



**Erasmus+ Programme (ERASMUS)**  
**(ERASMUS-EDU-2022-CBHE-STRAND-1)**  
**Managerial And GoverNance Enhancement through Teaching**  
**(101083006 —MAGNET)**



**MAGNET**  
Managerial And GoverNance Enhancement through Teaching

*<Piloting & Road-Mapping the Establishment  
of Teaching and Learning Centers in Higher  
Education>*

**<D3.4 / D12>**

*DIMOKRITIO PANEPISTIMIO THRAKIS (1-DUTH)*



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# Introduction

*Higher education is undergoing continuous transformation, driven by evolving student needs, technological advancements, and societal demands. Central to these transformations is the focus on learning outcomes, which define what students are expected to know, understand, and be able to do after completing their academic programs. These outcomes serve as a foundation for designing curricula, assessing student progress, and enhancing institutional effectiveness.*

*Academics perceive teaching as a core aspect of their multifaceted professional duties. However, there is a recognized need to enhance teaching practices. Faculty members identify "good teaching" as being characterized by thorough preparation, extensive knowledge of the subject matter, effective communication with students, experience, ICT skills, and an inherent aptitude or "talent." Despite this, the importance of formal training and a foundational background in teaching and learning often receives less emphasis. Academics express a willingness to improve their teaching effectiveness through professional development initiatives, collaboration with colleagues, and the creation of networks to exchange ideas and best practices. Centers for Teaching and Learning (CTLs) are institutional units dedicated to enhancing teaching effectiveness, supporting faculty development, and improving student learning outcomes. They provide resources, training, and consultations aimed at fostering pedagogical excellence. CTLs function as hubs for professional learning, bringing together educators committed to continuous improvement*

*The European University Association (EUA) highlights that CTLs are generally located within institutions, with their primary mission being to support the development of the institution's learning and teaching. These centers contribute to the strategic development of educational practices, ensuring that institutions can effectively respond to changing educational landscapes (EUA, 2024).*



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# The role and significance of CTLs in HEIs

*The roles and responsibilities of CTLs have evolved significantly, reflecting the dynamic landscape of higher education. They are now central to promoting educational reforms and assisting faculty members in adopting innovative teaching practices. Faculty development is a central function of CTLs, involving training sessions, seminars, and one-on-one coaching. These initiatives help faculty refine their teaching strategies, implement evidence-based practices, and address diverse learning needs. Through instructional improvement programs, CTLs encourage faculty to adopt active learning methods, design inclusive curricula, and integrate formative assessments.*

*CTLs support curriculum design, assessment, and learning technologies. They assist in developing course frameworks aligned with institutional learning outcomes and accreditation standards. Assessment support includes creating rubrics, conducting program evaluations, and using data analytics to enhance teaching effectiveness. Furthermore, CTLs facilitate the adoption of learning technologies such as Learning Management Systems (LMS), digital collaboration tools, and virtual labs, ensuring that faculty remain current with technological advancements.*

*Centers for Teaching and Learning (CTLs) also equip students with essential academic skills that enhance their learning efficiency and academic performance. They provide guidance on effective study techniques, including time management, overcoming procrastination, and strategic text reading and studying. Students also learn methods for efficient notetaking, skimming and scanning texts for meaning, managing extensive information, and proofreading written work.*

*CTLs enhance learning outcomes through faculty development, instructional support, and program evaluation. Although CTLs face challenges, such as limited resources and institutional resistance, HEIs are focused on strengthening their impact on learning procedures, through analyzing theoretical frameworks, practical applications, and policy recommendations, so that CTLs can serve as catalysts of educational innovation and improvement in higher education. Funding constraints often limit their capacity to expand services or invest in new technologies. Institutional resistance, stemming from entrenched traditions or skepticism about pedagogical change, can hinder the adoption of innovative teaching practices. Additionally, balancing diverse faculty needs with limited staff and resources presents an ongoing challenge. However, CTLs hold significant potential for fostering innovation and collaboration. By building strategic partnerships with academic departments, libraries, and external organizations, CTLs can expand their reach and impact. Establishing communities of practice among faculties promotes peer learning and collective problem-solving. Investing in continuous staff development ensures that CTL professionals remain effectively changing agents within the institution.*

*Teaching and Learning Centers (CTLs) promote an inclusive and innovative teaching culture that involves continuous change, by navigating the competing demands of university administrators and academic departments and overcoming challenges such as resistance to change and concerns about faculty workload. Institutional leaders often prefer centralized, standardized professional development programs, while faculties favor personalized, decentralized approaches tailored to their specific needs. Successfully balancing these approaches CTLs support both institutional goals and individualized faculty development, fostering a more inclusive and effective teaching culture.*



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# Regulations on the structure and working principles

## **Establishment**

The Center for Excellence in Teaching (hereafter referred to as CET) was established based on the decision of the xxxxxxxx, with protocol number xxxxx, dated xxxxxxxx.

## **Article 2**

### **Headquarters of CET**

The office and training hall of CET are in the xxxxxxxxxx.

## **Mission and Objectives of CET**

### **Article 3**

1. The mission of the Center for Excellence in Teaching is to advance academic capacities and the development of teaching approaches that promote effective and quality teaching, aimed at advancing the HEI into a competitive institution among the best universities in the region and the world.
2. The objective of CET is to increase effectiveness and improve the quality of teaching and research at the HEI.

## **Scope of CET**

### **Article 4**

1. Identifying and prioritizing challenges, needs, and opportunities that the HEI should address through training and programs offered at CET.
2. Developing and implementing training programs and other activities (seminars, webinars, workshops, etc.) to meet the needs of academic staff at the HEI and other higher education institutions.
3. Identifying and developing alternative forms of financial support for CET and encouraging donors to invest in the improvement of teaching at the HEI.
4. Planning and implementing activities that contribute to and ensure the advancement of the skills and competencies of academic staff.
5. Promoting a culture of academic excellence through the implementation of standards and best practices in teaching.
6. Offering services in the field of teaching excellence (curriculum development, preparation of teaching materials, continuous student engagement and evaluation, applying hybrid teaching methods, research-based teaching, utilizing technology and electronic platforms);



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7. Supporting faculties and academic staff regarding the implementation of innovative and proven teaching practices, mentoring, and student assessment.
8. Promoting and offering services related to the application of teaching and research ethics standards.
9. Utilizing online platforms for organizing and managing training programs to improve teaching quality and effectiveness.
10. Developing procedures for mentoring and evaluating the impact of training programs on the advancement of teaching and learning at the HEI.

### **Structure of CET**

#### **Article 5**

CET consists of:

1. CET Steering Council
2. Coordinator
3. Trainers
4. Administrative Officer

### **Qualifications, Experience, and Required Skills**

#### **Article 6**

1. The Rector, upon the proposal of the Council, appoints the coordinator, who must be a regular staff member of the HEI.
2. The Coordinator of the Center for Excellence in Teaching is selected from among the CET trainers and must have:
  - 2.1 The title of Assistant Professor, Associate Professor, or Full Professor (preferably with expertise in social sciences);
  - 2.2 Certification for completing programs in higher education teaching;
  - 2.3 A minimum of five years of experience in teaching in higher education;
  - 2.4 Experience in providing training for teaching methodology in higher education;
  - 2.5 Excellent communication skills, organizational skills, ability to prioritize tasks, decision-making skills, and ability to manage multiple tasks simultaneously;
  - 2.6 Evidence of proficiency in English at level B2 (both spoken and written);

### **Duties of the CET Coordinator**

#### **Article 7**

1. Represents and promotes the mission and objectives of CET both inside and outside the institution.



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2. Leads the development and implementation of the CET's strategic plan and program in line with its mission and objectives.
3. Proposes to the CET Council the creation of procedures and guidelines aimed at effective governance.
4. Implements decisions made by the CET Council meetings.
5. Oversees the budget, personnel, and resources of CET to ensure efficiency and quality of services;
6. Contributes to decisions regarding planning and allocation of the budget to ensure that CET has the necessary support and infrastructure to provide services.
7. Builds and maintains good relationships with stakeholders both inside and outside the institution to ensure effective collaboration with CET partners.
8. Holds regular meetings with trainers to discuss the progress of training, module quality, feedback, and development of new modules.
9. Periodically evaluates the effectiveness of existing training modules and identifies needs for new training modules.
10. Prepares an annual report on the performance of existing trainers and evaluates professional qualifications for contract renewal, which is approved by the CET Council.
11. Prepares promotional materials for CET's work and, in collaboration with the administrative officer, identifies the most effective promotional strategies.
12. Plans training schedules and assists in their implementation.
13. Prepares projects and apply for grants aimed at improving and promoting CET's work.
14. Provides advice and innovative ideas regarding new teaching and learning methods.
15. Reports to the Vice-Rector for accreditation, teaching quality, and student affairs.
16. Performs other duties assigned by the CET Council.

**Trainers**  
**Qualifications and Skills**  
**Article 8**

1. Trainers are regular academic staff members of the HEI. Trainers must have:
  - 1.1 The title of Assistant Professor, Associate Professor, or Full Professor;
  - 1.2 Certification for successful completion of the "Train-the-Trainer" program (organized by CET or in collaboration with third parties);
  - 1.3 Proven excellent training skills with appropriate certifications/recommendations;
  - 1.4 Demonstrated knowledge with certificates in i) teaching and learning in higher education, ii) research methodologies, iii) the use of technology in education (depending on the module offered);
  - 1.5 Excellent communication and interpersonal skills;



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- 1.6 Evidence of English proficiency at level B2 (both spoken and written);
- 1.7 Skills for identifying and analyzing problems and offering solutions.

### **Duties of Trainers**

#### **Article 9**

Trainers have the following duties and responsibilities:

- 1. Preparing training modules/programs.
- 2. Preparing training materials and drafting manuals.
- 3. Developing training or research projects that fulfill CET's mission.
- 4. Delivering training modules.
- 5. Collaborating and coordinating training programs and materials with CET staff.
- 6. Attending regular meetings organized by the CET Coordinator regarding training progress, module quality, feedback, and development of new modules.
- 7. Performing other tasks assigned by the CET Council.

### **Administrative Officer Qualifications and Skills**

#### **Article 10**

- 1. The required qualifications and skills (qualifications, experience, and other skills required to perform this job) are:
  - 1.1 Bachelor's degree or higher (preferably in social sciences);
  - 1.2 At least one year of experience in administrative work;
  - 1.3 Organizational skills, ability to work on multiple tasks simultaneously and meet deadlines;
  - 1.4 Computer skills (Word, Excel, PowerPoint, and use of platforms);
  - 1.5 Proof of English proficiency at level A2 (both spoken and written).

### **Duties of the Administrative Officer**

#### **Article 11**

- 1. The Administrative Officer is from the administrative staff and has the following duties and responsibilities:
  - 1.1 Proactively assists the CET Coordinator;
  - 1.2 Publishes the program and modules (with content descriptions) on the CET website, along with



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the training calendar;

1.3 Updates the information on the CET website and informs HEI staff (via email or SEMS) about the training schedules and other activities offered by CET;

1.4 Provides administrative support;

1.5 Ensures the preparation and supply of training halls with necessary materials;

1.6 Monitors and maintains office equipment and inventory, and replaces them when necessary;

1.7 Distributes documents, decisions, and other materials via the protocol book;

1.8 Handles the receipt and delivery of mail for CET needs;

1.9 Performs other administrative duties assigned by the CET Coordinator.

## **Decision-Making**

### **Article 12**

1. Decisions are made by the simple majority of members present at the Council meetings.
2. Each member has one vote.
3. If the votes in favor and against a proposal are equal, the Chairperson's vote is decisive.
4. Council members abstain from voting on any issue in which they have a conflict of interest.

## **Transitional and Final Provisions**

### **Article 13**

1. With the entry into force of this regulation, regulation number xxx, dated xxxxx, is annulled.
2. This regulation is approved by the Steering Council of the HEI.
3. The regulation enters into force upon signing by the Chairperson of the Steering Council of the HEI.

## **Amendments**

### **Article 18**

1. Any changes or amendments to this regulation will be made through the same procedure as its approval.



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# Conclusion

*Centers for Teaching and Learning (CTLs) play a critical role in advancing learning outcomes by equipping educators with the tools and strategies needed for effective teaching. They provide professional development opportunities, promote innovative pedagogical practices, and support curriculum design. Grounded in established learning theories, CTLs apply research-based approaches to improve educational experiences.*

*To strengthen the impact of CTLs, embedding their practices in institutional policies is crucial. University leadership should formally recognize CTL contributions in strategic planning, accreditation processes, and faculty evaluation systems. Policies supporting regular pedagogical training, instructional grants, and research on teaching effectiveness can institutionalize a culture of teaching excellence.*

*Scaling and sustainability require long-term funding models and collaborative governance. Establishing dedicated budgets for CTL operations ensures consistent support for faculty development and instructional innovation. Encouraging cross-institutional partnerships can facilitate resource sharing and best practice dissemination. Looking ahead, prioritizing inclusive, evidence-based, and technology-enhanced teaching practices will position CTLs as pivotal drivers of educational transformation in higher education.*



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## ANNEX 1 – PILOT ACTIONS (continued activities...)

Date	Partner	Type of Activity	Name	Type of Event	Days	Location	Attendees	Notes
13/11/2024	University of Arts in Belgrade (UAB) - Belgrade, Serbia	Event/Training	What is your teaching style?	Workshop	1	Online	Male/Female/ Nonbinary 8 / 22 / 0	Issued certificates for all participants,
<p>This lecture - workshop explores different teaching styles which reveal the grounding of teachers' preferred pedagogy styles and orientation. The teaching styles are both innate and acquired and the awareness of one's preferred style opens up for further development and enrichment of teachers' resourcefulness. Not all styles are in optimal mutual resonance, which creates significant redundancy in teacher - student communication. Richer mastery of different styles increases the levels of receptivity of the teaching content by the students and improves teacher - student communication. This lecture - workshop offers an opportunity to discover one's own teaching style and open a discussion about potential developments.</p> <p><a href="https://drive.google.com/open?id=1u4sjlmKhYeJiHGcH4EHfhqdOd0kJmI48">https://drive.google.com/open?id=1u4sjlmKhYeJiHGcH4EHfhqdOd0kJmI48</a>,  <a href="https://drive.google.com/open?id=1dU4Ap_W1PdbdzSTZ4GhvBQ3dTAASfbGL">https://drive.google.com/open?id=1dU4Ap_W1PdbdzSTZ4GhvBQ3dTAASfbGL</a>,  <a href="https://drive.google.com/open?id=1gpHZISxJNL9RUelkpQkhkzQML8r-rAVO">https://drive.google.com/open?id=1gpHZISxJNL9RUelkpQkhkzQML8r-rAVO</a>,  <a href="https://drive.google.com/open?id=1EYZ-38DpNFRR2Vw0w_hFizyihVuKNzP1">https://drive.google.com/open?id=1EYZ-38DpNFRR2Vw0w_hFizyihVuKNzP1</a></p>								
27/11/2024	University of Prishtina "Hasan Prishtina"(UP) – Pristina	Event/Training	MOOC "Inclusive Education in Higher Education"	Seminar	1	Pristina	Male/Female/ Nonbinary 4 / 10 / 0	
<p>The creation of the MOOC video entitled "Inclusive Education in Higher Education" by Prof. Naser Zabeli.</p> <p><a href="https://drive.google.com/open?id=1I4C4rl3-8nD2z5AekX6YSz2n4Fr9fgFD">https://drive.google.com/open?id=1I4C4rl3-8nD2z5AekX6YSz2n4Fr9fgFD</a></p>								
06/12/2024	University of Arts in Belgrade (UAB) - Belgrade, Serbia	Event/Training	Mentoring for Mentors: About Academic Writing - a Reminder	Workshop	1	Belgrade	Male/Female/ Nonbinary 3 / 27 / 0	
<p>CTL activity in person</p> <p><a href="https://drive.google.com/open?id=15fBTnYkLwOazKUMd2vR5Lom0_fNZfKdF">https://drive.google.com/open?id=15fBTnYkLwOazKUMd2vR5Lom0_fNZfKdF</a>  <a href="https://drive.google.com/open?id=1tD61gU-MIsLAq0SbcvSrbHy6bXJT3Sh6">https://drive.google.com/open?id=1tD61gU-MIsLAq0SbcvSrbHy6bXJT3Sh6</a>  <a href="https://drive.google.com/open?id=1nS6nYeRpIbPnuXeX_XkUFcRi-oL_R77p">https://drive.google.com/open?id=1nS6nYeRpIbPnuXeX_XkUFcRi-oL_R77p</a>  <a href="https://drive.google.com/open?id=1jEW34gixUqpO1Wehh6SiggZHGzwfL2UG">https://drive.google.com/open?id=1jEW34gixUqpO1Wehh6SiggZHGzwfL2UG</a>  <a href="https://drive.google.com/open?id=1Y-a13Pbsh1ouw9PfpmaxInPvLTWArVrn">https://drive.google.com/open?id=1Y-a13Pbsh1ouw9PfpmaxInPvLTWArVrn</a>  <a href="https://drive.google.com/open?id=1l9ZNicyS86iAXePVj6dKZScX0IVgrpXV">https://drive.google.com/open?id=1l9ZNicyS86iAXePVj6dKZScX0IVgrpXV</a>  <a href="https://drive.google.com/open?id=18jiv3_mTDb1fzLjgHJL-zb6KAbrhp8Qr">https://drive.google.com/open?id=18jiv3_mTDb1fzLjgHJL-zb6KAbrhp8Qr</a></p>								



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22/11/2024	University of Donja Gorica (UDG) - Podgorica, Montenegro	Event/Training	Seminar "Self-Education"	Seminar	1	Podgorica, Montenegro	Male/Female/ Nonbinary 9 / 11 / 0	
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From November 2024, at UDG and within support of MAGNET project started new seminar "Self-Education" for professors and teaching assistant. The main aim of the seminar is to involve as many professors as possible and associate with new pedagogy models. The seminar will be held every third Friday of the month. The first seminar was organized in November with around 20 professors and associates.



#### NEW SEMINAR ORGANIZED AT UDG WITH SUPPORT CTLs and MAGNET project

##### SEMINAR "SELF-EDUCATION"

From november 2024, at UDG and within support of MAGNET project tarted new seminar "Self-Education" for professors and teaching assistant. The main aim of the seminar is to involve as many professors and associate for new pedagogy models.Seminar will hel every third Friday in month.

First seminar was orgaized in November with around 20 professors and associates.

Here are information for professors:

The seminar is designed for you to briefly "inform" your colleagues about what you have read, what you are currently reading, what you are writing about, and what ideas you have in mind... It will probably be necessary to open a discussion about some ideas from the book you are reading... Teams for debates may form... You are also expected to suggest books or articles for your colleagues to read...

"Education interrupted my schooling." (Churchill) Is there a greater truth than this that relates to schooling?

Education is a way of using your knowledge! All your specialized and professional knowledge is useless without a broader context to understand the origins of that knowledge and to connect it with other areas.

And that is enabled by self-education! All your expert knowledge is in vain without an open mind... Education broadens the mind!... It allows you to think outside the box.

Kant distinguishes between the "private use of reason" (expert knowledge for your private use) and the "public use of reason" (your knowledge used to achieve general, societal goals). Education allows you to engage in Kant's "public use of reason"... Isn't that the knowledge you need to be a responsible citizen of a global world?... How can you achieve that without a high level of education?

What is education? It is not just knowledge!... It is awareness! It involves developing critical thinking, imaginative thinking, understanding symbols and metaphors... Education is also the ability to learn from your own life!... It includes reading articles, books, watching films, visiting art exhibitions... that have no direct connection to your professional knowledge. But, once you engage, you will find those hidden connections, those branches of new ideas... Your level of education is measured by your understanding of what you think you know, what your expert knowledge is!



#### PHOTOS:



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08/01/2025	Democritus University of Thrace (DUTH) - Thrace, Greece	Event/Training	Training Cycle CTL DUTH	Webinar	1	Online	Male/Female/ Nonbinary 12 / 15 / 0	
<a href="https://drive.google.com/open?id=1VwEjTBWZfy7grP8uGSmaKTUpGyE01o">https://drive.google.com/open?id=1VwEjTBWZfy7grP8uGSmaKTUpGyE01o</a>								
17/12/2024	Democritus University of Thrace (DUTH) - Thrace, Greece	Event/Training	Learning Cycle for the Department of Molecular Biology and Genetics	Workshop	1	Alexandroupolis / Greece	Male/Female/ Nonbinary 10 / 10 / 0	

Hybrid training session for the Academic and Administrative staff of the Department of Molecular Biology and Genetics about University Pedagogy.




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Name (original name)	Duration (minutes)	Guest	In waiting room
	121	No	No
	127	Yes	No
	115	Yes	No
	116	Yes	No
	123	Yes	No
	117	Yes	No
	115	Yes	No
	118	Yes	No









MAGNET
  
Management of Andromeda Networks through Training








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List of Participants
  
LEARNING CYCLE AT THE DEPARTMENT OF MOLECULAR BIOLOGY & GENETICS
  
17 DECEMBER 2024 | 12:00-14:00
  
DEMOCRITUS UNIVERSITY OF THRACE

No.	Name / Surname	Institution	Signature
1.			
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# ANNEX 2 - CERTIFICATIONS of ESTABLISHMENTS / IMPROVEMENTS of CTLs

The signed files are available on demand.



18.11.2024

The Centre of Teaching and Learning of Democritus University of Thrace (CTL-DUTH) operates since 2019 in compliance with current legislation (Article 129 of Law 4957/2022, Official Gazette A' 141) and the University's Internal Regulations (Official Gazette 4751/B'/20.08.2024, Appendix 16). Professor Katerina Kedraka has been appointed as the Coordinator of CTL-DUTH by Senate Decision 23/70 dated June 9, 2022.

As part of the effort to enhance DUTH's international profile through the development of new partnerships and initiatives, CTL-DUTH coordinates the project titled MANagerial and GoverNance Enhancement through Teaching in the West Balkans (acronym MAGNET, project code 101083006/ERASMUS-EDU-2022-CBHE). The project involves the participation of 12 universities from the Western Balkans, which, through this program, established BALKANETUP, a University Pedagogy network; in BALKANETUP, DUTH is represented by CTL-DUTH Coordinator and Scientific Coordinator of MAGNET, Professor Katerina Kedraka.

This certification is issued for the purposes of implementing the MAGNET project (Project Code 101083006) under the ERASMUS-EDU-2022-CBHE framework.



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Decision no. 068, Date 22/01/2025

In support of Article 15 and Article 16 of the Temporary Statute of the Public International Business College Mitrovica, the Academic Council in an online consultation and approval on the 22<sup>nd</sup> January 2025, issues:

### DECISION

1. On establishment of the Center for Teaching and Learning (CTL), supported by the Erasmus + project MAGNET (Managerial and Governance Enhancement through Teaching), as a support center to faculties for academic affairs.
2. Justification:
  - 2.1. The expected result of MAGNET project is establishment of CTL by partner HEIs in the project. The rationale of the CLTs is elaborated within these lines.
  - 2.2. "University Pedagogy, mostly enhanced through the operation of Centers for Teaching and Learning (CTL), is a main pillar for the implementation of the European Higher Education Area. MAGNET project aims to develop a network for University Pedagogy in the West Balkans States, through know-how transfer from countries that have CTLs under operation to all partner countries. Main objectives include the know-how transfer, the foundation of CTLs, the production of educational material and the creation of a sustainable network BalkaNetUP (Balkan Network for University Pedagogy)."
3. Assistant Professor Dr. Medina Braha is appointed as the Coordinator of the Center for Teaching and Learning at the IBCM College.

**The decision is sent to:**

- Rectorate
- Appointed person
- Archive







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FONDACIONI LOGOS  
KOLEGJI UNIVERSITAR "LOGOS"

REKTORATI

Nr. 97 Prot.

Tiranë, më 08.07.2024

VENDIM

Nr. 3, datë 08.07.2024

PËR KRIJIMIN E NJËSISË MBËSHTETËSE "QENDRA PËR MËSIMDHËNIEN DHE TË  
NXËNIT" NË KUADËR TË PROJEKTIT MAGNET NË ZBATIM NGA KOLEGJI  
UNIVERSITAR "LOGOS"

Në takimin e rradhës të Rektoratit, ndër të tjera, u informua mbi ecurinë e zbatimit të projektit MAGNET dhe u propozua krijimi i një njësie mbështetëse mbi Mësimdhënien dhe të Nxënit. Pas diskutimeve dhe qartësimit të qëllimit dhe objektivave të Qendrës, Rektorati

VENDOSI:

1. Krijimin e njësisë mbështetëse me emërtim "Qendra për Mësimdhënien dhe të Nxënit (Centre for Teaching and Learning - CTL)".
2. Propozohet që Qendra për Mësimdhënien dhe të Nxënit të funksionojë nën Komisionin e Përhershëm të Garantimit të Standardeve të Cilësisë të Kolegjit Universitar "LOGOS".
3. Vendimi, bashkë me relacionin dhe rregulloren, i përcillen Senatit për miratim përfundimtar.
4. Ky vendim i bëhet i ditur njësisë përkatëse.



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*Translation from Bulgarian*

TO THE VICE RECTOR OF PROJECT ACTIVITIES  
TO THE DEPUTY RECTOR  
TO PROF DR ANI BELCHEVA, MD  
TO PROF DR ANI KEVORKYAN, MD

**DECISION**  
OF THE RECTOR'S COUNCIL – PROTOCOL No 12/11 June 2024

REGARDING A REPORT BY PROF DR TRAYKOVA, VICE RECTOR OF PROJECT ACTIVITIES

1. A report by Prof Dr Ani Belcheva, MD, Manager of the MAGNET Project, regarding the need to establish a Centre of Teaching and Learning (CTL).

An approved report has been presented by Prof Belcheva to Prof Murdzheva, with Incoming reference number R-3130/5 April 2023, regarding the need to provide premises for the establishment of a Centre, which has been coordinated with engineer Dinkov, and has been endorsed with a resolution to designate a space on floor 4 of Campus 2 of MU-Plovdiv, which is also present in the architectural plans but has not been implemented to this date. As of now, the premises defined with a resolution of April 2023 is a lecture hall in Campus 2, floor 4, of the Department of Epidemiology and Disaster Medicine.

Following discussions between Prof Kevorkyan and Prof Belcheva, an agreement has been reached for joint use of the hall by drawing up a schedule based on the workload of the department and the project modules.

**THE RECTOR'S COUNCIL HAS MADE THE FOLLOWING DECISION:** The proposal for the joint use of the lecture hall in Campus 2, floor 4, for the needs of the Department of Epidemiology and Disaster Medicine and for the purposes of the MAGNET Project is approved.



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UNIVERSITETI I EVROPËS JUGLINDORE  
УНИВЕРЗИТЕТ НА ЈУГОИСТОЧНА ЕВРОПА  
SOUTH EAST EUROPEAN UNIVERSITY



**Max van der Stoel  
Institute**

Pursuant to Article 5 of the Rule for Organization and Work of the Scientific Institute Max van der Stoel (09/2019) and selection of the project no. 101083006 under Capacity building in the field of higher education ERASMUS-EDU-2022-CBHE-STRAND-1 call the implementation of the project titled MAGNET-Managerial and Governance Enhancement through Teaching, the MVDSI Scientific Council at the 8th meeting, held on 18.12.2023 brought the following:

## **DECISION**

**on establishment of the Center for Teaching and Learning (CTL) for the project**

**» MAGNET-Managerial and Governance Enhancement through Teaching”**

**For the implementation of the MAGNET project from the side of the SEEU-MVDSI, the CLT has been established.**

### **Justification:**

The expected result of MAGNET project is foreseeing establishment of CTL by partner HEIs in the project. The rationale of the CLTs is elaborated within these lines.

“University Pedagogy, mostly enhanced through the operation of Centers for Teaching and Learning (CTL), is a main pillar for the implementation of the European Higher Education Area. MAGNET project aims to develop a network for University Pedagogy in the West Balkans States, through know-how transfer from countries that have CTLs under operation to all partner countries. Main objectives include the know-how transfer, the foundation of CTLs, the production of educational material and the creation of a sustainable network BalkaNetUP (Balkan Network for University Pedagogy).”

The project duration is from 31 December 2022 to November 2025. The MAGNET project coordinating institution is Laboratory of Teaching and Professional Development of Bioscientists, Democritus University of Thrace, Greece.



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Based on Article 29, paragraph 1, point 19, Article 42, paragraph 1, point 2, and Article 20, paragraph 1, point 2 of the Statute of the University of Arts in Belgrade No. 8/1 dated January 25, 2023, the purified text, Dr. Mirjana Nikolić, Full Professor, issues the following

### DECISION

The Center for Teaching and Learning is established, and its tasks are as follows:

a) Support for teachers and collaborators:

- Organization of workshops, seminars, and training with the aim of improving all aspects of teaching quality.

b) Support for students:

- Informing students about further education, practical work, employment, career development;
- Providing information about scholarships and other forms of material and financial assistance;
- Connecting students with employers and encouraging entrepreneurial skills, including stronger motivation for starting startup companies;
- Providing advisory services to students and organizing periodic workshops and lectures on career development topics;
- Support for students from socially vulnerable groups and prevention of any form of discrimination;
- Monitoring and evaluation of the employment process for students upon completion of all levels of study.





REPUBLIKA E SHQIPËRISË  
UNIVERSITETI "ALEKSANDËR MOISIU" Durrës  
REKTORI

Nr. 2483/ prot.

Durrës, më 8/12 /2024

ATTESTATION

Through which we confirm that the Center for Teaching and Learning is affiliated with the Center for Research, Development, and Excellence at the "Aleksandër Moisiu" University of Durrës, within the framework of the "MAGNET" project, funded by the European Education and Culture Executive Agency (EACEA), where the "Aleksandër Moisiu" University of Durrës is a partner.



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Pursuant to Article 36. of the Statute of the University of Donja Gorica from 17.1.2023, at its session held on February 21st 2024, adopted the following:

### DECISION

#### For the establishment of the Center of Teaching and Learning at the University of Donja Gorica

- 1) The Center of Teaching and Learning at University of Donja Gorica was established with the core objective of enhancing inclusivity and accessibility in the learning environment of the institution. This unit is steadfast in its commitment to modernize practices in higher education and support academic communities with goal to promote and enhance quality of education and teaching processes.
- 2) The Center of Teaching and Learning at the University of Donja Gorica operating as a sub-unit within the Quality Assurance Office and it is supported by the MAGNET project (Teaching & Learning Enhancement in Higher Education), Project number 101083006.
- 3) This unit will have the following roles and responsibilities:
  - Consultation and Pedagogical Support: CTLs provide guidance and individual consultations to the parenting institution and teaching staff
  - Research on Teaching and Learning: To enhance and modernize teaching and educational methods and also to develop more effective learning.
  - Workshops and trainings: CTLs organize workshops and trainings for teachers and instructors to enhance education qualities. These sessions provide implementation of new educational technologies, assessment and evaluation strategies, learning development as well as inclusive teaching practices. This also encourages teaching staff to communicate and share their own opinions and ideas.
  - Learning technologies: CTLs often support the integration of technology into teaching and learning Support events, projects, and activities focused on inclusivity.
- 4) This decision is effective immediately.





Number: 07/A. 35/2025

Date: 16. 01. 2025.

The Program Team for Supporting Professional Development of Academic and Non-Academic Staff at the University of Banja Luka was established at the Faculty of Philosophy by a Decision of the its Scientific-Teaching Council on 11th October 2023 (No. 07/3.2000-31/23), with Prof. Dr. Tanja Stanković-Janković appointed as the Coordinator of the Program Team.

The Program Team for Supporting Professional Development of Academic and Non-Academic Staff at the University of Banja Luka was created, as a project activity of establishing a centre for teaching and learning at the University of Banja Luka, within the Erasmus+ project MANagerial and GoverNance Enhancement through Teaching - MAGNET, (project code 101083006/ERASMUS-EDU-2022-CBHE). Project MAGNET aims to strengthen university pedagogy focused on competence development through the establishment CTL and the creation of a university network addressing the challenges of transitioning to an active and interactive teaching and learning culture at higher education institutions in the Western Balkans (BALKANETUP).

The Program Team's Office operates within the Center for Lifelong Learning at Faculty of Philosophy, and its activities are entrusted to the Cathedrae of Pedagogy and Teaching Methodology at the University of Banja Luka. The Program Team's Office was officially opened on December 16, 2024.







No: 0101-725-1/25

Sarajevo, January 21, 2025

### CERTIFICATE

The Statute of University of Sarajevo, adopted in July 2023, in the Articles 42 and 50 introduces the establishment of the Office for support to professional development of the University of Sarajevo staff. The primary objective of the office is to enhance teaching and scientific competences of the staff and to contribute to quality of teaching process and alignment of learning and teaching with different needs of our students. The Office builds upon more than ten years of continual activities in academic staff trainings through the TRAIN (Training & Research for Academic Newcomers) program and recently established DIGI.EDU platform for developing digital pedagogical competences.

As a part of the effort to enhance international profile through the development of new partnerships and initiatives University of Sarajevo participates in the ERASMUS+ project MAGNET - MANagerial and GoverNance Enhancement through Teaching in the Western Balkans (101083006/ERASMUS-EDU-2022-CBHE). The activities of the Office for support to professional development of the University of Sarajevo staff are coordinated by the Vice-rector for Teaching and Student Affairs prof. dr. **Dzenana Husremovic**.

The certification is issued for the purposes of implementing the MAGNET project under the ERASMUS-EDU-CBHE framework.



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**UNIVERSITETI I PRISHTINËS  
"HASAN PRISHTINA"  
UNIVERSITY OF PRISHTINA**

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Nr. Prot.: 2/864

Datë: 9/11/2023

Bazuar në nenin 13 paragrafi 1 pika 1.14 dhe nenin 22 paragrafi 1 pika 1.3 të Statutit të Universitetit të Prishtinës, Këshilli Drejtues i Universitetit të Prishtinës "Hasan Prishtina" në mbledhjen e mbajtur me dt. miratoi këtë

**RREGULLORE MBI STRUKTURËN DHE PARIMET E PUNËS SË QENDRËS PËR  
PËRSOSMËRI NË MËSIMDHËNIE NË UNIVERSITETIN E PRISHTINËS "HASAN  
PRISHTINA"**

**Dispozitat e përgjithshme**

**Neni 1  
Themelimi**

Qendra për Përsosmëri në Mësimdhënie (në tekstin e mëtejme QPM) është themeluar në bazë të vendimit të Këshillit Drejtues të UP-së me nr. prot. 2/913 të datës 12.10.2017.

**Neni 2  
Selia e QPM**

Zyra dhe salla e trajnimeve e QPM-së ndodhen në objektin e Administratës Qendrore të UP-së.

**Misioni dhe qëllimi i QPM  
Neni 3**



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The Center of Teaching and Learning of University Patras operates since 2019 in compliance with current legislation (Article 129 of Law 4957/2022, Official Gazette A' 141) and the University's Internal Regulations (Official Gazette 5468/14-09-2023/B, §63.5). Professor Athanassios Karalis has been appointed as the Coordinator of CTL-UP by Senate Decision 225 dated December 1, 2012.

As part of the effort to enhance UP's international profile through the development of new partnerships and initiatives, CTL-UP participates in the project titled MANagerial and GoverNance Enhancement through Teaching in the West Balkans (acronym MAGNET, project code 101083006 / ERASMUS-EDU-2022-CBHE). The project involves the participation of 12 universities from the Western Balkans, which, through this program, established BALKANETUP, a University Pedagogy network; in BALKANETUP, UP is represented by CTL-UP Coordinator, Professor Athanassios Karalis.

This certification is issued for the purposes of implementing the MAGNET project (Project Code 101083006) under the ERASMUS-EDU-2022-CBHE framework.

**Rector of the University of Patras**

