnia and Herzegovina: From Acquired to Required Competencies* (El-Kalem and the Faculty of Islamic Studies, University of Sarajevo: Sarajevo, 2022) show the significant relevance of the competencies acquired during the studies for the labor market needs. Identified deviations will be taken into account during future revisions of the programs.

**3.2.3. *The goals of the study program and learning outcomes are clearly defined and consistent with the content of the study programs, the level of the study cycle, and in line with the institution's strategy. The goals of the study program and learning outcomes are comparable to those in the same and/or similar programs at higher education institutions in Bosnia and Herzegovina and abroad.***

*The Strategy for the Development of Higher Education and Scientific-Research Work of the Islamic Community in Bosnia and Herzegovina for the Period 2014-2024* in paragraph 7.1.1.10. provides that "Study programs at higher education institutions of the Islamic Community will be, like those at higher education institutions at state universities in Bosnia and Herzegovina, based on clear learning outcomes, which implies a shift from a concept based on what the teacher should transmit to what the student should know."

A systemic monitoring of the implementation of *the Strategy for the Development of Higher Education and Scientific-Research Work of the Islamic Community in Bosnia and Herzegovina for the Period 2014-2024* has not been carried out. In such a situation, the Faculty conducted its own analysis of the implementation of overarching strategies for higher education in the

field of quality assurance. In general, the goals and learning outcomes of the Faculty's study programs are consistent with the strategic direction of the IC BiH for quality higher education of imams, teachers in madrasas, and teachers of Islamic religious education (see activity 7.1.2.3. within the strategic task of Quality Assurance and Control).

Since the last significant revision of the Faculty's study programs took place in 2019, coinciding with the adoption of *the University's Development Strategy for the period 2019-2023*, it is not possible to analyze the alignment of the adopted goals and learning outcomes of the study programs with the strategic goals set out in the mentioned document.

When launching new and revising existing study programs, the Faculty seeks to compare the goals and learning outcomes of these programs with the outcomes of similar programs in the country and abroad, and to ensure internal coherence and hierarchy of outcomes by study cycles.

Specifically, the Curriculum (2020) anticipates that by the end of the Islamic Theology program, the student will be able to:

1) Adequately understand and use the fundamental terminology of Islamic sciences;
2) Understand and interpret Tajwid rules, correctly recite the Quran and independently and responsibly teach others;
3) Clearly articulate different understandings of the primary sources of Islam, theological teachings, and sharia law, especially from the perspective of the Hanafi-Maturidi tradition, and religious and cultural phenomena;
4) Interpret different viewpoints on key topics in tafsir, hadith, theology, fiqh, religious studies, Islamic philosophy and ethics, Sufism, Shi'ism, religious pedagogy, religious psychology, and the study of Islamic civilization, and critically and dialogically connect them from multiple perspectives;
5) Present the most significant events, institutions, and figures in Islamic history, recognize connections between civilizations, and understand the causes of the rise and fall of Muslim states;
6) Outline the historical development and influence of the most well-known schools of theology, tafsir, hadith, and fiqh, as well as the Sufi orders and cultures that developed in the region of Bosnia and Herzegovina;
7) Interpret and apply the basic doctrinal, ethical, and social teachings of Islam;
8) Apply basic pedagogical-psychological and didactic-methodical knowledge and deliver creative, contemporary maktab and religious education classes;
9) Perform imam and khutba duties;
10) Write professional texts linguistically, content-wise, and methodologically correctly.
11) Analyze one's own religiosity, contextualize theological teachings, and recognize contemporary forms of religious life;
12) Develop quality communication with others, work in teams, and accept others and differences;
13) Act independently and responsibly in accordance with Islam and develop religious life in contemporary society;
14) Demonstrate the ability to understand and communicate in two foreign languages (Arabic and English) at a basic level;
15) Perform various cultural, educational, and social activities that imply a humanities education.

Each of the outcomes is further broken down when defining the outcomes based on groups of courses by scientific branches (e.g., Quran Interpretation (Tafsir), Islamic Civilization, etc.).

The Curriculum of the IRERP Study Program (2020) provides that by the end of the studies, the student will be able to:

1) Interpret various viewpoints on key topics in the fields of Tafsir, Hadith, Aqida, Fiqh, Religious Studies, Islamic Ethics, Religious Pedagogy, Religious Psychology, and the Study of Islamic Civilization;
2) Through pedagogical-psychological knowledge, competencies, and skills, effectively transmit theological content in religious education and upbringing work;
3) Analyze and interpret the basic concepts of religious education and Islamic pedagogy and psychology based on Islamic sources through classical and contemporary interpretations;
4) Understand, argue, and present the fundamental contemporary challenges of pedagogical-religious theory and practice;
5) Apply general pedagogical-psychological knowledge and skills to observe and monitor various socio-psychological and educational phenomena encountered in the family, school, and society;
6) Detect and solve educational-upbringing problems in working with children, youth, and adults through systematic religious pedagogical work, holistic approaches, and modern methods;
7) Interpret and apply knowledge of educational work in residential living conditions;
8) Interpret and apply fundamental doctrinal, ethical, and social teachings of Islam;
9) Apply basic pedagogical-psychological and didactic-methodical knowledge in planning, organizing, and delivering creative modern religious education lessons at various levels;
10) Write professional texts linguistically, content-wise, and methodologically correctly;
11) Analyze one's own religiosity, contextualize theological teachings, and recognize contemporary forms of religious life;
12) Develop quality communication with others, work in teams, and accept others and differences;
13) Demonstrate responsibility in respecting individual abilities and the holistic development of each student in the educational process;
14) Show the ability to understand and communicate in two foreign languages (Arabic and English) at a basic level;
15) Perform various cultural, educational, and social activities that imply a humanities education.

The curriculum of the IHM Study Program (2023) anticipates that by the end of the studies, the student will be able to:

1) Adequately understand and use the basic terminology of Islamic sciences;
2) Understand and interpret Tajwid rules, correctly recite the Quran, and teach it and other topics independently and responsibly;
3) Professionally present various understandings of the basic sources of Islam, especially from the perspective of the Hanafi-Maturidi tradition, and appropriately present them in the community;

4) Present various viewpoints on key topics in the fields of Tafsir, Hadith, Aqeedah, Fiqh, comparative religions, Islamic ethics, religious pedagogy, religious psychology, and the study of Islamic civilization;
5) Present the most significant events, institutions, and figures in the history of Islam;
6) Present the historical development and influence of the most famous schools of Aqida, Tafsir, Hadith, Fiqh, and Sufi orders and cultures that developed in the area of Bosnia and Herzegovina;
7) Interpret and apply the fundamental doctrinal, ethical, and social teachings of Islam;
8) Apply basic pedagogical-psychological and didactic-methodological knowledge to conduct creative, modern religious education classes;
9) Perform imam and khatib duties;
10) Analyze his/her own religiosity, contextualize theological teachings, and recognize contemporary forms of religious life;
11) Develop quality communication with others, work in teams, and accept others and differences;
12) Act independently and responsibly in accordance with Islam and develop religious life in the community;
13) Demonstrate the ability to understand and communicate in two foreign languages (Arabic and English) at a basic level.

Each of the outcomes is further broken down when defining the outcomes based on groups of courses by scientific branches.

The curriculum of the Master's program in Islamic Studies (2023) provides that by the end of the studies, the student will be able to:

1) Understand the challenges that contemporary civilization poses to religion and religious sciences;
2) Identify and critically question the main topics related to responsible understanding and living Islam in the contemporary world;
3) Convey his/her knowledge and research findings to modern audiences, especially youth, and engage in the processes of modernizing Islamic and general educational institutions;
4) Apply basic pedagogical-psychological and didactic-methodological knowledge and conduct creative modern teaching at various levels;
5) Write professional and research papers linguistically, content-wise, and methodologically correctly;
6) Act independently and responsibly in accordance with Islam and develop religious life in contemporary society;
7) Critically analyze their own religiosity, articulate religious and theological life questions, and shape open religious visions;
8) Form pedagogical and social groups as communities of deepened and diverse interpersonal relationships and group dynamics based on heterogeneous socialization;
9) Develop quality communication with individuals from different ideological, religious, and cultural traditions, work in teams, and accept others and differences;
10) Demonstrate the ability to understand and communicate in two foreign languages (Arabic and English) at an advanced level;
11) Perform various cultural, educational, and social activities that imply a humanities education.

The curriculum of the Master's program in Imamate (2018) anticipates that by the end of the studies, the student will be able to:

1) Identify and critically question the main topics related to responsible understanding and living Islam in the contemporary world;
2) Independently conduct research in the field of Tajwid and Qira'at science;
3) Interpret classical Tafsir texts and critically evaluate the main topics and issues of classical Tafsir texts;
4) Professionally present various understandings of the basic sources of Islam, especially from the perspective of the Hanafi-Maturidi tradition and topics in interfaith dialogue theology;
5) Analyze the role of Hadith in the methodology of the Hanafi school and its application in the field of Ibadah (rituals);
6) Analyze issues of contemporary Fiqh studies and fatwas;
7) Understand the relations between religion, law, and the state, as well as international and domestic systems of protection of the right to religious freedom;
8) Conduct research on contemporary Fiqh and religious-legal topics with a focus on the Bosnian-Herzegovinian and European context;
9) Through studies of Islamic culture and civilization, the student will understand issues related to urban culture in contemporary society from the perspective of Muslim religious tradition; critically analyze contemporary Islamic movements and articulate the questions posed by Muslim presence in Europe; analyze topics related to genocide concerning human communities in general and specifically in Bosnia and Herzegovina;
10) Perform imam and khatib duties;
11) Demonstrate communication/counseling competencies in religious work with target populations;
12) Act independently and responsibly in accordance with Islam and develop religious life in the community/jama'ah through various projects and initiatives;
13) Apply pedagogical-psychological and didactic-methodological knowledge and deliver contemporary classes in *maktab*;
14) Act directly in the context of spiritual religious care for target populations, as well as in the field of upbringing and socialization of children, youth, and adults;
15) Demonstrate the ability to understand and communicate in two foreign languages (Arabic and English or German) at an advanced level.

The Senate of the University of Sarajevo, by Decision (No. 01-8-75/24 of April 24, 2024), has instructed the faculties and academies to align the descriptions of their study programs with *the Regulations on the Procedure for Adopting and Amending Study Programs at the University of Sarajevo*, in preparation for the accreditation of study programs. For this purpose, the Faculty Council, at its meeting on October 23, 2024, adopted the proposal to revise five study programs. The founder has given consent to the adopted proposal, which will be forwarded to the Senate for approval in the next stage of the procedure. This revision focused on the vertical and horizontal synchronization of learning outcomes, including the creation of a matrix of learning outcomes and the appropriate methods of evaluating student achievements. Below are the revised learning outcomes for the study programs:

*Learning Outcomes of the Islamic Theology Study Program (2024)*

At the end of the Islamic Theology Study Program, the student will be able to:

1) Articulate various understandings of the basic sources of Islam, theological teachings, and Sharia law, particularly from the perspective of the Hanafi-Maturidi tradition, as well as religious and cultural phenomena;
2) Interpret various viewpoints on key themes from the fields of Tafsir, Hadith, theology, jurisprudence, religious studies, Islamic philosophy and ethics, Sufism, Shi'ism, religious pedagogy, religious psychology, and the study of Islamic civilization, and connect them dialogically, critically, and from a pluralistic perspective;
3) Present the main information about the form and content of the Qur'an, interpret technical Tafsir terminology, the rules of Tafsir, historical development, and the influence of the most prominent methods of interpretation and Tafsir schools;
4) Interpret and apply Tajwid rules for reciting the Qur'an, including the appropriate manners (Adab) and compare different Qira'at, demonstrate memorization of the Qur'an (Hifz) up to 50 pages, and teach the correct recitation of the Qur'an independently;
5) Understand and use basic Hadith terminology and methodology, objectively assess the unique personality of the Prophet Muhammad (PBUH), and understand, interpret, and apply his exemplary life;
6) Explain the foundations and pillars of the Islamic religion, interpret fundamental theological-epistemological and anthropological issues in the Imam's role within the community and broader society;
7) Link the development of Islamic legal science and practice with historical and social changes, interpret the methodological principles of Sharia law, and illustrate their application in analyzing and solving concrete legal issues, practice Hanafi ritual norms, and contextually interpret Islamic legal, ethical, and religious norms regarding marriage, family, inheritance, and waqf, as well as principles of Islamic property and obligations law in light of Islamic legal theory and the legal framework of Bosnia and Herzegovina;
8) Critically evaluate and creatively present the main directions and representatives of Islamic philosophical, ethical, and philosophical-religious thought from the classical period to modern intellectual trends, contextualizing them within the overall Islamic culture and the general structure of the history of philosophy;
9) Present the most significant events, institutions, and figures from the history of Islam, identify connections between civilizations, and understand the causes of the rise and fall of Muslim states;
10) Critically assess the integrity, richness, and polyphony of Bosnian culture throughout history; describe and interpret significant historical events, issues, and periods of Bosnian cultural history from ancient times to the end of the aggression in 1995;
11) Present the historical development and influence of the most well-known schools of theology, Tafsir, Hadith, and Fiqh, as well as Sufi orders and cultures that developed in Bosnia and Herzegovina;
12) Analyze themes related to genocide in human societies in general and specifically for Bosnia and Herzegovina;
13) Interpret and apply the fundamental doctrinal, ethical, and social teachings of Islam;
14) Apply basic pedagogical-psychological and didactic-methodological knowledge and deliver creative, contemporary maktab classes and religious subject lessons in schools;
15) Perform imam and khatib duties;
16) Write professional texts linguistically, substantively, and methodologically correctly;
17) Analyze their own religiosity, contextualize theological teachings, and recognize contemporary forms of religious life;
18) Develop quality communication with others, work in teams, and accept others and differences;

19) Act independently and responsibly in Islamic affairs and develop religious life in contemporary society;
20) Independently use the Arabic language at the intermediate/B level;
21) Use various media and theological literature in English for research purposes, and with the help of general and theological vocabulary (ranging from intermediate/B to advanced/C level), present and discuss various Islamic topics;
22) Perform various cultural, educational, and social activities that involve a humanistic education.

*Learning Outcomes of the IVRP Study Program (2024)*

At the end of the IVRP Study Program, the student will be able to:

1) Interpret various viewpoints on key themes from the fields of Tafsir, Hadith, theology, jurisprudence, religious studies, Islamic philosophy and ethics, religious pedagogy, religious psychology, and the study of Islamic civilization;
2) Interpret Tafsir terminology, Tafsir rules, fundamental ethical and educational teachings of the Qur'an, and its main themes;
3) Understand and use basic Hadith terminology, objectively assess the unique personality of the Prophet Muhammad (PBUH), understand the most significant events from his exemplary life, and interpret and apply his principles, particularly in the field of pedagogy;
4) Interpret and apply Tajwid rules for reciting the Qur'an, respecting Adab (manners), demonstrate memorization of the Qur'an (Hifz) up to 25 pages, and teach others to recite the Qur'an correctly;
5) Present the basic contents of Islamic beliefs (credo) in educational and religious teaching processes, and reflect on the issues of contemporary post-culture in a religious context;
6) Link the development of Islamic legal science and practice with historical and social changes, explain the role of primary sources, the Qur'an and Sunnah, and the means of Ijtihad in Islamic legal theory, adhere to Hanafi ritual norms when performing the duties of an Islamic religious education teacher, and contextually interpret Islamic legal, ethical, and religious norms regarding marriage, family, inheritance, and waqf, as well as selected contemporary Fiqh issues in light of Islamic legal theory and the legal framework of Bosnia and Herzegovina;
7) Present the most significant events, institutions, and figures from the history of Islam, and Muslim contributions to world civilization, recognizing connections between different civilizations;
8) Critically assess the integrity, richness, and polyphony of Bosnian culture throughout history; describe and interpret significant historical events, issues, and periods of Bosnian cultural history from ancient times to the end of the aggression in 1995;
9) Analyze themes related to genocide in human societies in general and specifically for Bosnia and Herzegovina;
10) Interpret and apply the fundamental doctrinal, ethical, and social teachings of Islam;
11) Critically assess classical and contemporary theories of education, argue in favor of the moral meaning and moral goals of education, and responsibly face similarities and differences in the pluralistic contemporary world;
12) Analyze and interpret the basic concepts of religious education, Islamic pedagogy, and psychology based on the sources of Islam through classical and contemporary interpretations;

13) Argue and present the fundamental contemporary challenges in pedagogy-religious theory and practice;
14) Apply general pedagogical-psychological knowledge and skills to identify and monitor various socio-psychological and educational phenomena encountered in the family, school, and society;
15) Detect and solve educational and pedagogical problems in working with children, youth, and adults through systematic religious pedagogy, a holistic approach, and modern methods;
16) Apply basic pedagogical-psychological and didactic-methodological knowledge in planning, organizing, and conducting creative, contemporary religious education at different levels of education;
17) Plan and implement religious educational work in preschool institutions;
18) Interpret and apply knowledge of educational work in residential living conditions;
19) Write professional texts linguistically, substantively, and methodologically correctly;
20) Analyze their own religiosity, contextualize theological teachings, and recognize contemporary forms of religious life;
21) Develop quality communication with others, work in teams, and accept others and differences;
22) Demonstrate responsibility in respecting the individual abilities and holistic development of each learner in the educational process;
23) Apply vocabulary based on standard Arabic, Qur'anic, and Hadith lexicon, and express themselves in written and spoken forms (from basic/A to intermediate/B language levels);
24) Use various media and theological-pedagogical literature in English for research purposes, and, with the help of general and theological vocabulary (ranging from intermediate/B to advanced/C level), present and discuss various Islamic topics;
25) Perform various cultural, educational, and social activities that involve a humanistic education.

*Learning Outcomes of the IHM Study Program (2024)*

At the end of the IHM Study Program, the student will be able to:

1) Understand and use fundamental terminology from Islamic sciences;
2) Present different understandings of the basic sources of Islam, especially from the perspective of the Hanafi-Maturidi tradition, and appropriately present them within the community (jama‘ah);
3) Present various viewpoints on the main themes from the fields of Tafsir, Hadith, theology (Aqidah), Fiqh, comparative religions, Islamic ethics, religious pedagogy, religious psychology, and the study of Islamic civilization;
4) Present key information about the form, content, and main themes of the Qur'an, interpreting specialized Tafsir terminology, Tafsir rules, and the historical development of Tafsir;
5) Interpret and apply Tajwid rules for reciting the Qur'an, observe Adab (etiquette), compare different Qira'at (readings), demonstrate memorization of the Qur'an (Hifz) up to 50 pages, and independently teach correct Qur'anic recitation;
6) Understand and use basic Hadith terminology, objectively assess the unique personality of the Prophet Muhammad (PBUH), and understand, express, and consistently apply his exemplary life;

7) Explain the foundations and pillars of the Islamic religion, and interpret fundamental theological, epistemological, and anthropological questions in the imam's call to prayer at the community level;
8) Link the development of Islamic legal science and practice with historical and social changes, explain the role of primary sources (the Qur'an and Sunnah), and the tools of Ijtihad in Islamic legal theory; practice Hanafi ritual norms while performing imam duties and contextually interpret Islamic legal, ethical, and religious norms regarding marriage, family, inheritance, and Waqf (endowment), as well as principles of Islamic real and obligational law in the context of Islamic legal theory and the legal framework of Bosnia and Herzegovina;
9) Interpret ethical concepts and moral themes, present the main ideas of classical and contemporary Muslim ethical thought, and critically and responsibly reflect on Qur'anic moral plans;
10) Present the most significant events, institutions, and personalities in the history of Islam;
11) Critically assess the integrity, richness, and polyphony of Bosnian culture throughout history; describe and interpret significant historical events, issues, and periods of Bosnian cultural history from ancient times to the end of the aggression in 1995;
12) Interpret and apply fundamental doctrinal, ethical, and social teachings of Islam;
13) Apply basic pedagogical-psychological and didactic-methodological knowledge to conduct creative, modern Mekteb (religious education) classes;
14) Carry out imam and khatib (preacher) duties;
15) Analyze personal religiosity, contextualize theological teachings, and recognize contemporary forms of religious life; develop quality communication with others, work in teams, and accept others and differences;
16) Independently and responsibly engage in Islamic activities and develop religious life in the community (jama‘ah);
17) Understand texts and discussions in Arabic, and communicate in everyday situations, articulating views and opinions in Arabic (at intermediate level/B);
18) Use various media and theological literature in English for research purposes, and using general and theological vocabulary (at intermediate level/B), present and discuss different Islamic topics;
19) Write professional texts linguistically, substantively, and methodologically correct.

*Learning Outcomes of the Master’s Program in Islamic Studies (2024)*

At the end of the Master’s Program in Islamic Studies, the student will be able to:

1) Understand the challenges that contemporary civilization poses to religion and religious studies;
2) Identify and critically examine the main issues related to the responsible understanding and practice of Islam in today’s world;
3) Transfer his/her insights and research findings to modern audience, especially the youth, and engage in the processes of modernizing Islamic and educational institutions;
4) Independently evaluate Qur'anic and Tafsir content through analysis of their key terms, themes, and questions;
5) Explain different perceptions of the Sunnah and its normativity throughout the history of Muslim thought;
6) Express a personal stance on the authority and normativity of the Sunnah, develop quality communication with individuals of the same or different identities, and apply

fundamental principles for successful work with socially sensitive and marginalized categories of society, as well as individuals with developmental difficulties;
7) Mediate in creating a new spiritual paradigm based on the sources of Islam and participate in dialogue with numerous institutional and theoretical critiques of religion as such;
8) Independently and in teams, conduct research on contemporary Fiqh (Islamic jurisprudence) topics, showing particular sensitivity to ethical and legal dilemmas in contemporary Bosnian-Herzegovinian society and the broader European context;
9) Gain insight into the main archives and libraries for studying the history of Muslim nations and societies; be trained for research in the history and ethnography of Muslim peoples;
10) Critically analyze contemporary Islamic movements;
11) Articulate the complexity of the issues raised by the Muslim presence in Europe;
12) Interpret ethical concepts and moral themes, present the main ideas of classical and contemporary Muslim ethical thought, and critically and responsibly reflect on Qur'anic moral plans;
13) Independently plan, program, and deliver religious education and creative, contemporary religious classes for all age groups, applying fundamental pedagogical-psychological and didactic-methodological insights;
14) Write professional and research papers linguistically, substantively, and methodologically correct;
15) Independently and responsibly engage in Islamic activities and develop religious life in contemporary society;
16) Critically analyze personal religiosity, articulate religious and theological life questions, and form open religious visions;
17) Form pedagogical and social groups as communities of deepened and diverse interpersonal relationships and group dynamics based on heterogeneous socialization;
18) Develop quality communication with individuals from different ideological, religious, and cultural traditions, work in teams, and accept others and differences;
19) Critically assess issues of culture, social integration, and radicalization prevention, political systems, and the relationship between the state, law, and religion in Western countries;
20) Participate in teamwork and manage conflicts;
21) Demonstrate the ability to understand and communicate in two foreign languages (Arabic and English) at an advanced level;
22) Classify and compare Qur'anic Qira'at (readings) and interpret their various aspects; interpret principles of Qur'anic orthography and compare current Mushaf editions;
23) Engage in various cultural, educational, and social activities involving humanistic education.

*Learning Outcomes of the Master's Program in Imamate (2024)*

Upon completion of the Master's Program in Imamate, the student will be able to:

1) Identify and critically examine the main topics related to the responsible understanding and practice of Islam in today’s world;
2) Interpret classical texts from Tafsir, Hadith, and Aqida (theology) and critically evaluate their main themes and issues, while confronting contemporary interpretive trends of Islam and challenges posed by various religious interpretations;

3) Independently conduct research in the fields of Tajwid (rules of Qur'anic recitation) and Qira'at (different readings of the Qur'an);
4) Expertly present different understandings of the primary sources of Islam, especially from the perspective of the Hanafi-Maturidi tradition, and address topics in interfaith dialogue theology;
5) Analyze the role of Hadith in the methodology of the Hanafi madhhab and its application in the field of Ibadah (ritual worship);
6) Through an interdisciplinary approach, use Hadith and Fiqh literature to argue the foundation of Shari'ah-legal norms in the Hanafi madhhab;
7) Contrast various approaches to interpreting Shari'ah in contemporary Bosnian-Herzegovinian society and in diaspora Bosniak communities;
8) Explain the relationship between religion and the state, and international and domestic systems of protecting the right to religious freedom;
9) Through the study of Islamic culture and civilization, the student will understand issues of urban culture in contemporary society from the perspective of Muslim religious tradition;
10) Critically analyze contemporary Islamic movements and articulate the issues raised by the Muslim presence in Europe;
11) Analyze themes related to genocide, both in general terms for human communities and specifically for Bosnia and Herzegovina;
12) Carry out imam and khatib duties;
13) Demonstrate communication and advisory skills in religious work with target populations;
14) Independently and responsibly engage in Islamic activities and develop religious life in the community (jama'ah) through various projects and initiatives;
15) Apply pedagogical-psychological and didactic-methodological insights to conduct contemporary maktab (religious education) classes;
16) Actively engage in spiritual care for targeted populations and in the upbringing and socialization of children, youth, and adults;
17) Successfully work with socially sensitive and marginalized categories of society, particularly with youth and individuals with developmental disabilities;
18) Independently and as part of a team, conduct interdisciplinary applied research relevant to various aspects of the imam's work and activities;
19) Critically assess issues of language, culture, social integration, radicalization prevention, political systems, and the relationship between the state, law, and religion in Western countries;
20) Participate in teamwork and manage conflicts;
21) Use specialized literature in Arabic in the field of fundamental religious disciplines and express oneself in Arabic on topics specific to Islamic sciences (at an advanced level);
22) Address various topics from Islamic studies in academic English, both in written and oral forms.

The comparability of the Faculty's study programs with similar programs in the European Union and Muslim countries (e.g., centers/institutes of Islamic theology in Tübingen and Osnabrück, Germany; Ilahiyat faculties in Turkey; International Islamic University in Malaysia, etc.) is reflected in the combination of classical and contemporary approaches to various Islamic disciplines (Qur'anic studies, Prophetic tradition, Islamic dogmatics, Islamic law, Islamic civilization, Islamic philosophy, Islamic religious pedagogy) with other humanities and social sciences (general philosophy, pedagogy and psychology, Arabic and English languages, communication studies, management, etc.).

Almost identical branches of Islamic studies are represented in the Islamic theology programs at the University of Tübingen and the University of Marmara. As previously mentioned, the IHM program is essentially a condensed version of the Islamic theology program, focusing on vocational education for imams.

To provide a more systematic comparison of the Faculty's program with similar programs worldwide, an analysis was conducted of the structure of thirty Islamic theology study programs around the world. The results of this analysis were published in the *Proceedings of the Faculty of Islamic Studies* (Ahmet Alibašić, "Contemporary Studies in Islamic Theology/Islamic Sciences: A Comparative Analysis", pp. 291-318). The main conclusion is that the Islamic theology program at the Faculty is comparable to similar programs globally, with minimal deviations. The study identified areas for potential refinement of the program but did not find a need for radical reconceptualization. The most noticeable deviations from global trends are where the Faculty is integrated into the system of the IC BiH, particularly in terms of student engagement in imam and teacher training practice, and several subjects related to Islamic practical theology (Imamate).

Over the past five years, seven (7) teachers have participated in faculty exchange programs, primarily through Erasmus. During the same period, seven (7) students from the first cycle of studies and four (4) students from the second cycle of studies have been hosted by partner institutions (through Erasmus, in Germany, Qatar, Kuwait, and Turkey). Since 2019, the Faculty has co-organized seven international conferences and summer schools:

1) August 26–30, 2019, in collaboration with Perennia Verba Association (Rome, Italy) – Summer school "Ibn Arabi and His Interpreters";
2) August 24–26, 2022, co-organized with the *Association for the Study of Travel in Egypt and the Near East* (ASTENE) – International conference "Travellers in Ottoman Lands: The Balkans, Anatolia and Beyond";
3) September 15–16, 2022, co-organized with ResetDoC – Conference "Getting to Reconciliation: A Comparative Perspective";
4) September 18–23, 2022, in collaboration with the Center for Islamic Theology in Tübingen – "Religious Education Teacher Training Program: Internationalizing, Learning and Mentoring (ILM)";
5) April 27–29, 2023, co-organized with the Institute for the History of Art at the University of Vienna – "Convergences and Transmutations of the Representative Residence in 19th-Century Southeast Europe";
6) October 7–9, 2023, co-organized with George Mason University – Conference "Islamic Moral Theology";
7) November 20–21, 2023, co-organized with ResetDoC, Georgetown University, and Birmingham University – Conference "Islam and Pluralism.

**3.2.4. *Learning outcomes are established and listed at each level of the study program and are connected with qualification standards, the Qualification Framework in Bosnia and Herzegovina, and the Framework for Qualifications of the European Higher Education Area (FQ-EHEA).***

It should be noted that there is no developed Qualification Framework for Bosnia and Herzegovina, and at the time of finalizing this report, the qualification standards in the IC BiH have not been adopted in their final version, which are external factors that the Faculty could not influence. Therefore, our analysis is limited to the alignment of the learning outcomes of the Faculty's study programs with the following documents:

*a) Basics of the Qualification Framework of Bosnia and Herzegovina* and *the Framework for Qualifications of the European Higher Education Area*;
b) existing regulations of the IC BiH containing provisions on the necessary competencies for the positions of imam, chief imam, teacher/professor of Islamic religious education, professor, and educator in madrasas (*Regulations on Imams* from 2008, *Regulations on Religious Teachers* from 2011, *Madrasa Rules, Madrasa Curriculum*);

c) Madrasa curriculum and Islamic religious education curricula in preschool, elementary, and secondary schools.

Given that the qualification standards obtained upon completion of the first cycle of studies at higher education institutions in the IC BiH have been recently adopted in draft form, and that the qualification standards for the second cycle of studies have not been developed, it was not possible to analyze the alignment of the Faculty's study program learning outcomes with the qualification standard. However, it is possible to determine the alignment of the study program learning outcomes with *the Basics of the Qualification Framework in Bosnia and Herzegovina* and *the Framework for Qualifications of the European Higher Education Area*.

As previously mentioned, learning outcomes are defined at the level of study programs and then at the level of each course. Learning outcomes include knowledge, skills, and values; subject-specific and generic competencies. During the last revision (October 2024), vertical and horizontal synchronization of learning outcomes with the learning outcomes matrix was carried out. We will provide two examples of learning outcomes improvement through the revision. For example, in the syllabus of *History of Philosophy I* from 2020, the following outcomes were listed: "Familiarization with the history of Greek and classical Christian philosophy through questions and answers as moments of the history of thought and higher thinking forms, which are at the same time moments of the history of existence revealed in the light of transcendence and the history of great thinkers such as Plato and Aristotle, who marked the peaks of human ascents in knowledge and self-awareness and who encouraged and continue to encourage one's own creative thinking." These outcomes were expressed in the revised syllabus of 2024 as follows: "Elaborate on the main outlines of Greek and classical Christian philosophy through questions and answers as moments of the history of thought and higher thinking forms (critical and creative thinking), which are at the same time moments of the history of existence revealed in the light of transcendence and the history of great thinkers such as Plato and Aristotle." The learning outcomes for the subject *Islamic Art* in the 2020 syllabus

were defined as follows: "Knowledge of the history, spiritual meanings, most significant achievements, and unique nature of Islamic art. Recognition, 'reading', and understanding of works of Islamic art and architecture created in different historical periods and worlds of Islamic culture, with a special emphasis on Bosnia and Herzegovina." In the 2024 syllabus, they are stated as follows: "Students will be able to: explain the Quranic and Sunnah sources of art; describe the main forms and characteristics of Islamic art; present the influence of Islamic art on the artistic heritage of Bosnia and Herzegovina; evaluate the significance of art for the restoration of war-torn societies; understand and analyze the instrumentalization of Islamic art in shaping the Orientalizing view of the Muslim world."

It should be noted that approvals for study programs and defined learning outcomes of these programs are given by the highest bodies of the IC BiH - the founder and main employer of the Faculty's graduates. Also, the regulations of the IC BiH (*Regulations on Imams*, *Regulations on Religious Teachers*, *Madrasa Rules*, *Madrasa Curriculum*) prescribe the necessary qualifications for establishing employment and job descriptions. For example, *the Regulations on Imams* in its Article 51 prescribes that the imam, among other duties:

- Conducts maktab education;
- Leads the congregation in performing prayer times;
- Delivers sermons in the mosque or masjid;
- Delivers khutbas during Friday prayers and Eid prayers and leads the congregation;
- Conducts funeral prayers and performs other rites for deceased Muslims;
- Works on popularizing and distributing Islamic publications issued or recommended by the IC BiH;
- Keeps the records of the congregation and the chronicle of the mosque;
- Informs Muslims about the significance of waqf and other forms of assistance for the needs of the IC BiH;
- Follows Islamic literature to improve his Islamic education and applies the acquired knowledge in practice;
- Conducts Sharia marriages in his congregation with the authorization of the chief imam.

Similarly, *the Regulations on Religious Teachers* in its Article 2 prescribes that a religious teacher is a person who, in accordance with the provisions of the Regulations, conducts Islamic religious education classes, that is, engages in educational work in preschool, elementary, and secondary educational institutions, regardless of the academic, scientific, or collaborative title and type of contractual relationship with the educational institution.

During the revisions of the Islamic theology and IRERP study programs, special attention was paid to their alignment with the curricula of Islamic religious education in schools and madrasa curricula. As previously stated, the IRERP program was already substantially aligned with the corresponding parts of the curricula of preschool, elementary, and especially secondary education in the Canton of Sarajevo. Evidence of alignment was presented through the given tabular representations that were part of the revision proposal adopted by the Faculty Council.

**3.2.5.** ***The curriculum includes at least the following: an overview of compulsory and elective courses, a general outline of the course content for each course (divided by the number of weeks/teaching units within a semester), student workload per course, the credit value of each course expressed according to the ECTS system, methods for assessing and evaluating the continuous acquisition of knowledge by students, the ECTS credit value of the final thesis for the first and second cycles of study, depending on the institution's status, quality assurance methods, a list of compulsory and supplementary literature for each course, as well as the mandatory and specific equipment required for conducting the program/subject according to the demands of the scientific/artistic field.***

The curriculum of all five programs contains all the necessary elements as outlined in this subcriterion. The quality assurance methods were incorporated during the last revision of the program (October 2024). Additionally, the Faculty's website has a dedicated "Quality Assurance" section with essential information and regulations for ensuring the quality of study programs. Regarding equipment for conducting the programs/courses, it mainly consists of computers and projectors.

The Faculty has left it to the course instructors to assess the student workload for each course. The vice-deans for teaching and quality have only intervened when students expressed concerns about being overloaded (e.g., two courses in the Chair of Religious Pedagogy and Religious Psychology in the first cycle). After a check conducted in cooperation with the course instructor and students, it was found that the actual workload did not differ from the expected number of ECTS credits. During the last revision, the Study Program Modification Committee carried out an assessment and adjustment of the workload for individual courses based on the formula that one ECTS credit represents 25-30 hours of student work.

The Faculty uses the course catalog and syllabus templates prescribed by the University. Each syllabus contains: the course code, the number of ECTS credits assigned to the course, the course status (compulsory or elective), the number of hours for lectures, seminars, and exercises, the year and semester in which it is taught, the course leader by field, prerequisites for enrollment (if any), content, thematic units by week, learning outcomes, teaching methods, methods for evaluating knowledge with grading structure, and compulsory and elective literature. In most syllabi, all sections are consistently filled out, especially after the October 2024 revision.

During the October 2024 revision, improvements were made in the teaching and evaluation methods in the syllabi, which were not always specified in the previous versions. According to the new syllabi, the most common teaching methods include: lectures, exercises, seminars, teamwork, pair work, practical work, textual method, visual-demonstrative methods, workshops, case studies, independent assignments, consultations, mentoring, research, student presentations, quizzes, projects, mind maps, tutoring groups, discussion and dialogical methods, etc. The most frequent evaluation methods in the syllabi are: written exams, oral exams, combined models (written and oral exams), quizzes, case study analyses, practice diary analyses, research and other projects, etc.

**3.2.6.** ***The higher education institution ensures: interdisciplinarity/multidisciplinarity of the curriculum, internationalization of the curriculum, interaction with professional practice, the implementation of practical training, and active student participation in scientific/artistic research within the study program.***

The Faculty significantly ensures interdisciplinarity and multidisciplinarity in the study programs for both the first and second cycles of study, which is evidenced by the presence of courses not only from Islamic sciences but also from other humanities and social sciences (25-30%, depending on how individual subjects are categorized). This includes foreign languages (Arabic and English) and PPDM subjects. Practically, most courses in the chairs of Quranic philology, Islamic civilization, Islamic philosophy, Religious pedagogy and Religious psychology are not strictly disciplinary or theological, and they correlate with other humanities or social sciences. Multidisciplinarity sometimes means internationalization. Thus, among the outcomes of non-theological subjects is "the ability to understand and communicate in two foreign languages (Arabic and English) at a basic level."

Interdisciplinarity is especially evident in the Master's program in Imamate. Most subjects in the 2nd and 3rd semesters are not strictly theological in the traditional sense. Some of these subjects include: *Islamic Spiritual Care, Imam Work with Youth and Individuals with Special Needs, Religion and Law, Project Management, Arabic Language for Islamic Studies, Conflict Resolution, Contemporary Communication, Islamic Spiritual Care: Practicum, German Language for Islamic Studies I/English Language for Islamic Studies I, Methodology of Maktab Teaching II*. Students also have the option to choose from the following elective courses: *Imam's Service in the Army, Family Counseling, Social Pedagogy, Islam in Europe, Imam Work and Prevention of Deviant Behavior, Theology of Interfaith Dialogue, Genocide Studies, Imam Work and Contemporary Culture*, and *Andragogy*. Considering the length of the Master's in Islamic Studies, these qualities are less pronounced in this program.

The Faculty does not sufficiently ensure the internationalization of the curricula, as there are no courses taught in English. It has never offered such courses in the first cycle. For two years, the Faculty had a second-cycle program taught in English, but it has not been active since the 2021/22 academic year. Moreover, students are reluctant to go on study exchanges abroad. On the other hand, the Faculty often hosts guest professors and lecturers (local internationalization). It regularly has foreign lecturers for English (from the USA) and German (from Austria) languages, and occasionally guest lecturers from abroad (USA, Germany, Russia). Furthermore, certain courses offer consultation sessions in English for foreign students attending the Faculty within the Erasmus student mobility program. Some of the Faculty's students perform their imam-teacher internships in mosques abroad, in the USA and several countries in Western Europe, where they have the opportunity to become acquainted with different cultures and communities.

Regarding practical training, students in the IRERP program have practical training totaling 30 ECTS, as indicated in the curriculum (within the courses *Methodology of Religious Education I and II, Practicum of the Methodology of Religious Education I and II, Methodology of Religious Upbringing*, etc.). Students perform methodological practice in preschools, maktabs, and primary and secondary schools. They are thoroughly prepared by instructors and

collaborators in pedagogical-didactic-methodological subjects. Additionally, students who choose to focus on the field of Religious Pedagogy in the Master's in Islamic Studies program have practical training worth 4 ECTS, as stated in the curriculum.

Students in the Islamic Theology and IHM programs at both cycles regularly complete professional imam-teacher internships during the month of Ramadan according to the Islamic calendar, following the Faculty's regulations for student professional practice. Before the internship, students receive ten hours of preparation, and upon return, they are required to submit a report and analysis for five hours. The practice itself is conducted with mentor assistance. The outcomes of the practice are tiered, from basic tasks in the first year to more complex imam-teacher duties in the final year. Efforts are also made to send students to different parts of the country and once abroad. By employing professional associates for for imam-teacher and methodological practice, the quality of this segment of the curriculum has been further improved.

Additionally, the Islamic Theology and IHM programs include practical training worth 10 ECTS, as indicated in the curriculum. Besides the imam-teacher practice during Ramadan, students also conduct methodological practice in maktabs, Islamic community preschools, and primary and secondary schools. Students are partially (i.e., in some chairs) involved in scientific research projects within the study program. An example is students' participation in research projects from the Chair of Sharia Law (fiqh): *Bibliography of Fiqh Works*; *Main Trends in the Interpretation of Sharia through Answers to Questions in Bosnia and Herzegovina, 2000-2005*). If we consider Quranic learning as part of artistic engagement, then this involvement is significant.

## 3.3. STUDENT-CENTERED LEARNING, TEACHING, AND ASSESSMENT

### 3.3.1. *The academic staff responsible for teaching are adequately prepared and motivated for this activity. In preparing for this activity, they take into account the results of student evaluations of the quality of learning and teaching.*

Teaching evaluations have been carried out almost continuously since 2016. Starting from the summer semester of 2019/20, these evaluations have been conducted in accordance with the provisions of *the Regulation on Student Evaluation of Academic Staff's Work and the Success of Implementing Curricula*, adopted on December 19, 2018.

The results of the first evaluation surveys were, in some cases, alarmingly poor. However, thanks to the continuous efforts made within the established internal quality assurance system, there has been a significant reduction in shortcomings in the implementation of teaching, although there is still room for improvement. The impact of student evaluations on the quality of teaching and the motivation of academic staff is further discussed in connection with sub-criterion 9.2.

The Faculty rewards the best-rated teachers and associates (based on the Faculty Administrative Board's Decision No. 01-UO-2-232/23 from February 23, 2023), while the University rewards teachers who publish works in citation databases and with renowned global publishers.

The assessment of the professional competence of academic staff is ultimately given by the University Senate when promoting teachers and associates to higher academic ranks. Since the Faculty's inclusion in the University, there have been only a few cases where the University Senate did not approve the Faculty Council's proposals for appointments to academic ranks.

### 3.3.2. *Academic staff motivates and engages students to take an active role in research, scientific-research, and educational processes with appropriate guidance, consultations, and support.*

To ensure a balanced distribution of students' research activities, in the form of seminar papers, across chairs and semesters, the Faculty Council has established a list of courses in the first cycle of studies where writing/defending a seminar paper is required. In the second cycle of studies, seminar and other research papers can be included in any course.

Teachers and associates have clearly designated office/online consultation hours with students, lasting at least five teaching hours per week, providing opportunities to encourage students to actively participate in the teaching and research process. Consultation hours are published on the Faculty’s DL platform.

Part-time students are timely informed about obligations and opportunities to attend classes. Special consultative teaching is organized for them at the Faculty according to a schedule for each semester. Additionally, the Faculty's academic calendar specifies teaching weeks during which part-time students can follow classes on the Faculty’s DL platform, which are conducted in a hybrid format, i.e., in the classroom and online simultaneously.

The availability of academic staff to students for consultations, as well as encouraging students to take an active role in the teaching and research process, is evaluated and analyzed in semester

reports on teaching evaluation, which include corrective measures and other recommendations for improvement.

Certain chairs at the Faculty involve students in the implementation of professional or scientific-research projects, and students' engagement is assessed as part of the overall grade in the corresponding subjects.

As examples of good practice in student involvement in international professional projects, we will mention COIL (Collaborative Online International Learning) and international debate competitions in Arabic. The COIL project was implemented in collaboration with the University of Sarajevo - Faculty of Islamic Studies within the broader project of Jamal Barzinji from Shenandoah University in Winchester, Virginia, USA. The project was carried out during the 2021/22 academic year on the topic "Intercultural and Interreligious Values in Teacher Education Programs in BiH and the USA."

At the Sixth International Arabic Language Debate Championship in Istanbul, with 92 teams from 50 countries, the Faculty's student team achieved outstanding results. At the European International Online Arabic Debate Championship, the Faculty's debaters placed second in both the team and individual categories. At the Seventh International Arabic Language Debate Championship in Doha, with 100 teams from 50 countries, the Faculty's Debate Team also achieved notable results.

Students and teachers were also involved in field research for studies commissioned by the Council of Muftis of the IC BiH. An example of this is research on the attitudes of Muslims in BiH towards paying zakat and the organization of zakat collection in BiH, the results of which were partially presented in the work of two Faculty professors in the journal *Novi muallim*.

In 2020, at the international competition organized by the World Islamic Organization for Education, Science, and Culture (ICESCO) based in the capital of the Kingdom of Morocco, the students of the Faculty who attend the Islamic Theology Study Program won first place in the "Bayan" award for creative expression in Arabic for individuals and educational institutions worldwide where Arabic is not the native language. The dedicated student team, consisting of Senahid Hamidović, Erna Kukuljac, hfz. Eldar Ćatibušić, Ajdin Halilić, Mujesira Neimarlija, Amina Arnaut, hfz. Fatima Bosnić, Almedin Karić, and coordinator Hilmi Sherbi, worked devotedly during July 2020 on the realization of their project titled "Need is the Foundation of Invention."

The final video performance of Riad Subašić, a student of the Faculty, was judged by the ICESCO Commission for evaluating submitted works as the best in the category for students from non-Arabic speaking regions. The Commission's justification noted that the winning work was distinguished by the quality of preparation, design, and artistic direction, as well as attention to educational content. Professor Dr. Zehra Alispahić had a mentoring role in this project.

In accordance with *the Report on the Evaluation of Study Programs for the academic year 2021/22* and the recommendations adopted by the Faculty Council from the Faculty's Quality Assurance Committee, the Vice Dean for Research sends invitations to chairs to propose research and professional projects for each new academic year. According to the adopted recommendation, departments are encouraged to involve students in these projects within mandatory or elective courses in the first and second cycles of studies. Student participation in

these projects can be evaluated as part of the course grade (e.g., as points for seminar papers, etc.).

At the Master's program in Islamic Studies, 66 final theses were defended between 2019 and 2023. Graduates of this study program obtained the professional title of Master of Islamic Studies in the following branches:

- Quranic Interpretation (Tafsir) – 14 graduates;
- Prophetic Tradition (Hadith) – 11 graduates;
- Islamic Dogmatics (Aqida) and Comparative Religions – 9 graduates;
- Sharia Law (Fiqh) – 8 graduates;
- Islamic Civilization – 7 graduates;
- Islamic Religious Education and Religious Pedagogy (Tarbiya) – 14 graduates;
- Islamic Philosophy (Falsafa, Hikma, and Irfan) – 1 graduate.

At the Master's program in Imamate, three final theses were defended between 2019 and 2023, with graduates obtaining the professional title of Master of Imamate.

In accordance with *the Report on the Evaluation of Study Programs for the academic year 2021/22* and the recommendations adopted by the Faculty Council from the Faculty's Quality Assurance Committee, continuous recommendations are sent to the Faculty's chairs to propose research and professional projects for each new academic year. According to the adopted recommendation, departments are encouraged to involve students in these projects within mandatory or elective courses. Student participation in these projects can be evaluated as part of the course grade (e.g., as points for seminar papers, etc.).

**3.3.3. *Students are assessed through publicly available procedures for fair, transparent, and consistent evaluation, as well as through various forms of knowledge and skill testing in accordance with the specificities and set objectives of the study program.***

The Faculty strives to ensure that students are assessed in accordance with the provisions of *the University Statute* (Articles 183–187) and *the Study Regulations for the first and second cycles of studies at the University from 2023* (Articles 44–54). The Dean and Vice Deans for Teaching and Quality usually respond effectively in cases of student complaints regarding the violation of the provisions of *the Statute* and *Regulations*. There have been no significant changes in the method of evaluating students' achievements compared to previous regulations. Teaching staff and students can familiarize themselves with the evaluation rules through the Study Regulations available on the Faculty's website and through clarifications provided by the Vice Deans for Teaching and Quality during Faculty Council meetings and special consultations.

The method of evaluation is determined by the syllabi, which are part of the curriculum (Islamic Theology, IRERP, IHM, Master's in Islamic Studies, Master's in Imamate). As evident from the syllabi, all courses include and implement continuous evaluation, usually consisting of at least three components: seminar papers or other assignments during the semester, mid-term exams, and final exams. Exam schedules, results, and times for reviewing papers are published on the Faculty's DL platform.

In practice, students occasionally complain about deviations from the published methods, which are usually resolved through discussions between the Dean and Vice Deans for Teaching and Quality with the teacher or associate, or with the students.

So far, a comprehensive and in-depth analysis of the alignment between the prescribed evaluation methods and the set objectives and learning outcomes of the study programs has not been conducted. However, in order to improve practices in this segment, a professional seminar for the teaching staff on the topic “Aligning Student Achievement Evaluation with Learning Outcomes” was held on June 7, 2024. The seminar covered both the theoretical component and an analysis of written exams by the Faculty’s teaching staff on a selected sample, including examples of best practices and recommendations for improvement.

In recent years, the top students have taken on roles as class demonstrators. This practice has proven to be beneficial, as it provides young colleagues with valuable experience, allows the Faculty to become better acquainted with them, and supports teachers, particularly in instances where a teaching assistant is unavailable for a course."

**3.3.4.** ***The evaluation procedures regulate: the organization of tests and exams, the criteria and methods of evaluation by the examiner and the committee, the transparency of evaluation, and the possibility of student appeals regarding evaluation.***

The evaluation procedures are regulated by articles 44-55 of *the Study Rules of the University of Sarajevo* and are generally consistently applied with minor deviations (e.g., it is not always possible to publish the exam schedule in the first two weeks of the academic year, as stipulated by article 68 of the Study Rules). The Faculty is part of the e-UNSA system, which has significantly facilitated the exam application procedure, the registration of grades, the maintenance of exam records, and the analysis of pass rates. Occasionally, there are student complaints about the inability to review the method of evaluation by the teachers, but these are rare cases.

**3.3.5.** ***The higher education institution has a procedure that defines the process of preparing, structuring, and evaluating the final paper of students in a certain cycle of studies, as well as the rights and obligations of the student and mentor and the conditions for mentorship.***

First cycle study programs do not envisage the preparation of a final paper. The Master's in Islamic Studies and the Master's in Imamate require the preparation of a final paper in the 2nd and 4th semesters, respectively. The process of preparation, structure, and evaluation of the final paper, as well as the rights and obligations of the student and mentor and the conditions for mentorship, are defined by *the Study Rules for the first and second cycles of studies of the University of Sarajevo*. The procedures defined by the Rules are consistently applied, overseen by the Vice-Dean for Teaching, chair heads, and the Student Service.

**3.3.6. *Student representatives are included in the work of the bodies of the higher education institution responsible for managing and making certain decisions about study programs.***

Article 68, paragraph (4) of *the Law on Higher Education* stipulates: "Members of the council of the member institution are the student vice-dean and at least one student representative from each cycle of studies organized at the higher education institution, elected by the student council or the student association of the higher education institution." Article 109, paragraph (1), point e) and points (6) and (7) of *the Statute of the University* regulate the manner of election and the term of office of the student members of the Council. In practice, the work of the Faculty Council involves the Student Vice-dean and three student representatives, one from each cycle of study, which at the beginning of the 2023/24 academic year constituted 17% of the Council's membership. Evidence of their participation includes the minutes of the Council meetings. Student Council members generally attend meetings and most often participate in discussions directly related to studies and student life standards.

**3.3.7. *The higher education institution has established mechanisms and procedures to support students in advising on future career development.***

*The Regulations on Internal Organization and Job Classification of the Faculty* provide for two positions as Professional Associates for mentoring and educational work with students. These regulations stipulate that the Professional Associate for mentoring and educational work with students, among other things:

- coordinates and partially implements the academic orientation program for students enrolled in the first year of the first cycle of studies;
- achieves 20 contact hours with students within a 40-hour workweek;
- continuously works on developing student motivation for learning, improvement, and acquiring new knowledge, skills, and competencies;
- especially motivates students to learn foreign languages and coordinates their inclusion in language learning programs.

Due to budget constraints, these positions have not yet been filled, but the Faculty management is working on their employment. Currently, at the Faculty, given the relatively small number of students, students often have individual consultations with teachers on these issues. Finally, students have access to the functional Student Support Office of the University Rectorate.

## 3.4. ENROLLMENT AND ADVANCEMENT OF STUDENTS, RECOGNITION AND CERTIFICATION

**3.4.1.** ***Enrollment of students in any cycle of study programs is based on legal provisions, clear and transparent criteria that include knowledge assessments, candidate aptitudes and abilities, and previous educational achievements, in line with analyzed social needs and provided resources for program delivery. The enrollment announcement is publicly posted on the institution's website and in the media.***

As a full-fledged member of the University, the Faculty conducts student admission and enrollment procedures in accordance with the applicable normative acts: *the Law on Higher Education of the Sarajevo Canton, the Statute of the University of Sarajevo, the Study Rules for the first and second cycles of study, integrated, professional, and specialist studies of the University of Sarajevo.*

The enrollment procedure for each academic year begins with the Faculty Council determining the proposed number of students to be enrolled as regular, regular self-financing, part-time, or foreign students. The proposal must receive approval from the Faculty's founder - Riyasat of the IC BiH – and is then sent to the Sarajevo Canton Government for approval through the Senate. After obtaining the consent of the Ministry of Education, Science, and Youth of the Sarajevo Canton, the University's enrollment text is adopted and, together with the internal announcement detailing the student admission procedures, criteria, and scoring methods, it is published on the Faculty's website (First Cycle, Second Cycle).

- UNSA Enrollment Announcement for First and Second Cycle 2024/25
- FIN Enrollment Announcement for First Cycle, First Term
- FIN Enrollment Announcement for First Cycle, Second Term

For enrollment in the first cycle of studies, the Faculty conducts a campaign to present its study programs in schools founded by the IC BiH (madrasas), including "Mehmed Fatih" Madrasa in Podgorica, the First Bosniak Gymnasium in Sarajevo, and the Islamic Gymnasium "Dr. Ahmed Smajlović" in Zagreb. This process involves both students and faculty members.

Since the academic year 2020/2021, the selection and admission process of candidates has been conducted through the integrated information system ISSS/e-UNSA (the Faculty has been using e-UNSA since June 2022). The Admission and Enrollment Committee verifies the received applications, and the system ranks the candidates according to the adopted criteria. The unified ranking lists include candidates from countries formed after the disintegration of the former Socialist Federal Republic of Yugoslavia (SFRY), ensuring equal access and opportunities for all candidates meeting the announcement requirements. After publishing the ranking lists, candidates have the opportunity to appeal to the Faculty Council, following which the final ranking lists are established, and enrolled candidates are admitted. The ranking lists are publicly posted with a code that candidates receive during online registration.

- Ranking Lists 2024/25 First Cycle
- Ranking Lists 2024/25 Second Cycle

The enrollment plan provides for the admission of a certain number of part-time students. To ensure they acquire knowledge, skills, and competencies in line with the learning outcomes of the study programs, *the Study Rules* mandate that part-time students have classroom instruction

with at least one-third of the hours allocated to regular students. The remaining instruction is organized online, through various forms of consultations, and similar methods. Students who are employed can only study as part-time students.

The syllabi of all courses in the study programs contain precise information on the methods of knowledge and achievement evaluation, a list of obligations, and required and recommended literature, which students are introduced to in the first lectures of the semester. All curricula are published on the Faculty's website.

Based on the academic calendar of the University, the Faculty compiles its own academic calendar in accordance with the practical obligations of students related to the month of Ramadan and other activities of the Faculty.

The schedule of instruction is published on the Faculty's DL-platform with all the prescribed elements: the name of the study program, the designation of the study year, the name of the course, the time and place of the instruction, and the names of the faculty members involved in the instruction. An electronic record of conducted instruction is kept through the Faculty's DL-platform.

Students' knowledge is assessed based on written, oral, and practical forms of knowledge evaluation in accordance with the curriculum. The exam schedule, including the time and place of the exams, is announced on the DL-platform. Exam results are obligatorily published on the e-courses on the DL-platform, along with the specified terms for grade entry in indexes and review of the papers. Students' success, i.e., the achieved grades, are entered into the indexes and the e-UNSA system, after which the applications are printed and given to professors for signature. After that, the grades are recorded in the registers whose forms are prescribed by *the Rules on the content and appearance, and the manner of maintaining registers and records on issued diplomas*. Signed and certified applications are permanently filed in the student files.

At the end of each exam period, an analysis of student pass rates is conducted, and based on the results, necessary corrections are implemented in accordance with article 51 of *the Study Rules*. At the end of each semester, a student evaluation of the teaching process is conducted, and the results are analyzed and taken as a corrective measure for the following period. Student progression and reasons for dropping out are regularly recorded and analyzed, with recommendations for corrective actions.

First cycle studies conclude with the passing of the final exam, without the requirement of writing a final paper. Second cycle students choose a mentor and topic for their final papers. The procedure for submitting, preparing, and defending the final paper is prescribed by *the Study Rules for the first and second cycles of studies, integrated, professional, and specialist studies of the University of Sarajevo*.

Students with disabilities have the right to individualized procedures during the realization of the teaching process and when taking exams (e.g., students with motor difficulties are allowed to take exams in oral form). Students of the Faculty with an average grade of 9.5 or higher in the previous year are eligible for a scholarship from the Fund for Scholarships for Particularly Talented Students of the Directorate for Education and Science of the Riyasat of the IC BiH. With the support of the "Bošnjaci" Fund, the "Gazi Husrev-beg" Fund from Germany, and the Ćurčić Waqf, five permanent annual scholarships are provided. Additionally, the "Bejtul-mal"

Fund of the Riyasat of the IC BiH awards scholarships to students who achieve a sufficient number of points in their competition.

### 3.4.2. P*rocedures for the recognition of higher education qualifications, periods of study, and prior learning, which also include the recognition of non-formal and informal learning, are established. Recognition procedures are in line with the Lisbon Recognition Convention.*

There are established procedures that define the recognition of qualifications based on Articles 281 and 282 of the University Statute. Article 281 stipulates: "(1) The recognition of foreign higher education qualifications is the process by which the holder of the qualification is granted the right to employment (professional recognition) or the right to continue education (academic recognition). (2) The recognition of foreign higher education qualifications is carried out in a manner and under the conditions stipulated by law and the Regulation on the Recognition of Foreign Higher Education Qualifications adopted by the University Senate, respecting the autonomy of theological faculties regarding the right to professional recognition of these qualifications." Based on the aforementioned provisions of the University Statute, the Regulation on the Recognition of Foreign Higher Education Qualifications was adopted. The Faculty's founder adopted the Regulation on Specific Criteria in the Recognition Process of Foreign Higher Education Qualifications in Educational Institutions of the Islamic Community in Bosnia and Herzegovina. The main specificity is that the Faculty has the authority to conduct not only academic but also professional recognition of foreign qualifications. To improve the recognition procedure, the Faculty suggested during the public debate on the University Statute proposal, adopted in 2023, that the autonomy of the Faculty as a theological institution be recognized not only in academic but also in professional recognition. Based on this proposal, a provision was included in Article 281 of the Statute, providing for the Faculty's autonomy in professional recognition. Article 10 of the Regulation on the Recognition of Foreign Higher Education Qualifications regulates the professional recognition process "respecting the autonomy of theological faculties regarding the right to professional recognition of these qualifications." The process is the same as for academic recognition, which is regulated by Article 13 of the same Regulation: "For the implementation of the academic recognition process, the Faculty Dean appoints a commission by decision, consisting of three to five members from the scientific fields or disciplines represented in the study program for which the recognition of the foreign higher education qualification is sought." The academic recognition process of foreign higher education qualifications includes administrative and professional verification and, if necessary, verification of the authenticity of the educational document. Administrative verification involves determining the formal and legal correctness of the submitted application. Professional verification is carried out by the commission for the recognition process. The authenticity verification process is conducted if there are indications that the submitted document is not authentic. The commission submits a report with a recommendation for a decision on the submitted application for recognition of a foreign higher education qualification to the council. Based on the report and recommendation of the commission, the council must decide on the submitted application for academic recognition of a foreign higher education qualification within 30 days. The decision on the submitted application is signed by the Faculty Dean. The applicant has the right to appeal the decision to the University Senate.

In 2024, the archive of previously submitted applications for the recognition of foreign higher education qualifications was organized and is now maintained electronically. According to the applicable regulations in this area, a Registry of Applications for the Recognition of Foreign Higher Education Qualifications was established. Additionally, a protocol for the actions of all

participants in the diploma recognition process was created, and two separate commissions were formed for the procedures, depending on whether it is professional or academic recognition. In 2024, two decisions for professional and two decisions for academic recognition were issued. In total, six applications for professional recognition and nine applications for academic recognition of foreign higher education qualifications were received in 2024.

The Faculty, as a member of the University, acts in accordance with the regulations governing the work of the University, including those regulating the recognition of foreign qualifications. Since the University has aligned its regulations on the recognition of foreign qualifications with the principles of the Lisbon Convention, it is ensured that the procedures carried out by the Faculty in this area are indirectly aligned with the Lisbon Convention.

In accordance with the provisions of Article 282 of the University Statute, the Regulation on the Equivalence of Previously Acquired Academic Titles, Scientific and Professional Titles was adopted. This Regulation regulates the procedure and criteria for the equivalence of previously acquired academic titles, or scientific and professional titles, at the University. The Faculty Dean appoints a commission of five members to conduct the equivalence process at the request of the interested party. After reviewing the requested documentation, the commission issues a proposal on the appropriate academic title/scientific and professional title that can be recognized for the applicant. After the prescribed procedure is carried out, a certificate is issued in the prescribed form, which includes the grade point average achieved in the previous study, transferred and valued for the realization of rights.

To date, the Faculty has issued one Certificate of Equivalence for a previously acquired academic title, or scientific and professional title, based on the Faculty Council's decision adopted at the meeting held on June 5, 2024.

The equivalence of exams taken at other higher education institutions, as well as the process of equivalence of exams taken by University students, is carried out in accordance with the general act adopted by the University Senate.

The equivalence process of exams taken at the University, pursuant to Article 282 of the Statute, is regulated by the Regulation on the Equivalence of Exams Taken at the University of Sarajevo. In the practice of the Faculty, the equivalence process is carried out in the following cases:

- Transfer from one study program to another;
- Transfer from another, related faculty;
- Transfer from pre-Bologna to Bologna study;
- Recognition of exams from similar subjects taken at another University member;
- Recognition of exams taken in a student exchange program.

Based on Article 4, paragraph (3) of the Regulation on the Equivalence of Exams Taken at the University of Sarajevo, a Commission for the Implementation of the Equivalence Process was formed (Decision on Amendment and Supplement to the Decision on the Appointment of Faculty Commissions).

After the student submits a request for equivalence in the prescribed form, along with the necessary accompanying documentation, the commission reviews the submitted documents and issues a proposal on the equivalence of exams taken for the program to which the student

is transferring. Based on the proposal, the Faculty Dean issues a decision on equivalence, which the candidate has the right to appeal to the Faculty Council. The decision of the council is final. Upon completion of the procedure, the grades recognized in the equivalence process are recorded in the student's file and e-UNSA. The Student Service maintains a register of equivalence decisions.

In recent academic years, Faculty students have started participating in the Erasmus mobility program. The application and participation procedure is regulated by the University of Sarajevo Mobility Regulation. The necessary documentation facilitating the application and realization of exchanges is posted on the Faculty's website. After the exchange period ends, appropriate exams are recognized for the students. In the academic year 2023/24, there was no outgoing or incoming student mobility at the Faculty, but eight candidates applied for the academic year 2024/25.

**3.4.3.** ***Graduated students are awarded a document explaining the acquired qualification, including achieved learning outcomes, as well as the context, level, content, and status of the studies they attended and successfully completed.***

A student who has passed all exams from the enrolled study program and fulfilled other obligations stipulated by the regulations governing the field of higher education acquires the appropriate academic title or professional/scientific title in accordance with the Regulation on the Acquisition and Use of Academic Titles, Scientific and Professional Titles at Higher Education Institutions in the Sarajevo Canton. Upon the successful completion of studies, and until the diploma is issued, the Faculty issues a certificate of completed studies as a public document, the appearance and content of which are prescribed by the Regulation on the Content of Public Documents. Along with the certificate of completed cycle studies, a certificate of passed exams with grades and the number of ECTS credits is issued. Both documents are printed from the unified e-UNSA system and have temporary validity until the diploma or diploma supplement is issued.

The diploma and diploma supplement are printed in the Bosnian language and, since the academic year 2022/23, also in English. Due to the specific appearance of these documents and the fact that they contain the signature of the Reis-ul-Ulema of the Islamic Community in Bosnia and Herzegovina, the Faculty has printed them independently in previous years, unlike other University members whose diplomas are printed from the system (ISSS/e-UNSA). However, in the academic year 2023/24, the diploma supplements of the Faculty graduates were printed from the mentioned system, while the Faculty prepared the diplomas independently. The diploma includes the name of the Faculty, the academic title, and the degree obtained. The diploma supplement is issued with the diploma to provide a detailed insight into the level, nature, content, system, and study rules, and the results achieved during the studies by the student to whom the diploma is issued. The Regulation on the Content of Public Documents defines that the diploma supplement contains the following information: identification of the qualification holder, name of the qualification, name of the study program and cycle level, achieved results during the studies, study method, study system and rules, academic and professional possibilities provided by the qualification, professional status of the qualification holder, possibility for enrollment in the next level of studies, additional information and certification.

The certificate of completed studies is issued immediately after the completion of studies, while the diplomas for the first and second cycle of studies are issued once a year at the formal

promotion of graduates and master's degree holders of the University. Diplomas for the third cycle of studies are issued twice a year at the formal promotion of University doctors of science.

In the academic year 2023/24, 48 students completed the first cycle of studies, and two students completed pre-Bologna studies (VII level). In the second cycle of studies, 10 students completed their studies, and one student completed their master’s degree according to the pre-Bologna system. The graduation ceremony for graduates and master's students was held on February 1, 2025, according to the decision of the University Senate.

## 3.5. HUMAN RESOURCES

### 3.5.1. *The number of competent academic (teachers and associates) and non-academic staff for the effective implementation of the study program is in line with the relevant act of the competent educational authorities, which prescribes the criteria for licensing.*

The Faculty operates in accordance with the Standards and Norms for the conduct of higher education activities in Sarajevo Canton. Teaching plans are adopted before the start of the academic year. The workload of teachers and associates is within the limits set by these standards. Occasionally, due to teachers retiring or associates being promoted to teaching ranks, there may be overloads beyond the norm, but these overloads generally do not exceed the boundaries of the set Standards and Norms.

In the implementation of teaching across all five study programs of the first and second study cycles, in the summer semester of 2023/24, 25 teachers (12 full professors, nine associate professors, and four assistant professors), eight associates (four senior assistants and four assistants), and one lecturer were engaged. Of these, seven teachers and one lecturer were external associates (from the University of Tuzla and the University of Zenica). Given that 508 students were enrolled in all study programs in 2023/24 (Islamic Theology 195; IVRP 71; IHM 133; MIS 109; Master's in Imamate 15), the teacher-student ratio was 1:20, and the associate-student ratio was 1:64. There are no foreign teachers continuously engaged. Occasionally, foreign teachers are engaged as lecturers for specific teaching hours.

Considering the relatively small number of graduates from the IHM Study Program or other three-year Islamic studies programs in the first cycle worldwide, the Faculty did not announce admissions for new students in the first year of the Master's in Imamate in the 2023/24 and 2024/25 academic years. However, during these two academic years, consultations between teaching staff and already enrolled students, most of whom study part-time, were conducted, as well as knowledge checks during exam periods. Admissions for new students are planned when sufficient information about interested candidates is gathered.

Teachers and associates are regularly reminded that they must be available for student consultations for five teaching hours per week, which is generally respected. The schedule for office consultations is published on the DL platform under the "Consultations" section. The availability of teachers and associates is not often a topic of complaints in student evaluations and reports.

The Vice-Dean for Teaching monitors the coverage of the teaching program when preparing the teaching plan for each academic year. With the appointment of three new assistants and two professional associates for imams, teachers, and methodology practice in March 2024, this was brought in line with the KS standards, as seen in the number of engaged external associates. The Faculty Secretary regularly analyzes the number and structure of academic staff based on criteria such as gender, years of service, academic rank, and career advancement. Finally, the Vice-Dean for Quality and the Quality Assurance Committee conduct surveys and analyze student evaluations of teaching, proposing measures for improvement, whose implementation leads to an improvement in the situation. More information on the engaged staff is available on the Faculty's website.

According to the job classification, besides the previously mentioned professional associates for imams, teachers, and methodology practice, the Faculty lacks professional associates for

mentoring and educational work with students, as well as a professional associate in teaching Qiraat (recitation) - accompanist.

The Quality Assurance Committee regularly implements and reports on semester teaching evaluations and monitors the implementation of adopted recommendations. There has not yet been a situation where the overall evaluation of a teacher or associate, who is employed at the Faculty, was rated poorly (below 2.5), which would require corrective measures by the Dean, according to *the Regulation on Student Evaluation of Academic Staff's Work and the Success of Implementing Curricula*. However, there have been evaluations on individual questions in the survey questionnaire, as well as comments that required corrective actions to be taken and implemented.

**3.5.2.** ***The higher education institution has a defined human resources management policy with clear and transparent criteria for hiring academic staff, responsibilities, workload, and duties, criteria for professional development, advancement, and further training of academic staff, and mechanisms for monitoring academic staff performance with measures for improvement.***

Although the University, or the Faculty, has not adopted a unified document defining the human resources management policy in all segments covered by the above criteria (employment of academic staff, responsibilities and workload, criteria for professional development, advancement, and further training, and mechanisms for monitoring academic staff with improvement measures), these segments are regulated by various regulations of the KS Government, the University, and the Faculty.

The Law on Higher Education of Sarajevo Canton (2022) regulates the acquisition of academic titles (Articles 111–120), elections to academic ranks (Articles 121–131), employment contracts, and generally, labor status of academic staff (Articles 132–138), as well as other issues related to academic staff (Articles 139–142). The Law also contains general provisions on the admission of staff, the protection of rights, and the coordinated activities of non-teaching staff employed in professional services of the University and its member faculties (Articles 143–145).

The Statute of the University of Sarajevo also contains provisions on the conditions for elections to academic ranks (Articles 224–232), the election procedure (Articles 233–238), and the engagement of academic staff (Articles 239–243). It also contains general provisions on employment, protection of rights, and engagement of professional, administrative, and technical staff (Articles 262–265).

The Faculty of Islamic Studies of the University of Sarajevo's Regulations govern various aspects of human resources management at the Faculty, including the conditions for election to academic ranks (Articles 139–146), the election procedure for academic ranks (Articles 147–160), the engagement of academic staff (Articles 161–165), non-academic staff (Article 169), the code of conduct, rights, and obligations of academic staff (Articles 170–178).

*Criteria for the Selection and Employment of Staff*

Article 112 of the Law and Article 226 of the Statute of the University prescribe that the conditions for election to academic ranks at higher education institutions are defined in four areas: scientific achievements and contributions, teaching abilities and contributions,

contribution to the process of internationalization, and social contributions, in accordance with the Guidelines for Election to Academic Ranks at Higher Education Institutions.

Article 112 of the Law prescribes the minimum requirements for election to academic ranks of assistant, senior assistant, docent, associate professor, and full professor. In accordance with Article 111, point f) of the Statute of the University, the Faculty Council, at its 4th regular session on April 5, 2023, adopted the Proposal of Guidelines for Election to Academic Ranks at the University of Sarajevo – Faculty of Islamic Studies and forwarded them to the relevant service of the University Rectorate for further consideration. However, the Guidelines for Election to Academic Ranks at the University level, according to Article 116 of the Law and Article 227 of the Statute, have not yet been adopted. These guidelines should contain more specific criteria for the selection and advancement of academic staff.

According to Article 224 of the Statute of the University, a member of the academic staff is typically elected to one scientific branch within the scientific field. However, a member of the academic staff can also be elected to several related scientific branches within the scientific field. It is also stipulated that the Senate of the University, upon the proposal of the Faculty Council, will establish the classification of teaching subjects within the field, area, and branches. Until this classification is adopted, the Decision on Establishing Basic Areas and Basic Subjects of Higher Education Institutions at the University of Sarajevo (2008) will apply.

According to Article 233 of the Statute of the University, the faculty council is obliged, before the start of the academic year, to prepare and submit a dynamic plan of needs for announcing competitions for the election of academic staff to the same or higher rank to the Senate and the University Board. The procedure for selecting an academic staff member, in accordance with the adopted dynamic needs plan, is initiated by the Faculty with prior approval from the Senate. The election procedure for academic staff is conducted based on a public competition. The Faculty Council establishes the proposal to announce a competition for the selection of academic staff and sends the decision to the University Senate. The Senate considers the proposal and makes a decision to announce the competition, which is published in at least one daily newspaper and on the University's and the Faculty's website, and this must be done:

a) no later than four months before the expiration of the term of the existing academic staff member, or

b) no earlier than six months, which is not considered premature election. In exceptional cases, when initiating new study programs, the teaching need is realized through the announcement of a competition for all ranks.

According to Article 9, paragraph (3) of the Agreement on the Position and Operation of the Faculty of Islamic Studies in Sarajevo within the University of Sarajevo, in the selection process for academic staff members, the Faculty is obliged to obtain the authorization (mirasela) from the Grand Mufti of the Islamic Community of Bosnia and Herzegovina for the candidate proposed for election. More specific provisions about obtaining the authorization (mirasela) are outlined in Article 154, paragraphs (4–6) of the Faculty’s Rules.

According to Article 236 of the Statute of the University, to prepare the proposal for election to an academic rank, the faculty council appoints a commission. The commission consists of at least three teachers, the majority of whom must be from the narrower field for which the candidate is being elected and must hold the same or higher academic rank than the one the

candidate is being proposed for. In cases where it is not possible to satisfy the condition that the majority of the commission members are from the narrower scientific field for which the candidate is being elected, the Faculty Council, with an explanation, determines an adequate scientific field and may propose the appointment of the commission according to this criterion. If a member of the commission for preparing the proposal for election is from another faculty or higher education institution, the Faculty Council, when appointing the commission members, establishes the adequacy of the scientific field of such a member in relation to the narrower or related scientific field for which the election is being conducted.

The commission is obliged to submit a written report with the proposal to the Faculty Council within 30 days from the appointment, taking into account the fulfillment of all established conditions for the election to the appropriate academic rank. The commission must adhere to the deadlines for preparation, development, and submission of the report, and any delay in submitting the report will be considered a serious violation of work duties.

According to Article 237 of the Statute of the University, the decision on election to an academic rank is made in the manner and procedure prescribed by the Law and the Statute. The Law regulates deadlines in the election process (Article 122), composition of the commission (Article 123), deadline for preparation and submission of the commission's report (Article 124), determination of the proposal for a decision on the election at the faculty council, and adoption of the decision on the election at the University Senate (Article 125), as well as the dean's obligations in the election procedure (Article 126). The decision of the University Senate is final, and a lawsuit can be filed against it in the competent court in Sarajevo within 30 days from the receipt of the decision (Article 125, paragraph 4). The University of Sarajevo's Rules on Work (2019) regulate the establishment of employment contracts for academic and non-academic staff (Articles 14–16).

*Duties, Workload, and Responsibilities of Staff*

The duties, workload, and responsibilities of teachers, associates, and professional associates in the teaching process are further regulated by the Standards and Norms for the Conduct of Higher Education Activities in Sarajevo Canton from 2019. (Articles 17–22).

According to Article 218 of the Statute of the University (2023), academic staff are required in their teaching-scientific and teaching-artistic work to:

a) prepare and deliver lectures, exercises, and other forms of teaching according to the established schedule;
b) ensure the full realization of the established teaching plan and program for the subject they are engaged with through personal attendance and involvement;
c) ensure the uninterrupted delivery of all forms of teaching;
d) assist students in mastering the teaching-scientific content and knowledge assessments by organizing and conducting regular, and if necessary or upon student request, additional consultations;
e) encourage independent student work and involve them in professional, scientific research, and artistic work;
f) inform students about the objectives, content, required literature, and methods of teaching for the subject they are responsible for, as well as the methods and criteria for monitoring their work, knowledge assessment, and grading.

In accordance with the teaching plan, lecturers deliver lectures, exercises, and other forms of teaching, while assistants conduct exercises and, exceptionally, parts of lectures and seminars in coordination with the responsible lecturer. The Statute of the University of Sarajevo also regulates the conditions for elections to academic ranks (Articles 224–232), the selection procedure for academic staff (Articles 233–238), the engagement of academic staff (Articles 239–243), and the professional, administrative, and technical staff (Articles 262–267).

The Regulation on the Internal Organization and Systematization of Job Positions at the Faculty of Islamic Studies at the University of Sarajevo (2021) defines the conditions for the employment of staff in teaching and non-teaching positions, as well as the descriptions of their duties and responsibilities. The Regulation on the Work of the University of Sarajevo (2019) establishes the rights, duties, and responsibilities related to the work and duties of teaching and non-teaching staff at the University. The rights, duties, and responsibilities of the Faculty's employees are additionally regulated by the Regulation on Labor Relations at the Riyasat of the Islamic Community of Bosnia and Herzegovina and its institutions in Sarajevo (2003, 2015).

*Criteria for the Professional Development of Staff*

In accordance with Article 140 of the Higher Education Law, higher education institutions are obliged to analyze evaluations of the results of the teaching and research work of academic staff, as well as research staff, as part of the process of continuous improvement. Based on the analysis, a quality improvement plan is determined, including the plan and program for professional development of all employees, especially in the domains of ethics, pedagogical-methodical, and digital competencies, with the aim of ensuring the quality of all business processes at the higher education institution.

According to Article 146 of the Law, in order to regularly perform their activities, improve, and increase the knowledge level for the execution of tasks within the activity, the higher education institution/member ensures professional development, training, international exchange, and evaluation of non-teaching staff work.

For the regular implementation of its activities, the University/member ensures professional development, training, and international exchange. The forms and manner of exercising the right to professional development and training for non-teaching staff are further regulated by the Regulation on Work and other general acts of the University (Article 266 of the Statute of the University). The Regulation on Work of the University of Sarajevo contains more detailed provisions on the right and obligation of workers to education, training, and professional development for work, the forms of education, training, and development, and the way to exercise this right (Articles 41–46).

In accordance with Article 4 of the Regulation on the Evaluation of Non-Teaching Staff Work at the Faculty, one of the goals of work evaluation is to create conditions for proper decisions regarding rewarding and professional development of employees. Article 22 of this Regulation foresees the mandatory inclusion of employees in relevant professional development programs based on a recommendation given during the work evaluation.

Programs for the professional education of teaching and non-teaching staff are implemented at the University and the Faculty. Since September 2013, the University has been running the TRAIN program (Training & Research for Academic Newcomers). The objectives of the

program are related to improving the knowledge and skills of academic staff within three thematic areas: educational process (curriculum design and lecture efficiency), research (research methodology and information literacy), and communication skills development (networking, teamwork, etc.). Three assistants and two professional associates from the Faculty attended the second cycle of this program in the 2023/24 academic year.

The Faculty organizes annual professional seminars and other training for its staff. On June 6, 2023, a professional seminar was held for teaching staff (on the topic "Application of Innovative Methods in University Teaching") and for non-teaching staff (on the topic "Support Processes at the Faculty – Identifying Problems and Solutions"). On June 7, 2024, a professional seminar for teaching staff was held on the topic "Aligning the Assessment of Student Achievements with Learning Outcomes."

International staff exchange at the Faculty is facilitated through programs such as Fulbright, Erasmus, and other mobility programs, which will be further discussed in relation to criterion 10, "Mobility of Academic Staff and Students."

The Faculty conducts regular semester evaluations of the teaching performance of academic staff, and reports with corrective measures are adopted. More details regarding the evaluation procedures, decision-making, and implementation of corrective measures will be discussed in relation to sub-criterion 9.2.

*Transparency in the Application of the Above Criteria*

The criteria for employment, professional development, and scientific training of academic staff are transparently applied. Dynamic employment plans are adopted at meetings of the Faculty Council and the University Senate, and the public can be informed through the minutes of these meetings, which are available on the Faculty's and University's websites. For example, at the 8th regular meeting of the Faculty Council on September 6, 2023, a proposal was adopted for the decision on the dynamic plan for announcing competitions for election to academic ranks for the 2023/2024 academic year. Competitions for academic ranks and for the recruitment of non-teaching staff are published in at least one daily newspaper and on the websites of the University and Faculty. An example is the published public competition for the position of professional associate for methodical practice and practicum in religious pedagogy and religious psychology, and professional associate for Imam-Muallim practice and practicum in Imamate.

The reports from the selection committees for academic ranks are published on the Faculty's website seven days before they are adopted at Faculty Council meetings. Similarly, the adopted proposals of the Faculty Council for academic promotions and decisions of the University Senate on appointments are publicly available through the Faculty's and University's websites. For instance, at the 10th regular meeting of the Faculty Council on November 1, 2023, the report of the committee with a proposal for election to the associate rank of senior assistant in the field of Quranic Philology was adopted.

Criteria and guidelines for implementing mobility, as well as reports, documents, and publications of the University/Faculty staff, are available on the University's website. Various mechanisms are applied to monitor the work of academic staff at the Faculty:

a) Recording the delivery of teaching according to the teaching plan and academic calendar of the Faculty and submitting monthly reports to the University Senate on the realization of teaching;
b) b) Semester evaluation of the teaching process or the work of academic staff in teaching;
c) c) Evaluation by the committee preparing the report with a proposal for promotion to academic ranks or the Faculty Council's assessment of meeting the conditions for election to academic ranks, which includes demonstrated teaching skills and acquired experience in the teaching process, positively evaluated by students, mentorship of graduate theses in the second and third study cycles, realization of projects, and achieved research results;
d) d) Submission of an annual report on the work of academic staff members to the Dean or the Faculty Council.

**3.5.3.** ***Academic staff is dedicated to research, specifically scientific research and artistic work, especially through international scientific research projects, and joint activities of mentors and students in seeking grants or scholarships.***

Since the establishment of the Faculty in 1977, its dual task has been: (a) scientific – developing contemporary interpretations of Islam and (b) pedagogical – educating highly qualified staff for the needs of the Islamic Community of Bosnia and Herzegovina and the wider community. The scientific research activity of the Faculty, as a higher education institution of the Islamic Community of Bosnia and Herzegovina and a member of the University, is conducted in accordance with state and cantonal laws, regulations of the Islamic Community of Bosnia and Herzegovina, and general acts of the University and Faculty, as well as adopted strategic documents. These include the following laws and documents: the Framework Law on Higher Education in Bosnia and Herzegovina (Official Gazette of BiH, no. 58/07) (Articles 1, 2, 3, 4, and 5), the Law on Higher Education of Sarajevo Canton (Official Gazette of Sarajevo Canton, no. 33/17) (Articles 3, 7, 9, 24, 28, 34, and 39), the Law on Scientific Research Activity of Sarajevo Canton (Official Gazette of Sarajevo Canton, no. 26/16) (Articles 2–8), the Statute of the University of Sarajevo (part VI, Articles 190–220), the Regulation on Recognition and Awards of the University of Sarajevo, the Rules of the Faculty of Islamic Studies at the University of Sarajevo (Articles 16, 17, 121, 122, and 124), the Strategy for the Development of Scientific Research/Artistic Research Work at the University of Sarajevo (2017), and the Strategy for the Development of Higher Education and Scientific Research in the Islamic Community of Bosnia and Herzegovina for the period 2014–2024 (Sarajevo: El-Kalem – Publishing Center of the Riyasat of the Islamic Community of Bosnia and Herzegovina, 2016).

The result of the Faculty's scientific research activity includes books and articles published by the teaching staff and associates in journals worldwide, covering not only Islamic studies but also social, religious, cultural, and civilizational topics. The Faculty's staff has published works in Bosnian, English, Arabic, German, French, Spanish, Albanian, Persian, Turkish, and Slovenian, or these works have been translated into these languages. The Faculty's scientific research work has been recognized and valued both in Bosnia and Herzegovina and the regional context, as well as internationally.

The Faculty keeps records of chapters in books and conference proceedings published both domestically and abroad. Additional efforts are being made to increase the number of published books, textbooks, and papers in reference journals.

| Type of Work | 2019. | 2020. | 2021. | 2022. | 2023. | 2024. |
|---|---|---|---|---|---|---|
| Books and Textbooks | 7 | 4 | 12 | 13 | 2 | 8 |
| Articles published in peer-reviewed journals | 6 | 3 | 2 | 1 | 4 | 3 |
| Articles published in other scientific and professional journal | 47 | 40 | 59 | 29 | 14 | 20 |
| Conference Papers | 9 | 4 | 6 | 1 | 4 | 18 |
| Artistic Research; (concerts, performances, exhibitions, etc..) | 1 | / | / | 2 | 2 | _ |

Table 4. *Number of published works by the Faculty's teaching staff and associates from 2019 to 2024.*

As an example of international visibility in the scientific and research work of the Faculty's staff, we highlight the scientific monograph by Prof. Dr. Nedim Begović: *Law, State and Religion in Bosnia and Herzegovina*, published by the prestigious international publishing house Routledge - Taylor and Francis Group in London and New York in 2022, the collection of legal documents with accompanying comments by Prof. Dr. Nedžad Grabuš: *Annotated Legal Documents on Islam in Europe: Slovenia*, published by the renowned publisher Brill, and the long-standing engagement of Prof. Dr. Ahmet Alibašić as co-editor of Brill's *Yearbook of Muslims in Europe* edition.

The research profiles of the Faculty's academic staff on platforms such as Google Scholar, ORCID, COBISS, Scopus, and others provide insight into the results of their scientific and research work and the level of reception of these results at the national, regional, and international levels (see Table 5, which is included as Appendix 5 of this report).

In accordance with the Regulation on Rewarding Academic and Scientific Research Staff at the University of Sarajevo and the decisions of the University Senate, the following professors were recognized for their scientific work: Prof. Dr. Nedim Begović ranked 23rd in 2020; Prof. Dr. Nedžad Grabuš and Prof. Dr. Nedim Begović ranked 2nd and 5th, respectively, in 2021, while Prof. Dr. Dina Sijamhodžić-Nadarević was ranked 26th in 2022 and 2023. These faculty members published scientific books and/or articles with prestigious international publishing houses from 2020 to 2023 and were awarded annual prizes for their scientific work. Academician Enes Karić, Professor Emeritus, was awarded the Federal Science Prize in 2023.

The number and quality of research and project activities of the teaching staff and associates are often limited by their teaching responsibilities and additional administrative duties, which could be reduced by employing an adequate number of non-teaching staff, in accordance with the adopted work systematization.

The Vice Dean for Scientific Research regularly encourages academic staff to plan research activities within the Faculty, with the submission and certification of projects and the possibility of using allocated funds from the budget for this purpose as part of the annual work plans.

The Faculty, in cooperation with the Publishing Center of the Rijaset of the Islamic Community in Bosnia and Herzegovina, "El-Kalem", publishes new books by the Faculty's teaching staff and associates every year.

The scientific and professional activities of the Faculty are enhanced through cooperation with other institutions of the Islamic Community in Bosnia and Herzegovina, as well as other higher education institutions worldwide within scientific or professional projects, including:

- RESILIENCE (Religious Studies Infrastructure: tooLs, Experts, conNections, and CEnters) is a project under the EU Horizon 2020 research and development program, in which the Faculty successfully participates. Prof. Dr. Ahmet Alibašić is one of the three directors of the project. This project is ongoing until 2025, with a current focus on international accessibility for researchers (Transnational access – TNA) and the acquisition of a database for research in religious studies (ReReSearch).
- Prof. Dr. Senad Ćeman has been involved since 2019 in the international research project titled *"IS-LE Cost Action CA18129 – Islamic Legacy: Narratives East, West, South, North of the Mediterranean (1350–1750)"*. The project was implemented from 2019 to 2023, with Prof. Dr. Ćeman participating as a researcher in the WG 3 – Beyond Borders group. The research aimed to provide a transnational and interdisciplinary approach capable of overcoming the segmentation that currently characterizes the study of relations between Christianity and Islam in late medieval and early modern Europe and the Mediterranean.
- On February 15, 2024, the Faculty signed an agreement with the Swiss Center for Islam and Society in Fribourg (Swiss Center for Islam and Society - SZIG/CSIS) for the implementation of the research project *"Professionalising Spiritual Care in Plural Societies – Switzerland and BiH"*. The project will run from September 1, 2024, to December 31, 2025. The principal investigator is Prof. Dr. Aid Smajić, and the team leader from the Faculty is Prof. Dr. Ahmet Alibašić.
- The project *"Bibliography of Works on the Islamic Community"* is carried out in collaboration with the Institute for Islamic Tradition of Bosniaks (IITB), the Gazi Husrev-beg Library (GHB), the Bosniak Institute, and BZK Preporod (since September 2019; Prof. Dr. Zehra Alispahić participated in the project).

Among the professional projects, we highlight:

- The *TRAIN* project of the University of Sarajevo – a program for the professional development of academic staff at the University (Prof. Dr. Dina Sijamhodžić-Nadarević is a lecturer in the modules *Didactics of Higher Education* and *Curriculum Planning in Higher Education*).
- *"Monitoring Educational Work in Madrasahs"* is a project in collaboration with the Education and Science Department of the Rijaset of the Islamic Community in BiH. The program included Prof. Dr. Dina Sijamhodžić-Nadarević, Prof. Dr. hfz. Kenan Musić, Prof. Dr. Almir Fatić, and Prof. Dr. Senad Ćeman.
- Prof. Dr. Nedžad Grabus was a member of the project team for the scientific research project *"Under the Sky of Clear Faith"*, organized by the Education and Science

Department of the Rijaset of the Islamic Community in BiH, and Prof. Dr. Zehra Alispahić worked on the promotion and dialogue shows (60) that accompanied this project.

The Faculty frequently organizes or co-organizes significant international conferences and meetings of researchers from various parts of the world. Some of these conferences include:

- Conference: *"Travellers in Ottoman Lands: The Balkans, Anatolia, and Beyond"* (Sarajevo, August 24–26, 2022);
- International Conference: *"How to Achieve Reconciliation: A Comparative Perspective"* (Sarajevo, September 15–16, 2022);
- International Conference: *"Thirty Years of Islamic Religious Education in the Educational System of Bosnia and Herzegovina: Experiences, Challenges, and Perspectives"* (Sarajevo, November 17–18, 2022);
- International Conference *"Konak and Villa: Convergences and Transmutations of the Representative Residence in 19th Century Southeast Europe"* in cooperation with the Institute of Art History at the University of Vienna, the Austrian Cultural Forum, and the European Research Council (Sarajevo, April 27–29, 2023);
- *"Trends in Higher Education and Strengthening Teaching and Research Cooperation between the University of Sarajevo, the Faculty of Islamic Studies, and Shenandoah University (USA)"* (Sarajevo, June 12–13, 2023).
- The Oslo Coalition on Freedom of Religion and Belief and the Faculty organized a seminar and book promotion under the title *Freedom of Expression in Islam: Challenging Apostasy and Blasphemy Laws*, edited by Muhammad Khalid Masud, Kari Vogt, Lena Larsen, and Christian Moe. The book was translated from English by Prof. Dr. Nedim Begović and Mr. Nizama Ahmed. At the seminar and promotion, Prof. Dr. Ahmet Alibašić and Prof. Dr. Nedim Begović presented, while the moderator was Prof. Dr. Asim Zubčević (Sarajevo, September 20, 2023).
- *"Islamic Moral Theology and the Future"* is a conference organized under the auspices of the Abu Sulayman Center for Global Islamic Studies at George Mason University and the John Templeton Foundation in collaboration with the Faculty (Sarajevo, October 7–10, 2023).
- *"Islam and the Challenge of Pluralism in a Globalized World"* is a conference organized by the Faculty, GHB, the international initiative ResetDoc, and the Moulay Hicham Foundation (Sarajevo, November 18–19, 2023). The same-named forum, where the results of the conference and the work of the project's working group were presented to the public, was held at the Gazi Husrev-beg Library (Sarajevo, November 20, 2023).
- In collaboration with the Agency for Certification of Halal Quality, the Faculty organized the *2nd EUROPEAN HALAL CONGRESS* on May 28–29, 2024.

- In cooperation with the Education and Science Department of the Rijaset of the Islamic Community in BiH, the Faculty organized the first meeting of professors from Islamic faculties in the Balkans at the conference *"Higher Islamic Education in the Balkans: Perspectives of Development and Cooperation"* on September 26–27, 2024.
- In collaboration with the Center for Islam in the Contemporary World (CICW) at Shenandoah University (USA) and the Center for Advanced Studies in Sarajevo, the Faculty organized the international conference on the topic *"Islam and Contemporary Challenges"* on October 5–6, 2024.

Faculty members actively participate in a significant number of scientific conferences both in Bosnia and Herzegovina and abroad. In addition to publishing papers in scientific journals and other periodicals, they translate scientific works from English and Arabic, review projects, books, and articles, edit translations of scientific works, and are engaged as editors of co-authored books, proceedings, and journals in the country and abroad.

Students across all three study cycles have access to modern classrooms, a reading room, and a library with over 25,000 bibliographic units. The research work of the Faculty's teaching staff and associates is facilitated by access to scientific databases subscribed to by the University.

The Faculty has procedures and resources to support the scientific and research work and activities of academic staff. There are mechanisms in place to support academic staff and students in the awarding of grants and scholarships. In accordance with the Law on Scientific Research Activity of the Sarajevo Canton (Article 8: *"Securing Financial Resources for Scientific Research Activities"*), the University allocates funds for supporting scientific research activities on an annual basis. These funds are awarded to the University's members through a public call issued by the Ministry of Education, Science, and Youth of the Sarajevo Canton. The Ministry of Science, Higher Education, and Youth of the Sarajevo Canton notifies the public about the announcement of the Public Call for co-financing scientific/research and research-development projects from the Sarajevo Canton Budget. In line with the prescribed forms of co-financing, the Faculty's teaching staff and associates, from 2022 to 2024, have been granted funds for participation in the following programs:

- B.1c: Co-financing of technical costs for the preparation and defense of doctoral dissertations at the University of Sarajevo.
- B.2: Strengthening capacity for internationalization.
- B.2.3: Introduction of programs/modules/cyclical and non-cyclical programs in foreign languages/digital portals, innovative materials promoting the achievements of Bosnia and Herzegovina in science and art (paperless internationalization, greening).
- B.3: Co-financing the organization and participation in conferences/events and publication of scientific articles. Funds obtained within this program were used for the preparation of a special program in English: *The Lifelong Learning Program "Introduction to the Study of Islam"*.

Based on the individual research activity plans of the Faculty's departments, an annual research activity plan is created in which teaching staff and associates participate. These research activities are supported by the Faculty's own budget on an annual basis. Current ongoing projects at the Faculty include publishing the *Monograph of the Faculty of Islamic Studies at the University of Sarajevo 1977 – 2017*, the publication *The Role of Waqf in the Development of the Faculty of Islamic Studies in Sarajevo*, the study *Work Stress among BH Imams: State, Causes, and Coping*, regular professional workshops and seminars in cooperation with Konrad Adenauer and two other theological faculties in Bosnia and Herzegovina on the topic *"Strengthening the Rhetorical Competences of Young Religious Leaders"*, and others.

**3.5.4. *Administrative and auxiliary staff have access to professional development through participation in training, especially in relation to information systems and management systems.***

The Faculty's annual work plan and academic calendar provide for at least one professional seminar for Faculty staff, including both teaching and non-teaching personnel. For instance, on November 29, 2019, a seminar on establishing a quality assurance system at the Faculty was held at the "Han" Hotel in Bjelašnica. Later, on June 6, 2023, a seminar for non-teaching staff was held at the *Tarčin Forest Resort & Spa* on the topic *"Support Processes at the Faculty of Islamic Studies: Identifying Problems and Possible Solutions"*, while a seminar for teaching staff focused on *"Application of Innovative Teaching Methods in University Education"*.

During the COVID-19 pandemic, several educational sessions on the use of digital technologies in teaching and special applications for supporting administrative work were organized. Starting in 2019, the Faculty introduced its own online learning platform, which has been regularly updated according to the needs, with the involvement of expert and administrative staff. The same applies to the University of Sarajevo's Information System (eUNSA), to which the Faculty joined in 2022.

Article 22, paragraphs (4) and (5) of the Regulation on the Evaluation of Non-Teaching Staff at the Faculty stipulates that, in the case where an employee is evaluated with the grade "unsatisfactory performance," the immediate supervisor is obligated to: (a) create an Action Plan for Improving Work Performance; (b) propose the referral of the employee to a professional development program if such training, considering the nature of the tasks of the given position, can contribute to improving the employee's performance. (5) The dean decides on the type of professional development program referred to in paragraph (4) of this article after consulting with the immediate supervisor and the Quality Assurance Committee.

In addition to the aforementioned case, the dean has the right, according to Article 22, paragraph (3), "to make a decision to refer an employee to a professional development program recommended within the work evaluation, regardless of the grade given to the employee's performance, with the goal of further professional development and improvement of their work performance."

In line with the identified needs, some non-teaching staff members have attended additional training (e.g., on the use of computer programs, etc.) with financial support from the Faculty.

## 3.6. RESOURCES AND FINANCING

**3.6.1.** ***The resources for implementing the study program, in accordance with the Recommendations of the Agency on the criteria for licensing higher education institutions and study programs in BiH and the relevant act of the competent educational authority prescribing the licensing criteria, are sufficient and available to students.***

The faculty ensures all necessary resources for the uninterrupted conduct of the teaching-scientific process, in line with the Recommendations of the Agency on the criteria for licensing higher education institutions and study programs in BiH, and the regulations of the Sarajevo Canton. These include the engagement of a sufficient number of full-time academic staff, administrative-technical staff, adequate spatial capacities (1.5 square meters per student), material-technical and IT resources, with minor deviations in the number of available computers. However, access to all necessary platforms and contents is ensured via a wireless network, as well as all other elements required in the context of resources for implementing the study program.

**3.6.2.** ***Mandatory and specific necessary equipment for implementing the study program/course according to the requirements of the scientific field/narrow scientific field is available. The higher education institution ensures mandatory and supplementary literature for each individual course that supports the realization of the course.***

Within the Faculty, there is a library to support the teaching and scientific-research work of the Faculty. The library acquires, processes using professional methods, preserves, and provides books, journals, newspapers, and electronic materials. The library enriches its book collection through purchases, exchanges, gifts, and mandatory copies. The acquisition policy is managed by the librarian, in consultation with the Library Commission, chairs, vice-deans for teaching and scientific-research work, teachers, and according to user requirements, all in line with the needs of scientific-research, teaching, and professional work. The library collection is professionally processed and cataloged using a unified processing system based on international standards. The library collection is entered into an electronic database and searchable by all parameters (author, title, publisher, keywords, etc.) via the Faculty's DL-platform. The Faculty's budget provides funds for the regular annual renewal of the library collection.

Users of the book collection are: students of the first, second, and third cycle of studies, academic staff, professional and external associates, and other Faculty employees.

All necessary literature, both mandatory and supplementary, is available in sufficient numbers, not less than three copies, in the Faculty's reading room, with the majority of literature, especially mandatory, available in electronic form.

The library collections consist of about 25,000 volumes (11,500 titles) of monographic and periodical publications. Besides Bosnian, the library collections include books and journals in Arabic and English, as well as Turkish, German, Albanian, and other languages. The most represented scientific fields in the library are: religion in general, especially Islam and all its disciplines; philosophy, pedagogy, psychology, general and cultural history, sociology, legal sciences, linguistics and literature, and architecture and art.

**3.6.3. *The higher education institution provides students and academic staff with a sufficient number of computer rooms with internet access and a library with an adequate reading room, search engines, and scientific and other databases.***

The IT resources at the Faculty are fully functional for the teaching and scientific process. A sufficient number of computers are installed in the reading room, and since students have their own devices, such as mobile phones, tablets, and laptops, the entire building, as well as accompanying buildings of the Faculty, are covered with fast wireless internet access to all relevant platforms, particularly the library platform for searching. The Faculty has access to the following databases: EBSCOhost, CEEOL, etc. Among the latest activities in establishing a unified library-informatic system is integration into the COBISS membership system.

**3.6.4. *The higher education institution monitors the implementation of the investment plan in physical resources and equipment for scientific-research work and educational activities.***

Within the budget funds provided by the Riyasat of the IC BiH, items for the maintenance, renewal, and improvement of physical resources and equipment necessary for scientific-research work and educational activities are continuously included. Currently, the material-technical elements are fully met, the equipment for teaching, employee work, and other necessary resources are being modernized every year, new and more adequate equipment is being purchased according to needs. All classrooms are equipped with computers and projectors, the space is covered with wireless internet, the reading room has computers for searching, and the Faculty library is integrated into all processes at the University and within the Riyasat of the IC BiH, in terms of access to databases and literature.

**3.6.5. *The higher education institution ensures, through contractual relations with other higher education institutions and research centers, the possibility of using their resources.***

The Faculty, through the Riyasat of the IC BiH, has access to all institutions founded by the Riyasat. Particularly significant as research bases are the Gazi Husrev-beg Library in Sarajevo, the Institute for Islamic Tradition of Bosniaks in Sarajevo, and the Institute for Religious and Social Research in Tuzla. Since the Riyasat is also the founder of the Islamic Pedagogical Faculty of the University of Bihać and the Islamic Pedagogical Faculty of the University of Zenica, the Faculty has the possibility of using, on the basis of inter-institutional cooperation, all resources of these higher education institutions. Additionally, the Faculty has signed cooperation agreements with many institutions outside Bosnia and Herzegovina, notably Marmara University in Istanbul, the Institute for Islamic Thought in Ankara, the Oxford Centre for Islamic Studies, and others. Among the latest agreements signed is the one with the Institute in Ankara.

## 3.7. INFORMATION MANAGEMENT ABOUT STUDY PROGRAMS

### 3.7.1. *The system for regular collection and processing of information on all aspects of study programs (student success rate, study drop-out rate, student satisfaction, employability of graduates, etc.) is established and used for quality improvement of study programs.*

The Faculty has established a system for regular collection and analysis of data on key aspects of the five study programs that are subject to self-evaluation, namely the Islamic Theology Study Program, IRERP Study Program, IHM Study Program, Master's in Islamic Studies, and Master's in Imamate. This system includes analyses of exam attendance and pass rates, student progress and study success, study drop-out rates, student satisfaction with teaching and study, and graduate employability, which are used as important information sources in the process of improving the quality of study programs.

Information management about study programs takes place in three key phases, as shown in Chart 4. In the first phase, data on all relevant aspects of the study programs is collected. After analyzing the collected data, the Quality Assurance Committee prepares reports with recommendations, which are reviewed and adopted at Faculty Council meetings. In the final phase, the Faculty implements the adopted recommendations, monitors their effects, and continuously improves the quality of study programs based on the insights gained.




Chart 4. *Phases of information management about study programs at the Faculty*.

#### 3.7.1.1. *Exam Attendance and Pass Rates*

As previously mentioned, the Faculty has established a system for the regular collection, processing, and analysis of data on student attendance and pass rates on exams, as well as the adoption of Committee recommendations/Faculty Council conclusions and their implementation.

I. *Reports*

During the 2022/23 academic year, the following were adopted:

a) Reports on exam attendance and pass rates per exam periods:
   - January-February period of the 2022/2023 academic year: student attendance and pass rates in exams during the winter semester of the 2022/2023 academic year, 4th regular session of the Faculty Council, no. 03-03-4. Reg. sess. - 369/23, held on April 5, 2023 (*Report on student pass rates in the January-February period 2022/23 with a proposal for a conclusion for the Faculty Council*);
b) Reports on exam attendance and pass rates for academic years:

- Report on student pass rates at UNSA-FIN in exams in the 2022/23 academic year by study years, study years, and subjects; adopted at the 11th regular session of the Faculty Council (no. 03-03-11. Regular sess. - 1254/23), held on December 6, 2023, under item 2. Quality;
- Report on student attendance and pass rates at UNSA-FIN in exams in the 2023/24 academic year; adopted at the 3rd regular session of the Faculty Council (no. 03-3-3. Reg. sess. - 1220/24), held on December 4, 2024, under item 3. a) Quality Assurance.

For the 2022/23 academic year, reports were made per semesters and for the academic year, later transitioning to annual reporting, enabling more comprehensive analysis and better data comparability.

II. *Committee Recommendations/Council Conclusions*

Based on the analysis of student attendance and pass rates in exams, the following recommendations and measures were adopted:

1. Measures for observed low pass rates (less than 30% in a course):

- Organizing additional classes or consultations; Analysis of the catalog and performed syllabus and analysis of written exams (*Report on student pass rates in exams at the University of Sarajevo - Faculty of Islamic Sciences in the 2022/23 academic year by study programs, study years, and courses* adopted at the 11th regular session on December 6, 2023; *Report on student attendance and pass rates in exams in the 2023/24 academic year*).

2. Measures for observed extremely high pass rates in courses, which significantly deviate from the average pass rate in the study program:

- Analysis of the catalog and performed syllabus and analysis of written exams (*Report on student pass rates in exams at the University of Sarajevo - Faculty of Islamic Sciences in the 2022/23 academic year by study programs, study years, and courses* adopted at the 11th regular session on December 6, 2023; *Report on student attendance and pass rates in exams in the 2023/24 academic year*).

III. *Results of Implementing Recommendations*

The results of implementing recommendations include:

a) Holding additional classes or consultations;

b) Conducting written exam analysis in the 2022/23 academic year and holding a professional seminar for teaching staff on aligning assessment methods with learning outcomes in June 2024.

**3.7.1.2. Student Progression and Study Success Rates**

I. *Reports*

The Faculty continuously monitors student progression rates and their study success across all study programs. Below are the adopted reports for the relevant academic years:

- Academic 2021/22: Report on student progression and study success at UNSA-FIN adopted at the 8th regular session of the Faculty Council (no. 03-03-8. Regular session - 820/23), held on September 6, 2023, under item 4. Quality (*Proposal Report on student progression and study success at the Faculty of Islamic Sciences, University of Sarajevo for the academic year 2021/22 with recommendations*).
- Academic 2022/23: Report on progression and study success adopted at UNSA-FIN at the 11th regular session of the Faculty Council (no. 03-03-11. Regular session - 1254/23), held on December 6, 2023, under item 2. Quality (*Report on student progression and study success at the University of Sarajevo - Faculty of Islamic Sciences in the academic year 2022/23 by study programs and study years*).
- Academic 2023/24: Report on student progression and study success at UNSA-FIN adopted at the 3rd regular session of the Faculty Council (no. 03-3-3. Regular session - 1220/24), held on December 4, 2024, under item 3. b) Quality Assurance (3rd regular session – December 4, 2024).

For illustration, below is a detailed presentation of the report on student progression and study success for the academic year 2021/22, providing insights into key indicators for all five study programs. Reports for this academic year were adopted at the 8th regular session of the Faculty Council (no. 03-03-8. Regular session - 820/23), held on September 6, 2023, under item 4. Quality (*Proposal Report on student progression and study success at the Faculty of Islamic Sciences, University of Sarajevo for the academic year 2021/22 with recommendations*).

Overview of data by study programs (percentages in parentheses indicate student progression between study years):

*Islamic Theology Study Program*

- Year I: 50 students enrolled, 36 students met the requirements for Year II (72%)
- Year II: 50 students enrolled, 29 students met the requirements for Year III (58%)
- Year III: 43 students enrolled, 18 students met the requirements for Year IV (41.86%)
- Year IV: 43 students enrolled, 20 students graduated (46.51%)
- Overall graduation within the study duration: 30%
- Graduated students from previous generations: 4

*IVRP Study Program*

- Year I: 32 students enrolled, 13 students met the requirements for Year II (40.63%)
- Year II: 29 students enrolled, 10 students met the requirements for Year III (34.48%)
- Year III: 26 students enrolled, 14 students met the requirements for Year IV (53.85%)
- Year IV: 12 students enrolled, 6 students graduated (50%)
- Overall graduation within the study duration: 23%
- Graduated students from previous generations: 4

*IHM Study Program*

- Year I: 70 students enrolled, 11 students met the requirements for Year II (15.71%)
- Year II: 67 students enrolled, 5 students met the requirements for Year III (7.46%)
- Year III: 32 students enrolled

- Graduated 1 student (3.13%)
- Overall graduation within the study duration: 0%
- Graduated students from previous generations: 5

*Master in Islamic Studies*

- Year I: 32 students enrolled
- Graduated students: 2 students (6.25%)
- Overall graduation within the study duration: 6.25%
- Graduated students from previous generations: 16

*Master in Imamate*

- Year I: 13 students enrolled, 3 students met the requirements for Year II (23.01%)
- Graduated students from previous generations: 1

II. *Committee Recommendations/Council Conclusions*

Adopted recommendations of the Quality Assurance Committee ie. Faculty Council conclusions based on the analysis of data on student progression and graduation for the academic years 2021/22 and 2022/23 include the following:

a) Proposal to the founder to transform the IHM Study Program into a professional imamate study, considering the continuously low progression and study success rates (*Report on student progression and study success at the University of Sarajevo - Faculty of Islamic Sciences in the academic year 2022/23 by study programs and study years*, 3rd regular session – December 4, 2024).
b) Initiating a proposal to the founder for the categorization of the congregations (jamaats) of the IC BiH and setting different qualification requirements for imam employment depending on the category of the congregation (*Report on student progression and study success at the University of Sarajevo - Faculty of Islamic Sciences in the academic year 2022/23 by study programs and study years*).
c) Transforming most mandatory courses in the Master's in Islamic Studies into elective-mandatory courses, shifting the assessment focus to research papers and synchronizing them with the themes of final papers, i.e., the master's thesis (*Report on student progression and study success at the University of Sarajevo - Faculty of Islamic Sciences in the academic year 2022/23 by study programs and study years*).
d) Conducting measurements of actual ECTS workload in the Master's in Islamic Studies and comparing it with nominal ECTS workload to align study program requirements with real student engagement (*Report on student progression and study success at the University of Sarajevo - Faculty of Islamic Sciences in the academic year 2022/23 by study programs and study years*).

III. *Results of Implementing Recommendations*

The results of implementing recommendations include the following specific activities:

a) At the Higher Education Reform Consultation in the IC BiH, held on December 11-12, 2024, the recommendation to launch a three-semester Professional Imamate Study was adopted, with the aim of educating candidates for the profession of Imam, and organizing a professional seminar as a non-cyclical form of education for the profession of Community Imam. Standards for the professions of Imam and Community Imam were also drafted and adopted in draft form, as well as the Qualification Standard - Professional Associate for Imamate, which will be obtained upon completing the Professional Imamate Study;
b) The founder made a decision to prepare a general act for the categorization of congregations in the IC BiH. The draft standards for professions adopted at the 30th regular session of the Riyasat of the IC BiH on November 8, 2024, foresee different qualification requirements for imam employment, depending on the community category;
c) As part of the review of the Master's in Islamic Studies study program, adopted by the Council on October 23, 2024, all courses (except Research Methods) were transformed into elective-mandatory courses;
d) Also, within the review of the Master's in Islamic Studies, an assessment of the actual ECTS workload in this program was carried out, establishing that it does not significantly deviate from the nominal ECTS workload.

**3.7.1.3. Study Drop-out Rates and Reasons**

The Faculty continuously monitors study drop-out rates and reasons across all study programs. Below are the adopted reports for the relevant academic years.

For the academic year 2021/2022, study drop-out rates and reasons were analyzed for all study programs, and the data were adopted at the 8th regular session of the Faculty Council (no. 03-03-8. Regular session - 820/23), held on September 6, 2023, under item 4. Quality (*Proposal Report on study drop-out rates and reasons at the Faculty of Islamic Sciences, University of Sarajevo in the academic year 2021/22*).

Overview of data by study programs shows the following:

- Islamic Theology Study Program: Out of a total of 50 students enrolled in the first year, two students (4%) dropped out, while there were no drop-outs in the higher years. Reasons: private reasons and inability to finance studies.
- IVRP Study Program: Out of 32 students enrolled in the first year, two (6.25%) dropped out, while in the second year, out of 29 students enrolled, another two students (6.9%) dropped out. A total of four students dropped out. Reasons: enrollment in another faculty, return abroad, and family reasons.
- IHM Study Program: Out of 70 students enrolled in the first year, one student (1.43%) dropped out, while in the second year, out of 67 students, another student (1.49%) dropped out. A total of two students dropped out. Reasons: private reasons, transfer to another faculty, and employment.
- Master in Islamic Studies: Out of 13 students enrolled in the first year, two (15.39%) dropped out, while there were no drop-outs in the second year. Reasons: inability to actively follow studies due to private and business obligations.

These data indicate that the most common reasons for dropping out are transferring to another faculty, financial and private reasons, and business and family obligations.

In the academic year 2022/23, reports on study drop-out rates and reasons were adopted, including data by study programs and study years, providing insights into factors affecting student progression. Considering the low drop-out rate and the fact that the reasons for dropping out are mostly personal, the Quality Assurance Committee and the Faculty Council did not find it necessary to adopt recommendations related to this report. Documents confirming the adoption of the reports were passed at the 11th regular session of the Faculty Council (no. 03-03-11. Regular session - 1254/23), held on December 6, 2023, under item 2. Quality (*Report on study drop-out rates and reasons at the University of Sarajevo - Faculty of Islamic Sciences in the academic year 2022/23*).

In the academic year 2023/24, reports on study drop-out rates and reasons were adopted with the same conclusion as the previous academic year, so the Faculty Council did not find it necessary to adopt additional measures. Documents confirming the adoption of the reports were passed at the 3rd regular session of the Faculty Council (no. 03-3-3. Regular session - 1220/24), held on December 4, 2024, under item 3. Quality Assurance (3rd regular session – December 4, 2024).

### 3.7.1.4. Student Satisfaction with Studies

The Faculty continuously monitors student satisfaction with studies across all study programs. Below are the adopted reports for the relevant academic years:

- Academic 2021/22: Student satisfaction survey conducted as part of a comprehensive evaluation of study programs at the Faculty, reports were adopted at the 7th regular electronic session of the Faculty Council (no. 03-03-7. sess.-695/22), held on June 30, 2022, under item 3. Quality Assurance (*Report on the evaluation of study programs in the academic year 2021/22 with recommendations*).
- Academic 2022/23: Student satisfaction with studies is regularly assessed through evaluations of teaching staff, reports were adopted at the 8th regular session of the Faculty Council (no. 03-03-8. Regular session - 820/23), held on September 6, 2023, under item 4. Quality (*Report on the evaluation of academic staff in the summer semester of the academic year 2022/23 at the Faculty of Islamic Studies, University of Sarajevo with recommendations*).
- Academic 2023/24: Report on the evaluation of teaching adopted at the 3rd regular session of the Faculty Council (no. 03-3-3. Regular session - 1220/24), held on December 4, 2024, under item 2. Quality Assurance.

A more detailed presentation of the evaluation of teaching and study programs can be found in subchapters 3.9.1 and 3.9.2.

### 3.7.1.5. Employability Rates of Graduates

I. *Reports*

The Faculty continuously monitors the employability of graduates of all study programs. Below are the adopted reports for the relevant academic years.

*The Report on the employability of graduates of the Faculty of Islamic Sciences for the period 2019-2022 with recommendations* was adopted, covering graduates of all five study programs subject to the self-evaluation process. The report was adopted at the 8th regular session of the Faculty Council (no. 03-03-8. Regular session - 820/23), held on September 6, 2023, under item 4. Quality (*Report on the employability of graduates of the Faculty of Islamic Sciences, University of Sarajevo in the period 2019-2022 with recommendations*).

For the academic years 2022/23 and 2023/24, employability reports were not adopted due to a lower response rate from alumni to the survey, and their preparation was postponed to the next academic year, 2025/26. In addition to the Faculty's activities, the Training and Human Resources Center of the IC BiH also conducts labor market analyses to gain a broader picture of the employment opportunities for graduates of the Faculty's study programs. Detailed data on the employability of graduates from all five study programs have already been presented in subchapter 3.2.1.

II. *Committee Recommendations/Council Conclusions*

Adopted recommendations of the Quality Assurance Committee and Faculty Council conclusions based on the analysis of data on the employability of graduates for the period 2019-2022 include the following:

a) Initiating a proposal to the founder for the development of occupation standards and qualification standards for relevant study programs, with the aim of better synchronizing learning outcomes and competencies needed in the labor market (*Report on the employability of graduates of the Faculty of Islamic Sciences, University of Sarajevo in the period 2019-2022 with recommendations*);
b) Initiating a proposal to the founder to standardize the employment opportunities for graduates of the IRERP Study Program in the position of Educators in student and pupil dormitories of the IC BiH, thereby increasing the professional prospects of graduates of this program (*Report on the employability of graduates of the Faculty of Islamic Studies, University of Sarajevo in the period 2019-2022 with recommendations*);
c) Reducing the enrollment quota for the IRERP Study Program (*Report on the employability of graduates of the Faculty of Islamic Studies, University of Sarajevo in the period 2019-2022 with recommendations*).

These recommendations are presented in more detail in subchapter 3.2.1 in the part on Labor Market Analysis, where data on the employability of graduates of all study programs are analyzed.

III. *Results of Implementing Recommendations*

The results of implementing recommendations are reflected in specific steps taken after their adoption, aiming at their realization, including:

a) The Faculty initiated a proposal to the founder for the development of occupation standards, which resulted in the drafting and adoption in draft form of standards for 11 occupations and three first-cycle qualifications obtained upon completion of study programs at the Faculty, as part of the higher education reform process in the IC BiH, launched in January 2024. These

documents clearly link the qualifications obtained upon completion of the Faculty's study programs with specific occupations. More detailed information on this process is presented in subchapter 4.2.

In the revised first and second cycle study programs adopted by the Faculty Council in October 2024, the occupations for which graduates of these programs are trained are precisely defined;

b) The draft Occupation Standard - Educator in student and pupil dormitories of the IC BiH provides for the possibility of employing graduates of the IRERP Study Program in this occupation, thereby expanding the professional opportunities for graduates of this program;
c) The enrollment quota for the IRERP Study Program was slightly reduced when enrolling students in the first year of studies in the academic year 2024/25.

**3.7.2. *The higher education institution regularly collects and analyzes data on the number and age structure of academic staff, gender, student-to-teacher ratio, the ratio of permanent to visiting staff, as well as data from staff surveys conducted by students.***

According to Article 3 (paragraph 2, subparagraph i) of *the Rulebook on the Quality Assurance and Management System at the University of Sarajevo*, the equipment and timeliness of the information system and the manner of collection, processing, and using data are one of the areas of quality evaluation in an organizational unit. The Faculty currently uses two information systems to collect and analyze data on study programs: the number and age structure of academic staff, gender, student-to-teacher ratio, the ratio of permanent to visiting staff, and data from staff surveys conducted by students.

1) e-UNSA

In June 2022, the Faculty stopped using the old University information system, ISSS, and began using the new unified University information system, e-UNSA. All data on the academic staff and students of the Faculty were transferred from the ISSS system to the e-UNSA system. This system enables continuous monitoring of data on students, employees, engaged personnel, and the teaching process at the Faculty, as well as the ability to pull out various reports and analyze them. One of the system's functions is the informatization and automation of all processes at the Faculty, which, among other things, concern the number and structure of students, employees, and visiting staff, based on the entered data from the Faculty. This system has accelerated and improved the quality of information exchange between students, teaching staff, the Faculty's Student Service, and the University Rectorate. The system also allows data translation into any foreign language, making it easier for foreign students and visiting lecturers to use. The implementation of the unified information system includes continuous activities related to the development and improvement of the system, aiming to enhance the educational process and activities at the Faculties and the University. All enrolled students, teachers, associates, and employees of the Faculty's Student Service have access to the system, with certain restrictions on access to different types of data. The e-UNSA system is maintained by the University Tele-Informatics Center (UTIC), with certain authorities granted to the Faculty's Student Service. More information about this system is available on the website.

2) DL-platform of the Faculty

The DL platform is the second information system the Faculty uses to collect and analyze data. Its primary function is organizing online learning, teaching, and assessment spaces, as well as facilitating better communication and information exchange between students, teaching staff, and the Faculty's Student Service. It is also used as a system for collecting and analyzing data on the work of academic staff, external associates, and students. With this system, the Faculty distributes various types of information among students and conducts numerous processes and analyses, as well as surveys to collect and analyze the obtained data. The DL-platform is maintained by SmartLab, a company engaged by the Faculty for designing and maintaining the platform. More information about this system is available at the following link.

Using these two information systems and other procedures, the Faculty regularly collects data on the number, gender, and age structure of academic staff, the ratio of permanent to visiting staff, the student-to-teacher ratio, and data from staff surveys conducted by students.

Article 17, paragraph d) of *the Rulebook on the Quality Assurance and Management System at the University of Sarajevo* stipulates, as one of the responsibilities of the Quality Assurance Office at the Faculty, the updating of the University information system and application databases, stating data about the Faculty staff. An integral part of the e-UNSA information system is the HR (Human Resources) database of Faculty employees, which consolidates detailed data on the teaching and engaged staff at the Faculty. The following data are entered and regularly updated for each staff member individually:

- Personal data;
- ID number;
- Gender;
- Date of birth;
- Nationality;
- Father's name and surname;
- Mother's name and surname;
- Permanent address;
- Temporary address;
- Contact phone;
- Email address;
- Data on elections to titles;
- Data on signed contracts;
- PIO/MIO data;
- Data on engagements in other organizational units and
- Data on workload.

The HR database of Faculty employees allows for pulling reports based on all the mentioned data in perspective. Due to the protection of personal data of teaching and engaged staff, the database has restricted access, and the data can be verified through the user account of authorized persons, such as the employees of the Faculty's Student Service.

The mentioned data on the number, gender, and age structure of the Faculty employees are regularly updated in the employees' personal files, as well as in the Employees' Calendar, which is held by the Faculty secretary who monitors the entire Faculty statistics for academic and

non-academic staff, according to Article 46 of *the Rulebook on Internal Organization and Job Classification at the Faculty*, which follows *the Standards and Norms for Performing Higher Education Activities in the Sarajevo Canton*. The Faculty secretary annually submits a Statistical Report to the Federal Institute of Statistics, which includes data on academic staff. Collected data are analyzed at Faculty Council meetings, depending on the need, based on which further measures are taken to improve the work of the Faculty, such as updating the Faculty's Dynamic Plan, preparing teaching plans, creating the Academic Calendar, and other documents that will be presented in detail later in the report.

At the 40th regular session of the Faculty Council (no. 03-03-40-36/20), held on January 15, 2020, the document *Faculty Employees*, which provides tabular data on Faculty employees as of 2020, was adopted and analyzed.

| FACULTY EMPLOYEES | | | | | |
|---|---|---|---|---|---|
| FULL PROFESSORS | | | ASSOCIATE PROFESSORS | | |
| Professionally | Part-time | Total | Professionally | Part-time | Total |
| 6 | 2 | 8 | 8 | 3 | 11 |
| ASSISTANT PROFESSORS | | | SENIOR ASSISTANTS | | |
| Professionally | Part-time | Total | Professionally | Part-time | Total |
| 6 | 3 | 9 | 6 | - | 6 |
| ASSISTANTS | | | ADMINISTRATION | | |
| Professionally | Part-time | Total | Professionally | Part-time | Total |
| 3 | - | 3 | 7 | - | 7 |
| SERVICE STAFF | | | TOTAL EMPLOYEES | | |
| Professionally | Part-time | Total | Professionally | Part-time | Total |
| 10 | - | 10 | 46 | 8 | 54 |

Table 6. *Faculty Employees, 2020.*

The data include only the number of employees, classified into eight categories and categorized into employees (professionally engaged) and external associates (part-time engaged). From this table, it can be seen that in 2020, the structure of permanent and visiting staff at the Faculty was: 29 members of academic staff; eight part-time engaged external associates. Based on the provided data, the Faculty's Dynamic Plan and Teaching Plan were created. This table lacks data on the gender and age structure of employees, but such data can be found in personal files, the Employees' Calendar, and the HR database of the e-UNSA information system. The table needed to be updated to systematically collect and display data on the gender and age structure of employees, which was done in 2023.

At the 10th regular session of the Faculty Council (no. 03-03-10. Regular session - 1059/23), held on November 1, 2023, under item 3. Agenda: *Information on Faculty of Islamic Studies data provided in the questionnaires for data collection from members needed to prepare the internal evaluation report for the re-accreditation of the University of Sarajevo*, a document presenting data on Faculty employees through Tables E-1 and E-2 was analyzed. Table E-1 presents the age and gender structure of teachers and associates employed at the Faculty, as of 2023.

| Teachers and staff in employment | | Gender structure | | Age structure | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Total M | Total F | Up to 35 | 35–45 | 45–55 | 55–65 | Over 65 |
| Full Professors | 10 | 10 | - | - | - | 8 | 1 | 1 |
| Associate Professors | 8 | 4 | 4 | - | 5 | 1 | 2 | - |
| Assistant Professors | 3 | 3 | - | - | 2 | 1 | - | - |
| Senior Assistants | 4 | 2 | 2 | 1 | 3 | - | - | - |
| Assistants | 1 | 1 | - | 1 | - | - | - | - |
| TOTAL | 26 | 20 | 6 | 2 | 10 | 10 | 3 | 1 |

Table 7. (E-1): *Age and Gender Structure of Faculty Staff in Employment, 2023.*

In Table E-2 below, the individual and total number of faculty staff in permanent employment (members of academic staff) and supplementary employment (external associates) at the Faculty, as of 2023, is presented. For the purposes of the Report, the data for the academic year 2023/24 was updated afterwards.

| Academic year | Full Professors | | Associate Professors | | Assistant Professors | | Total number of teachers | Senior Assistants | | Assistants | | Total number of associates | Total number of teachers and associates |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Employment relationship | External associate | External associate | Employment relationship | External associate | Employment relationship | | Employment relationship | External associate | Employment relationship | External associate | | |
| 2018/19 | 6 | 1 | 8 | 4 | 6 | 2 | 27 | 6 | - | 3 | - | 9 | 36 |
| 2019/20 | 6 | 2 | 8 | 4 | 6 | 3 | 29 | 6 | - | 3 | - | 9 | 38 |
| 2020/21 | 6 | 1 | 10 | 3 | 6 | 3 | 29 | 6 | - | 2 | - | 8 | 37 |
| 2021/22 | 2 | 4 | 11 | 2 | 6 | 3 | 28 | 4 | - | 2 | - | 6 | 34 |
| 2022/23 | 10 | 3 | 8 | 4 | 3 | 1 | 29 | 4 | - | 1 | - | 5 | 34 |
| 2023/24 | 9 | 4 | 9 | 4 | 4 | - | 30 | 5 | - | 3 | - | 8 | 38 |

Table 8. (E-2): *Number of Faculty Staff in Permanent and Supplementary Employment at the Faculty.*

In Table 8, which follows, the updated age and gender structure of teachers and associates in employment at the Faculty, as of 2024, is presented.

| Teachers and associates in employment | TOTAL | Gender structure | | Age structure | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Total M | Total F | Up to 35 | 35–45 | 45–55 | 55–65 | Over 65 |
| Full Professors | 9 | 9 | 0 | 0 | 0 | 4 | 4 | 1 |
| Associate Professors | 9 | 5 | 4 | 0 | 0 | 7 | 2 | 0 |
| Assistant Professors | 4 | 4 | 0 | 0 | 3 | 1 | 0 | 0 |
| Senior Assistants | 5 | 3 | 2 | 3 | 2 | 0 | 0 | 0 |
| Assistants | 3 | 1 | 2 | 3 | 0 | 0 | 0 | 0 |
| TOTAL | 30 | 22 | 8 | 6 | 5 | 12 | 6 | 1 |

Table 9. *Age and Gender Structure of Teachers and Associates in Employment at the Faculty, 2024.*

Based on the collected data and identified needs, the Faculty regularly adopts, and periodically amends and updates, the Faculty's Dynamic Plan. Based on data on the number, gender, and age structure of academic staff, as well as the ratio of internal and visiting staff, the Faculty prepares and proposes the Dynamic Plan at Faculty Council meetings:

- The Dynamic Plan for the academic year 2020/2021 was adopted at the 46th regular meeting of the Faculty Council (no. 03-03-46-1069/20), on September 21, 2020 (decision no.: 03-03-46-/20);
- The Dynamic Plan for the academic year 2021/2022 was adopted at the 5th electronic meeting of the Faculty Council (no. 03-03-5. electronic meeting - 454 /21), on May 11, 2021 (decision no.: 03-03-45-1084/20);
- The Dynamic Plan for the academic year 2022/2023 was adopted at the 9th regular electronic meeting of the Faculty Council (no. 03-03-9. regular electronic meeting - 913 /22), on September 7, 2022;
- The Dynamic Plan for the academic year 2023/2024 was adopted at the 8th regular meeting of the Faculty Council (no. 03-03-8. regular meeting - 820 /23), on September 6, 2023 (decision no.: 03-03-8. regular meeting - 830 /23);
- The Dynamic Plan for the academic year 2024/2025 was adopted at the 8th regular meeting of the Faculty Council (no. 03-03-2.8. regular meeting - 685/24), on September 4, 2024.

Based on the above-mentioned data on the number, gender, and age structure of academic staff, as well as the ratio of internal and visiting staff, the Faculty discusses the need for the engagement of academic staff at Faculty Council meetings, updates the Dynamic Plan, and proposes procedures for employment, promotion, or retirement of teaching staff. Example of a proposal: The first regular meeting of the Faculty Council (no. 03-03-1. regular meeting - 16 /23), on January 11, 2023 (item 2, paragraph d): *Proposal to initiate the procedure for early promotion of academic staff to the rank of associate professor, scientific field of Akaid (dogmatics), Tasawwuf, and comparative religions - 1 full-time position*.

In addition to data on the number, gender, and age structure of permanent and engaged academic staff, the e-UNSA system also contains personal data of all enrolled students, as well as data on their studies and grades per subject. These data are accessible to students, the Student Service, and subject teachers and associates. The data can be verified through the user accounts of authorized persons. The e-UNSA information system currently offers certain possibilities

for analyzing individual and group data on the number of students, the ratio of teachers and students, and the ratio of internal and visiting staff, by generating various reports on which appropriate improvement measures can be based.

At the 10th regular meeting of the Faculty Council (no. 03-03-10. regular meeting - 1059/23), held on November 1, 2023, under item 3 of the Agenda: *Information on data from the Faculty of Islamic Studies presented in the questionnaires for data collection from members required for the preparation of the internal evaluation report for the reaccreditation of the University of Sarajevo*, a document was analyzed presenting data on the number of students in all study programs at the Faculty, from the academic year 2018/19 to 2022/23, through two tables D-2. The tables present the total number of students at the Faculty by cycles, academic years, and student categories. For the purposes of the Report, the data for the academic year 2023/24 was subsequently updated. For clarity of the report text, the tables were extracted as Annex 6 of the Self-Evaluation Report.

The collected data on the number of students are periodically analyzed at Faculty Council meetings, depending on the need, based on which further measures for improving the work of the Faculty are taken - defining student enrollment quotas, ensuring space for teaching activities, analyzing norms for teachers and associates, and engaging additional academic staff. Based on the collected data and analyzed needs, the Faculty determines the Teaching Plan before the start of each academic year, which presents the teaching workload of teachers and associates in terms of the number of hours and students, as well as the ratio of internal and visiting staff. The Teaching Plan is analyzed and adopted at the Faculty Council, and then at the University Senate:

- The Teaching Plan for the academic year 2020/21 was adopted at the 2nd electronic meeting of the Faculty Council (no. 03-03-2. electronic - 892/20), on July 17, 2020;
- The Teaching Plan for the academic year 2021/22 was adopted at the 5th electronic meeting of the Faculty Council (no. 03-03-5. electronic meeting - 454 /21), on May 11, 2021;
- The Teaching Plan for the academic year 2022/23 was adopted at the 11th regular meeting of the Faculty Council (no. 03-03-11. regular meeting - 1134 /22), on November 9, 2022 (conclusion no.: 01-16-116/22);
- The Teaching Plan for the academic year 2023/24 was adopted at the 7th regular meeting of the Faculty Council (no. 03-03-7. regular meeting - 636/23), on July 5, 2023 (decision no.: 03-03-7. regular meeting - 661/23);
- The Teaching Plan for the academic year 2024/25 was adopted at the 7th regular meeting of the Faculty Council (no. 03-03-2. regular meeting - 555/24), on July 3, 2024.

According to Article 14, paragraph e) of *the Rulebook on the Quality Assurance and Management System at the University of Sarajevo*, one of the responsibilities of the Quality Assurance Committee is "organizing, coordinating, and implementing the process, as well as analyzing the data obtained from the student evaluation procedure of the work of academic staff and the success of the implementation of curricula and programs." In accordance with this obligation, the Faculty regularly collects and analyzes data obtained through the student survey process of teaching and associate staff. The student evaluation procedure is carried out at the end of each semester. The collected data are analyzed, and a report on student evaluations is

then written, containing recommendations for improving teaching. This report is analyzed and adopted at Faculty Council meetings (see subchapter 3.9.1.).

In addition to the regular student evaluation procedure of academic staff, the Faculty initiated the self-evaluation process of study programs at the 8th regular electronic meeting of the Faculty Council (no. 03-03-8. regular electronic meeting - 776/22), on July 8, 2022. The self-evaluation of study programs included student survey questionnaires in which they evaluated study programs, as well as the teaching and non-teaching staff of the Faculty.

After the survey process was conducted, at the 7th regular electronic meeting of the Faculty Council (no. 03-03-7. regular electronic meeting - 709/22), on July 30, 2022, the Quality Assurance Committee's Report with recommendations for further improvement of study programs was adopted.

## 3.8. INFORMING THE PUBLIC ABOUT STUDY PROGRAMS

**3.8.1.** ***The higher education institution objectively and timely informs the public with updated information about all aspects of approved (licensed) and/or accredited study programs it offers, with a special focus on the defined goals of the study programs and learning outcomes. Information about the academic careers of employed and engaged staff is publicly available. At least 50% of the total information is in English.***

In accordance with Article 49, paragraph (4) of *the Law on Higher Education of Sarajevo Canton* from 2022, "Higher education institutions are obliged to publish and continuously update information on the number and profile of all study programs implemented at the higher education institution on their website."

The Faculty timely informs the public with updated information about various aspects of the study programs it offers, with a special focus on the defined goals of the study programs and learning outcomes. On its website, the Faculty publishes current, clear, accurate, objective, impartial, easily accessible, and verifiable information about the Islamic Theology Study Program, the IRERP Study Program, the IHM Study Program, as well as the second cycle study programs, Master's in Islamic Studies, and Master's in Imamate. Thus, information about these study programs of the Faculty is available within the "First Cycle" study menu, respectively within the "Second Cycle" study menu.

Transparency in the dynamics of updating the curricula is reflected in the fact that not only the latest curricula are available to the public, but also those from previous years, for the needs of all active students:

- In the folder/section for the Islamic Theology Study Program, curricula from 2013 to 2020 are available, so that all active students can find information related to their curriculum (2013, 2016, 2018, 2019, and 2020);
- In the folder/section for the IRERP Study Program, curricula from 2013 to 2020 are available, so that all active students can find information related to their curriculum (2013, 2016, 2018, 2019, and 2020);
- In the folder/section for the IHM Study Program, curricula from 2015 to 2020 are available, to meet the needs of all active students for information related to their curriculum (2015, 2018, 2019, and 2020);

- In the folder/section for the Master's in Islamic Studies, curricula from 2016 to 2019 are available, so that all active students can find information related to their curriculum (2016, 2018, and 2019);
- In the folder/section for the Master's in Imamate study program, the current curriculum from 2018 is available to the public.

In addition to the curricula, the same folders provide the public with the current *Guide for Future Students of the Faculty*, which also serves as an informative package useful for future students of all study programs at both study cycles and contains all relevant data about the study programs, including curricula, as well as the titles acquired, all in accordance with Article 143, paragraph (3) of *the Statute of the University* (2018): "The University/organizational unit is obliged to publish an informative package/student guide on its website that contains information on all student rights, including mobility programs, in accordance with the law and this statute."

In the mentioned folder for the first cycle of studies on the website, other useful documents are also available, such as:

- The Faculty's academic calendar for the current academic year 2024/25;
- *Rules for studying for the first and second cycles of studies, integrated, professional, and specialized studies at the University of Sarajevo* (2023);
- *Regulation on professional practice for students of the Faculty of Islamic Studies, University of Sarajevo* (2018);
- *Regulation on the preparation and defense of seminar papers* (2017);
- Forms for the recognition of exams and foreign higher education qualifications:
- recognition of exams from the Islamic Pedagogical Faculty in Bihać;
- recognition of exams when transitioning from the old curriculum;
- recognition of exams from the Islamic Pedagogical Faculty in Zenica;
- request for recognition of foreign higher education qualifications;
- *Rules of the Faculty of Islamic Studies in Sarajevo*;
- *Regulation on disciplinary and material responsibility of students of the Faculty of Islamic Studies in Sarajevo*;
- *House rules of the Faculty of Islamic Studies in Sarajevo*;
- Exam registration form;
- User instructions for students on the use of the e-UNSA system;
- Cabinet consultation schedules, offered through the DL-platform as an internal site of the Faculty, used exclusively by students and teaching staff, where each professor personally updates their consultation schedules within the folder for their subjects. This platform is accessed with personal codes and offers all internal information regarding the teaching contents of each subject, e-classrooms, e-exams, e-consultations, a notice board with information from the Student Services, etc.
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In the mentioned folder for the second cycle of studies on the website, in addition to the documents already listed which are common to both study cycles, additional useful documents for students of all master programs are also available, such as:

- Activity schedule for the second cycle of studies;
- Other necessary/useful forms:

- Request for recognition of foreign higher education qualifications;
- Thesis topic application form;
- Proposal for the committee for the evaluation and defense of the thesis;
- Request for evaluation and defense of the thesis;
- Mentor's consent;
- Report of the Committee for the evaluation and defense of the thesis;
- Defense minutes;
- Master's thesis cover page template;
- Authenticity statements.

At the above link for the first cycle of studies, the Faculty provides complete and updated information to the public about the exact names of all three study programs of this cycle, as follows: Islamic Theology Study Program, Islamic Religious Education and Religious Pedagogy (IVRP) Study Program, and the Study Program for Imams, Khatibs, and Muallims (IHM), as well as other information about these study programs, such as:

- Information about intended learning outcomes, defined on page 1 of the document for the Islamic Theology Study Program, page 2 of the document for the IRERP Study Program, page 2 of the document for the IHM Study Program, and in tables for each subject individually;
- Information about the qualifications and academic titles awarded upon completion of studies, defined on page 7 of *the Guide for Students of the First and Second Cycle of Studies* (2022), respectively on pages 5 and 19 of the updated *Guide for Future Students* (2025);
- *Rules for studying for the first and second cycles of studies, integrated, professional, and specialized studies at the University of Sarajevo*;
- Information on knowledge assessment and student evaluation is available at the same links for the first and second cycles in the curriculum for each study program separately: Islamic Theology Program, IRERP Program, and IHM Program, where it is listed in a table under the rubric "Methods of Knowledge Assessment with Grade Structure" for each course individually.

At the above link for the second cycle of studies, the Faculty provides complete and updated information to the public about the exact names of both master's programs (Master in Islamic Studies and Master in Imamate), as well as other information about these study programs, such as:

- Information about intended learning outcomes for the Master in Islamic Studies, defined on page 2 of the curriculum and in tables for each course individually;
- Information about intended learning outcomes for the Master in Imamate, defined on pages 2 and 3 of the curriculum, and in tables for each course individually;
- Information about the qualifications and academic titles awarded upon completion of studies, defined on page 7 of *the Guide for Students of the First and Second Cycle of Studies* (2022);
- Rules for studying are defined by the document *Rules for Studying for the First and Second Cycle of Studies, Integrated, Professional, and Specialized Studies at the University of Sarajevo*;

- Information on knowledge assessment and student evaluation is available at the same link in the curriculum for the Master in Islamic Studies and Master in Imamate, where it is listed in a table under the rubric "Methods of Knowledge Assessment with Grade Structure" for each course individually.

For all three first cycle study programs, opportunities for further professional development are defined by the document *Guide for Students of the First and Second Cycle of Studies* (2022) in the section relating to the second cycle of studies, on pages 20-23. Information on employment opportunities for graduates is summarized on page 9 of the same *Guide*. For the Master in Islamic Studies study program, opportunities for further professional development can be found at the following link, while information on employment opportunities for graduates of this master's program is also summarized on page 21 of the *Guide*. For the Master in Imamate study program, opportunities for further professional development can be found at the following link, while information on employment opportunities for graduates of this master's program is available on pages 22-23 of the *Guide*.

The curriculum and the 2022 *Guide* do not define the criteria for the selection and enrollment of students in the Islamic Theology, IRERP, IHM Study Programs, nor in the Master in Islamic Studies study program. However, the criteria for the selection and enrollment of students in the Master in Imamate study program are defined on page 23 of the *Guide*.

The updated *Guide for Future Students* (2025) contains concise information on the conditions for enrollment in study programs (page 26) and the employment prospects of program graduates (page 28). The revised curricula adopted by the Faculty Council as part of the review of the five study programs in October 2024 included more precise information on: a) criteria for enrollment in these study programs, and b) professions in which it is possible to employ graduates of study programs, as already presented in subchapter 1.6 of the Self-Evaluation Report.

Profiles of teachers and associates teaching all five study programs are available on the Faculty's website. Here, the profiles of all teaching staff with fully updated and harmonized bio-bibliographies (100%) are available. Currently, 92% of the updated bio-bibliographies of teaching staff are available in English, and the goal is to achieve full availability of bio-bibliographies of teaching staff in English.

The Faculty continuously works on improving the means and methods of communication with the public. Thus, communication takes place in several ways.

The Faculty, through its website, informs target groups for all five study programs and the general public about all events and activities at the Faculty, such as defenses of master's theses and doctoral dissertations, scientific and professional gatherings organized by the Faculty, promotions of graduates/masters, book promotions, study visits, guest lectures, announced competitions at the Faculty, committee reports, etc. The folder for first cycle study programs also contains a special "Notice Board," as does the folder for second cycle study programs, through which the Faculty specifically informs students of both cycles, as the primary target group, about various aspects of studies and news of interest to students of the first and second cycles. Otherwise, the Faculty communicates with the public primarily through the folder "News" with subfolders: "Latest," "Recommendation," and "Announcements."

The Faculty uses various forms of communication with each of the target groups as well as with the public. Representatives of the Faculty appear at job fairs, present their study programs to high school graduates, primarily from madrasas, mark graduation days and promotions of graduates (2019/20, 2021/22), promote the Faculty and programs through television (FTV, Hayat, BIR TV), radio, electronic and print media. The promotion of the Faculty to potential future students is very well organized, and it involves teachers and students, with the support of the Student Service. Professors and students of the Faculty go on planned visits to madrasas across Bosnia and Herzegovina to talk to students and offer answers to their questions about studying at the Faculty. Open days are organized when guides for freshmen and information packages with relevant data about study programs and other promotional materials are distributed. The target group for the Master's in Islamic Studies and Master's in Imamate study programs are primarily graduates of the first cycle of studies at the Faculty, so no special promotion outside the Faculty is needed for these programs.

Relevant data about the mission, vision, strategy, organizational structure and management (Dean's Office, Governing Board, Faculty Council), academic staff, study programs and titles, research activity, and events and current affairs in the work of the higher education institution can be found on the Faculty's website, which is regularly updated in Bosnian and English. The Faculty monitors and supports the scientific and research work of the academic staff and presents information about the results on its website (completed projects, ongoing projects, documentation).

*Through the Faculty's DL-platform*. This platform is exclusively internal and its users are students and Faculty staff. It is used for informing and communicating all important aspects of studies, as well as for teaching, teaching materials, consultation schedules and consultations in the e-classroom, creating quizzes and e-exams, and all other information related to the teaching process, such as posting exam results, notices to students from teachers and the Student Service.

*Through the Faculty's Facebook page*. This social network is used as a platform for quickly informing the wider public about all interesting events at the Faculty.

Direct communication with the Faculty takes place via email: sekretar@fin.unsa.ba, as well as via fax or telephone.

On the website, there is also a folder for alumni through which alumni of all three cycles of studies can register themselves. There are also alumni databases for: Islamic Theology Study Program, IRERP Study Program, IHM Study Program, as well as alumni databases for the Master's in Islamic Studies and Master's in Imamate study programs, where alumni can be searched. The alumni databases are currently being filled. The Faculty addresses its alumni in various ways, as shown by the following TV appearance of the dean Prof. Dr. Mustafa Hasani, as well as the address to alumni by the previous dean Prof. Dr. Zuhdija Hasanović.

Certain procedures and communication strategies with target groups (potential/future students of all five programs, current students and graduates of these programs, etc.) exist in practice, but are not shaped/formalized by a special act that would also serve as a basis for communication analysis and taking measures for improvement. The Faculty has a permanent Committee for Public Relations and Maintenance of the Faculty's website, as the responsible body for this part of the activity. The process of publishing information on the Faculty's website takes place in several steps, from the person responsible for creating/delivering a certain type

of information, through the associate who performs the function of editor of the Faculty's website to the business entity whose employees perform the technical part of the work related to the publication and updating of the final content, maintenance of the website, its redesign, etc. Currently, there are no special mechanisms for monitoring and analyzing user satisfaction with the quality of the website and the offered information. However, within the evaluation of the Faculty's study programs, students of both cycles have the opportunity to rate the quality of the Faculty's website and DL-platform and provide suggestions for improvement.

## 3.9. CONTINUOUS MONITORING, PERIODIC EVALUATION, AND REVISION OF STUDY PROGRAMS

### 3.9.1. *Procedures for the periodic evaluation, improvement, and restructuring of existing study programs are established. Procedures include the opinions of students and other internal and external stakeholders.*

The process of internal evaluation of the study program, in accordance with *the Law on Higher Education of the Canton Sarajevo* (*Official Gazette of Canton Sarajevo*, no. 36/22), "is carried out continuously and at least once at the end of the study cycle in which the study program is implemented" (Article 80, paragraph (3) and Article 93, paragraph (6)). The council of the university member is responsible for conducting the evaluation of study programs at all study cycles (Article 69, paragraph (1), item c). This body analyzes the effectiveness of teaching and exams conducted in subjects during the semester and academic year and determines measures for their improvement and enhancement; it analyzes the effectiveness of teaching within study programs and determines proposals for preventive and corrective measures to improve teaching (Article 69, paragraph (1), items s-u).

During the evaluation, the opinions of students, who are guaranteed the right to "evaluate the work of academic staff" (Article 108, paragraph (3), item k) of the Law), are taken into account. It is the duty of the higher education institution to analyze the performance results of academic staff as part of the ongoing improvement process. Based on this analysis, a quality improvement plan is established, i.e., a training plan and program for all employees, especially in the areas of ethics, pedagogical-didactic, and digital competencies to ensure the quality of all business processes of the higher education institution (Article 140, paragraph (1)). In addition to the results of the academic and research work of academic staff, the work performance of non-academic staff is also subject to evaluation, which the higher education institution/member is obliged to conduct at the end of each calendar year. Based on the results of this evaluation, a plan to strengthen the capabilities of non-academic staff is determined, with the aim of ensuring the achievement of the established quality level and building a culture of quality (Article 146).

According to Article 140 of *the Statute of the University of Sarajevo* (no. 01-1093-3-/18 of November 28, 2018), the implementation of the study program is monitored by the council of the member and the Senate, which provide proposals for its amendments, taking into account the requirements of service users and the labor market. Study programs are subject to evaluation and potential amendments at least once at the end of the study cycle in which the study program is implemented.

The procedure for evaluating the work of academic staff and the procedure for evaluating the success of implementing curricula and study programs are more closely regulated by *the Rulebook on Student Evaluation of the Work of Academic Staff and the Success of Implementing Curricula and Study Programs at the University of Sarajevo* (no. 01-1101-99/18 of December 19, 2018).

*The Rulebook on the Evaluation of the Work of Non-Academic Staff at the University of Sarajevo – Faculty of Islamic Studies* regulates the criteria and procedure for evaluation, the obligations of participants in the evaluation process, as well as the content of standard forms

for evaluating the work of non-academic staff, i.e., professional, administrative, and auxiliary technical staff.

The procedure for reviewing existing study programs is more closely regulated by *the Rulebook on the Procedure for Proposing, Evaluating, Adopting New, and Amending Existing Study Programs and Curricula at the University of Sarajevo – consolidated text* (no. 01-01-2238/21 of January 27, 2021).

Regular updating of courses related to the improvement of teaching methods, monitoring of recent literature, and student success, as well as the alignment of content with contemporary knowledge, is not considered significant changes but rather part of quality assurance. Changes in the curriculum that relate to the regular updating of courses are approved by the council of the member (Article 14). The request for amendments to the curriculum of the existing study program must be accompanied by: a) proposed amendments, b) reasons for the amendments, and c) the opinion of the quality assurance committee of the member on the compliance of the proposed amendments with standards and norms and the compliance of the proposed quality assurance plan of the study program with *the Standards and Guidelines for Quality Assurance in the European Higher Education Area* (Article 15). Based on the obtained opinion of the group council, the Senate may decide to: a) approve the request for amendments to the existing study program, b) reject the request for amendments to the existing study program, or c) conditionally accept the request for amendments to the existing study program with the obligation to revise it at the request of the Senate (Article 17).

"From the academic year 2024/2025, a new regulation of the University governing the subject area came into effect, namely the Rulebook on the procedure for adopting and amending study programs at the University."

Amendments to the curricula of the Faculty's study programs are approved by the Senate at the proposal of the Faculty Council, with the prior approval of the *Riyasat* of the IC BiH as the competent body of the Faculty's Founder, in accordance with Article 170 of *the Law on Higher Education* and Article 11 of *the Agreement on the Status and Operation of the Faculty of Islamic Studies in Sarajevo within the University of Sarajevo*. The Senate of the University adopts the curriculum of religious courses within the Faculty's curriculum without the authority to change or abolish them.

The regulations of the University and the Faculty have provided for the participation of all stakeholders in the process of reviewing the study program (Articles 63 and 109 of *the Statute of the University*, Article 15 of *the Rulebook on the Quality Assurance and Management System at the University*; Article 6 of *the Rulebook on the Internal Organization and Job Classification at the Faculty*). In accordance with the provisions contained in the mentioned articles of the University and Faculty regulations, expert bodies, the Quality Assurance Committee, and the Faculty Council, are appointed.

Academic and non-academic staff and students, either personally or through their representatives, participate in the work of bodies that make decisions relevant to the review process (Quality Assurance Committee, Faculty Council, University Senate), while the IC BiH as the founder and main employer of the Faculty graduates is involved in the process by issuing approvals for revisions (Article 27 of *the Faculty Rules*).

Decisions made in the review process and revised curricula are published on the websites of the Faculty and the University:

- Curriculum of Islamic Theology (2019);
- Curriculum of Islamic Theology (2020);
- Curriculum of IRERP (2019);
- Curriculum of IRERP (2020);
- Curriculum of IHM (2020);
- Curriculum of IHM (2023);
- Master's in Islamic Studies (2019);
- Master's in Islamic Studies (2023);
- Master's in Imamate (2018).

To improve quality, the Islamic Theology study program has been subject to revision three times since the last institutional reaccreditation of the University, namely in 2019, 2020, and 2024. For illustration, in the 2019 revision, the proportion of professional practice in the curriculum was increased. The subject Imam and Teacher Practice (I-IV) was introduced in all four years of study, aimed at preparing students (a) for the realization of professional imam and teacher practice in local congregations (*jamaats*) the IC BiH and (b) providing reflection on the realization of the practice and its evaluation.

The IRERP study program has also been subject to revision three times since the last institutional reaccreditation of the University, namely in 2019, 2020, and 2024. For illustration, in the 2019 revision, the curriculum was aligned with *the Instruction of the Ministry of Education, Science, and Youth of the Canton Sarajevo on the representation of pedagogical-psychological and didactic-methodical groups of subjects, practical teaching, teaching about inclusive education, compliance with the curricula of preschool, primary, and secondary education in the Canton Sarajevo*.

The IHM study program has been subject to revision five times since the last institutional reaccreditation of the University, namely in 2019, 2020, 2022, 2023, and 2024. For illustration, in the 2019 revision, the proportion of professional practice in the curriculum was increased. The subject Imam and Teacher Practice (I-III) was introduced in all three years of study, aimed at preparing students (a) for the realization of professional imam and teacher practice in the local congregations (*jamaats*) of the IC BiH and (b) providing reflection on the realization of the practice and its evaluation.

The Master's in Islamic Studies has been subject to revision four times since the last institutional reaccreditation of the University, namely in 2019, 2022, 2023, and 2024.

The Master's in Imamate has so far been subject to revision in 2024.

The quality of the teaching process in these study programs is regularly monitored and evaluated within the framework of the semester evaluation of the teaching process, corrective measures are taken, and work is done on their implementation. Below are links to the minutes of the Faculty Council meetings at which the reports on the evaluation of teaching were adopted:

- in the summer semester of 2023/24 (3rd regular Council meeting of December 4, 2024);
- in the winter semester of 2023/2024 (6th regular Council meeting of June 5, 2024);

- in the summer semester of 2022/23 (8th regular Council meeting of September 8, 2023);
- in the winter semester of 2022/23 (4th regular Council meeting of April 5, 2023);
- in the summer semester of 2021/22 (9th regular electronic Council meeting of September 7, 2022);
- in the winter semester of 2020/21 (1st thematic electronic Council meeting of March 26, 2021);
- in the summer semester of 2019/20 (44th Council meeting of July 1, 2020);
- in the winter semester of 2019/20 (43rd regular Council meeting of June 10, 2020).

In the academic year 2021/2022, an Evaluation of the Faculty's study programs was conducted, which included all five mentioned study programs.

The general quality indicators of the study program measured through the evaluation of study programs were:

a) The work of services and the general conditions of studying at the Faculty;
b) The study program (content and quality of mandatory and elective subjects, alignment with learning outcomes and competency profiles, etc.);
c) Teaching and exams;
d) Attitude towards students and support in studying;
e) General assessment of study outcomes.

Each of the mentioned general indicators includes a series of specific quality indicators contained in the Questionnaire for the Evaluation of Faculty Study Programs.

The results of the Evaluation of the Faculty's study programs in 2021/22 were discussed at a meeting of the Quality Assurance Committee, with the presence of members of the Faculty Dean's Office (dean, vice deans, and secretary). The Committee adopted the Report on the Evaluation of the Faculty's Study Programs, which included the evaluation results and a total of 47 recommendations for the improvement of study programs. Subsequently, the Report was reviewed and adopted at the 7th regular meeting of the Faculty Council on June 30, 2022.

The conduct of evaluations aimed at improving the quality of the study program is detailed in relation to criterion 9.2.

**3.9.2.** ***The higher education institution periodically evaluates the curriculum, the teaching process, the degree of realization of learning outcomes, and their relevance to the labor market through surveys of students, academic and administrative staff, and uses the feedback for innovation and improvement.***

The teaching process is systematically monitored and evaluated through regular semester evaluations. Reports on the evaluation of teaching are reviewed and adopted by the Quality Assurance Committee and then by the Council, starting from the summer semester of 2018/19. Members of the academic and administrative staff are personally or through representatives included in the Quality Assurance Committee and the Faculty Council and participate in discussions and adoption of reports on the evaluation of teaching with accompanying corrective measures and recommendations for improving the teaching process.

In the academic year 2021/22, the first comprehensive evaluation of the curriculum, the degree of realization of learning outcomes, and their relevance to the labor market through student

surveys was conducted, specifically through the Evaluation of Faculty Study Programs in the academic year 2021/22.

Members of the academic and administrative staff personally or through representatives in the Quality Assurance Committee and the Council participated in discussions and adoption of the Report on the Evaluation of Faculty Study Programs in the academic year 2021/22 with accompanying recommendations for improvement.

From October 31 to November 6, 2023, the Quality Assurance Service of the Rectorate of the University conducted a survey of the University's academic staff on the quality, modernity, and availability of resources related to study programs in the academic year 2022/23, in which Faculty academic staff participated. According to the results of this survey, the Faculty of Islamic Studies was the second member of the University in terms of satisfaction of its academic staff with various aspects of the institution's work. The Faculty's Quality Assurance Committee adopted the Report on the Survey Results with Academic Staff at its 3rd meeting on May 30, 2024, with recommendations which were then reviewed and adopted at the 6th regular meeting of the Faculty Council on June 5, 2024. A series of recommendations were adopted with the aim of further improving the Faculty's work, especially in the field of scientific research.

The results of the semester evaluation of teaching are regularly analyzed by the Quality Assurance Committee and presented through reports containing data on the number and structure of respondents, average ratings of the work of academic staff (teachers, associates, and external collaborators) in teaching, proposals for recognition and awards for the three best-rated teachers, the three best-rated associates, and the best-rated external collaborator, aggregate indicators of the quality of the teaching process according to different criteria/questions from the evaluation questionnaire, the Committee's review of aggregate indicators on achieved progress and room for improvement, examples of good practices in teaching, identified shortcomings, and proposed corrective measures provided by *the Rulebook on Student Evaluation of the Work of Academic Staff in Teaching*, as well as other improvement proposals. Reports of the Committee on the evaluation of the teaching process are reviewed and adopted by the Faculty Council. The implementation of corrective measures is initiated by the dean and vice-deans for teaching and quality, in cooperation with department heads.

It is important to mention that improvements in the teaching process from the winter semester report 2020/21 to the summer semester report 2022/23 are evident:

a) Aggregate indicators by criteria/questions in the evaluation questionnaire show a continuous improvement in the quality of the teaching process;
b) The occurrence of unsatisfactory average ratings (less than 2) on individual questions in the evaluation questionnaire requiring corrective measures has been reduced to 0%;
c) The presence of shortcomings in teaching requiring corrective measures (e.g., untidy/irregular fulfillment of basic teaching obligations) has been significantly reduced.

In support of the statement under a), the following graph shows the trend of aggregate ratings of adopted quality indicators of teaching. Specifically, the graphs show the percentage of students who rated the adopted quality indicators with the highest rating of 5. It is observed that the majority of indicators (16 out of a total of 17) show a trend of improvement in ratings, indicating positive effects of the regular semester evaluation of the teaching process.

The percentage of growth of the highest rating in the indicated period, according to the quality indicators of the teaching process, was:

- Stimulates students to conduct independent research and learning (24%);

- Applies different forms and methods of work (23.4%);

- Involves students in discussion and encourages them to actively participate in the processing of teaching content (19.6%);

- Creates different resources enabled by the DL platform (18.4%);

- Adheres to the subject matter during teaching hours (12.5%);

- Provides students with appropriate feedback and evaluation of their tasks (12.2%);

- Allows students consultations via the DL platform or email communication (10.3%);

- Timely and clearly defines the course objectives, student obligations in the course, literature, and student assessment methods (10%);

- General evaluation of the work of teachers and assistants (9.3%);

- Motivated to work and conscientiously fulfills their obligations (8.1%);

- Clearly and understandably presents teaching content (8%);

- Various e-learning resources are adequately organized (2.6%);

- Treats students fairly and respectfully (1.9%);

- Approaches teaching prepared (1.3%);

- Available e-materials for learning were useful in mastering the material (0.4%);

- Made e-learning materials available to students in electronic form (0.1%).

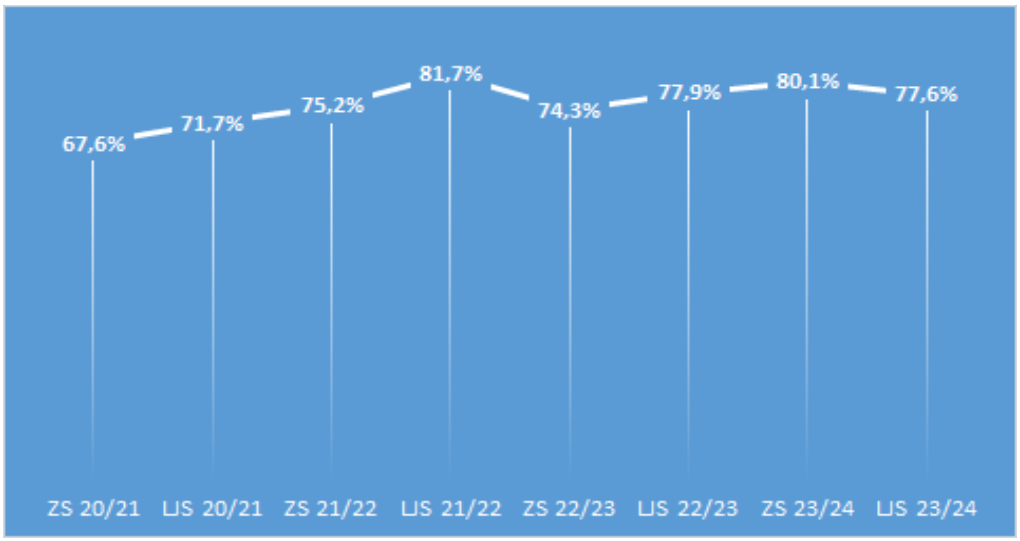



Chart 5. *Timely and clearly defines course objectives, student obligations in the course, literature, and student assessment methods.*

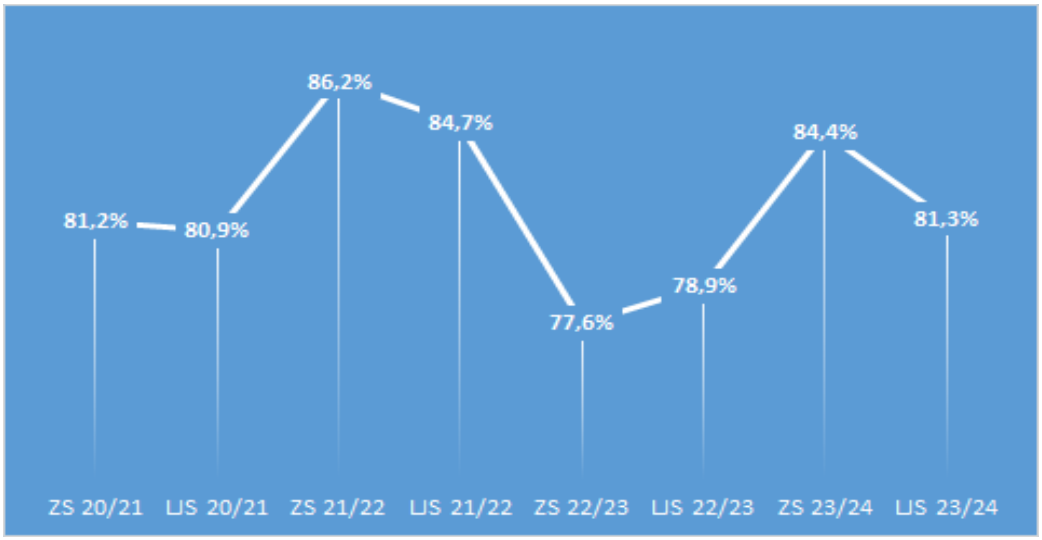



Chart 6. *Made e-learning materials available to students in electronic form*.

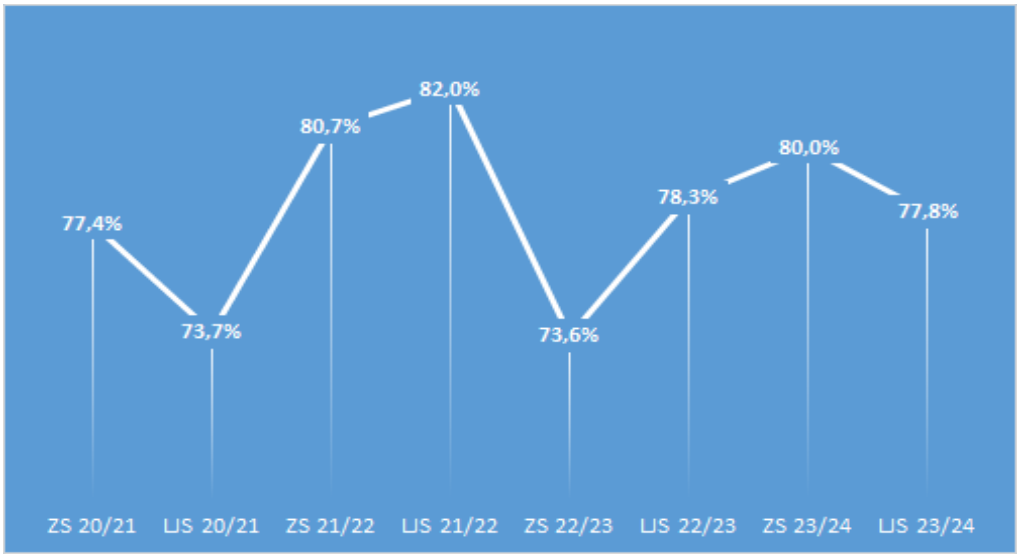



Chart 7. *Available e-learning materials were useful in mastering the material*.

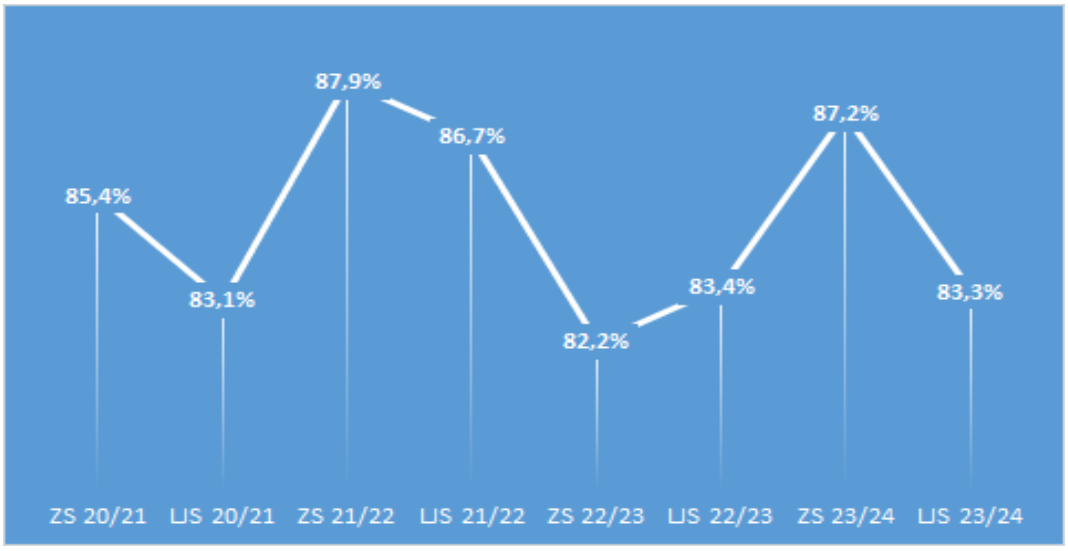



Chart 8. *Conducts classes regularly and on time*.

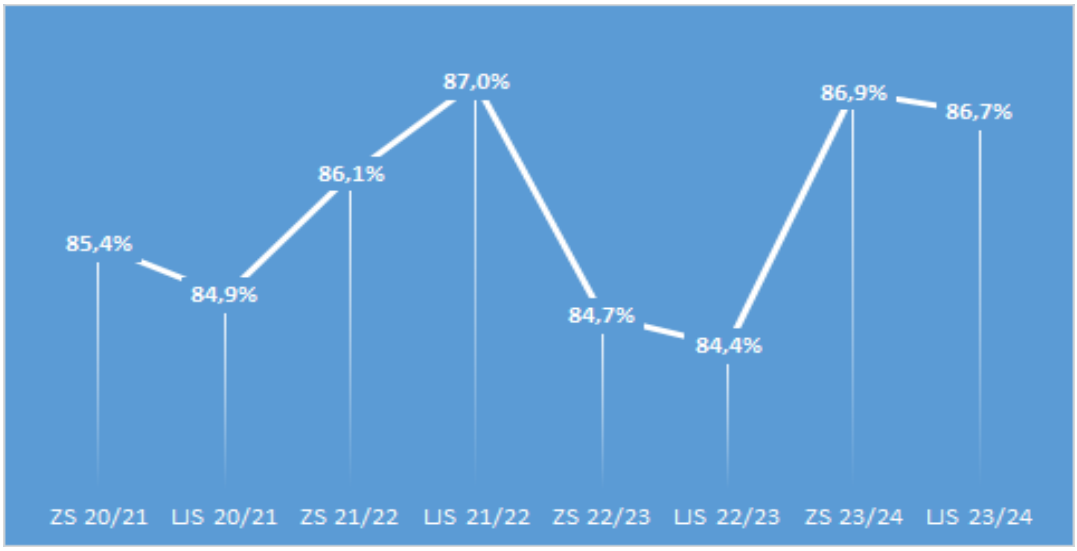



Chart 9. *Approaches teaching prepared*.

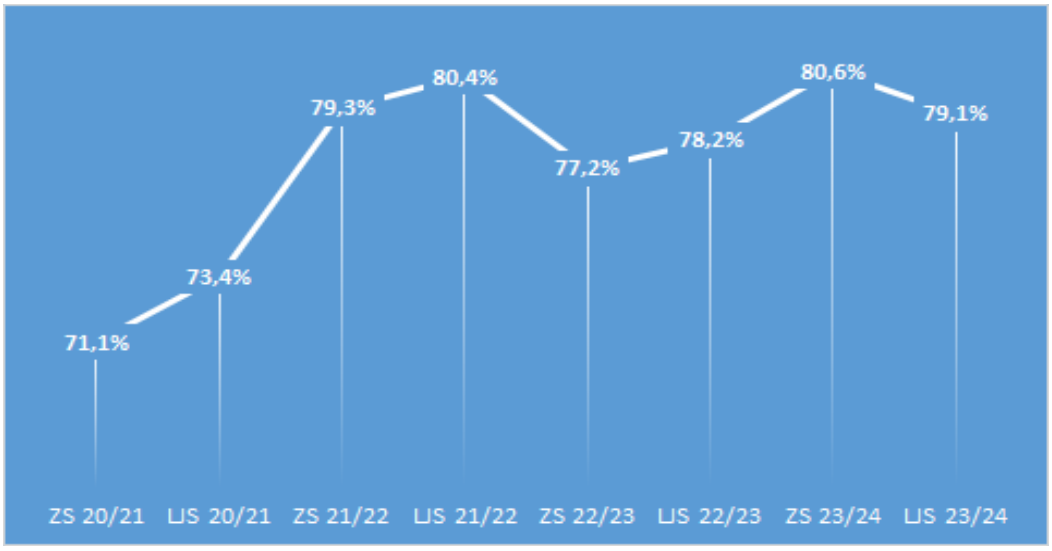



Chart 10. *Clearly and understandably presents teaching content*.

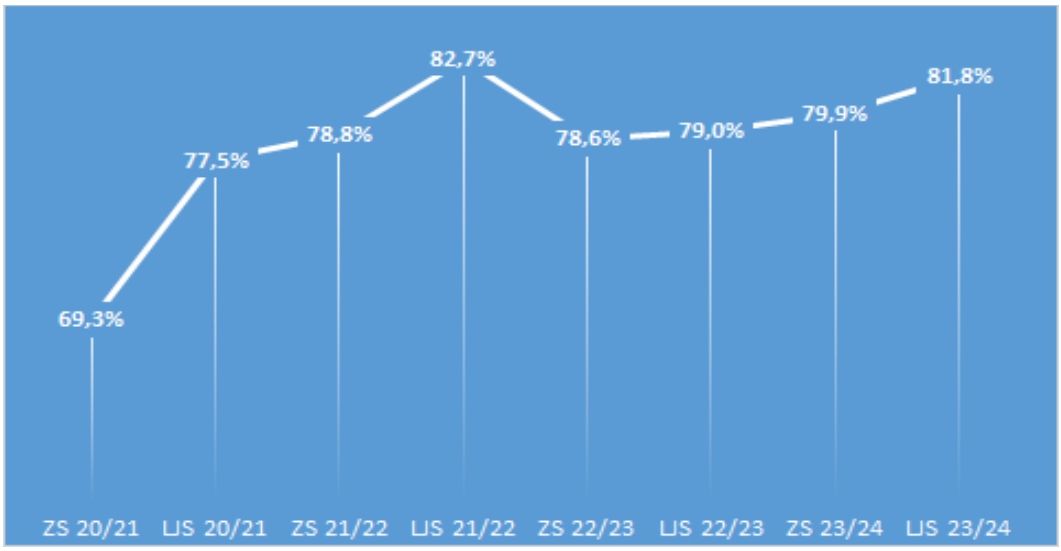



Chart 11. *Adheres to the subject matter during teaching hours*.

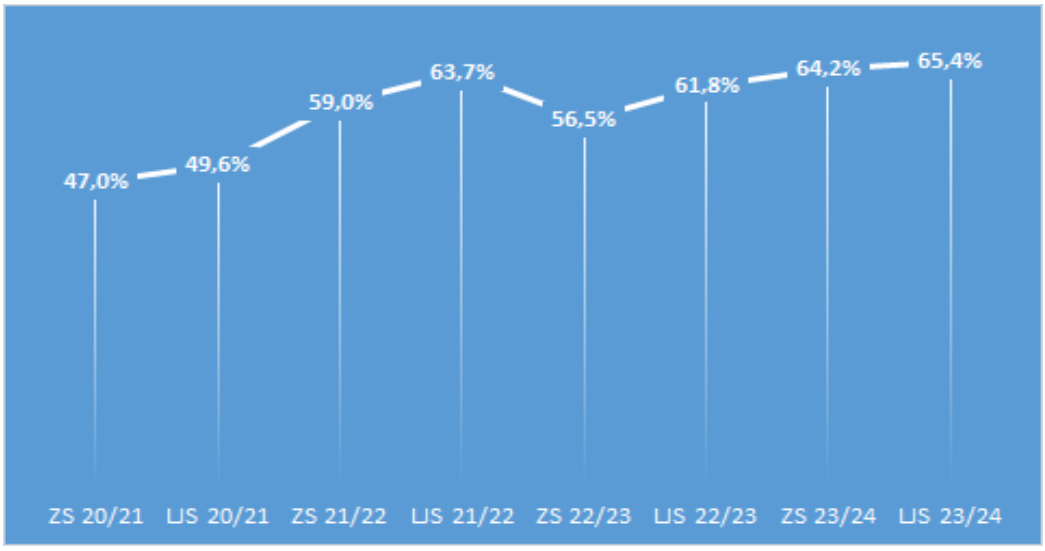



Chart 12. *Creates various resources enabled by the DL platform*.

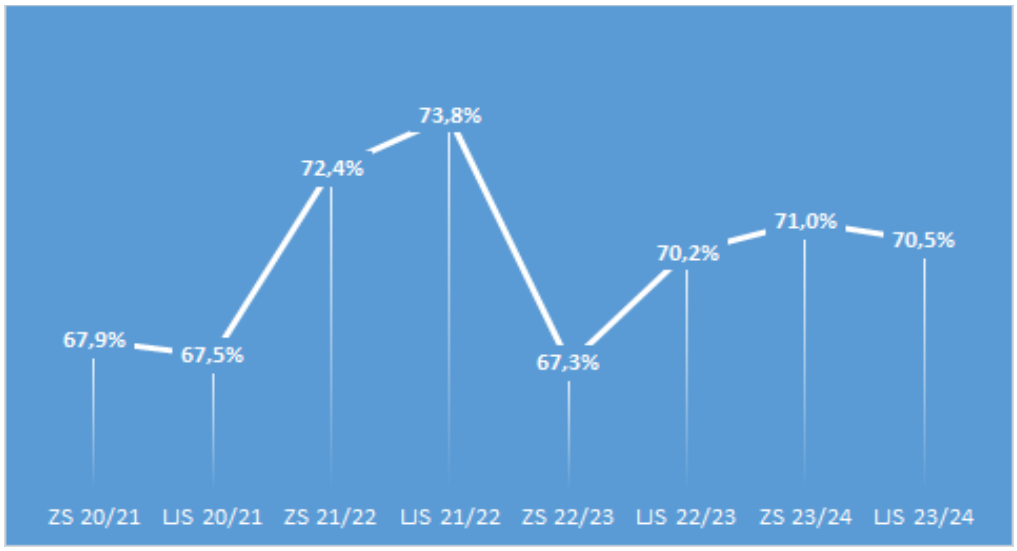



Chart 13. *Various e-learning resources are adequately organized*.

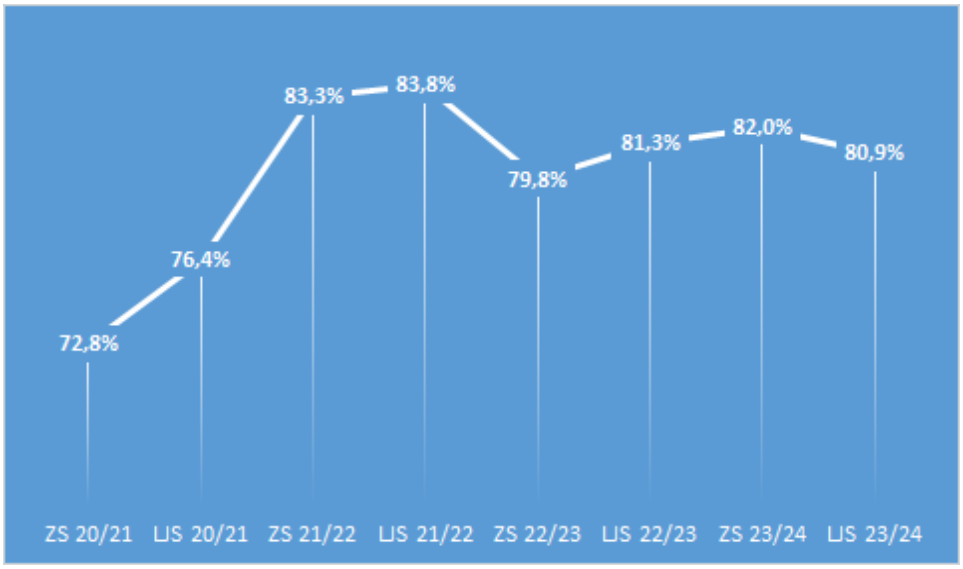



Chart 14. *Motivated to work and conscientiously fulfills their obligations*.

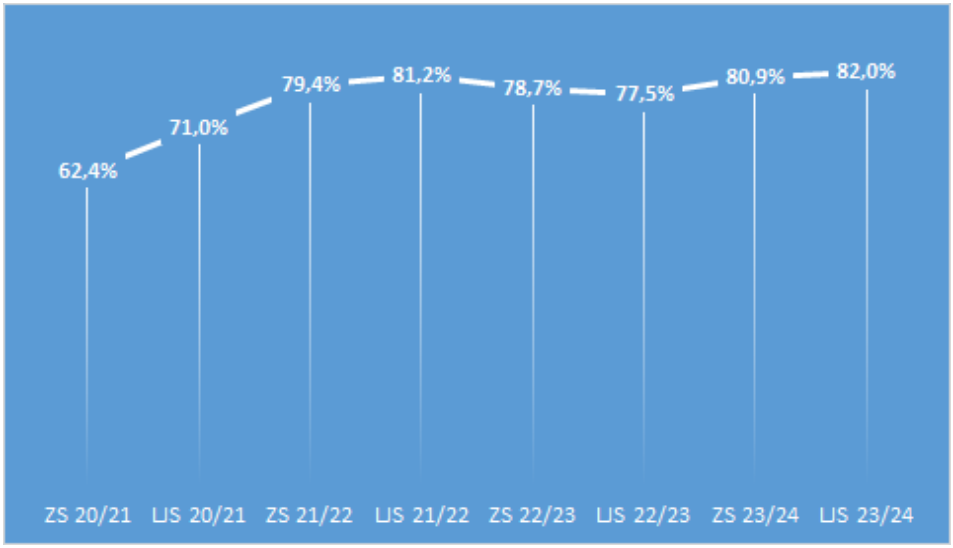



Chart 15. *Involves students in discussion and encourages them to actively participate in processing teaching content*.

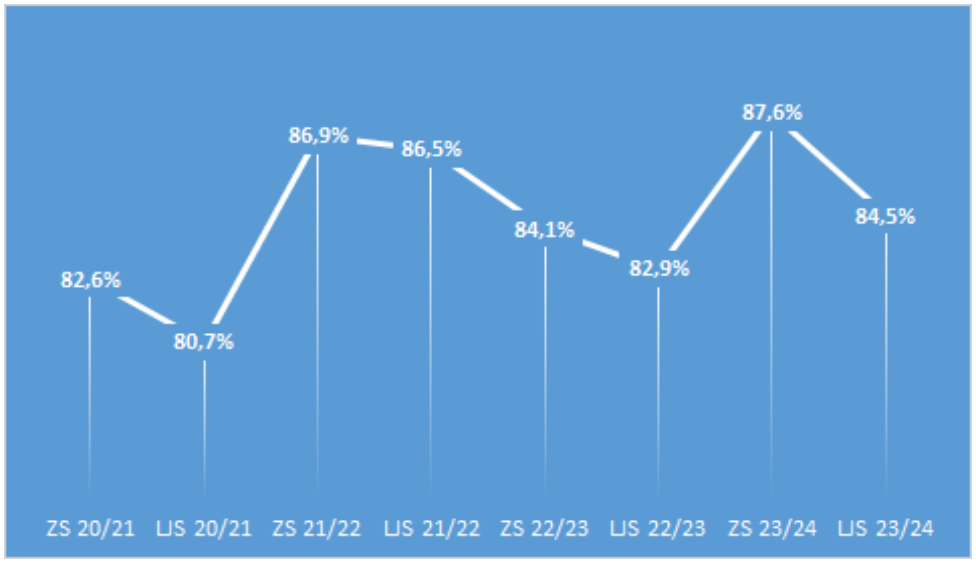



Chart 16. *Treats students fairly and respectfully*.

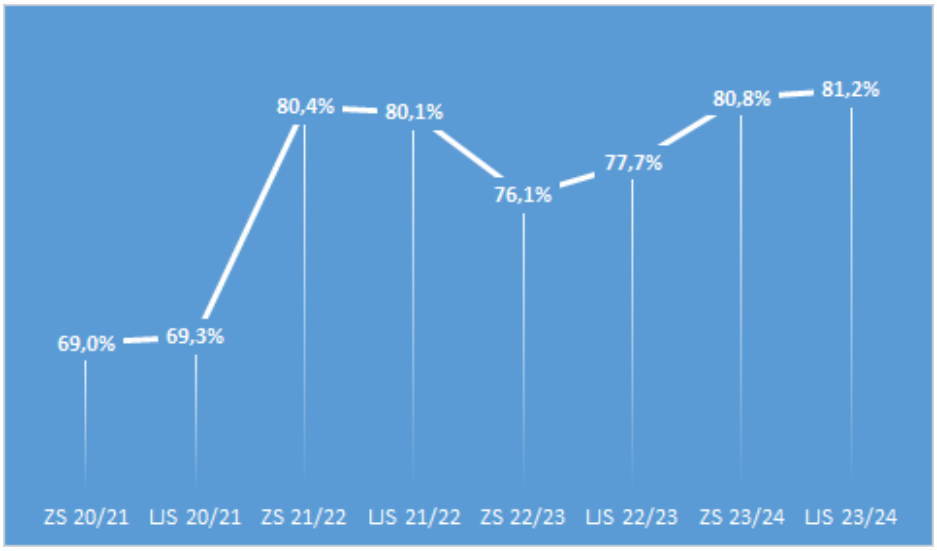



Chart 17. *Provides students with appropriate feedback and evaluation of their tasks*.

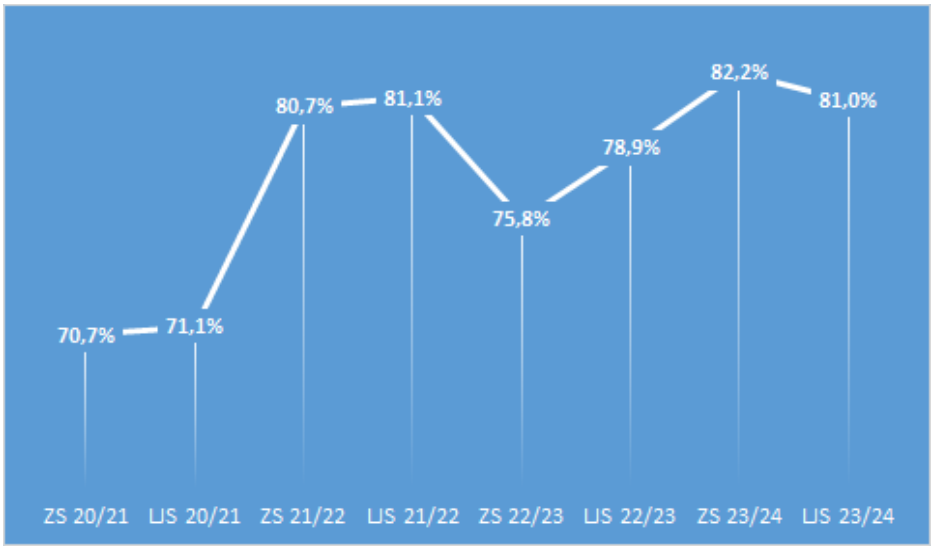



Chart 18. *Allows students consultations via the DL platform or email communication*.

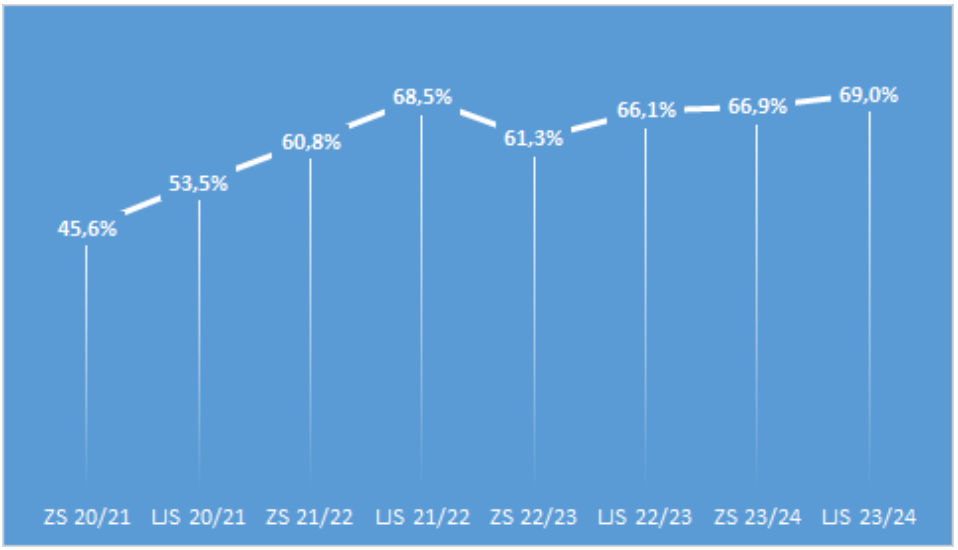



Chart 19. *Applies different forms and methods of work*.

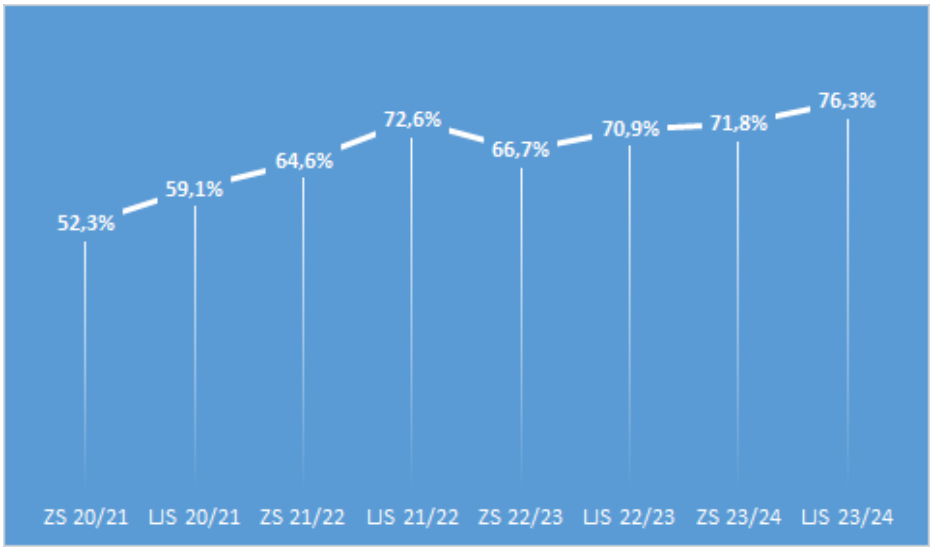



Chart 20. *Stimulates students to conduct independent research and learning*.

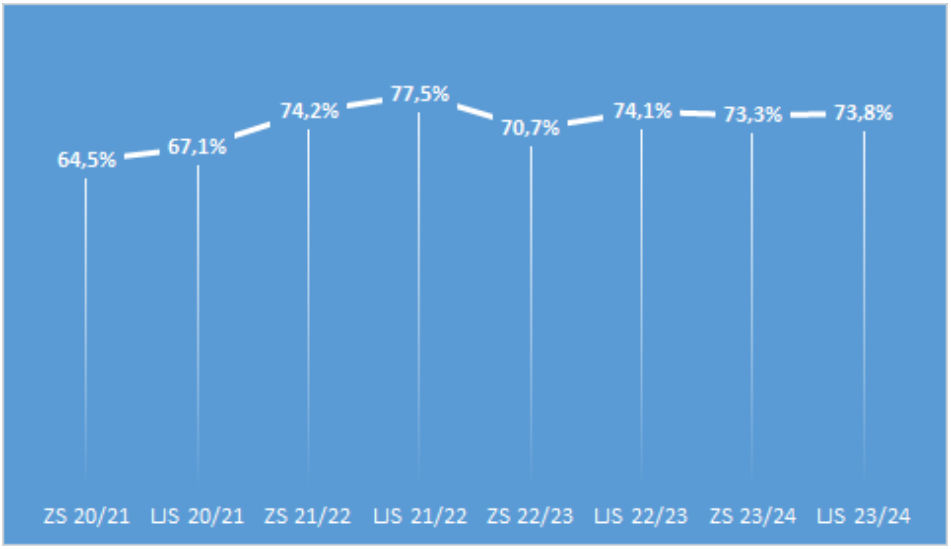



Chart 21. *General evaluation of the work of teachers and assistants*.

In support of statements b) and c), the table below presents the presence of unsatisfactory average ratings (less than 2, on a scale of 1 to 5) on individual questions in the evaluation questionnaire (for a certain number of teachers and associates), shortcomings in fulfilling teaching obligations based on responses to open-ended questions, and the number of adopted corrective measures and additional recommendations for improving the teaching process, by semesters.

| Semester | Does an unsatisfactory average score (below 2) appear on any of the questions in the evaluation questionnaire? | Have any deficiencies in teaching been identified (based on the responses to open-ended questions)? | Number of corrective measures adopted in accordance with Article 13. of the Regulation on Student Evaluation of Academic Staff Performance | Number of additional recommendations adopted for improving the teaching process |
|---|---|---|---|---|
| Summer semester 2018/19. | No | Yes | 4 | 10 |
| Winter semester 2019/20. | Yes | Yes | 6 | 6 |
| Summer semester 2019/20. | The questionnaire was adapted for online teaching | Yes | 1 | 4 |
| Winter semester 2020/21. | Yes | Yes | 6 | 6 |
| Summer semester 2020/21. | No | No | 0 | 3 |
| Winter semester 2021/22. | No | No | 0 | 4 |
| Summer semester 2021/22. | No | No | 0 | 5 |
| Winter semester 2022/23. | Yes | Yes | 6 | 5 |
| Summer semester 2022/23. | No | Yes | 5 | 5 |
| Winter semester 2023/24. | Yes | Yes | 3 | 5 |
| Summer semester 2023/24. | No | Yes | 1 | 5 |

Table 12. *Presence of Unsatisfactory Average Ratings on Individual Questions, Shortcomings in Teaching, Adopted Corrective Measures, and Other Recommendations for Improving Teaching.*

As previously mentioned, the results of the Evaluation of the Faculty's Study Programs in 2021/22 were considered by the Quality Assurance Committee in the presence of the members of the Faculty's Dean's Office (dean, vice deans, and secretary). The Committee adopted the Evaluation Report of the Faculty's study programs with a total of 47 recommendations for improving the study programs. The Report was then reviewed and adopted by the Faculty Council.

Of the 47 adopted recommendations, 20 (42.5%) were implemented by October 29, 2023, when the Faculty submitted the completed forms to the University Rectorate for the internal institutional evaluation of the University during the reaccreditation process (see the Information on the data of the Faculty of Islamic Studies provided in the questionnaires for collecting data from University members necessary for the preparation of the internal evaluation report for the purpose of reaccreditation of the University of Sarajevo, which was adopted at the 10th regular session of the Council on November 1, 2023). By the finalization

of the Self-Evaluation Report, four more adopted recommendations were implemented, i.e., a total of 24 (51%).

It is important to note that the implementation of a significant number of adopted recommendations depends on the actions, consent, or support of external factors, primarily the IC BiH as the founder of the Faculty and the Sarajevo Canton Government (e.g., development of occupational/qualification standards, changes in curricula and programs; funding for the employment of new staff, etc.).

From 2018 to 2020, in cooperation with the Education and Science Administration of the *Riyasat* of the IC BiH, the Faculty conducted a scientific research project on the competencies of the IC BiH staff, the results of which were presented in the *Study on the Competencies of the Islamic Community Staff in Bosnia and Herzegovina: From Acquired to Required Competencies* (Sarajevo: Publishing Center "El-Kalem" and Faculty of Islamic Studies, 2022).

The results of this research provide feedback from alumni of the Faculty of Islamic Studies and other faculties of the IC BiH, as well as employees of the IC BiH from the ranks of graduates of other faculties who are significant in the process of reviewing and innovating study programs and systematically planning staff education. The aim was to identify areas for improving the competencies and qualification structure of employees in the IC BiH to project future development needs and adapt the knowledge, skills, and abilities of staff to new conditions, social changes, the population structure they work with, and technological progress, and to increase overall work efficiency.

The study also included research on the competencies of imams, Islamic religious education teachers/professors, educators in the student dormitories of the IC BiH, and professors of Islamic courses in Islamic high schools (mudarris), which are occupations that, according to the IC BiH regulations, can be performed by graduates of the Faculty's study programs. The results of the mentioned study which, among other things, correlate the competencies of the Faculty's graduates with labor market needs, will be used in the next revision of study programs.

During the revision of the Islamic Theology Study Program in 2019, four courses were introduced to link studies and practical training for labor market needs, namely Imamate-Teaching Practice I–IV. The relevance of the learning outcomes of the Islamic Theology Study Program for the labor market was assessed by the relevant bodies of the Faculty's founder - the Riyasat and the Council of Muftis of the IC BiH - by approving the revisions of this program in 2019 and 2020. It should be noted that the IC BiH is not only the founder but also the main employer of the Faculty's graduates.

During the revision of the IHM Study Program in 2019, three courses were introduced to link studies and practical training for labor market needs, namely Imamate-Teaching Practice I–III. The relevance of the learning outcomes of the IHM Study Program for the labor market was assessed by the relevant bodies of the Faculty's founder - the Riyasat and the Council of Muftis of the IC BiH - by approving the revisions of this program in 2019, 2020, 2022, and 2023.

The relevance of the learning outcomes of the Master's Program in Islamic Studies for the labor market was also assessed by the relevant bodies of the Faculty's founder - the Riyasat and the Council of Muftis of the IC BiH - by approving the revisions of this program in 2019, 2022, and 2023.

During the launch of the Master's Program in Imamate in 2018, a survey was conducted among: a) muftis (religious authorities of the IC BiH in the area of muftiluks), b) chief imams (direct supervisors of imams), and c) presidents of the *majlis* (employers of imams) about the necessary competencies for performing imamate duties. The results of this survey were used in the creation of the curriculum and adoption of learning outcomes. The relevance of the learning outcomes of the Master's Program in Imamate for the labor market was assessed by the relevant bodies of the Faculty's founder - the Riyasat and the Council of Muftis of the IC BiH - by approving the launch of this program in 2018.

As part of the revision of the IRERP Study Program in 2019, the curriculum was aligned with the Instruction of the Ministry of Education, Science, and Youth of Sarajevo Canton on the representation of pedagogical-psychological and didactic-methodical subject groups, practical teaching, inclusive education, alignment with the curricula of preschool, elementary, and secondary education in Sarajevo Canton. The relevance of the learning outcomes of the IRERP Study Program for the labor market was assessed by the relevant bodies of the Faculty's founder - the Riyasat and the Council of Muftis of the IC BiH - by approving the revisions of this program in 2019 and 2020.

It should be noted that the IC BiH, in accordance with the Law on Freedom of Religion and the Legal Position of Churches and Religious Communities in BiH, has the authority to certify teachers and professors of Islamic religious education in schools. *The Rulebook on Religious Education Teachers of the IC BiH* defines the educational qualifications required for employment as an Islamic religious education teacher.

Based on the conclusion of the Riyasat of the IC BiH, no. 02-03-2-2150-2/20 dated June 11, 2020, the Training and Personnel Center conducted a research project analyzing the age and educational structure of the IC BiH staff, in accordance with *the Rulebook on the Collection, Processing, Use, and Protection of Personal Data in the Islamic Community*. During the implementation of this project, the Center cooperated with the Education and Science Administration and the Religious Affairs Administration of the *Riyasat*, organizational units and institutions of the IC BiH, including the Faculty.

### 3.9.3. *The higher education institution monitors and evaluates the implementation of: the action plan for internationalization, the benefits of signed international cooperation agreements, the percentage of foreign students and professors; the number and progress of its students in professional training abroad; the employment of graduated students, etc.*

The Faculty does not have its own adopted action plan for internationalization, and therefore no procedures for monitoring and evaluating its implementation. However, the University has adopted *the Strategy for the Development of International Cooperation (2018/2019–2022/2023)*, which defines: one strategic goal, three operational goals, and the activities through which these goals should be implemented. Brief descriptions of activities, deadlines, budget, activity holders, sources of financing, and indicators for monitoring the implementation of the strategy are also indicated within the action plan (chapter A.4).

This strategy is included as an integral part of *the University of Sarajevo's Development Strategy for the period 2019–2023*, which envisions as the strategic goal M1. The institutionalization of the internationalization process at the University with the strong

development of conditions for strengthening "internationalization at home" to create an attractive, stimulating, creative, and inclusive environment for learning, advancement, research, and the exchange of ideas and knowledge.

*The Strategy for the Development of Higher Education and Scientific Research Work of the Islamic Community in Bosnia and Herzegovina for the period 2014–2024* envisions one of the strategic tasks 7.1.5. "Mobility of students and teachers."

There are no adopted procedures at the Faculty level for monitoring the benefits of signed international cooperation agreements and the progress of students in professional training abroad. Additionally, there is no evidence that benefit/training analyses are conducted at the Faculty level with recommendations for improvement measures. However, the University's International Cooperation Service prepares annual reports on the University's international cooperation with the aim of monitoring the number and benefits of signed international agreements, international outgoing and incoming mobility of students, teaching and non-teaching staff, and international projects.

The Quality Assurance Committee at its 7th session on August 30, 2023, and then the Faculty Council at its 8th regular session on September 6, 2023, adopted the Report on the Employability of Graduated Students of the Faculty for the period 2019–2022, with recommendations regarding activities in the field of: a) increasing the employability of graduated students in the institutions of the Faculty's founders, b) stronger linking of qualifications obtained at the Faculty with labor market needs through the development of occupational standards and qualification standards and synchronizing learning outcomes with these standards, and c) future revisions of study programs to align them with labor market needs. This proves that the results of the employability analysis are taken into consideration and that improvement measures are planned to be undertaken in cooperation with the Faculty's founder. Moreover, during the self-evaluation process, some of the adopted recommendations have already been implemented (see subchapter 3.7.1).

### 3.9.4. *The quality, modernity, and availability of resources are evaluated through surveys of academic staff and students.*

The Regulation on Student Evaluation of Academic Staff's Work and the Success of Implementing Teaching Plans and Programs at the University of Sarajevo (2018) stipulates that comprehensive evaluations of study programs should be conducted, which, among other indicators, include assessing the quality, modernity, and availability of resources related to the study programs.

As mentioned earlier, the Faculty conducted an Evaluation of Study Programs in the academic year 2021/22, which covered the five previously mentioned programs of the first and second cycles. Students in their final semester had the opportunity to evaluate, among other quality indicators of the study program, the quality, modernity, and availability of resources related to the study program. The results of the Study Program Evaluation at the Faculty in 2021/22 were reviewed by the Quality Assurance Committee, with the presence of the Faculty's Deanery members (Dean, Vice Deans, and Secretary). The Committee approved the Report on the Evaluation of the Faculty's Study Programs, which included the evaluation results and a total

of fifty recommendations for improving the study programs. Subsequently, the Report was discussed and approved at the 7th regular session of the Faculty Council on June 30, 2022.

The Quality Assurance Committee, and then the Faculty Council, adopted a series of recommendations along with the Report on the Evaluation of Study Programs in 2021/22, which aimed, among other things, to improve the quality, availability, and modernity of resources related to the study programs (see the Information on the data from the Faculty of Islamic Studies listed in the questionnaires for data collection from members needed for the preparation of the internal evaluation report for the re-accreditation of the University of Sarajevo, which was adopted at the 10th regular session of the Council on November 1, 2023). A large part of these recommendations has been implemented.

| **Examples of adopted recommendations** | **Implemented recommendations** |
|---|---|
| The library should play an important role in improving the overall learning experience for students by:<br><br>a) providing physical and digital access to library resources;<br>b) offering physical space for learning, research, and team project work;<br>c) conducting training/tutorials for students; and<br>d) developing cooperation with teaching staff in various areas (e.g., in terms of creating resources for e-learning).<br><br>Based on criterion 3 for the accreditation of higher education institutions "Student-centered learning, teaching, and assessment" (see the Decision on Amendments and Supplements to the Decision on Standards for Defining Minimum Standards in Higher Education in Bosnia and Herzegovina, Administrative Board of the Agency for Development of Higher Education and Quality Assurance in Bosnia and Herzegovina, no. 05-02-2-117-1/19 of March 8, 2019), and the comments of the respondents to the evaluation of study programs, the Committee believes that it is extremely important for the faculty library to focus on meeting the students' needs and to be aligned with the teaching schedule and student activities within the Faculty premises. The Committee recommends that the following measures and activities be implemented to improve the quality of library services:<br><br>a) that a visit to the library and familiarization with its operations be reintroduced in the orientation program for first-year students of the undergraduate program;<br>b) that the reading room's working hours be extended to full-day service on weekdays (and possibly weekends) so that students can use breaks between lectures and time immediately before and after lectures for reading and research;<br>c) that the librarian prepares a tabular report on the availability of literature for mandatory and elective courses within active study programs at the Faculty, and information on whether the criteria defined in Article 27, Paragraph (4) of the Standards and Norms for Conducting Higher Education and Scientific Activities in the Sarajevo Canton (Official Gazette of KS, 17/19) are met; | a) – g) |

| | |
|---|---|
| d) that the librarian designs and conducts regular workshops/tutorials for students (for full-time students in the classroom and for part-time students in the form of webinars)<br>e) that the librarian promotes the library's work and available library resources, including a newsletter of new acquisitions, through the Faculty's Facebook and Twitter accounts, as well as through the Faculty's DL platform, to encourage students to use its resources;<br>f) that the librarian schedules weekly hours during which they will be available to students via Chat/Forum on the DL platform, answering their inquiries and providing necessary information about library resources and activities;<br>g) that the librarian designs creative promotional catalogs, created with professional DTP support, which would be used to promote library resources important for students' and teaching staff's research projects via the Faculty's website;<br>h) that teaching staff implement a practice where students are required (through the course syllabus and in practice) to prepare for lectures, seminars, and exercises by reading literature and completing other tasks (such as preparatory reading for classes / assignments for classes, i.e., background reading for the courses; class assignments), regularly encouraging them to read, and assessing this type of student activity as part of their final grade. | |
| The Committee recommends:<br>a) that the comments from the study program evaluation respondents be forwarded to the responsible persons for maintaining the DL platform in order to consider the possibility of their operationalization;<br>b) that the teaching staff delete old data from the e-course and old users in the last week of September, under the supervision of the department head or secretary;<br>c) that the department heads supervise the implementation of the activity of updating the content on the e-course in the month of October. | a) – c) |

Table 13. *Examples of adopted and implemented recommendations of the Faculty Quality Assurance Committee along with the Report on the Evaluation of the Faculty's Study Programs in the academic year 2021/2022.*

As mentioned earlier, the Faculty's academic staff responded to the University staff survey to evaluate the quality, modernity, and availability of resources for study programs in the academic year 2022/23. A total of 23 out of 27 members of the Faculty's academic staff (85.19%) participated in the survey, according to the report provided by the University Quality Assurance Office via email to the presidents of the quality assurance committees of University members on November 24, 2023.

The Faculty Quality Assurance Committee adopted the Report on the results of the survey with academic staff and recommendations at its 3rd session on May 30, 2024, which was then considered and adopted at the 6th regular session of the Faculty Council on June 5, 2024. A series of recommendations aimed at further improving the Faculty's work, particularly in the field of scientific research activities, were adopted.

The report showed:

a) That academic staff members rated the following criteria with a score of 4.00 or higher:

- Sense of belonging to the institution (4.78)

- Sense of personal safety in the work environment (4.65)
- Institution's image (4.64)
- Job satisfaction (4.57)
- Availability of office equipment/materials (4.55)
- Cleanliness/maintenance of workplace hygiene (4.52)
- Working conditions in the office/workplace (4.50)
- Institution appropriately cares for students' needs (4.50)
- Technical equipment and support (4.45)
- Communication between teaching and non-teaching staff (4.45)
- Institution appropriately encourages, monitors, and evaluates the quality of the teaching process (4.45)
- Institution allows academic staff members to express suggestions and remarks about the Faculty's work (4.45)
- Possibility of complaints and grievances without fear of retaliation (4.43)
- Sense that the work of academic staff members is valued and appreciated (4.41)
- Material and technical working conditions at the Faculty (4.41)
- Availability of the library collection (4.41)
- Quick and efficient access to information (4.30)
- Institution encourages open communication and teamwork among employees (4.27)
- Informal recognition of academic staff members' contributions (4.18)
- Institution appropriately encourages, monitors, and evaluates international cooperation and mobility of teachers, other employees, and students (4.09)
- Institution provides opportunities for professional development in the field of teaching (4.09)
- Institution provides opportunities for professional development in the field of research (4.05)

b) That academic staff members rated the following criteria with a score of 3.99 or lower:

- Formal recognition of contributions (3.95)
- Institution appropriately encourages, monitors, and evaluates scientific research work (3.95)
- Institution's capacity for scientific research work (3.95)
- Number of non-teaching staff for achieving work goals and tasks (3.95)
- Availability of relevant journal databases (3.73)
- Number of teaching staff for achieving work goals and tasks (3.77)
- Workload with tasks not directly related to teaching (3.27)

The Faculty Council adopted the recommendations of the Quality Assurance Committee for improvement regarding the criteria listed under b). These include, among others, the introduction of a practice for awarding recognition and prizes to the most successful researchers from the academic staff, as well as for social/institutional contributions; paying due attention to updating the research profiles of academic staff (Google Scholar, ORCID, and COBISS), as well as implementing the Faculty Dean's decision on recording scientific research activities and international cooperation activities in the prescribed form; preparing an annual analysis of the academic staff's scientific production; launching an interdisciplinary scientific research project of significance for the Islamic Community or of broader social importance, through the collaboration of several departments of the Faculty, as well as cooperation with departments of other faculties within the Islamic Community; including third-cycle students in scientific

conferences organized (or co-organized) by the Faculty; organizing doctoral days at the Faculty to present and discuss the progress of third-cycle students in the field of research work and agreements between mentors and doctoral candidates regarding participation in scientific conferences and publishing joint papers in journals; ensuring the Faculty library subscription to digital editions of the most significant international journals in the field of Islamic studies; specifying the times during the week when the Faculty bodies should generally hold meetings, and setting time limits for meeting durations to reduce the administrative burden on teaching staff.

## 3.10. MOBILITY OF ACADEMIC STAFF AND STUDENTS

### 3.10.1. *The mobility of academic staff and students in the study program is promoted and enhanced through joint applications and participation in projects with other higher education institutions from the country and abroad.*

Activities aimed at promoting the mobility of students and academic staff through joint applications and participation in projects with other higher education institutions from the country and abroad are regulated and undertaken in accordance with the regulations governing the University, which the Faculty as a member adheres to, including:

a) *The Law on Higher Education of the Sarajevo Canton* from 2022 (Articles 108, 109; paragraphs 1 and 2);
b) *The Statute of the University of Sarajevo* from 2023;
c) *The decision of the Senate on signing inter-institutional agreements*;
d) *The University's Mobility Rulebook* from 2018.

The existing formal-legal framework of the University provides a sufficient and high-quality platform for initiating student and staff exchange projects. This is especially true for the Erasmus program for student and staff exchange, which is currently the main, most beneficial, and most frequently used mobility program by the Faculty's teachers and students.

A particular advantage of the current normative acts in this regard is their flexibility, which allows the University's members to independently initiate and apply for KA171 and similar exchange programs within Erasmus and to implement them independently in collaboration with partner institutions, in circumstances where the number of signatory faculties from the University participating in KA171 projects is less than three (3). This not only dynamizes the process of initiating and signing agreements but also fosters a sense of trust and responsibility among the members. It should also be noted that the University's International Cooperation Service performs its tasks correctly and professionally and provides maximum support to the Faculty's Vice Dean for International Cooperation by timely delivering the information needed for initiating and managing exchange projects and offering continuous support in the event of unforeseen situations.

An additional facilitating factor is the relatively high interest of partner faculties in collaborating with the Faculty through student and staff exchanges, particularly in certain countries of the European Union, which at times raises the question of the "optimal number" of such inter-faculty agreements.

On the other hand, it is noticeable that the procedure for signing and implementing Erasmus mobility agreements sometimes varies from one program country to another (e.g., Germany and Belgium differ significantly from Turkey and Slovenia), so it would be helpful if the University's central International Cooperation Service promptly highlights and explains any differences. Additionally, national education agencies, as entities that ultimately approve or disapprove partner institutions' applications for initiating KA171 and similar mobility projects, in some countries (e.g., Turkey) mainly focus on student exchanges, which can be a hindrance and challenge for the "sustainability of agreements," especially in situations where "incoming students" do not have sufficient knowledge of the Bosnian language.

In accordance with the current normative acts, the Faculty has successfully applied for and directly entered into Erasmus agreements with four (4) universities in Germany (Tübingen, Erlangen, Osnabrück, and Paderborn), one (1) university in the Netherlands (Radboud University), Belgium (Leuven University), Slovenia (University of Ljubljana), and North Macedonia (Faculty of Islamic Sciences), and four (4) universities in Turkey (Fatih Sultan Mehmet Vakif University, Istanbul University, Marmara University, Ibn Haldun University) since 2019. Given that universities from "program countries," as holders of the right to access EU funds, propose the usage of allocated funds, only some Erasmus agreements included both student and staff exchanges (Tübingen, Erlangen, Osnabrück, Leuven), while others involved only staff/administrative exchanges (Paderborn, Radboud, Fatih Sultan Mehmet Vakif University, Istanbul University, Marmara University). Among the latter (Fatih Sultan Mehmet Vakif University, Istanbul University, Marmara University), the allocated funds were mostly limited in nature and primarily intended for the needs of "reciprocal visits" of administrative staff for international cooperation to plan, initiate, and deepen further cooperation. Also, due to the COVID-19 pandemic, some funds for the 2019/20 academic year were not utilized (Radboud University). From 2019 to the present, a total of ten (10) of our teaching staff have participated in the Erasmus staff exchange program, and nine (9) representatives from the teaching staff of our partner universities have visited the Faculty. In terms of student exchange, a total of ten (10) Faculty students have participated in the Erasmus student exchange program, of which three (3) students from the first cycle of studies in Islamic Theology, two (2) students from the IRERP study program, four (4) students from the second cycle of studies, i.e., Master's in Islamic Studies, and one (1) doctoral student. Students from the IHM study program and Master's in Imamate did not participate in Erasmus exchange programs. On the other hand, since 2019, a total of three (3) students from partner universities have visited the Faculty through Erasmus.

In addition to the Erasmus exchange program, in collaboration with the University's International Cooperation Service, one (1) student of the Faculty annually spends two (2) semesters at Qatar University for Arabic language proficiency improvement, an activity that has been successfully carried out for the past six (6) years, resulting in a total of nine (9) students having attended Qatar University under this program. In accordance with the "rotation" principle, this opportunity has been utilized by five (5) students from the Islamic Theology study program, two (2) students from the IRERP study program, and two (2) students from the IHM study program."

### 3.10.2. *Mechanisms for achieving bilateral and multilateral student exchange with foreign higher education institutions through various programs and student exchange networks, with the recognition of time, grades, and ECTS credits earned during the exchange, are established.*

Mechanisms for achieving bilateral and multilateral student exchange with foreign higher education institutions through various programs and student exchange networks, with the recognition of time, grades, and ECTS credits earned during the exchange (e.g. Erasmus exchange programs), are established and operate in accordance with the regulations governing the University, which the Faculty as a member adheres to, including:

1) *The Law on Higher Education* from 2022 (Articles 108 and 109, paragraphs 1 and 2) on student mobility;

2) *The Statute of the University of Sarajevo* from 2023 (Articles 193, 194, 195, and 196);
3) *The University of Sarajevo's Mobility Rulebook* from 2018.

The mechanisms for achieving and implementing bilateral and multilateral student/staff exchanges primarily concern activities undertaken to promote, animate, and encourage students/staff to participate in exchanges, monitor their implementation, and subsequently recognize the ECTS credits and grades earned. In this regard, participation in mobility programs is promoted in collaboration with the University's International Cooperation Service by obtaining relevant information about Erasmus exchanges, international scholarships, and international events and posting them on the Faculty's website. Additionally, the Faculty independently promotes mobility through additional presentations on available exchanges for students, discussions with representatives of the Faculty's Student Association, and calls for applications for exchange programs with partner universities with which we have directly signed Erasmus agreements. Similarly, information about directly signed Erasmus agreements is published on the website, along with calls for Faculty students to participate in active Erasmus programs.

Recognition of earned ECTS credits is carried out in accordance with *the Erasmus Charter for Higher Education* (ECHE) and the Learning Agreement, without the need for a special additional recognition process (Article 10 of the Mobility Rulebook), respecting the principle of "maximum flexibility" (Article 11 of the Mobility Rulebook). In this regard, we have not encountered difficulties in recognizing earned ECTS credits for our outgoing students so far. In cases where students are potentially denied the right to earned ECTS credits and passed courses, the dispute is resolved with the support of the Vice Dean for Teaching.

However, it is noticeable that our students have limited interest in participating in Erasmus programs, and the teaching staff has only recently become more intensively involved in exchange programs, primarily due to their significant teaching and other obligations at the home institution.

**3.10.3.** ***The higher education institution strengthens the capacities of the international cooperation services for two-way mobility of academic staff and students both personnel-wise and financially. This service monitors and evaluates mobility, and submits an annual Report on the Mobility of Academic Staff and Students with proposals for improvement measures to the Senate.***

The University's International Cooperation Service is responsible for promoting and implementing projects and programs for international cooperation and exchange of students and staff, monitoring the University's participation in international networks and memberships, organizing the International Staff Week, scholarship fair, and the "Exbition+" exhibition, and similar activities to promote the University's international cooperation. The service consists of the service head and senior expert associate, who, in collaboration with the Vice-Rector for International Cooperation of the University and the Vice Deans for International Cooperation of the members, plan and implement the University's international activities.

Unlike the University, within the Faculty, as its sub-organizational unit, there is no international cooperation service, so the Vice Dean for International Cooperation performs the tasks and activities within the scope of international cooperation, with the support of two

student volunteers. The practice of engaging "student volunteers" or associates for international cooperation dates back to the academic year 2021/22, which has further dynamized international cooperation activities, considering their scope and number exceed the Vice Dean's capacities. However, this has also revealed the weaknesses of the "temporary" engagement of student volunteers for such tasks. Given that this is a recent practice, efforts are still being made to precisely define the obligations and rights of "student volunteers" and to find a better solution for the tasks of associates for international cooperation, as student engagement is usually voluntary and temporary, ending with the end of the academic year, making it challenging to develop long-term continuity in the international cooperation team. The Vice Dean, with the support of "student associates," typically monitors and evaluates the success of implemented mobility programs, occasionally conducting surveys among students, although standardized procedures for mobility evaluation do not yet exist.

## 4. CONCLUSIONS WITH PROPOSALS FOR ACTIVITIES TO IMPROVE THE SITUATION

### 4.1. *Conclusions: Quality Assurance Policy for Study Programs*

The Faculty of Islamic Studies, as a full member of the University, refers to the quality assurance policy of the University of Sarajevo, which was adopted in November 2017 and updated in December 2023 with the adoption of *the Quality Policy* and *the Quality Policy for Study Programs*. The internal quality assurance system was established at the Faculty in 2019, and includes, according to the regulations of the University/Faculty: the Vice Dean for Quality, the Quality Assurance Committee, the Quality Assurance Office, and professional bodies for quality assurance in specific areas. This system is an integral part of the integrated quality management system at the University.

Through the preparation and implementation of annual work plans, the Faculty has actively worked on implementing two overarching strategies directly relevant to its work, namely *the Strategy for the Development of the University of Sarajevo for the period 2019-2023* and *the Strategy for the Development of the Higher Education and Scientific Research Work in the IC BiH for the period 2014-2024*. Additionally, following the penultimate institutional accreditation of the University, the Faculty carried out activities to implement *the Action Plan for the Improvement and Advancement of the Quality System at the University for the period 2020-2024*. These activities are documented through *the Report on the Implementation of Overarching Strategies/Action Plan in the field of quality assurance for the period 2020-2024*.

According to *the Quality Policy for Study Programs* of the University and the regulations of the Faculty, the University, and the founders of the Faculty (IC BiH), systematic monitoring of various quality improvement indicators and continuous evaluation of the achieved level of quality of study programs involve various internal and external stakeholders, namely the management, teaching and non-teaching staff, and students of the Faculty, employers of graduates of study programs, alumni, media, and the wider social community. The involvement of external actors is especially emphasized in the case of the Faculty, given that it is a theological higher education institution over which the IC BiH has retained founding and management rights, according to *the Agreement on the Status and Operations of the Faculty within the University*, and the fact that the IC BiH is the main employer of the Faculty's graduates. The conduction of research on the competencies of the IC BiH personnel in collaboration between the Faculty and the *Riyasat* (2022), as well as the drafting of occupation standards and qualification standards in the IC BiH (2024), have created prerequisites for stronger synchronization and alignment of the learning outcomes of study programs with the needs of the IC BiH.

Proposals for activities to improve the situation:

a) An analysis of the implementation of the strategic goals and commitments of the overarching strategies of the IC BiH (2014-2024) and the University (2019-2023) in the areas of teaching, scientific research process, finance and resources, and international cooperation should be conducted;

b) The Faculty, through the engagement of its own professional bodies and the participation of its representatives in the University bodies, should contribute to the development of the University development strategy for the period 2025-2028;

c) The Faculty Council should consider and adopt annual reports from the Faculty management on the implementation of the overarching strategies in the established departments (teaching and student support, finance, scientific research, international cooperation, and quality assurance);

d) Consider the need and possibility of developing a Faculty development plan for the period 2025-2028, in accordance with the principles of higher education reform in the IC BiH and the University development strategy for the same period;

e) Introduce the use of plagiarism detection software in the final papers of second cycle students as a regular practice in the work of the committees for the evaluation and defense of these works.

### 4.2. Conclusions: Creating and Adopting Study Programs

Despite all the positive aspects of previous revisions of study programs, their main drawback was the absence of occupation standards within the IC BiH and qualification standards related to these occupations, which would serve as a starting point for designing the goals, learning outcomes, and content of the Faculty's study programs.

In such circumstances, during previous revisions of study programs, relevant regulations and documents adopted or approved by the Faculty's founder were used: *the Rulebook on the Work of Imams* from 2008, *the Rulebook on Religious Teachers* from 2011, and the curricula and syllabi of Islamic Religious Education, as well as the rules and curricula of madrasas, which among other things prescribe the profile and qualifications required for certain jobs, job descriptions, and the content of public job announcements as a substitute for professional standards. Additionally, comparisons were made between the goals and structure of the Faculty's study programs and similar programs worldwide.

Specifically, during the revision of study programs in October 2024, the findings from the Faculty's study programs evaluation conducted in the academic year 2021/22 and *the Study on the Competences of the IC BiH Personnel* were taken into account. The Islamic Theology study program was not structurally and content-wise revised, except for the part concerning the learning outcomes of individual courses and methods of assessing knowledge, skills, and acquired values. The structural revision of this program will be done as part of the ongoing higher education reform process in the IC BiH.

The IRERP study program was content-wise aligned with the relevant parts of the curricula for preschool, primary, and especially secondary education in the Canton of Sarajevo. Evidence of alignment was presented through the given tabular presentations, which were an integral part of the revision proposal adopted by the Council on October 23, 2024.

As part of the higher education reform process in the IC BiH, and following the Faculty's initiative, the *Riyasat* formed the Commission for the Development of Occupational Standards and Qualification Standards in IZ BiH (*Decision on the Appointment of the Commission for the Development of Occupational Standards and Qualification Standards in the IC BiH*, No. 02-03-2-1847-2/24 dated April 25, 2024). The Commission prepared drafts of standards for 11 occupations (Imam-Mudarris, Imam, Congregational Imam, Muazzin, Female Teacher (Muallima), Assistant Female Teacher (Assistant Muallima), Islamic Religious Education Teacher/Professor, Caregiver in student and student dormitories of the IC BiH, Professor of

Islamic courses in madrasas (Mudarris), University Assistant in Islamic Studies (Muid), and University Professor in Islamic Studies (Alim) and drafts of standards for three qualifications related to the completion of the first cycle of studies at higher education institutions of the IC BiH (Bachelor of Islamic Theology, Professional Associate for Imamate, Bachelor of Islamic Religious Education and Religious Pedagogy/Professor of Islamic Religious Education/Bachelor of Islamic Religious Education). The *Riyasat* of the IC BiH adopted the mentioned standards in draft form at its 30th regular session held on November 8, 2024.

Proposals for activities to improve the situation:

a) Initiate with the founder the development and adoption of occupational standards for Chief Imam and Mufti;
b) Initiate with the founder the development and adoption of qualification standards acquired upon completion of the second cycle of studies (Master of Islamic Studies, Master of Imamate);
c) Systematically align the study programs of the first and second cycle with the qualification standards and eliminate identified shortcomings or deviations;
d) Conduct an in-depth analysis of the comparability of the goals and learning outcomes of all five study programs with similar programs abroad (e.g., in Germany, Turkey, Egypt, Malaysia, and elsewhere);
e) Analyze the comparability of the goals, learning outcomes, and content of study programs with the overarching strategies of higher education, the IC BiH, and the University;
f) Conduct a comprehensive review of ECTS workload in courses/study programs, especially in the Islamic Theology program, where significant changes are expected following the completion of the higher education reform in the IC BiH;
g) Analyze the alignment of the learning outcomes of the Faculty's study programs with the Qualifications Framework of Bosnia and Herzegovina, after its adoption by the relevant state bodies;
h) Through the introduction of courses taught in English in the first or second cycle of studies, enable greater incoming mobility of foreign students;
i) Improve the quality of professional Imam-Muallim practice and internships through the certification of field practice mentors, creating an electronic practice diary accessible to field mentors and course instructors, i.e., the professional associate for Imam-Muallim practice;
j) Ensure the involvement of students from all five study programs in research and professional projects across all departments.

### 4.3. Conclusions: Student-Centered Learning, Teaching, and Assessment

Since becoming a full member of the University in 2013, the Faculty has strived to align its work with the legal framework of the University, particularly in the segment of student-centered learning, teaching, and assessment, as elaborated in the study rules. In this process, the Faculty benefited from having a relatively small teaching staff and fewer students compared to other members of the University. This process accelerated significantly after 2015. The intensity of changes is evidenced by the frequency of study program revisions. Before 2013, the Faculty's programs were revised on average every ten years, but after 2015, these revisions

became much more frequent and followed various types of evaluations. Each subsequent revision was more thorough than the previous one, conducting analyses of different segments of the teaching and assessment system, which regularly included students. In this sense, the most thorough revision was prompted by self-evaluation and preparations for accreditation in October 2024, when learning outcomes at the program and subject level, teaching methods, and assessment methods were analyzed more systematically than before. The most careful assessment of student workload in individual subjects was also conducted. Another significant aspect is the investment in the continuous education of teaching and non-teaching staff and infrastructure that facilitates student access to online resources and overall learning in a stimulating environment. The current biggest shortcoming of the Faculty is the lack of systematic support for students in their personal and professional development, which is planned to be addressed by hiring two professional associates for mentoring work with students when financial conditions allow.

Proposals for activities to improve the situation:

a) Ensure greater engagement of all chairs in designing a larger number of scientific, professional, and research projects and involving students from the first and second cycle study programs in these projects. It has been noted that some chairs do not include students in their scientific research or professional projects, and that students of the IHM Study Program, Master's in Islamic Studies, and Master's in Imamate are generally less involved in the projects of the Faculty's teaching staff compared to students of the Islamic Theology Study Program and the IRERP Study Program. However, it should be noted that second-cycle students, with the mentorship of instructors, conduct research for the purpose of preparing their final work;
b) Although the Faculty allocates certain funds for student participation in projects and their implementation, greater financial support for this purpose should be ensured within the Faculty's budgetary funds;
c) Award annual recognition and prizes to members of the academic staff who stand out with achieved results in scientific research work, as well as for involving students in department projects;
d) Improve cooperation between instructors in co-mentorship of final works that are interdisciplinary/multidisciplinary in nature;
e) Ensure that the committees for evaluating and defending final works generally include one member from another chair/University member/higher education institution, i.e., a faculty member selected in an academic title in a related scientific discipline;
f) It would be desirable to include topics aimed at improving mentoring competencies in the professional development programs for teaching staff;
g) The competencies of teachers and associates in the methods of evaluating student achievements have been improved through training and the self-evaluation process, but there is still room for improvement, as indicated by occasional student complaints about the arbitrariness of seminar work evaluations and similar issues.

### 4.4. Conclusions: Enrollment and Progression of Students, Recognition and Certification

The Faculty enrolls students in study programs based on legal provisions and clear and transparent criteria, in accordance with the resources available for program delivery and the enrollment plan approved by the IC BiH and adopted by the University Senate.

The recognition of foreign higher education qualifications is aligned with applicable regulations, namely *the Rulebook on the Recognition of Foreign Higher Education Qualifications* at the University and *the Rulebook on Specific Criteria for the Recognition of Foreign Higher Education Qualifications in Educational Institutions of the IC BiH*. After the Faculty Secretariat receives a candidate's request, an administrative check is conducted to determine whether the request is formally and legally compliant. The responsible office prepares the documentation, which is sent to the Center for Information and Recognition of Documents from the field of higher education, and the matter is then forwarded to the competent commission. In the case of professional recognition, the request is delegated to the Commission for Professional Recognition of Foreign Higher Education Qualifications as a permanent body of the Faculty, and if the request pertains to academic recognition, the Faculty Dean appoints the commission members by decision, depending on the scientific branch or discipline represented in the study program based on which the recognition of the foreign higher education qualification is sought. All steps taken are immediately recorded electronically in the established Register of Recognition of Foreign Higher Education Certifications.

The first requests for equivalence of previously obtained academic titles and scientific and professional ranks were submitted and resolved in 2024. A completed pre-Bologna undergraduate study is equivalent to the first cycle study, which is awarded 240 ECTS.

Proposals for activities to improve the situation:

The reception and enrollment of students were carried out according to the planned dynamics in line with established procedures. Enrollment quotas were realized at 89.90% (89 out of 99 approved places). There were no justified complaints from candidates.

a) Student admission to the first year of the first cycle study is exclusively based on high school performance criteria. Introducing an entrance exam would enable a more careful selection of candidates, in terms of assessing their overall competencies, interests, and motivation for studying Islamic studies;

b) It is necessary to create a unified register of students participating in mobility programs.

### 4.5. Conclusions: Human Resources

The Faculty employs a sufficient number of competent teaching staff to carry out the teaching process within the five study programs subject to self-evaluation, in accordance with *the Standards and Norms for Higher Education Activities in the Canton of Sarajevo*. The situation is similar with the non-teaching staff, although financial conditions for hiring for several positions provided by *the Rulebook on Internal Organization and Job Systematization at the Faculty* (professional associates for mentoring work with students, professional associate for economic, financial, and technical affairs) are still not secured.

The Faculty organizes and conducts planned training for teaching and non-teaching staff, encouraging and enabling them to attend training organized by the Rectorate's services and other institutions, which improve the competencies needed for their job positions.

Since 2022, the Faculty has introduced the practice of planning work goals, monitoring their realization, and evaluating the work of non-teaching staff, based on the adopted *Rulebook on the Evaluation of Non-Teaching Staff* at the Faculty.

The Faculty's teaching staff has participated in significant scientific research and professional projects of international and domestic character.

Proposals for activities to improve the situation:

a) Ensure a budget item that would enable a greater number of academic staff members to participate in international scientific conferences, which would significantly contribute to their professional development and the international visibility of the Faculty. Additionally, it is necessary to adopt criteria for awarding grants for such participation;

b) Secure additional financial resources that would enable the engagement of external associates for teaching during periods when it is necessary to reduce the teaching and administrative workload of academic staff for conducting intensive research;

c) Conduct annual analyses of academic staff publications and participation in scientific conferences, with measures to improve and stimulate the most productive researchers at the Faculty;

d) By employing an appropriate number of workers from the non-teaching staff, in accordance with the adopted job systematization, allow the partial relief of academic staff from the growing pressure of administrative duties;

e) Work on increasing the number of published works by the Faculty's academic staff in scientific journals at home and abroad, especially in international journals indexed in citation databases (Web of Science and Scopus);

f) Work on increasing budget allocations for the Faculty's scientific research projects, as well as greater engagement of teaching staff in applying for public calls from cantonal and federal ministries for science with research projects that would include students from the five first and second cycle study programs;

g) The number and quality of research activities of teachers and associates are often limited by their workload in the teaching process and additional administrative duties, which could be resolved by employing an appropriate number of non-teaching staff, in line with the adopted job systematization, and giving teachers and associates more space for scientific research work;

h) It is necessary to introduce the practice of evaluating the results of the scientific research work of the Faculty's academic staff and awarding annual recognitions and prizes for it at the Faculty level. Based on the recommendation of the Quality Assurance Committee, the Vice Dean for Scientific Research coordinated the recording of scientific work results of teachers and associates in 2024 with the aim of their evaluation and rewarding the most productive researchers;

i) Work on aligning the research activities of students in the Master's in Islamic Studies and Master's in Imamate with the needs of the IC BiH.

### 4.6. Conclusions: Resources and Finances

As a full member of the University, the Faculty largely finances its activities from the budget of the Canton of Sarajevo. The budget covers salaries, allowances, and contributions for the Faculty's teaching and non-teaching staff. The *Riyasat* of the IC BiH covers the maintenance costs of the infrastructure used by the Faculty, including the historical building of the former Sharia Judicial School from 1887, which is protected by the state, as well as communal, inventory, and other material costs.

Proposals for activities to improve the situation:

a) Intensify communication with the Rectorate and competent ministries of the Government of the Canton of Sarajevo and, in coordination with the Riyasat of the IC BiH, strive to secure funds for material costs in the form of a grant, which would equalize the Faculty with other University members.

b) Improve the infrastructural and technical conditions for teaching and scientific research work through the renewal of inventory, procurement of necessary equipment, and continuous monitoring of the requirements of the teaching and scientific research process;

c) Optimize the Faculty's work in fixed costs necessary for normal functioning and continuous operation;

d) Develop the existing potentials of the Faculty in terms of strengthening resources, infrastructure, and property;

e) Activate existing funds, including the scholarship fund, the fund for hifz, etc., and ensure continuous modes of their replenishment to further support gifted, socially disadvantaged students and those involved in various Faculty projects.

### 4.7. Conclusions: Managing Information on Study Programs

The Faculty has established systems for collecting and analyzing data on student progression, success, and dropout rates, enabling continuous monitoring of students' academic progress and identifying key challenges in the study process. This data is systematically analyzed and used to make recommendations to improve the quality of study programs, and it is essential to continue working on data collection, analysis, and integration into the quality assurance process.

In addition, the Faculty has established systems for collecting and analyzing data on student satisfaction with their studies and the employability of graduates, which are used to improve the quality of study programs. Student satisfaction is currently assessed through faculty evaluations, while employability is monitored through online surveys sent to alumni. Although the collected data has been analyzed and used to improve the teaching process and study programs, certain challenges have been identified, including the need for more systematic

measurement of student satisfaction and improvements in data collection strategies on employability.

Proposals for activities to improve the situation:

a) Improve the methodology for collecting data on the employability of graduates through a combination of online questionnaires, telephone surveys, collaboration with employers, and continuous tracking of alumni's professional status;

b) Establish continuous communication with graduates through alumni networks and platforms that allow regular updating of data on their career paths;

c) Increase alumni response rates to employability surveys through personalized calls, promoting research among alumni, and possibly introducing incentives for participation;

d) Integrate employability data of graduates into the quality assurance system so that the results can be used to adjust curricula and programs in line with labor market needs.

The Faculty has established information systems that enable the collection and analysis of data on the number, gender, and age structure of academic staff, the ratio of internal and guest staff, the ratio of teachers to students, as well as data from staff surveys conducted by students. These data are systematically analyzed, and improvement measures are regularly implemented.

Proposals for activities to improve the situation:

- The e-UNSA information system can potentially provide additional opportunities for the Faculty in the process of collecting and especially analyzing individual and group data on the number, gender, and age structure of Faculty employees, the ratio of internal and guest staff, and the ratio of teachers to students, as well as the ability to generate various types of reports more quickly and efficiently, based on which further improvement measures can be taken. Therefore, further informatization of the e-UNSA system is recommended.

### 4.8. Conclusions: Informing the Public about Study Programs

The Faculty objectively and timely informs the public about various aspects of the study programs subject to self-evaluation, including regulations relevant to the Faculty's activities, updated bio-bibliographies and research profiles of academic staff, curricula and syllabi, student guides, minutes of Faculty Council meetings, information about Faculty activities disseminated through the Faculty's, University's, and IC BiH's websites and social networks, etc.

Proposals for activities to improve the situation:

a) Provide, in the document "Guide for Prospective Students" as well as in the promotion of Faculty's study programs in madrasas, a more detailed presentation of employment opportunities for graduates, e.g., presenting a five-year projection of labor market needs based on statistical analyses by the Center for Training and Personnel of IC BiH;

b) Update the alumni database by entering data on all previous graduates of the first and second cycle study programs, and automatically enter data on new graduates when issuing graduation certificates;

c) Based on good practice in communicating with the public, create and adopt a general act that will regulate the procedure and strategy of the Faculty's communication with different target groups, and make it available to the public on the Faculty's website;

d) Create online surveys/pop-up windows for feedback/evaluation of user satisfaction with the Faculty's website, especially for students and staff;

e) Publish a guide for accessing information under the Faculty's control.

### 4.9. Conclusions: Continuous Monitoring, Periodic Evaluation, and Revision of Study Programs

In accordance with *the Rulebook on Student Evaluation of Academic Staff Work and Success of Curriculum Implementation* (2018), the quality of the teaching process in the Faculty's study programs is monitored through regular semester evaluations of teaching, starting from the summer semester of 2018/19. The Quality Assurance Committee's reports on teaching evaluation are adopted by the Faculty Council and include, in addition to aggregate indicators, stimulative and corrective measures implemented by the Dean, Vice Deans for Teaching and Quality, and chairs heads and course instructors. The analysis of the effects of regular teaching evaluation contained in this report shows continuous improvement in the quality of the teaching process from the academic year 2020/21 to 2023/24. In almost all quality indicators (16 out of 17), a trend of improved ratings is observed, and the presence of teaching deficiencies requiring corrective measures has been significantly reduced, indicating generally positive effects of regular evaluation.

In the academic year 2021/22, an evaluation of the Faculty's study programs was conducted, covering all five first and second cycle study programs. The general quality indicators measured through the evaluation were: the work of services and general studying conditions at the Faculty, the curriculum (content and quality of compulsory and elective courses, alignment with learning outcomes and competence profile, etc.), teaching and examination, relationship with students and study support, and overall assessment of learning outcomes. The study program evaluation report adopted by the Faculty Council included 47 recommendations related to a) the work of administration, professional services, technical staff, and quality of support services, b) general studying conditions, c) curricula, d) teaching and examination, e) relationship with students and study support, with designated Faculty employees responsible for organizing/coordinating and implementing activities and partners in implementation. The Faculty independently or with the support of external participants (e.g., founders) implemented 24 adopted recommendations (51%) by the finalization of this report.

Four Faculty study programs in the first and second cycle were subject to several revisions, in the period since the penultimate institutional accreditation of the University, namely: Islamic Theology Study Program (2019 and 2020), IRERP Study Program (2019 and 2020), IHM Study Program (2019, 2020, 2022, and 2023), and Master's in Islamic Studies (2019, 2022, and 2023). The Master's in Imamate has been evaluated but not revised. However, in October 2024, the Faculty Council adopted a revision of all five study programs subject to self-evaluation, focused on synchronizing learning outcomes between courses and study programs, including the creation of an outcomes matrix.

Proposals for activities to improve the situation:

a) Continue to conduct periodic analyses of teaching and assessment methods in courses to establish:

a.1. To what extent they are compatible with:

- learning outcomes at the course and study program level and

- the taxonomy of educational objectives in the cognitive, psychomotor, and affective domains;

a.2. To what extent they contribute to achieving the required generic and subject-specific competencies defined by qualification/occupation standards;

b) Continue organizing and conducting professional training for the Faculty's academic staff on aligning teaching and assessment methods with learning outcomes;

c) Analyze the implementation of strategic task 7.1.5 "Student and Teacher Mobility" (*Strategy for Development of Higher Education and Scientific Research Work of the Islamic Community in Bosnia and Herzegovina for the period 2014-2024*) in the Faculty's work and propose improvement measures;

e) Analyze the benefits of signed international cooperation agreements and propose improvement measures;

f) Analyze the progress of Faculty students in professional development abroad and propose improvement measures;

g) Continue implementing the recommendations of the Report on the Results of the Survey with Academic Staff in 2022/23.

### 4.10. Conclusions: Mobility of Academic Staff and Students

In the period from 2019 to the end of the academic year 2023/24, the Faculty achieved significant results in the mobility of academic staff and students within the Erasmus exchange program, which was the most frequently used academic mobility program. During this period, the Faculty directly concluded Erasmus agreements with a total of 11 universities in five different countries. In the same period, a total of ten (10) Faculty teachers and nine (9) teachers from partner universities participated in the Erasmus teaching staff exchange program. A total of ten (10) Faculty students participated in the Erasmus student exchange program, while within the same program, the Faculty was visited by three (3) students from partner universities. Additionally, the opportunity for a two-semester study stay at Qatar University was utilized by a total of eight (8) students during the mentioned period.

The mechanisms for student exchange between the Faculty and foreign higher education institutions are established and function in accordance with the relevant regulations of the University of Sarajevo. The Faculty promotes mobility programs to students and academic staff in collaboration with the University International Cooperation Office, as well as independently through additional presentations, meetings with representatives of the Faculty Student Association, and announcements of directly concluded Erasmus agreements with partners and current mobility competitions on the Faculty's website. Finally, the recognition of achieved

ECTS credits is carried out in accordance with the Erasmus Charter for Higher Education and the signed learning agreement, respecting the principle of "maximum flexibility" in the recognition of completed subjects.

Within the Faculty, as a member of the University, there is no International Cooperation Office. The responsibilities and activities within the scope of international cooperation are carried out by the Vice Dean for International Cooperation with the support of two student volunteers. The practice of engaging student volunteers as associates for international cooperation has further energized activities in the field of international cooperation but also revealed the weaknesses of "temporary" engagement in such tasks, considering that it usually involves temporary engagement within one academic year, making it difficult to develop continuity in the international cooperation team in the long term.

Proposals for activities to improve the situation:

a) Analyze the current structure of the Faculty's Erasmus partners and the results achieved based on signed international cooperation agreements in terms of student and academic staff exchange, and determine the Faculty's strategic partners and plan future cooperation accordingly;

b) Continuously update the "International Cooperation Corner" on the Faculty's website with additional information on signed agreements, available mobility opportunities, necessary procedures, and forms;

c) Adopt a decision at the Faculty Council on the obligation to respect the "principle of maximum flexibility" in the recognition of achieved ECTS credits and completed subjects;

d) Consider the possibilities for relaunching the master's program "Islam in Europe" in English or, alternatively, enable the teaching of a larger number of courses within the five first and second cycle study programs subject to self-evaluation in foreign languages, with the aim of attracting more visiting students;

e) Ensure administrative and technical support in the work of the Vice Dean for International Cooperation by engaging an associate from the ranks of teaching assistants/senior teaching assistants, part-time, or through the continued engagement of student volunteers.

## 5. APPENDICES

**Appendix 1.** ***Decision on Initiating the Procedure for Conducting Self-Evaluation of Study Programs and Writing the Self-Evaluation Report for the Study Programs and Appointing the Team for Conducting the Self-Evaluation of Study Programs and Writing the Self-Evaluation Report for the Study Programs of the Faculty (number: 03-03-778/22 from July 8, 2022)***

**Univerzitet u Sarajevu**
University of Sarajevo
جامعة سراييفو

**Fakultet islamskih nauka**
Faculty of Islamic Studies
كليـــة الدراسات الإسلامية

Broj: 03-03- 778/22
Datum: 08.07. 2022. god.

Na osnovu člana 135. Zakona o visokom obrazovanju Kantona Sarajevo (Službene novine Kantona Sarajevo, 33/17) i člana 104. stava (3) Statuta Univerziteta, Vijeće Fakulteta na 8. redovnoj elektronskoj sjednici održanoj u petak, 8. jula 2022. godine donosi:

ODLUKU
o pokretanju postupa provođenja samoevaluacije studijskih programa i pisanja samoevaluacijskih izvještaja za studijske programe i imenovanju Tima za provođenje samoevaluacije studijskih programaa i pisanje samoevaluacijskih izvještaja za studijske programe Fakulteta islamskih nauka Univerziteta u Sarajevu

Član 1.

Pokreće se postupak provođenja samoevaluacije studijskih programa i pisanja samoevaluacijskih izvještaja za slijedeće studijske programe na Fakultetu islamskih nauka Univerziteta u Sarajevu:

1) Studijski program islamske teologije;
2) Studijski program islamske vjeronauke i religijske pedagogije;
3) Studijski program za imame, hatibe i muallime;
4) Master islamskih studija i
5) Master za imame.

Član 2.

Imenuje se Tim za provođenje samoevaluacije studijskih programa i pisanje samoevaluacijskih izvještaja za studijske programe u sastavu:

1. Prof. dr. Nedim Begović, voditelj Tima;
2. Prof. dr. Mustafa Hasani, član;
3. Prof. dr. Ahmet Alibašić, član;
4. Prof. dr. Aid Smajić, član;
5. Prof. dr. Zehra Alispahić, član;
6. Doc. dr. Amina Arnautović, član;
7. Mr. Ahmed Čolić, viši asistent, član i sekretar Tima;
8. Mr. Mirzeta Brkić, viši asistent, član;
9. Firdevsa Jelovac, član;
10. Almin Smajić, predstavnik studenata, član i
11. Umihana Šošić, predstavnik studenata, član.

**Fakultet islamskih nauka u Sarajevu**–*Ćemerlina 54, 71000 Sarajevo – Bosna i Hercegovina*
*Tel: +387 (0)33 251-011 • Fax: +387 (0)33 251-044* • www.fin.ba• e-mail: fin@fin.ba

Član 3.

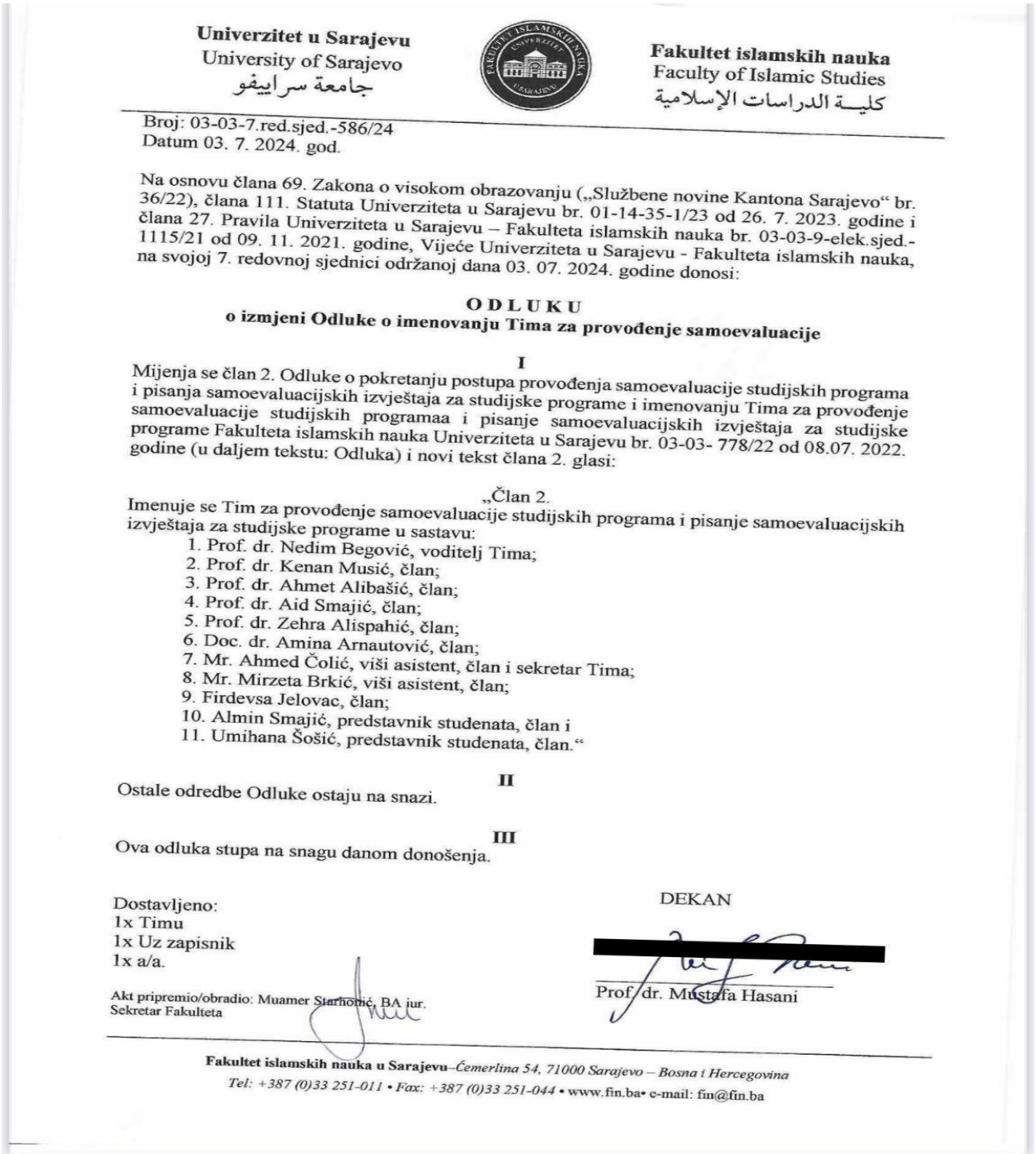
Tim će provesti potrebne aktivnosti u okviru samoevaluacije studijskih programa i pisanja samoevaluacijskih izvještaja za studijske programe iz člana 1. ove Odluke, u skladu s dinamikom aktivnosti Rektorata Univerziteta u Sarajevu, Ministarstva za visoko obrazovanje, nauku i mlade Kantona Sarajevo i Agencije za razvoj visokog obrazovanja i osiguranje kvaliteta Bosne i Hercegovine u procesu akreditacije studijskih programa Univerziteta u Sarajevu.

Odluka stupa na snagu danom donošenja.

DEKAN:
Prof. dr. Zuhdija Hasanović

Dostavljeno:
1x Rijaset, Uprava za obraz. i nauku
1x Senat
1x Kvaliteta
1x Članovi tima
1x Uz zapisnik
1x Ogl. pl.
1 x a/a

**Appendix 2.** ***Decision on Amending the Decision on Appointing the Team for Conducting the Self-Evaluation (number: 03-03-7.red.sjed.-586/24 from July 3, 2024)***



**Univerzitet u Sarajevu**
University of Sarajevo
جامعة سراييفو

**Fakultet islamskih nauka**
Faculty of Islamic Studies
كليـــة الدراسات الإسلامية

Broj: 03-03-7.red.sjed.-586/24
Datum 03. 7. 2024. god.

Na osnovu člana 69. Zakona o visokom obrazovanju („Službene novine Kantona Sarajevo" br. 36/22), člana 111. Statuta Univerziteta u Sarajevu br. 01-14-35-1/23 od 26. 7. 2023. godine i člana 27. Pravila Univerziteta u Sarajevu – Fakulteta islamskih nauka br. 03-03-9-elek.sjed.-1115/21 od 09. 11. 2021. godine, Vijeće Univerziteta u Sarajevu - Fakulteta islamskih nauka, na svojoj 7. redovnoj sjednici održanoj dana 03. 07. 2024. godine donosi:

**O D L U K U**
**o izmjeni Odluke o imenovanju Tima za provođenje samoevaluacije**

**I**

Mijenja se član 2. Odluke o pokretanju postupa provođenja samoevaluacije studijskih programa i pisanja samoevaluacijskih izvještaja za studijske programe i imenovanju Tima za provođenje samoevaluacije studijskih programaa i pisanje samoevaluacijskih izvještaja za studijske programe Fakulteta islamskih nauka Univerziteta u Sarajevu br. 03-03- 778/22 od 08.07. 2022. godine (u daljem tekstu: Odluka) i novi tekst člana 2. glasi:

„Član 2.

Imenuje se Tim za provođenje samoevaluacije studijskih programa i pisanje samoevaluacijskih izvještaja za studijske programe u sastavu:

1. Prof. dr. Nedim Begović, voditelj Tima;
2. Prof. dr. Kenan Musić, član;
3. Prof. dr. Ahmet Alibašić, član;
4. Prof. dr. Aid Smajić, član;
5. Prof. dr. Zehra Alispahić, član;
6. Doc. dr. Amina Arnautović, član;
7. Mr. Ahmed Čolić, viši asistent, član i sekretar Tima;
8. Mr. Mirzeta Brkić, viši asistent, član;
9. Firdevsa Jelovac, član;
10. Almin Smajić, predstavnik studenata, član i
11. Umihana Šošić, predstavnik studenata, član."

**II**

Ostale odredbe Odluke ostaju na snazi.

**III**

Ova odluka stupa na snagu danom donošenja.

Dostavljeno:
1x Timu
1x Uz zapisnik
1x a/a.

DEKAN

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Prof. dr. Mustafa Hasani

Akt pripremio/obradio: Muamer Starhomić, BA jur.
Sekretar Fakulteta

**Fakultet islamskih nauka u Sarajevu**–*Čemerlina 54, 71000 Sarajevo – Bosna i Hercegovina*
*Tel: +387 (0)33 251-011 • Fax: +387 (0)33 251-044* • www.fin.ba• e-mail: fin@fin.ba

**Appendix 3.** ***Implementation of Strategic Task 7.1.2. Quality Assurance and Control (Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina for the period 2014–2024) at the University of Sarajevo – Faculty of Islamic Studies***

| **7.1.2. Strategic Task: Quality Assurance and Control** | |
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| *7.1.2.1. Academic standards and the quality of higher education at higher education institutions of the Islamic Community in Bosnia and Herzegovina (IZ BiH) must be raised to a higher level and significantly improved. In the quality assurance process, European standards in higher education (European Standards and Guidelines, ESG) will be taken into account, as is the case with state universities in Bosnia and Herzegovina.* | The starting point for both internal and external quality assurance at the University and its member Faculty is the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015). The Ministry of Education, Science, and Youth of the Sarajevo Canton issued the Decision on the institutional accreditation of the University of Sarajevo (No. 11/05-38-3709-3/19 dated 10th September 2019), based on the positive Report on the external evaluation of the University by a Commission of domestic and international experts and the recommendation of the Agency for Development of Higher Education and Quality Assurance of Bosnia and Herzegovina from 2nd September 2019. This report contains an assessment of the fulfillment of the accreditation criteria defined by the Decision on Amendments to the Decision on Standards that determine the minimum criteria for higher education in BiH. The minimum standards set by this Decision are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015). The Ministry of Science, Higher Education, and Youth of the Sarajevo Canton (KS) issued the Decision (No. 27-03-34-3348-15/24 dated 24th July 2024) on the institutional accreditation of the University of Sarajevo for a period of five years, covering the Faculty of Islamic Studies as a full member of the University (SKM_300i24072909140). The decision on accreditation was preceded by an internal institutional evaluation process, which included the Faculty of Islamic Studies, along with the internal quality assurance system established at this institution. The preparation, processing, and analysis of the data required for the development of the 7th Self-Evaluation Report of the University of Sarajevo (2024) involved the Dean, Vice Deans, the Secretary, members of the Quality Assurance Board, the Program Self-Evaluation Team, and the Student Services of the Faculty. Additionally, the Vice Dean for Quality, representatives of alumni, and students of the Faculty participated in a discussion with the members of the Expert Commission for Institutional Accreditation, which took place at the premises of the Academy of Fine Arts of the University on 27th May 2024. |
| *7.1.2.2. Develop a system for managing the quality of the teaching process with the aim of systematically improving the quality of studies, teaching, and student success. Ethical norms and* | The Faculty has developed an internal quality assurance and management system, which includes: the Vice Dean for Quality, the Quality Assurance Board, the Quality Assurance Office, and other expert bodies responsible for ensuring quality in specific areas. |

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| *principles will be integrated into the quality assurance system of studies, and the ethical code for higher education and scientific research will be adopted.* | The quality assurance system of the Faculty is an integral part of the University's integrated quality management system.<br><br>Mechanisms for the systematic monitoring of the quality of studies, teaching, and student success have been developed, which include: a) Regular semester evaluations of the teaching process: data collection and processing, data analysis, and preparation of a teaching evaluation report with corrective actions; implementation of corrective actions; b) Evaluation of study programs: data collection and processing, data analysis, and preparation of a report on the evaluation of study programs with recommendations for improvement; implementation of recommendations; c) Management of information on study programs: data collection and processing on pass rates in exams, progression during studies and academic success, the rate and reasons for dropout, employability of graduates, etc.; data analysis and preparation of reports with recommendations for improvement.<br><br>The following documents have been adopted:<br><br>- Ethical Code of Conduct for Employees in Educational Institutions of the Islamic Community in Bosnia and Herzegovina (2017);<br><br>- Ethical Code of the University of Sarajevo (2012);<br><br>- Regulation on the Use of Plagiarism Detection Software at the University of Sarajevo (2020);<br><br>The Faculty appoints an Ethical Committee and a Disciplinary Responsibility Committee for Students every two years. |
| *7.1.2.3. Develop standards and criteria that will improve and ensure quality in the field of doctoral studies, education of imams, teachers in madrassas, and teachers of Islamic religious education in public schools, as these types of studies directly address the academic, professional, staffing, and missionary needs of the Islamic Community of Bosnia and Herzegovina.* | *Doctoral Studies:*<br><br>The standards and criteria for ensuring the quality of doctoral studies are regulated by the Study Rules for the third cycle of studies<br>(Rules for the Third Cycle of Studies at the University – Final.pdf).<br><br>*Alignment of the program with the needs of the Islamic Community of Bosnia and Herzegovina (IZ BiH):*<br><br>a) The Faculty aims to educate and nurture well-rounded individuals through its study programs, who possess the necessary competencies to perform responsible tasks within the Islamic and broader societal community, particularly in fulfilling the roles of imams, muftis, teachers of Islamic religious education in schools, and teachers and educators in madrassas. |

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| | b) It is important to note that IZ BiH, as the founder of the Faculty and the main employer of its graduates, requires the Faculty to educate specialists, scientists, and researchers who will be responsible for the growth and development of both the Islamic and broader societal community. By approving revisions of the Faculty's study programs, IZ BiH assumes part of the responsibility for their compatibility with changing needs and demands.<br><br>*Education of Imams:*<br><br>The Faculty offers two undergraduate study programs, the graduates of which, in accordance with the regulations of IZ BiH, can be employed as imams. These programs are: the Study Program of Islamic Theology (four-year) and the Study Program of IHM (three-year). Both programs offer the opportunity to continue education in the second cycle, either in a Master's program in Islamic Studies (one-year) or a Master's program in Imamate (two-year).<br>To better meet the needs of IZ BiH, both undergraduate programs for training imams, as well as the Master's program in Imamate, include courses in Islamic Practical Theology (Imamate), such as: Imamate, Khutbah (sermon), Islamic Mission (Da'wa), Islamic Pastoral Care, etc.<br>As part of the revision of the Islamic Theology Study Program and the IHM Study Program in 2019, the course "Imam and Teacher Practice" was introduced in every year of study, with the goal of strengthening the connection between theory and practice, preparing students for professional imam and teaching practice in the mosques of IZ BiH both domestically and abroad, and reflecting on its implementation.<br>Additionally, students of the Islamic Theology Study Program, the IHM Program, and the Master's in Imamate carry out methodological practice (in the madrasahs of IZ BiH), as well as practical work in institutions.<br>When revising the IHM Study Program and the Master's in Islamic Studies, conducted in 2022 and 2023, the results of the 2022 Study on the Competencies of the Islamic Community's Personnel in Bosnia and Herzegovina were taken into account.<br>When launching the Master's in Imamate, surveys were conducted with: (a) muftis (regional religious authorities of IZ BiH), (b) chief imams as direct supervisors, and (c) employers of imams in IZ BiH (presidents of the Medžlis or local organizational units of IZ BiH), with the goal of gathering data on the necessary competencies for imams from the perspective of employers. This data played a significant role in designing the curriculum for the Master's program for imams.<br><br>Education of Teachers in Madrassas:<br><br>The Faculty offers one undergraduate program, the graduates of which, in accordance with the regulations of IZ BiH, can |

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| | be employed as teachers in madrassas. This program is the Study Program of Islamic Theology (four-year). Graduates of this program have the opportunity for further specialization and concentration in narrower scientific fields in the Master's program in Islamic Studies (one-year).<br><br>Education of Teachers of Islamic Religious Education:<br><br>The Faculty offers two undergraduate study programs, the graduates of which, in accordance with the regulations of IZ BiH, can be employed as teachers of Islamic Religious Education in schools. These programs are: the Study Program of Islamic Theology and the Study Program of IVRP (four-year). Graduates of these programs can further specialize and concentrate in narrower scientific fields, including Religious Pedagogy, in the Master's program in Islamic Studies (one-year).<br>During the 2019 revision of the IVRP Study Program, the curriculum was aligned with the Guidelines of the Ministry of Education, Science, and Youth of Sarajevo Canton on the representation of pedagogical-psychological and didactic-methodological subjects, practical teaching, inclusive education, and alignment with the curricula for pre-school, primary, and secondary education in Sarajevo Canton, specifically regarding the subject of Islamic Religious Education. |
| *7.1.2.4. Establish an internal system for postdoctoral professional development that would enable study stays at reputable foreign universities and institutes.* | Based on academic mobility programs (e.g., Fulbright, Erasmus) and signed agreements on international cooperation, the Faculty's teaching staff has a wide range of opportunities for postdoctoral professional development and study visits (teaching and research) at foreign universities and research centers.<br>During the period covered by the strategy (2014–2024), numerous mobilities of the Faculty's teaching staff have been realized. |
| *7.1.2.5. Launch at least one joint study program at the undergraduate, graduate-master's, and postgraduate-doctoral levels in both Arabic and English.* | In 2019, the Faculty launched a study program in English (M.A. in Islamic Studies 'Islam in Europe'), but it was frozen two years later due to insufficient budget and the overload of teaching staff. |
| *7.1.2.6. Modernize the teaching and study process, particularly in terms of using information and communication technologies. In this regard, the aim will be to establish a unified, modern information system and database.* | The Faculty has joined the e-UNSA information system of the University and also possesses its own DL (Distance Learning) platform for e-learning. |

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| *7.1.2.7. Establish a joint degree program (joint degrees and joint studies) within higher education institutions of the Islamic Community of Bosnia and Herzegovina (IZ BiH) and faculties of social and human sciences in Bosnia and Herzegovina, as well as at the international level.* | There has been no progress in establishing joint programs with other faculties of the Islamic Community of Bosnia and Herzegovina (IZ BiH), but there is a practice of inbound and outbound teaching mobility between the four faculties, through the engagement of external collaborators or guest lectures.<br>The Faculty has initiated a joint program with the University of Sarajevo – Catholic Theological Faculty and the University of East Sarajevo – Orthodox Theological Faculty in Foča. |

Table 2. *Implementation of Strategic Task 7.1.2. Assurance and Quality Control (Strategy for the Development of Higher Education and Scientific Research of the Islamic Community of Bosnia and Herzegovina in the Period 2014–2024) at the University of Sarajevo – Faculty of Islamic Studies*

**Appendix 4.** ***Implementation of Strategic Goals in the Area of Quality Assurance (Strategy for the Development of the University for the Period 2019–2023) at the Faculty***

| **Strategic Goal:**<br><br>**Q1. STRENGTHENING CAPACITIES FOR INTERNAL QUALITY ASSURANCE AT THE UNIVERSITY** | | |
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| **Operational Goal:**<br><br>**Q1.1. Improvement of the regulatory framework, institutional, and personnel capacities for quality assurance at the University.** | | |
| **Activities** | **Indicators** | **Implementation** |
| *Q1.1.1. Assess the current state of the system.* | A report on the current state of the QA/QM system at all organizational units (OUs) of the University, including a list of existing documents, regulations, and procedures, their compliance with laws and quality standards, as well as recommendations for the development and alignment of existing and new legal documents and procedures in accordance with laws and quality standards. | The entity responsible for the activity is the Rectorate. |
| *Q1.1.2. Establishment of a quality assurance committee and formation of a quality assurance office (QA) at all OUs of the University..* | 1) Appointed members of the quality assurance committee at all OUs and in the CIS (decisions made to establish the quality assurance committees);<br>2) Quality assurance offices established at all OUs of the University. | 1) Implemented. Members of the Faculty Quality Assurance Committee were appointed in 2019, 2021, 2023, and 2024;<br>2) The Faculty has hired a professional associate in the Office on a 50% part-time basis. |
| *Q1.1.3. Development and alignment of relevant documents, regulations, and procedures that support quality activities in accordance with laws and quality standards.* | 1) Missing documents, regulations, and procedures that support quality activities have been developed, and existing ones have been aligned with laws and quality standards;<br>2) Issuance of diplomas and diploma supplements in English. | The entity responsible for the activity is the Rectorate. |

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| *Q1.1.4. Alignment of the information system with the needs of the quality assurance and management processes at the University.* | The information system enables the retrieval of data whenever needed for a particular organizational unit and/or the University as a whole regarding:<br>a) the number of students;<br>b) student achievements;<br>c) student pass rates;<br>d) teaching and research staff;<br>e) scientific research activities;<br>f) assets. | The entity responsible for the activity is the Rectorate. |
| *Q1.1.5. Development of a Quality Assurance Manual at the University, which includes relevant documents for the QA system at the University.* | The Quality Assurance Handbook has been completed at the University (which contains relevant documents for the quality assurance system at the University). | The entity responsible for the activity is the Rectorate. |
| **Operational goal:**<br><br>**Q1.2. Strengthening the quality culture at the University.** | | |
| **Activities** | **Indicators** | **Implementation** |
| Q.1.2.1. *Strengthening vertical and horizontal coordination and cooperation of bodies for QA and QI at the University (University QA Committee, University QA Office, and QA committees and offices at organizational units).* | 1) A referral mechanism for vertical and horizontal coordination and cooperation of bodies for QA and QI at the University has been established;<br>2) An annual consultation on current and relevant topics for organizational units at the University level is organized and held to strengthen the quality culture. (Each consultation is evaluated by the organizers and participants, and a report is prepared on the organization and implementation of the consultation);<br>3) Visits to higher education institutions for learning and exchanging experiences on strengthening the quality culture (reports on the completed visits are | The entity responsible for the activity is the Rectorate. |

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| | submitted along with recommendations for improving the quality culture at the University). | |
| Q.1.2.2. *Promotion and incentive measures for good practices – benchmarking.* | 1) Each organizational unit has developed a system for promoting and providing incentive measures for teaching and non-teaching staff who contribute to the quality culture through good practices;<br>2) Incentive measures are awarded once a year at each organizational unit. | 1) Implemented. Incentive measures for teaching staff are awarded within the framework of the evaluation of the teaching process, while for non-teaching staff, they are based on the application of the Rules on Evaluating Non-Teaching Staff Work;<br>2) Implemented. Incentive measures are awarded on a semester basis for teaching staff, and once a year for non-teaching staff. |
| Q1.2.3. *Continuous training for all employees at the University on quality culture.* | Training sessions for university staff on topics related to quality culture have been periodically organized and implemented. (At the beginning of each academic year, a training plan is created for academic and non-academic staff on higher education quality topics. At the end of each academic year, a report is written on the implementation of the training plan for academic and non-academic staff on higher education quality topics.) | Implemented.<br>The Faculty implements various types of training for staff (both academic and non-academic) that contribute to the enhancement of the quality culture. In addition, Faculty staff participate in various training sessions organized by the University or other organizations. The implementation of these training sessions and participation in them is reported in the annual activity report submitted by the Faculty to the founder, and the public is informed through the Faculty's website. |

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| **Strategic goal:**<br><br>**Q2. ENSURING THE STANDARDS OF QUALITY IN HIGHER EDUCATION AT THE UNIVERSITY** | | |
| **Operational goal:**<br><br>**Q2.1. Analysis of the current situation at all organizational units in relation to the existing accreditation criteria.** | | |
| **Activities** | **Indicators** | **Implementation** |
| Q2.1.1. *Joint meetings of the Quality Assurance Board and the Academic Affairs Board at the University.* | 1) quarterly meetings of the Quality Assurance Board and the Academic Affairs Board at the University;<br>2) Signed minutes from the meetings with recommendations for further activities of the boards at the organizational units (OU). | The entity responsible for the activity is the Rectorate.<br><br>The representative of the Faculty (the president or another member of the Faculty Quality Assurance Board) participated in a series of meetings with the Vice Rector for Quality and the chairpersons of the quality assurance boards of the member institutions during 2022, 2023, and 2024. |
| Q2.1.2. *Analysis of the readiness of study programs at the University for accreditation.* | 1) Matrix of compliance with accreditation criteria for study programs at the University, with recommendations for improvement;<br>2) Plan for internal evaluation of study programs, including measures for alignment with accreditation criteria. | The entity responsible for the activity is the Rectorate. |
| Q2.1.3. *Updating the registry of study programs at the University in the information system.* | The registry of study programs has been updated in the information system and published on the University's website. | The entity responsible for the activity is the Rectorate. |

| **Operational Goal:**<br><br>**Q2.2. Improvement of the Quality of the Teaching Process** | | |
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| **Activities** | **Indicators** | **Implementation** |
| Q2.2.1. *Creation of information packages for study programs with learning outcomes and qualification descriptions on the websites of the University's organizational units.* | The study programs with descriptions of qualifications and specified learning outcomes have been published on the websites of the University's organizational units. The study programs have been updated in accordance with market needs and established procedures. | Implemented. The information packages about the Faculty's study programs have been published on the Faculty's website. |
| Q2.2.2. *Regular evaluation of the teaching process and monitoring the implementation of improvement and corrective measures.* | The survey, completed by students annually, contains questions that assess the fulfillment of operational objectives. The Quality Assurance Committees oversee the implementation of improvement measures and corrective actions, and report on these to the University's Quality Management Board. An annual report on the evaluation of academic staff has been submitted to the Senate by the Quality Assurance Committee.<br><br>Ensuring the necessary number of copies of required literature in the faculty and/or university library. | Implemented. Regular semester evaluations of teaching are conducted at the Faculty based on student surveys. Reports on the results of the evaluations, along with corrective actions, are adopted, and efforts are made to implement them. The Faculty's Vice Dean for Quality submits the teaching evaluation report to the Pro-Rector for Quality and the Quality Assurance Service of the Rectorate.<br><br>The Faculty Library has produced a report on the availability of the required number of copies of mandatory literature. |
| Q2.2.3. *Realization of academic and extracurricular activities in which students are active participants in the process.* | 1) Teachers and associates apply various teaching methods and forms of work in the realization of educational activities;<br>2) The annual student survey includes questions about whether teachers and associates ensure that students are active participants in the teaching process;<br>3) Academic staff participated in seminars, | 1) **Implemented.** Reports on the evaluation of teaching at the Faculty from the summer semester 2018/19 to the summer semester 2023/24 indicate improvements in this teaching quality indicator. The Faculty conducted two professional seminars in 2022 and 2023, which, among other things, focused on the application of different forms and |

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| | workshops, and visits to domestic and international universities where contemporary teaching methods were discussed. | methods of work in university teaching.<br>2) **Implemented.** The student survey includes questions such as "Does the instructor involve students in discussions and encourage active participation in processing course content?", "Does the instructor provide consultation through DL platforms or email communication?", and "Does the instructor stimulate students' independent learning and research".<br>3) Implemented. Most of the academic staff at the Faculty attended seminars organized by the Faculty. Some staff members attended training organized by the University (e.g., the TRAIN program), and others participated in mobility programs (ERASMUS) where they had the opportunity to become familiar with teaching methods at foreign universities. |
| *Q2.2.4. Ensuring Equal Participation of Students with Disabilities in Academic and Extracurricular Activities through Ensuring the Effective Operation of the Student Support Office.* | 1) Inclusive education is part of the University's mission;<br>2) The space, services, and information at all units and the Rectorate meet the needs of all staff and students, including persons with disabilities;<br>3) The websites of all units and the University are accessible to persons with disabilities;<br>4) The libraries of the units and the university library are accessible to persons with disabilities;<br>5) Academic and non-academic staff have undergone training on teaching and non-teaching | **1)** The activity holder is the Rectorate.<br><br>2–8) Not implemented.<br>9) Partially implemented.<br>10–15) The activity holder is the Rectorate. |

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| | processes that incorporate universal design principles;<br>6) The units and Rectorate of the University provide affirmative actions to recruit more students with disabilities;<br>7) The academic and extracurricular process enables:<br>a) Multiple different means of presentation;<br>b) Multiple means of expression; and<br>c) Multiple ways of engaging students;<br>8) Teachers and staff apply universal design for learning principles to use various methods to make the curriculum accessible to students of diverse characteristics;<br>9) The units and Rectorate of the University collaborate with various student support resources;<br>10) The spatial capacities meet the activities of the Office;<br>11) The material and technical capacities of the Office are in accordance with its functions;<br>12) At least one full-time employee is employed at the Office;<br>13) The Office receives support from the Rectorate and all units in its operations;<br>14) Students perceive the Office as an important resource in the study process;<br>15) The Office provides support to students in:<br>a) Developing academic skills (e.g., time management, learning strategies, presentation skills…);<br>b) Career development and management (e.g., job search skills, gaining professional experience, information and self- | |

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| | assessment of skills and abilities…);<br>c) Counseling regarding academic and personal difficulties (e.g., exam anxiety, public speaking, relationship issues with peers, family…);<br>d) Developing communication and socio-emotional skills;<br>e) Providing peer support. | |
| Q2.2.5. *Alignment of curricula with national and international professional standards (e.g., teaching and other regulated professions)* | 1) A committee has been established to determine the procedure for aligning the curricula of teaching programs, departments, and faculties with international documents and recommendations regarding the number of ECTS credits for the PPDM (Pedagogical and Didactic Methodology) group of subjects (minimum 60 ECTS). The curricula of teaching programs, departments, and faculties are aligned with international documents and recommendations regarding the number of ECTS credits for the PPDM group of subjects (minimum 60 ECTS);<br>2) Comparison with similar study programs in the region and worldwide. | 1) Implemented. The curriculum of the IVRP Study Program has been aligned with the recommendations regarding the number of ECTS credits for the PPDM group of subjects;<br>2) Implemented as part of the self-evaluation process for preparing study programs for accreditation and the higher education reform process in Bosnia and Herzegovina (2024). |
| **Operational Goal:** | | |

| **Q2.3. Ensuring the quality of faculty and staff.** | | |
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| **Activities** | **Indicators** | **Implementation** |
| Q2.3.1. *Guidelines have been developed at the University level for creating a plan for the employment and promotion of faculty and staff at all University units.* | 1) The employment and promotion plan for faculty and staff has been developed at all University units.<br>2) Scientific and professional works, books, monographs, and similar publications are being recorded. | 1) Implemented. A dynamic employment and promotion plan is developed annually.<br>2) Implemented, through the establishment of a unified form for recording research and scientific work results, as well as their presentation on the Faculty's website. |
| Q2.3.2. *Faculty and staff are provided with continuous opportunities for enhancing their competencies for teaching.* | 1) At the beginning of each academic year, a program is established to ensure the improvement of the teaching competencies of staff, faculty, and new employees.<br>2) The program for the improvement of teaching competencies at the University has been implemented according to the established plan.<br>3) There is a record of completed professional development and an analysis has been conducted.<br>4) At the end of each academic year, awards and incentives are given to outstanding faculty and staff for their teaching work.<br>5) A database of faculty and staff participation in scientific and professional conferences has been created. | 1) Implemented. The Faculty's academic calendar includes plans for professional seminars for faculty staff.<br>2) Professional seminars/educations for staff have been implemented in 2019, 2020, 2022, 2023, and 2024.<br>3) No special record of professional development has been established, but it is recorded through the Faculty's annual reports.<br>4) Implemented. As part of the semester evaluation of teaching, recognition and awards are given to outstanding faculty members, associates, and external collaborators.<br>5) Implemented through the establishment of a unified form for recording the results of scientific research. |

| **Operational Goal:**<br><br>**Q2.4. Institutional reaccreditation of the University.** | | |
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| **Activities** | **Indicators** | **Implementation** |
| Q2.4.1.*Preparation of all University units for reaccreditation.* | 1) A Team for conducting the self-evaluation of the University has been formed;<br>2) A report has been written with documented activities carried out. | 1) The activity is led by the University Senate;<br>2) The activity is led by the University Internal Institutional Evaluation Team. |
| Q2.4.2. *Updating of the questionnaire and development of part of the information system for conducting institutional self-evaluation.* | 1) The existing questionnaire has been updated;<br>2) A part of the information system for conducting the institutional self-evaluation has been developed. | 1) The activity is led by the Rectorate/Internal Institutional Evaluation Team of the University;<br>2) The activity is led by the Rectorate. |
| Q2.4.3. *Visits to organizational units (OJ).* | 1) Selected teams conduct visits to organizational units (OJ) regarding the institutional evaluation of the University;<br>2) Completed questionnaires and tables have been submitted, in accordance with recommendations for improving the situation in line with the criteria for the accreditation of higher education institutions. | 1) The activity is led by the University Internal Institutional Evaluation Team;<br>2) The Vice Dean for Quality of the Faculty submitted the completed questionnaire and tables with processed data on the Faculty's work for the needs of the University's institutional self-evaluation on October 29, 2023. |
| Q2.4.4. *Accreditation of at least five selected study programs within the framework of institutional reaccreditation.* | The study programs to be accredited within the framework of institutional reaccreditation have been selected in accordance with the criteria for accreditation of study programs. | The entity responsible for the activity is the Rectorate; |
| Q2.4.5. *Preparation of the self-evaluation report for the institutional reaccreditation of the University.* | he report on the internal institutional evaluation has been approved by the Senate, and the information has been provided to the University Council for review. | The entity responsible for the activity is the University Internal Institutional Evaluation Team/Senate. |
| Q2.4.6. *Institutional reaccreditation of the University.* | The University has been (re)accredited at the institutional level. | The entity responsible for the activity is the Rectorate, with the participation of a committee of experts for external institutional evaluation, the Agency for the Development of Higher Education and Quality |

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| | | Assurance of Bosnia and Herzegovina, and the Ministry of Science, Higher Education, and Youth of the Sarajevo Canton |
| Q2.4.7. Development of an action plan to address identified deficiencies. | 1) The action plan has been written based on the completed report;<br>2) Periodic reporting on the implementation of measures and activities from the action plan;<br>3) Organization of training and other events related to the exchange of experiences and improvement of study programs. | 1) The entity responsible for the activity is the Rectorate;<br>2) The entity responsible for the activity is the Rectorate;<br>3) The entity responsible for the activity is the Rectorate. |
| **Operational goal:**<br><br>**Q2.5. Accreditation of study programs at the organizational units of the University.** | | |
| **Activities** | **Indicators** | **Implementation** |
| Q2.5.*1. Development of a unified methodology for the implementation of internal evaluation of study programs at organizational units..* | 1) A unified methodology has been developed at the University level;<br>2) Each organizational unit periodically prepares a self-evaluation report for its study programs. | 1) The entity responsible for the activity is the Rectorate;<br>2) The Faculty has prepared self-evaluation reports for five study programs. |
| Q2.5.2. *Updating the questionnaire for program leaders and processing the responses..* | 1) The questionnaire for program leaders has been updated;<br>2) The updated questionnaire has been filled out by the program leaders;<br>3) A report has been written on the responses received from the questionnaire. | 1) The entity responsible for the activity is the Rectorate;<br>2) The entity responsible for the activity is the Rectorate;<br>3) The entity responsible for the activity is the Rectorate. |
| *Q2.5.3. Preparation of self-evaluation reports for study programs at all organizational units of the University.* | Each organizational unit periodically prepares a self-evaluation report for its study programs.. | The Faculty has prepared a self-evaluation report for five study programs offered at the first and second cycles of study. |
| Q2.5.4. *Accreditation of study programs at all organizational units of the University.* | Accreditation of at least one study program has been | The entity responsible for the activity is the Rectorate.. |

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| | completed at each organizational unit. | |
| *Q2.5.5. Developing an action plan aimed at eliminating the identified deficiencies in the study program.* | 1) The action plan is written based on the completed report;<br>2) Annual reporting on the implementation of measures and activities from the action plan;<br>3) Organization of training and other events related to the exchange of experiences and the improvement of study programs. | 1) The activity follows after the accreditation of study programs;<br>2) The activity follows after the accreditation of study programs;<br>3) The activity follows after the accreditation of study programs. |
| **Strategic goal:**<br><br>**Q3. PROMOTION AND SUPPORT OF EXCELLENCE** | | |
| **Operational goal:**<br><br>**Q3.1. Promotion and support of the international accreditation of the NPP.** | | |
| **Activities** | **Indicators** | **Implementation** |
| Q3.1.1. *Ensuring financial support for internationally accredited study programs*. | 1) A fund for financial support of internationally accredited study programs has been established;<br>2) At the end of each academic year, funds are allocated to organizational units that have internationally accredited programs. | 1) The entity responsible for the activity is the Rectorate;<br>2) The entity responsible for the activity is the Rectorate. |
| Q3.1.2. *Establishing criteria for the annual dedicated prize (support for the implementation of teaching) for internationally accredited study programs at the University organizational unit.* | 1) The criteria for awarding the annual dedicated prize in support of teaching implementation have been established;<br>2) At the end of each academic year, the annual dedicated prize is awarded in accordance with the criteria;<br>3) The organizational unit to which the annual dedicated prize is awarded submits a | 1) The entity responsible for the activity is the Rectorate;<br>2) The entity responsible for the activity is the Rectorate. |

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| | report on its implementation. | |
| Q3.1.3. *Awarding of the annual dedicated prize (support for the implementation of teaching) for the internationally accredited study program at the University organizational unit.* | At the end of each academic year, the annual dedicated prize is awarded in accordance with the criteria. | The entity responsible for the activity is the Rectorate. |
| **Operational goal:**<br><br>**Q3.2. Promotion and support of research excellence at the University.** | | |
| **Activities** | **Indicators** | **Implementation** |
| Q3.2.1. *Establishing criteria for awarding annual prizes and recognitions for the most productive researchers at the University.* | 1) The criteria for awarding prizes and recognitions for the most productive researchers at the University have been established;<br>2) The procedure for selecting the most productive researcher at the University, based on the criteria, has been determined;<br>3) At the beginning of each academic year, a committee is formed to make a decision on the most productive researcher based on the established criteria. | 1) The entity responsible for the activity is the Rectorate;<br>2) The entity responsible for the activity is the Rectorate;<br>3) The entity responsible for the activity is the Rectorate. |
| Q3.2.2. *Awarding annual prizes and recognitions for the most productive researchers at the University.* | 1) At the end of each academic year, an award and recognition are given to the most productive researcher at the University for the current year;<br>2) Dissemination of activities has been carried out through the media. | 1) The entity responsible for the activity is the Rectorate;<br>2) The entity responsible for the activity is the Rectorate.<br><br>Information about the awards has been published on the websites of the Faculty, the University, and the Islamic Community of Bosnia and Herzegovina. |
| Q3.2.3. *Establishing criteria for awarding the annual best* | 1) The criteria for awarding the best student researcher | 1–3) The entity responsible for the activity is the Rectorate. |

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| *student researcher award at the University.* | at the University have been established;<br>2) The procedure for selecting the best student researcher at the University based on the criteria has been determined;<br>3) At the beginning of each academic year, a committee is formed to make a decision on the best student researcher based on the established criteria. | 2) The entity responsible for the activity is the Rectorate.<br>3) The entity responsible for the activity is the Rectorate. |
| *Q3.2.4.* T*he annual award for the best student researcher at the University.* | 1) At the end of each academic year, an award and recognition are given to the best student researcher at the University for the current year;<br>2) Dissemination of activities has been carried out through the media. | 1) he entity responsible for the activity is the Rectorate.<br>2) he entity responsible for the activity is the Rectorate. |
| **Operational goal:**<br><br>**Q3.3. Promotion and support of mobility for teaching and non-teaching staff and students.** | | |
| **Activities** | **Indicators** | **Implementation** |
| *Q3.3.1. Establishing incentive measures for teachers who conduct classes in English.* | 1) Incentive measures for teachers who conduct classes in English have been established;<br>2) Incentive measures are applied at the end of the academic year. | 1) Not implemented. Teaching at the Faculty is not conducted in English, except for consultative classes with international students in certain courses within the Erasmus academic mobility program/guest lectures in certain subjects;<br>2) Not implemented. |
| *Q3.3.2. The introduction of indicators in the ISSS that monitor inbound and outbound mobility related to study programs, courses, and teaching staff..* | 1) The introduction of indicators in the ISSS that monitor inbound and outbound mobility related to study programs, courses, and teaching staff has been implemented;<br>2) At the end of each academic year, a mobility report is published. | 1) The entity responsible for the activity is the Rectorate;<br>2) The Faculty provides data for the annual report on the University's international cooperation. |

| **Operational goal:**<br><br>**Q3.4. Increase the visibility of the University's work.** | | |
|---|---|---|
| **Activities** | **Indicators** | **Implementation** |
| Q3.4.1.*Improve the websites of the organizational units (OUs) and the University.* | 1) The website of the OUs and the University has been developed;<br>2) The website of the OUs and the University is accessible, informative, and regularly updated;<br>3) Each OU has a plan for implementing dissemination activities aimed at promoting the OU and the University in the current academic year. | 1) Fakultet ima vlastitu web-stranicu;<br>2) Web-stranica Fakulteta je pristupačna, informativna i u značajnoj mjeri ažurirana;<br>3) Fakultet promovira studijske programe putem vlastite web-stranice i Facebook profila, web-stranica Univerziteta i IZ BiH, promocija u medresama i gimnazijama IZ BiH i na druge načine. |
| Q3.4.2. *Create the websites in English.* | Content on the websites of the OUs and the University is written in Bosnian/Croatian/Serbian and English. | Web-stranica Fakulteta izrađena je na bosanskom i engleskom jeziku. |
| Q3.4.3. *Establish a digital repository (theses, final papers).* | 1) A digital repository of doctoral dissertations has been established;<br>2) A digital repository of abstracts of master's and bachelor's theses has been established. | 1) The responsible party for the activity is the Rectorate.<br>2) The responsible party for the activity is the Rectorate. |
| Q3.4.4. *Availability of teaching materials.* | Teaching materials are available on the websites of the organizational units (OUs). | Teaching materials are available to students through the Faculty's DL platform. |
| Q3.4.4. *Improve publishing activities.* | A plan for publishing manuscripts authored by the University’s faculty and associates at different faculties/academies has been developed. | The responsible party for the activity is the Rectorate.<br><br>The Faculty has its own publishing plan, which is implemented in cooperation with El-Kalem – the Publishing Center of the Islamic Community of BiH. |

*Table 3. Implementation of Strategic Goals in the Area of Quality Assurance (University Development Strategy for the Period 2019–2023) at the Faculty*

**Appendix 5.** ***Research Profiles of Academic Staff at UNSA-FIS (Faculty of Islamic Studies, University of Sarajevo)***

| Br. | Nastavnik/saradnik | Google Scholar | ORCID | Scopus ID |
|---|---|---|---|---|
| 1. | Alibašić Ahmet | Alibasic Ahmet - Google Scholar | https://orcid.org/0000-0002-4251-6270 | Scopus Author ID: 57192911000 |
| 2. | Alispahić Zehra | Zehra Alispahić - Google znalac | https://orcid.org/0000-0002-5254-2341 | |
| 3. | Arnautović Amina | Amina Arnautović - Google znalac | https://orcid.org/0000-0002-5734-7844 | |
| 4. | Begović Nedim | Nedim Begović - Google Scholar | https://orcid.org/0009-0006-2868-5613 | Scopus Author ID: 57208981927 |
| 5. | Brkić Mirzeta | Mirzeta Brkić- Google Scholar | https://orcid.org/0000-0001-6420-713X | |
| 6. | Ćeman Senad | Senad Ćeman- Google Scholar | https://orcid.org/0000-0002-4048-4711 | |
| 7. | Čolić Ahmed | Čolić Ahmed- Google Scholar | https://orcid.org/0000-0002-1095-5228 | |
| 8. | Drkić Abdul-Aziz | | | |
| 9. | Efendić Davud | | | |
| 10. | Fatić Almir | Almir Fatić- Google Scholar | | |
| 11. | Fazlović Muhamed | | | |

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|---|---|---|---|---|
| 12. | Grabus Nedžad | Nedžad Grabus- Google Scholar | | |
| 13. | Hasani Mustafa | Mustafa Hasani- Google Scholar | https://orcid.org/0000-0003-0715-7775 | |
| 14. | Hasanović Zuhdija | Zuhdija Hasanović- Google Scholar | https://orcid.org/0000-0001-8716-8006 | |
| 15. | Hurić Vedad | Vedad Hurić- Google Scholar | https://orcid.org/0000-0002-7066-7631 | |
| 16. | Hajrić Amrudin | Amrudin Hajrić- Google Scholar | https://orcid.org/0000-0003-1847-4565 | |
| 17. | Jašić Orhan | Orhan Jašić- Google Scholar | https://orcid.org/0000-0001-7810-7850 | |
| 18. | Kulenović Azra | Azra Kulenović- Google Scholar | https://orcid.org/0009-0006-0780-8610 | |
| 19. | Kadić Samedin | Samedin Kadić- Google Scholar | https://orcid.org/0000-0001-5305-3550 | |
| 20. | Musić Kenan | Kenan Musić- Google Scholar | https://orcid.org/0000-0002-4578-0931 | |
| 21. | Maljoki Fadilj | Fadilj Maljoki- Google Scholar | https://orcid.org/0000-0002-3739-3712 | |
| 22. | Mašić Elmir | | | |
| 23. | Silajdžić Adnan | | https://orcid.org/0000-0002-2518-3531 | |
| 24. | Suljić Solo Mubina | | | |
| 25. | Smajić Aid | Aid Smajić- Google Scholar | https://orcid.org/0000-0002-3097-1348 | |

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| 26. | Sijamhodžić-Nadarević Dina | Dina Sijamhodžić-Nadarević- Google Scholar | https://orcid.org/0000-0001-9164-1257 | |
| 27. | Šošić Dževad | Dževad Šošoć-Google Scholar | https://orcid.org/0000-0001-5474-7108 | |
| 28. | Šošić Umihana | | | |
| 29. | Trnka-Uzunović Amira | Amira Trnka-Uzunović- Google Scholar | https://orcid.org/0000-0002-3777-1795 | |
| 30. | Zubčević Asim | Asim Zubčević-Google Scholar | https://orcid.org/0000-0003-0433-1416 | |

Table 5. *Research Profiles of Academic Staff at UNSA-FIS (Faculty of Islamic Studies, University of Sarajevo)*

***Appendix 6. Number of Students at the Faculty by Cycles, Academic Years, and Categories of Students***

| I CYCLE OF STUDIES | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Academic Year | Ukupan broj upisanih studenata (prvi put upisani + ponovci) | | | | | | | | | | | | | | | |
| | 1. Regular Students | | | | | 2. Regular Self-financed Students | | | | | 3. External Students | | | | | Total (1+2+3) |
| | Year of Study | | | | | Year of Study | | | | | Year of Study | | | | | |
| | I | II | III | IV | Ukupno | I | II | III | IV | Ukupno | I | II | III | IV | Ukupno | |
| 2018/2019. | 62 | 64 | 47 | 32 | 205 | 32 | 12 | 1 | 2 | 47 | 119 | 112 | 27 | 7 | 265 | 517 |
| 2019/2020. | 69 | 40 | 39 | 39 | 187 | 40 | 23 | 7 | 0 | 70 | 96 | 98 | 29 | 6 | 229 | 486 |
| 2020/2021. | 71 | 39 | 40 | 39 | 189 | 41 | 24 | 7 | 0 | 72 | 95 | 100 | 29 | 9 | 233 | 494 |
| 2021/2022. | 53 | 57 | 37 | 29 | 176 | 24 | 30 | 18 | 7 | 79 | 67 | 70 | 79 | 15 | 231 | 486 |
| 2022/2023. | 65 | 46 | 35 | 26 | 172 | 18 | 35 | 6 | 1 | 60 | 68 | 69 | 38 | 6 | 181 | 413 |
| 2023/2024. | 65 | 42 | 40 | 22 | 169 | 27 | 22 | 14 | 3 | 66 | 62 | 66 | 31 | 6 | 145 | 380 |

Table 10. (D-2): Total Number of Enrolled Students in the First Cycle of Studies

| SECOND CYCLE OF STUDIES 3 + 2 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Academic year | Total number of enrolled students (first-time enrollees + repeaters) | | | | | | | | | |
| | 1. Full-time students | | | 2. Full-time self-financing students | | | 3. External students | | | Total (1+2+3) |
| | Year of study | | | Year of study | | | Year of study | | | |
| | I | II | Total | I | II | Total | I | II | Total | |
| 2018/2019. | / | / | / | / | / | / | 15 | / | 15 | 15 |
| 2019/2020. | 1 | / | 1 | / | / | / | 9 | 1 | 10 | 11 |
| 2020/2021. | / | 1 | 1 | / | / | / | 2 | 7 | 9 | 10 |
| 2021/2022. | 6 | / | 6 | / | / | / | 7 | / | 7 | 13 |
| 2022/2023. | 1 | 2 | 3 | / | / | / | 3 | 1 | 4 | 7 |
| 2023/2024. | 13 | / | 13 | / | / | / | 20 | 1 | 21 | 34 |

Table 11. (D-2): Total Number of Enrolled Students in the Second Cycle of Studies

**Self-Assessment Team for Study Programs:**

_____

Prof. Dr. Nedim Begović, Leader

_____

Prof. Dr. Kenan Musić, Member

_____

Prof. Dr. Ahmet Alibašić, Member

_____

Prof. Dr. Aid Smajić, Member

_____

Prof. Dr. Zehra Alispahić, Member

_____

Prof. Dr. Amina Arnautović, Member

_____

Mr. Ahmed Čolić, Senior Assistant, Member

_____

Mr. Mirzeta Brkić, Senior Assistant, Member

_____

Firdevsa Jelovac, Member

_____

Umihana Šošić, Representative of the Second-Cycle Students, Member

_____

Kerim Jašarević, Representative of the First-Cycle Students, Member