



## Laurea / B.A. in Global Governance

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Location: Sarajevo, Bosnia and Herzegovina

Date: 25th of March 2021

- 1. The Bachelor of Arts in Global Governance – as you can see from our Courses described in the booklet - offers interdisciplinary teaching, which aims to prepare professionals to face global challenges that require specific legal and socio-economic competencies, as well as a wide range of technical and scientific knowledge and soft skills to manage cultural integration, mediation and team dynamics. Do you have similar Bachelor programs at your University? What is your personal opinion about such type of (Liberal Arts and Sciences) programs?**

I think you have got an interesting mixture of arts and sciences that is quite rare actually. We usually have a problem of putting together social science and natural science, but according to what I have seen in your questions, I really like your approach and I find it very holistic. In Bosnia and Herzegovina, we are relatively strict in this differentiation so I don't think we have this kind of degrees at the moment. Although I believe we are working a bit on it since some professors in genetics are actually giving some presentations in international relations. Of course, not like this, but I could see some similarities.

- 2. One of the main goals of the 3-year B.A. in Global Governance is to support the academic education of our students with a series of professional trainings so as to better identify their potential work opportunities after they graduate. For this reason, Global Governance encourages training programs and internships within institutions, firms and organizations, both in Italy and abroad, selected on the basis of their prestige and quality of the experience. Do you think that these activities are important for the placement of our students in a University/Master program like yours or is it too early to do them during a Bachelor?**

Good question... I believe that you're never too young to start doing something good, that's my opinion. In my field I see the bachelor programme as kind of "giving the facts", then the master "discussing the facts" while the Phd is more like "proving the fact". Therefore, I think the position of professors at the bachelor level is relatively strong, but gets weaker towards the masters and then at the Phd, we are colleagues since we start learning from each other. However, I think that you are going a little bit ahead and I like the approach..according to the questions of your students, I have heard some interesting questions and since I like interesting questions, this means the programme is good.

3. **Global Governance is implementing the so-called "Mentors Project". The main purpose of the project is to provide advice to students regarding choices on future studies and/or careers by putting them in touch (throughout the duration of the course) with a professional for advice and counsel. Does your University/program use Mentors or something similar to enrich your students' knowledge of the world? If so, are they effective?**

Yes, we have got the mentorship programme, but not only from professors to students, but also older students to younger students. Very often we have third year students working with the first year students and helping them find solutions not only for the academics, but also to find apartments, for example. As a mentor, I believe it's crucial to share both the good things and the bad things, thus the things I did well, but also my mistakes.

4. **In order to help our students select an appropriate academic pathway to follow after they have completed the B.A. in Global Governance, the course offers three majors to choose from: Economics and Philosophy; Political Science, Law and History; Science and Technology. Do you think it is advisable to offer majors, or in other words, subject areas that students specialize in, in a Bachelor Degree? Would you give a greater attention to a candidate from one of those three paths or would you look only at other dimensions of their Bachelor studies? In case yes, which one of the 3 majors?**

I like the holistic approach, I don't mind if somebody who started with medicine or economics later continued with informatics since I think that during the bachelor degree we are in a situation where: the first year is just checking what knowledge you have from secondary school and expanding it, then the second year is giving you some new facts while the third year teaches you how to apply class material. That's how I look at bachelor degrees and I really want to help people understand what they want to do, how to do it, or if they really want to do the masters or not.

If they don't want to do masters, I try to give them enough knowledge to continue with their own thing. Therefore, I think my answer is somewhere in between: masters should be more specific and bachelor degrees should give some background knowledge, but also space and time to decide what you really want to do.

- 5. Do you think that the Global Governance graduates that the course intends to train will be in demand by the labour market and/or University graduate programs over the next ten years? If not or only partly, what do you think is missing?**

Nobody really knows, but I think that the situation right now and the pandemic will change our world a lot as I have said, at least in terms of desirable professions. I think that the next ten years will require a lot of positions in psychotherapeutic and psychological studies, due to all this PTSP all around us. However, I like what you have. For me a good bachelor degree approach is giving you the possibility not only to specialise in one way, but also to be prepared to change. I personally know this as I was changing my career a lot of the time. Essentially, if you set up your programme like this one, with the possibility to adapt one's knowledge to the current situation and, of course, some additional knowledge, it's perfectly okay.

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- 6. What are the competencies, skills and abilities that in general your University (or, if applicable, your Master) cherishes in an applicant?**

I always say that our university is a bit different from others in Bosnia and Herzegovina as we don't expect you to only have a diploma to get a job. We are trying to teach people that it is not going to be easy to find a job regardless of the diploma. However, it will be easier to create new job opportunities with a diploma because behind our diploma there is knowledge on how to create new jobs. We are trying to teach people to create jobs and design their own niche since I do not believe that now we can create the perfect candidate good the job that they will do in 10 years. We need to prepare students for all the changes during those 10 years.

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- 7. Do you think that the Global Governance graduates that the course intends to train may perform well in graduate programs at your University? Please specify the names of the programs.**

Absolutely, I think the International Communication MBA and also some courses in Anthropological Genetics could be interesting to your students.

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8. **What kind of extra training would you offer to our Bachelor students so that their skills and competences can better respond to the requirements of the graduate programs at your University?**

Pushing students in the real life I believe. That is the best training in your field. That is also what we are trying to do as each student has to spend at least one or two courses working in the real life. We push them to find their own laboratories and we do not give them our own since we want them to go in some other instutions. Because I think studies in general have to be connected to real life.

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9. **Would you suggest any specific/special activity/project carried out in undergraduate programs at your University that could be included in the Global Governance BA?**

Since I am a geneticist, I think behavioural genetics could be an interesting addition to the course as it is connected to the broader society behaviour. Genetic background might be interesting to know especially now looking at the position of genetics as a developmental science. In terms of extra-curricular activities, we have a lot of start-up stories and we organise large entrepreneurial competitions where the main award is that we create a new company with the students. So our students have an opportunity to start their own jobs. So far, our startup competition has been very functional and we already have two-three very successful companies.

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**10. Would your University be interested in an Erasmus/Overseas program with the Global Governance BA? If yes, are there any specific prerequisites or competences that our students should have in order to participate?**

Yes, well the first thing is to check our university website where we have a lot of erasmus agreements with countries like Poland, Germany and so on... For the competences, it is important only to be open to being different as we set up our university a little differently especially in comparison to other Bosnian universities. Thererofe, just be open for new knowledge, a new approach and do not be shy, ask away. Also I think I am probably one of the oldest guys in our university, just so you can imagine how youthful our university actually is. So, yes, we are very open for an erasmus agreement and if you contact us, we would be happy to exchange some ideas.

**11. Please report here any other comment or suggestion regarding the structure and contents of the Global Governance BA**

Don't change anything, since this is a very interesting approach and it's a good option to listen to people from different countries and get a unique expeirence. I didn't have too much time today, but I really enjoyed our time together and my suggestion to your students would be to continue like this and of course keep the spirit. Your real treasure is diversity.