



agency for science and higher education

**REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF
THE FACULTY OF ECONOMICS AND BUSINESS
UNIVERSITY OF ZAGREB**

**Date of site visit:
13-15 November 2018.**

December, 2018.

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The project is co-financed by the European Union from the European Social Fund.
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INTRODUCTION

The Agency for Science and Higher Education (the Agency) is an independent legal entity with public authority, registered in the court register, and a full member of the European Quality Assurance Register for Higher Education (EQAR) and European Association for Quality Assurance in Higher Education (ENQA).

All public and private higher education institutions are subject to re-accreditation, which is conducted in five-year cycles by the Agency, in accordance with the Act on Quality Assurance in Science and Higher Education (Official Gazette 45/09) and subordinate regulations, and by following *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG) and good international practice in quality assurance of higher education and science.

The Agency's Accreditation Council appointed an independent Expert Panel for the evaluation of the Faculty of Economics and Business, University of Zagreb.

Members of the Expert Panel:

- Prof. Slavica Singer, Ph.D., Faculty of Economics, Josip Juraj Strossmayer University of Osijek, Republic of Croatia, Panel chair,
- Prof. Alexander Kemnitz, Ph.D., Faculty of Business and Economics, Technische Universität Dresden, Federal Republic of Germany,
- Prof. Tom Wansbeek, Ph.D., Faculty of Economics and Business, University of Groningen, Kingdom of the Netherlands,
- Assoc. prof. Ivan Matić, Ph.D., Faculty of Economics, University of Split, Republic of Croatia,
- Elizabeta Ribarić, student, Faculty of Economics, University of Rijeka, Republic of Croatia.

During the site visit, the Expert Panel held meetings with the following stakeholders:

- Management,
- Self-evaluation report panel,
- Students;
- Vice dean for education and students and the vice dean teaching and non-teaching staff,
- Vice dean for strategic partnerships and the head of accreditation processes,
- Teachers,
- Teaching assistants,
- Heads of study programmes and the heads of departments,

- Heads of research projects,
- Alumni,
- Representatives of the business sector, potential employers.

The Expert Panel members had a tour of the work facilities, library, IT classrooms, student administration office, career center, classrooms, and attended sample lectures, where they held a brief Q&A session with students.

In accordance with the site visit protocol, the Expert Panel examined the available additional documents and study programme descriptions (learning outcomes).

The Expert Panel drafted this Report on the re-accreditation of the Faculty of Economics and Business, University of Zagreb, on the basis of the Faculty of Economics and Business, University of Zagreb, self-evaluation report, other relevant documents and site visit.

The Report contains the following elements:

- Short description of the evaluated higher education institution,
- Brief analysis of the institutional advantages and disadvantages,
- List of institutional good practices,
- Analysis of each assessment area, recommendations for improvement and quality grade for each assessment area,
- Detailed analysis of each standard, recommendations for improvement and quality grade for each standard,
- Appendices (quality assessment summary by each assessment area and standard, and site visit protocol),
- Summary.

In the analysis of the documentation, site visit to the Faculty of Economics and Business University of Zagreb and writing of the Report, the Expert Panel was supported by:

- Mr. sc. Sandra Bezjak, coordinator, ASHE,
- Matan Čulo, assistant coordinator, ASHE,
- Lida Lamza, interpreter at the site visit, ASHE,
- Ivana Rončević, translator of the Report, ASHE.

On the basis of the re-accreditation procedure conducted, and with the prior opinion of the Accreditation Council, the Agency issues a following accreditation recommendation to the Minister for Higher Education and Science:

1. **Issuance of a confirmation on compliance with the requirements** for performing the activities, or parts of the activities,

2. **Denial of license** for performing the activities, or parts of the activities,
3. **Issuance of a letter of expectation** with the deadline for resolving deficiencies of up to three years. A letter of expectation can include the suspension of student enrolment within a set period.

The accreditation recommendation also includes a quality grade of a higher education institution, and recommendations for quality improvement.

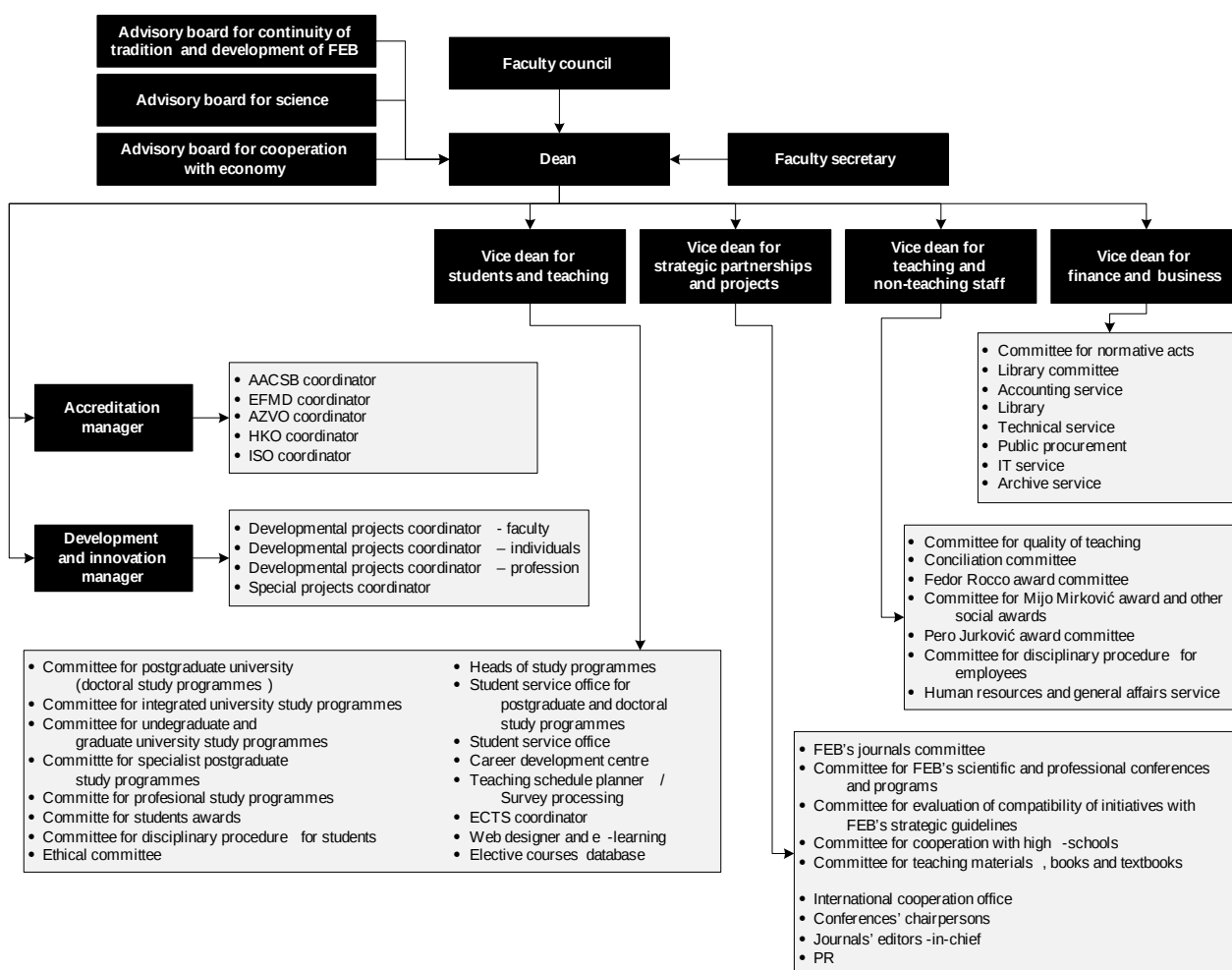
SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

NAME OF HIGHER EDUCATION INSTITUTION: University of Zagreb, Faculty of Economics and Business

ADDRESS: Trg Johna Kennedyja 6, Zagreb

DEAN: Prof. Jurica Pavičić, PhD

ORGANISATIONAL STRUCTURE:



STUDY PROGRAMMES:

1.	Bachelor Degree in Business	Undergraduate university study programme
2.	Bachelor Degree in Economics	Undergraduate university study programme
3.	Master Degree in Economics	Graduate university study programme
4.	Economics	Integrated undergraduate and graduate university study programme
5.	Business Economics	Integrated undergraduate and graduate university study programme
6.	Business Studies and Economics	Postgraduate (doctoral) university study programme
7.	Economy and Global Security	Postgraduate (doctoral) university study programme
8.	Trade Management	Postgraduate specialist university study programme
9.	Strategic Entrepreneurship	Postgraduate specialist university study programme
10.	Strategy and Corporate Management	Postgraduate specialist university study programme
11.	Organisation and Management	Postgraduate specialist university study programme
12.	Business Administration - MBA	Postgraduate specialist university study programme
13.	Managerial Accounting and Internal Audit	Postgraduate specialist university study programme
14.	Tourism Management	Postgraduate specialist university study programme
15.	Legal and Economic Framework of Business in the European Union	Postgraduate specialist university study programme
16.	Marketing of Non-Profit Organisations	Postgraduate specialist university study programme
17.	Export Management	Postgraduate specialist university study programme
18.	Marketing Management	Postgraduate specialist university study programme
19.	Quality Management	Postgraduate specialist university study programme
20.	Business Marketing	Postgraduate specialist university study programme
21.	Management of Financial Institutions	Postgraduate specialist university study programme

		gramme
22.	Financial Institutions and Markets	Postgraduate specialist university study programme
23.	International Economy and Finance	Postgraduate specialist university study programme
24.	Competition Analysis	Postgraduate specialist university study programme
25.	European Union Economics	Postgraduate specialist university study programme
26.	Local Economic Development	Postgraduate specialist university study programme
27.	PR Management	Postgraduate specialist university study programme
28.	International Business	Postgraduate specialist university study programme
29.	Operations Research and Optimisation	Postgraduate specialist university study programme
30.	Sales Management	Postgraduate specialist university study programme
31.	Insurance and Reinsurance	Postgraduate specialist university study programme
32.	Statistical Methods for Economic Analyses and Forecast	Postgraduate specialist university study programme
33.	Financial Analysis	Postgraduate specialist university study programme
34.	Financial Reporting, Audit and Analysis	Postgraduate specialist university study programme
35.	Entrepreneurship and Entrepreneurship Management	Postgraduate specialist university study programme
36.	Accounting and Taxes	Postgraduate specialist university study programme
37.	Systems of Knowledge Management	Postgraduate specialist university study programme
38.	Leadership	Postgraduate specialist university study programme
39.	Controlling	Postgraduate specialist university study programme
40.	IT Management	Postgraduate specialist university study programme

41.	Regulation of the Electronic Communications Market	Postgraduate specialist university study programme
42.	Diplomacy	Postgraduate specialist university study programme
43.	Intellectual Property	Postgraduate specialist university study programme
44.	Economics of Entrepreneurship	Specialist graduate professional study programme
45.	Energy and Environment Economics	Specialist graduate professional study programme
46.	Business Economics; specialisations in: Accounting and Finance, Trade Business Operations, Tourism Business Operations	Undergraduate professional study programme

NUMBER OF STUDENTS: 4,905 full-time students and 3,037 part-time students

NUMBER OF TEACHERS: 179 full-time teachers appointed into scientific-teaching grades and 17 full-time teachers appointed into teaching grades.

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

The Faculty of Economics and Business was founded in 1920 and is one of the oldest institutions for higher education in economics and business in this part of Europe. It has influenced and actively supported the establishment of all other faculties of economics in Croatia and has assisted in founding several other faculties of economics in the former Yugoslavia. It is also among the largest constituents of the University of Zagreb with 7,942 students enrolled in current graduate and undergraduate study programmes.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. Central position in the country as the leading economics and business school in an EU capital gives FEB a clear advantage over institutions in other parts of the country.
2. English language study programme at the Bachelor level strongly contributes to internationalization.
3. Big potential in young research/teaching human resources who contribute to a fresh and dynamic atmosphere among teachers.
4. Well-developed and close cooperation with practice and external stakeholders, which serves both the influx of practitioners' perspectives and the employment prospects of graduates.
5. International accreditations, current and likely future ones.
6. Current financial position and external funding (research and professional or commercial projects).
7. Contribution to the Croatian society through the many publications in Croatian.

DISADVANTAGES OF THE INSTITUTION

1. Student administration office not customer-oriented.
2. Institutions' internationalization aspirations are not aligned with current actions and practices employed (level of research output, research output efforts partially domestically oriented, dominant study programmes integrated in the scheme 0+5 and in the Croatian language, etc.).
3. Complex organizational structure results in confused lines of responsibility, which can lead to coordination problems and inertia while conducting core processes.
4. While a lot of data and indicators seems to be collected and calculated, there are no identified Key Performance Indicators – it is not clear whether and how collected data inform management decisions.

5. Inadequate study programmes' portfolio (frozen study programmes, integrated study programme, lifelong learning programmes, programmes not aligned with market demands, etc.).
6. Too large a number of students resulting in lower quality of teaching and support infrastructure.
7. Many if not most faculty members on an unbroken career path from PhD to retirement, thus risking inbreeding.

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. Efforts to strengthen internationalization of the reviewed HEI, by combination of three activities: offering the English language Bachelor degree programmes, supporting students exchange activities and international mobility of faculty.
2. High level of outside funding, which brings a double advantage of lowering the dependence on the state and making the school a more lively, entrepreneurial and interesting place.
3. Developed various types of organizational infrastructure to support students (Counselling and Career Development Office, support for students from vulnerable and underrepresented groups, good availability of important information for first-year students through Student package).

In order to strengthen and broaden examples of good practices, and especially to eliminate identified disadvantages, the HEI should consider following "outside" good practices:

1. Most universities in Europe have established a customer orientation towards their students in recent years. In particular, they have facilitated student access to services via reliable electronic systems, personal appearance at the office becoming an exception. The cost for these services is covered from the general budget instead of the regressive and cumbersome practice of charging services individually.
2. As common in Europe, the Lisbon convention regarding recognition of courses and grades attended abroad should be implemented in full. This is helpful for outgoing students.

3. To encourage international exchange, FEB should follow the approach of many European universities of establishing a “mobility window” in their programmes. This “window” is the semester most suitable for studying abroad. Typically, only elective courses are offered in that semester to facilitate recognition.
4. In order to reduce the risk of academic inbreeding, schools in the U.S. and increasingly in Europe are reluctant to hire their own PhDs for a career path that should lead to a tenured position. In case they yet hire a PhD from themselves, considerable experience at another university, preferably abroad, is required.
5. Excellent researchers are rewarded by a reduced teaching load. Faculty members who attract external funding can “buy off” part of their teaching load.
6. A course is not based on a textbook written by the teacher him- or herself.

ANALYSIS OF EACH ASSESSMENT AREA, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH ASSESSMENT AREA

I. Internal quality assurance and the social role of the higher education institution

Analysis

In line with the shift in strategic orientation, and supported by its enthusiastic management, HEI introduced a new organisational structure on 1st October 2018. Within mentioned organisational structure, relationships, authority allocation and decision-making power are vague or even unrecognizable, likely leading to HEI’s management overload with integration and coordination efforts. The internal quality assurance system includes and strives to evaluate all HEI activities, but lacks systemacy and continuity in data analytics and especially in analytics-led development and implementation of improvements. HEI has achieved a lot of success in external and internal evaluation procedures and has implemented most, but not all, of the recommended quality improvements from previous ASHE evaluation. Unethical behaviour, intolerance, discrimination and academic dishonesty are being addressed by HEI through various mechanisms, but there are also evidences of such behaviour being undetected and consequently not being processed by HEI. HEI understands its social role and contributes to the economy and community even more, accompanied with sufficient information available on important aspects of its activities in Croatian and English language, whereas its volunteer contribution is modest and demands stronger emphasis and development by HEI. One of the major concerns of HEI are its lifelong learning programmes, which are faced with a number of challenges and barriers and are, at the same time, lacking clear and concrete strategy or operational plan.

Recommendations for improvement

HEI should consider redesigning its organisational structure in order to deliver effectively its value proposition to its students, customers and other stakeholders. In this sense, systematic and continuous conduction of all phases of quality improvement process, supported by internal quality assurance system, needs to be put in place. HEI needs to strengthen the culture of promoting ethical behaviour, freedom and academic integrity, whereas HEI volunteerism efforts and actions (individual, collective) need to be emphasized and encouraged. Clear vision and concrete strategy needs to be developed regarding the current state and the future of lifelong learning programmes.

Quality grade

Satisfactory level of quality

II. Study programmes

Analysis

A rich portfolio of educational programmes is a competitive advantage of the FEB, which is based on three clusters of all study programmes: university programmes in the field of business and in the field of economics, and professional programmes in business. Effectiveness of study programmes could contribute even more to the competitive position of the FEB if they would be based more on the foresights about the needs of Croatian economy and Croatian society. Work on identification of intended learning outcomes on the level of courses and study programmes contributed to better understanding of internal linkages, but it should be treated as work in progress and checked if it meets future needs of the labour market. Additionally, students identified differences in the workload for the same ECTS, which teachers do not perceive as a problem. The decision on integrated study programmes 0+5 could be questioned from different perspectives, one of which is the opposite effect on the mobility of students. It is important to mention that the increase in the mobility of students (foreign and domestic) was one of the recommendations from the accreditation panel in 2011. Professional development of the faculty in using new teaching methods (specifically focused on experiential learning) is essential for maintaining a competitive edge.

Recommendations for improvement

The diminishing number of part-time students and the many study programmes in “sleeping” mode requires a serious analysis. Intended learning outcomes of study programmes should result from foresighted needs of future professions, not on current demand on the Croatian labour market. It is suggested to use internal research expertise to provide such platform for interventions in the existing portfolio of study programmes. In order to keep a competitive edge, it would be important to revisit the decision on 0+5 studying scheme.

Quality grade

Satisfactory level of quality

III. Teaching process and student support

Analysis

Detailed and clear criteria for enrolling in undergraduate studies are published on the FEB website, but it is not clear how and if the transition from the university undergraduate study to the integrated study will be conducted. Part-time students mentioned that they have lectures with full-time students during the morning. Students also mentioned that non-objective and unreliable way of grading exists and that there is different workload between courses with the same amount of ECTS points. They are really unsatisfied with the work of the student administration office. Present students have stated that the staff of the student administration office are impolite and unwilling to help. It is often necessary to submit an application which is charged HRK 30 each time. Also, the amount of HRK 400 for the cost of ranking procedure as a part of procedure of application to the graduate study programme is a bit too high. In some courses only classical teaching methods are still used.

Recommendations for improvement

Consider cutting down charging for applications and ranking procedure. The work of the student administration office can be improved by digitizing the system and through better work and attitude of employees of the student administration office toward students. Due to the observed discrepancies in grading, it would be good to introduce double marking of oral and written exams in all courses. It is recommended to apply more effective teaching methods focused on experiential learning in all courses.

Quality grade

Satisfactory level of quality

IV. Teaching and institutional capacities

Analysis

In general, the teaching and institutional capacities of FEB are sufficient to provide good quality. However, the student-teacher ratio is too high and some groups of teachers face an extensive teaching load. Teacher appointment follows transparent procedures which take teaching and research records into account. Teachers try to improve their teaching competencies and are supported by FEB. The infrastructure of FEB is generally appropriate, some shortcomings notwithstanding. The same applies to the library. In financial terms, FEB is doing well.

Recommendations for improvement

FEB would have to bring both the student-teacher ratio and the teaching workload in line with regulations. Teachers should be supported more systematically in their professional development according to an explicit plan at the HEI level. In order to unburden the student administration office, FEB should ensure a proper functioning of Studomat. In line with that, the role that the administrative fees charged by student services play for the FEB budget should be monitored and administered.

Quality grade

Satisfactory level of quality

V. Scientific/artistic activity

Analysis

The FEB shows a healthy scientific productivity and generates a large number of publications each year, across the whole range of the disciplines within the school and of a wide variety in publication type. Also, the FEB is successful in attracting external funding, and interacts in many ways with the Croatian society, thus fruitfully disseminating its knowledge and expertise. However, there is a scarcity of publications at the higher international level, in particular in the core areas of a business school. Hence the international profile of the school is modest.

Recommendations for improvement

The FEB should aim higher as to the level of the journals where its best research gets published. It should strive for more publications in the more visible international journals. Publishing more in English and less in Croatian is recommended, in particular for PhD theses.

Quality grade

Satisfactory level of quality

DETAILED ANALYSIS OF EACH STANDARD, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH STANDARD

I. Internal quality assurance and the social role of the higher education institution

1.1. The higher education institution has established a functional internal quality assurance system.

Analysis

In order to support the shift in its strategic orientation, which now, according to the HEI management statements, places more emphasis on teaching, research output, internationalization and consulting services, HEI developed and, starting from October 2018, put into practice a new organizational structure, presented to the expert panel by HEI's management (see the section Short description of the evaluated higher education institution). Designed by the new and enthusiastic management, HEI's new organisational structure, a mixture of functional, matrix and team organisational forms, presents a new direction in perceiving, organising and managing HEI's processes and activities. In this sense, the relationships, authority allocation and decision-making power among various participants in HEI value chain are unrecognizable in HEI's official organogram, leaving a window wide open to the management's overload with integration and coordination of activities of more than 40 formal organisational units, committees and leading/coordinating roles. This is especially the case for the stated strategic priority process of research and research output, for which responsible executive and operating positions were left out from the official organisational structure.

Within a considerably differentiated organizational structure, the position and system relations of internal quality assurance system, which formally includes the Committee for Teaching Quality and Enhancement, Committee for Quality Management, and six leading/coordinating functions, remains unclear. The quality assurance system bases its activities on formal documents, among others, Quality Manual, Quality Policy and Quality Assurance and Improvement Rulebook. In its functioning, internal quality assurance system seeks to involve all stakeholders of HEI (stakeholders participating in committees, councils, etc.).

HEI's Quality Policy is a part of its Development Strategy (2014-2019), part of which is also Strategic research agenda. HEI implements the Development Strategy, including the Strategic Research Agenda and the Quality Policy, and has presented written reports on strategy implementation in terms of strategic objectives, performance indicators, planned

implementation deadline, responsible persons and achievements. From the documentation available, the conclusion about the recognisability of HEI strategy, in the eyes of stakeholders, as an effective tool for improvement, cannot be made. In this sense, the expert panel noted a lack of publicly available reports concerning strategy implementation, overall and strategic research agenda (not present on the website or in the newsletter).

The internal quality assurance system includes and strives to evaluate all HEI activities (study programme, teaching process, student support, support for students from under-represented and vulnerable groups, learning resources, scientific and professional activity, etc.), based on comprehensive data gathering. In order to evaluate all activities of HEI, the internal quality assurance system regularly gathers data and feedback from students (student surveys and student's formal requests and complaints) and occasionally from employers, alumni, professional organisations and civil society organisations (surveys, feedback, needs/requests analysis) and also teachers (self-evaluation, peer-review). Although a lot of evidence of thorough analysis was available, the expert panel was unable to find substantial evidence to conclude that analytics are being conducted in a systematic manner for all activities of HEI. This conclusion is even more evident in the case of analytics-led development and implementation of propositions/measures for improvements and further development.

HEI is committed (Strategy Plan, Quality Manual, mentorships, workshops, incentives, rewards) to the development and implementation of human resource management policies, although it is somewhat limited in this area due to the regulations (Act on Scientific Activity and Higher Education), which prevents permanent employment of foreign teachers/researchers on HEIs in Croatia. In this sense, HEI sees the impossibility to employ foreign teachers/researchers, imposed by the mentioned regulation, as one of its main weaknesses in achieving internal human resource competitiveness and long-term strategic priority of HEI's internationalization.

Recommendations for improvement

To streamline HEI's core processes, related to formulated strategic goals, directions and priorities, in order for HEI to deliver effectively its value proposition to students, customers and other stakeholders. More consistent and systematic conduction of analyses and especially formative evaluations, all based on gathered data and feedback, in order to develop effective improvement and developmental solutions and measures.

Quality grade

Satisfactory level of quality

1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.

Analysis

Based on the re-accreditation report and the Accreditation Council's opinion from 2011, HEI developed an action plan and reports on the implementation of this plan (HEI's correspondence with Agency for Science and Higher Education and Ministry of Science and Education), which in 2015 resulted with the Accreditation Council proposing and the Ministry issuing a confirmation on compliance with the conditions for continued activity. While implementing this action plan, HEI achieved significant results based on given recommendations in many areas (better student/teacher ratio, closer cooperation with external stakeholders, students participating in the Faculty Council, mobility of teachers and students, international cooperation/projects, etc.). On the other hand, some of the recommended improvements from 2011 re-accreditation process are still to be achieved, such as: mechanism for monitoring students employability, resolving differences in the assessment of learning outcomes, decision principles and rules related to teachers engagement outside the institution, coherent and integrative strategic research agenda with priority criteria for selecting research and commercial projects, strategic profiling through undergraduate and graduate programmes in light of Croatian students' mobility, etc.

Apart from this, HEI participates in several external evaluation procedures, such as: ISO 9001 certificate, EPAS accreditation for BDiB programme, AACSB accreditation and regular evaluations carried out by the University of Zagreb, with the ultimate goal of continuously improving all the activities in the quality assurance and management system. HEI also conducts internal evaluations/audits in order to improve even more aspects of its quality assurance and management system. All these evaluation procedures are carried out as a joint effort of the Committee for Quality Management and the particular accreditation's coordinator, and supported by the Quality Manual.

Recommendations for improvement

To improve unimproved areas from the previous re-accreditation report from 2011, such as resolving differences in the assessment of learning outcomes, coherent and integrative strategic research agenda with priority criteria for selecting research and commercial projects, mechanism for monitoring student employability, etc.

Quality grade

Satisfactory level of quality

1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.

Analysis

HEI has developed necessary formal documents and established formal committees and positions in order to support and preserve academic integrity and freedom and to uphold ethical standards (code of ethics for employees, code of ethics for students, ethical committee, student ombudsperson at the level of the University of Zagreb, plagiarism detection software, student's statement of academic integrity). Putting into practice these mechanisms, HEI strives to address issues of unethical behaviour, intolerance, discrimination and academic dishonesty (examples of carried out procedures for sanctioning unethical behaviour of students (e.g. cheating) and employees (e.g. academic integrity)). In the documentation available and during the interviews conducted with students, examples of unethical and discriminatory treatment of students by the teaching and support staff, which were not detected and sanctioned by the HEI, were presented to the expert panel and were also noticed by it.

The expert panel did not witness examples of procedures for assessing adherence to ethical standards in research and also analytics on the number of cases being reported and resolved/forwarded to a higher decision-making body, related to all unethical behaviour. Furthermore, the practice of unequal conditions and requirements for students to pass the course (several teachers on the same course/different evaluations of students' achievements of learning outcomes) and the policy of charging students with fees for official documents, requests, forms, procedures, etc., related to student's obligations and realisation of rights, arise as additional ethical issues to be dealt with by the HEI.

Recommendations for improvement

To put further emphasis on strengthening and managing the culture of promoting ethical behaviour, freedom and academic integrity by announcing publicly the final decisions resulting from processed and resolved cases of unethical behaviour and also by publishing publicly ethical/unethical behaviour-related periodical analytics and reports. Additionally, HEI needs to develop and implement more effective mechanisms for detecting unethical behaviour and academic dishonesty.

Quality grade

Satisfactory level of quality

1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, scientific/artistic and social).

Analysis

HEI, through its website, organised events, brochures and flyers provides to its stakeholders, in Croatian and English language, a great deal of information related to its teaching and scientific activities (e.g. information package, information on students' enrolment, study programmes, courses and courses outcomes, forms of support available to students,

workshops, visiting lectures, other studying-related activities of the HEI, research projects, research output, international cooperation, etc.). Apart from other information available on the website, HEI's newsletter, as an important means of providing periodical information on selected events and initiatives on HEI, provides additional information on HEI's social role and its importance for local and regional community. In this sense, concrete information on the importance of HEI's activities for its stakeholders in the national and international context, especially those related to teaching (e.g. graduate employment analytics/indicators, drop-out rates, etc.) are missing in its public announcements and publications.

Recommendations for improvement

To conduct analytics and regularly publicly announce concrete information and indicators related to its teaching related outputs, such as analytics/indicators on graduate employment, pass rates and drop-out rates, etc.

Quality grade

Satisfactory level of quality

1.5. The higher education institution understands and encourages the development of its social role.

Analysis

HEI, with its teaching- and research-related activities contributes significantly to the development of economy and local and regional community (public lectures, round tables, publishing activities of HEI staff, educational programmes for different social groups, conferences, close teaching- and research related collaboration with practice, commercial projects, etc.). Contrary to the multitude of ways in which HEI contributes to the economy and community, there is a shortage of HEI's volunteer contribution, in terms of free-of-charge students' and teachers' engagement and engagement of physical resources to the benefit of the community.

Recommendations for improvement

Bearing in mind its undeniable intellectual, human and physical potential and a prominent role in Croatian higher education context, HEI needs to develop mechanisms to stimulate and promote volunteer and social engagement activities of its staff and students, thereby developing its social role.

Quality grade

Satisfactory level of quality

1.6. Lifelong learning programmes delivered by the higher education institution are aligned with the strategic goals and the mission of the higher education institution, and social needs.

Analysis

According to the HEI's management statements, lifelong learning programmes are one of HEI's major strategic priorities. Having this in mind, the expert panel has not witnessed a clear and concrete strategy or operational plan regarding the current state and future of lifelong learning programmes of HEI (many of them do not attract students at all). These programmes are currently being delivered on *ad hoc* basis and as a result of sporadic initiatives. They are also heavily endangered by the competition from private colleges and face internal developmental barriers in terms of 33 HEI's existing university specialist postgraduate study programmes, which are predominantly not active, but do overlap or cover a multitude of potential areas and directions in which lifelong learning programmes can be developed. During the visit and discussion with HEI's management and heads of study programmes, it was not clear what the FEB expects from signing the agreement of collaboration with one of their major competitors in the field of lifelong learning programmes, instead of competing with them on the quality and variety of the programmes to be offered.

Recommendations for improvement

To develop, aligned with HEI's mission and strategic goals, lifelong learning programmes' strategy and operational plan, supported by monitoring and improvement mechanisms. Faced with ever-growing competition in this area, HEI needs to resolve the issue of its 33 'frozen' university specialist postgraduate study programmes and develop practice and social needs led lifelong learning programmes, which will be delivered on a more regular and systematic basis. If it cannot keep ahead of its competitors, then this item in their educational portfolio should be re-considered.

Quality grade

Minimum level of quality

II. Study programmes

2.1. The general objectives of all study programmes are in line with the mission and strategic goals of the higher education institution and the needs of the society.

Analysis

There are three clusters of all study programmes at the FEB: university programmes in the field of business and in the field of economics, and professional programmes in business.

Within the cluster of university programmes there are integrated programmes (bachelor and master) which cover around 70% of the approved enrolment quota. Listed study programmes are aligned with the FEB's mission ("...committed to research and education of highly qualified experts, who will successfully and socially responsibly respond to contemporary global business and social challenges"), with the envisaged competitive position of the institution and the Croatian Qualification Framework, as it is explicitly stated in the Self-evaluation report. Besides referring to the information from the Croatian Employment Service about current supply/demand of persons with such educational attainment and students' surveys, there are no other references providing long-term views on the needs of Croatian economy and society in terms of knowledge and skills. In September 2018, FEB conducted a survey among employers and alumni on employers' perception of graduate employability. Only 19 companies participated (57.9% of them from the public sector). On the question "how frequently do you cooperate with higher education institutions to discuss curriculum design and study programmes?", 42,1% did not know and for 31,6% of them it was the first time now when they were participating in this survey. There is quite a number of study programmes (33) which do not enrol students and reasons for that were not provided in the self-evaluation document.

Recommendations for improvement

Effectiveness of study programmes could contribute even more to the competitive position of the FEB if they would be based more on the foresights about the needs of Croatian economy and Croatian society. The research expertise available at the FEB could be used for improving the decision-making base for intervening in the portfolio of study programmes, as well as in the portfolio of courses for specific study programmes, especially in the context of a long list of elective courses which are put in the "sleeping" mode. Data on graduate employment (by time elapsing from graduation, by field of expertise) would be additionally supportive for understanding the effectiveness of offered study programmes. It would be useful to identify the list of indicators (such as the employment rate during six months after graduation, the length of studying and the ratio between applications and enrolment) in order to improve the decision making process related to the efficiency and effectiveness of educational function.

Quality grade

Satisfactory level of quality

2.2. The intended learning outcomes at the level of study programmes delivered by the higher education institution are aligned with the level and profile of qualifications gained.

Analysis

All study programmes are accompanied with intended learning outcomes and this should be understood as a continuous work in progress. The linkages between learning outcomes at the level of courses and the learning outcomes at the level of programmes are not fully recognisable, especially in the case of electives, which are the base for profiling eight specialisations in the last two years of 5-year integrated programmes. In the self-evaluation document, the FEB states that “study programme design was informed by the current developments on the labour market and in the business sector”. The absence of the view on the needs of the business sector and the society in the future can endanger a competitive position of the FEB on the national educational market but also limit its efforts towards internationalization. Revisions of the intended learning outcomes are needed in order to reflect some of anonymous comments such as a weak preparation of students for entrepreneurship and the digital economy, as well as a need for more learning opportunities for soft skills.

Recommendations for improvement

In an integrated in-house research effort (as recommended in the framework of 2.1. standard) introduce a longer-term horizon in the identification of needs of the 4G economy. It will help in revising the intended learning outcomes at the level of study programmes in order to get better alignment with the qualifications needed for the 4G economy.

Quality grade

High level of quality

2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.

Analysis

According to the self-evaluation document, there are different modes of checking the achievement of the intended learning outcomes of the delivered study programmes, mostly: individual written tests and written assignments (seminar papers, essays, analytical and critical reviews), team and individual projects – some of them are using problems identified by specific companies, monitoring students’ activities in seminars and preparation for class participation. Checking the catalogue of courses, there is a different structure of used methods, which should reflect different teaching approaches and expected learning outcomes. The collected evidence is evaluated by two committees (for teaching quality and enhancement; for quality management) which propose interventions in the curricula and teaching methods. Information on such interventions was not available, and the discussion revealed the absence of an organized approach for the professional development of faculty, especially in the field of using different teaching methods focused on experiential learning (despite the fact that many teachers have been spent some time at foreign institutions in

order to get insight in teaching methods used there). The ultimate evidence of the achievement of intended learning objectives should come from the feedback of alumni and employers about the relevance of their degrees on the labour market. There is no systematic collection of such feedback – in the self-evaluation report it is stated that business representatives in the Committee for Teaching Quality and Enhancement provide some insights in this topic. The survey on employers' perception of graduate employability, conducted in September 2018 (only 19 companies responded) revealed that graduates with master degrees best fit the skill requirements for the positions in their companies in the future (16 companies out of 19). The self-evaluation report does not provide arguments for the decision to opt for a 0+5 scheme of study programmes, and these results were not used to support it. Additionally, during the visit the only argument for defending the 0+5 scheme was that students from the enrolment count on such a concept, but it is not supported by any comparative analysis why such a scheme is better than 3+2. The decision on integrated study programmes 0+5 has an adverse effect on the mobility of students – and, increasing the mobility of students (foreign and domestic) was one of the recommendations from the accreditation panel in 2011.

Recommendations for improvement

A variety of teaching and learning methods, as identified in the catalogue of courses, requires permanent attention and a review of personal capabilities in choosing methods. Therefore, it is recommended to organize periodically train-the-teachers events focused on new teaching methods, or potential improvements in implementing the existing ones. Besides internal evidence of learning activities which are supposed to build intended learning outcomes of the study programmes, it is very important to get external verification by surveying opinions of alumni and employers (as the FEB stated in the self-evaluation report about its plans to do it). A thorough analysis of study programmes in the EU in the field of economics and business should be a priority in order to allow the students after achieving the bachelor degree in their decisions what, where and when to continue with their education. It could help to verify the decision on the 0+5 scheme of study programmes or to change it in order to provide a higher level of mobility of students.

Quality grade

Satisfactory level of quality

2.4. The HEI uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes.

Analysis

FEB conducts a students' survey after each semester and before graduation, and started to collect information on employers' perception of graduate employability in September 2018.

FEB expressed its commitment for implementing surveys for getting feedback from alumni and graduated students on a regular basis in the future (from the self-evaluation report, p. 23). Currently, FEB collects feedback from the employers who participate in various FEB's committees. Besides collected feedback, FEB is using the data from the Croatian Employment Service in order to get insight into the current demand of graduates in business, economics and accounting. The collected information is used in processes of interventions in existing programmes (revisions), mostly by refreshing the offer of elective courses.

Recommendations for improvement

The process of collecting feedback from students, alumni and employers, and information from professional organisations, such as the Croatian Employment Service, is crucial for updating educational portfolio of the FEB and upgrading its competitive edge. Therefore, making this process more structured, standardized and regularly implemented would provide a very rich informational basis for immediate interventions in the teaching and learning processes as well as in the long-term changes of the study programmes.

Quality grade

High level of quality

2.5. The higher education institution ensures that ECTS allocation is adequate.

Analysis

From the FEB's self-evaluation document it is not clear how the lecturers are monitoring students' workload, except through the evidence of attendance of classroom activities. The only available information related to the adequacy of the ECTS allocation on the level of courses is from the students' survey 2016/17. On the question "to which extent are the ECTS harmonized with the actual workload on the level of courses?" 42.8% of surveyed students who provided answers gave grades 4 and 5 (on the scale of 1 not at all, to 5 at full extent), 36.6% gave a grade 3, and 20.6% gave the lowest grades. According to students, assessment on the same course depends on a teacher to whom they are being assigned (mentioning even some non-acceptable situations like asking students about his/her regional origin).

Discussions with lecturers and heads of study programmes did not reveal any critical issues with the allocation of the ECTS neither with different assessment criteria within the same course, delivered by different lecturers.

Recommendations for improvement

Discrepancy between lecturers' and students' opinions and perceptions is a signal for a need to analyse the reasons for it. Our recommendation is to analyse the ECTS allocation, based on experience and results from students' surveys. If such surveys are available from earlier

years, they can indicate the persistence of the problem. It could be useful to make case studies by focusing on different types of courses (compulsory, electives), from different study programmes in order to get a better understanding of the components of the workload.

Quality grade

Minimum level of quality

2.6. Student practice is an integral part of study programmes (where applicable).

Analysis

Student practice is an integral part of study programmes only if students choose an elective course Professional practice, which is rewarded with 4 ECTS. The career development office provides support to students in finding the practice, but still a very small share of students takes this course (e.g. in the school year 2016/2017 only 31 students from the university study programmes enrolled in the course).

Recommendations for improvement

Having a vast number of alumni and strong linkages with the business sector should help to make students' practice much more integrated in all study programmes (business and economics).

Quality grade

Satisfactory level of quality

III. Teaching process and student support

3.1. Admission criteria or criteria for the continuation of studies are in line with the requirements of the study programme, clearly defined, published and consistently applied.

Analysis

Detailed and clear criteria for enrolling in undergraduate studies are published on the FEB website (Evaluation elements in student admission procedure in the first year of study), which also explains the ways of scoring of high school success, state matura exam success, and additional activities during high school. The procedure for enrolling in undergraduate studies is carried out through NISPVU (National Information System for Application to Higher Education Institutions). Applications are to be made electronically (www.postani-student.hr). There are published clear criteria for enrolling in graduate studies on the website, along with admission quotas for each specialization, as well as information on students' financial obligations. As for students from other faculties continuing their education at the FEB, students mostly had positive experiences. From interviews with a few

students who came from other universities or continued studying as part-time students after having worked for several years, the courses they had taken were recognized. Students who graduated from professional undergraduate studies at another higher education institution and requested a transition to an integrated undergraduate and graduate university study at the FEB pay the fees for enrollment in the third year of the integrated undergraduate and graduate university study programme in the academic year 2018/2019 and enroll in the status of a part-time student, while paying fees for differential courses. The transition from other faculties of economics to this HEI is possible upon the first enrollment of the third semester under certain conditions, and the decision on transfer is passed by the Dean, i.e. Vice Dean for Education, Student Affairs and Quality Management. Also, the procedure of enrollment if a student is coming from another university abroad is available on the website.

Recommendations for improvement

Consider lowering the cost of the ranking procedure as part of the procedure of application to the graduate study programme (which now amounts to HRK 400). Enrolment in the professional undergraduate and graduate study programmes is clear, but it is not clear how and if the transition from the university undergraduate study to the integrated study will be conducted.

Quality grade

High level of quality

3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.

Analysis

Collecting and analyzing student progress data in the study is conducted regularly. The pass rate of all students from the first to the second year of study was 74% in 2016, a decrease of 5 percentage points compared to 2015. The highest pass rate was recorded at the professional study of Business Economics in 2016 (82%), while the lowest pass rate is at the Bachelor Degree in Business delivered in English (59%). The percentage of students who lost the right to study at university, professional integrated studies is decreasing, with the exception of the specialist graduate professional programme in Economics of entrepreneurship, where there was an increase of 2 percentage points in 2016 compared to the previous year. According to the Self-evaluation report, the percentage of students who graduated from the undergraduate university study of Business economics in English and the undergraduate professional study of Business economics is decreasing. In the academic year 2017/2018, the number of students who dropped out of the study is 252, which accounts for a drop-out rate of 5% (full-time and part-time students are included), but teachers do not consider it a problem. According to them, it can be concluded that no

measures are required to increase the pass and completion rates. As for the duration of study, according to the Vice Dean for Education, Student Affairs and Quality Management, it can be prolonged up to seven years (including students who study longer due to various reasons, the most common being the exercise of the right to health insurance and the use of the student service). It is important to emphasize that the rate of loss of the right to study is decreasing, as well as the rate of students completing the study in a timely manner.

Recommendations for improvement

The FEB collects the necessary data, but does not analyze them and undertake the necessary actions. We propose to introduce a mentoring programme for all students, especially those having problems with mastering teaching materials. Mentors may be students (demonstrators) who have passed the course in question with a high grade and know-how to transfer knowledge to students, and in turn, volunteering hours can be assigned for their work.

Quality grade

Minimum level of quality

3.3. The higher education institution ensures student-centred learning.

Analysis

According to the data available in the Self-evaluation and the data obtained from the conversation with the Vice Dean for Education, Student Affairs and Quality Management, teaching methods are tailored to certain student groups (students with disability and part-time students). However, regarding the adjustment of studying of part-time students, their obligations are the same as the obligations of full-time students. Given the fact that the majority of part-time students are employed, they are not always able to attend classes of full-time students that take place in the morning.

According to the information received from students, some professors and assistants encourage students to interact during lectures and to thinking critically, thus influencing the creation and raising of student motivation. Teaching methods used in certain courses are mentioned in the Self-evaluation. From the interviews with the teaching staff and students, the Panel could see their satisfaction with that teaching structure and their wish to implement it in as many courses as possible. They also expressed the need for having a lower number of students in a group, which would increase the quality of seminars and lectures. Students receive information and communicate with teaching staff through the Moodle and Google Classroom platforms.

Recommendations for improvement

Although the FEB puts in a lot of energy and effort to apply modern methods of teaching, some courses only comprise classical teaching methods (teaching staff hold lectures, there is little interaction with students), so it is recommended to apply more effective teaching methods focused on experiential learning in all courses. The use of various applications, such as Kahoot (an application in which a moderator creates questions, and students respond to them via mobile phones) would ensure the involvement of all students present in the classroom and, this would be an interesting tool for understanding the level of mastered teaching material. Arrange students into smaller groups and thus involve them more in the teaching processes.

Quality grade

Minimum level of quality

3.4. The higher education institution ensures adequate student support.

Analysis

The FEB provides the opportunity of advising students on study and career opportunities primarily through the Counselling and Career Development Office. The Counseling and Career Development Office organizes numerous workshops and other events in cooperation with the Faculty Student Council, student associations, various business entities, teaching and non-teaching staff, primarily for students, as well as for the FEB's staff. The Office also provides the opportunity for conducting professional student practice and publishes job advertisements. Cooperation with more than 30 business entities was signed. All necessary information related to the professional practice is available on the FEB website. The students are satisfied with the work of the Counselling and Career Development Office, and their efforts to motivate students and connect them to the industry. Also, they are satisfied with the work of the International Cooperation Office.

Students expressed great dissatisfaction with the work of the student administration office. Almost all students present have stated that the staff of the student administration office are extremely impolite and unwilling to help, especially the head of the student administration office. They provide incorrect information, some of which incur financial costs to students, and until recently working hours were not adapted to the part-time students. The queue management system (*redomat*) was introduced at the student administration office, which should have improved the situation and reduced the queues. However, students need to come to the student administration office to pick up their number early in the morning (they have to come at 8 o'clock, but they arrive at 7 a.m. and wait in the queue to pick up their number on the queue management machine, if they want to be sure that their turn will come that day) and the student administration office starts working around 11 a.m. Numbers are issued up to a certain period, after which the machine stops issuing numbers and students

wait in line, based on a first-come, first-serve basis (this is not only according to students, but also the head of the student administration office). Also, for a lot of things, it is necessary to submit an application (for example, transferring to another lecture group for justified reasons, recognizing courses taken, an appeal to the grade), which is charged HRK 30 each time.

Students are satisfied with, and proud of the work of student associations, 13 in total, which are mentioned on the website of the FEB. As they say, student associations contribute to the application of theoretical knowledge in practice the most. The FEB most often helps in financing projects of student associations.

According to students, the teachers are available during consultation hours published at the cabinet door, as well as on the FEB website and they expressed satisfaction with the fact that teachers respond to their e-mails relatively quickly. There is a sufficient number of copies of the compulsory literature, but there is also a lack of additional literature needed for research (e.g. foreign journals). After visiting the FEB premises, the Panel realized that the library is newly equipped, but the capacity of the library is 106 seats, which is too small compared to the number of students.

During the tour of the FEB, Panel members saw numerous facilities available to students – table tennis, lounge area, a student restaurant, a gym, food and coffee vending machines.

Recommendations for improvement

There is a big problem with the student administration office which is intended to be used by the student. It is clear that there are sometimes situations that can undermine staff patience, but that should not be an excuse for unkind behavior to students. One of the priorities for the FEB's management is to provide a turnaround in their mindset and organization, such that students are considered as highly valued customers and treated as such and not as a nuisance (as is the overwhelming impression from the anonymous comments sent in by the students). The work of the student administration office can be improved by digitizing the system (by introducing the student machine where the student chooses the certificates that they need and they automatically print it of the student machine, and to put in the function the e-index to avoid the need to enter a grade in the index), better work and attitude of employees of the student administration office to students. Consider not charging students for their applications. In order to facilitate the inclusion of new students, it would be useful to consider introducing a buddy system. Improve communication with students (such as by publishing news and notifications on social networks).

Increase the number of seats in the library.

Quality grade

Satisfactory level of quality

3.5. The higher education institution ensures support to students from vulnerable and under-represented groups.

Analysis

There is an Office for Students with Disability at the University of Zagreb which was established in 2007. Also, there are coordinators that are a link between students and teaching and non-teaching staff at a particular university component, including FEB. The necessary information is available on the website of the FEB, as well as in several brochures. From the tour of the FEB it was evident that access to persons with disability is ensured throughout the FEB, and solutions were found for the places to which their access is limited, as it was described in the Self-evaluation.

Recommendations for improvement

The FEB provides great support to students with disability and is trying to make studying easier for them in various ways, for which they deserve to be commended.

Quality grade

High level of quality

3.6. The higher education institution allows students to gain international experience.

Analysis

Students are provided with the information on the opportunities for attending part of the study abroad at the FEB website (International outgoing student mobility), and for any additional questions and possible uncertainties they may contact the International Cooperation Office. The number of outgoing students is decreasing (for example, in 2013/2014 there were 142 students compared to 2017/2018 when there were 119 students). The reason for the reduced number of outgoing students according to the opinion of the employee of the International Cooperation Office is the refugee crisis that has been happening in recent years and the feeling of insecurity among students and their parents.

More students decide on study periods abroad than to do professional practice. The procedure for evaluating and recognizing ECTS credits acquired at foreign higher education institutions is clearly stated on the FEB website. From conversations with students on the recognition of ECTS credits, some students who spent part of their study at a foreign

university had difficulty with having their ECTS recognized at the FEB, i.e. only elective courses they took were recognised, while they had to sit an exam for other courses.

Recommendations for improvement

It is suggested that the International Cooperation Office informs interested students which higher education institutions abroad have equivalent courses so all or most of the ECTS credits could be recognized. The introduction of the integrated university undergraduate and graduate study has reduced the possibility of continuing graduate studies abroad, which the FEB's management should consider in the context of its commitment to internationalization.

Quality grade

Satisfactory level of quality

3.7. The higher education institution ensures adequate study conditions for foreign students.

Analysis

The FEB website content is available both in Croatian and English, which also includes application and study information. The International Cooperation Office has prepared several useful brochures for foreign students, and takes care of them from the moment they contact the FEB until they return to their universities. There are several study programmes delivered in English at the FEB, enabling study to foreign students as well. For foreign students who know Croatian, it is possible to study in the study programmes delivered in the Croatian language. Foreign students have the opportunity to learn the Croatian language that is organized at the University of Zagreb. The process of obtaining feedback from foreign students is described in the Self-evaluation. Based on the conversation with a student who came to study at the FEB, the Panel got the impression he was satisfied with the support provided by the International Cooperation Office, the relationship of teachers to students, lectures and seminars in English and available literature in English. The number of incoming foreign students is increasing (for example, in the academic year 2013/2014 there were 82 foreign students compared to the academic year 2017/2018 when there were 218 foreign students). In the last five years there is a significant number of incoming students (708 of them).

Recommendations for improvement

The FEB takes care of and facilitates studying of foreign students. Given the significant dedication of the FEB to foreign students, they could also publish the student experience of incoming students on the FEB website along with outgoing student experience. It is really commendable that the FEB has English programmes on bachelor and graduated degree and that they are planning to introduce more English programmes as well as programmes in other foreign languages (for now they have one course on Germany).

Quality grade

High level of quality

3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.

Analysis

According to the information received from the teaching staff, at the beginning of each semester (at the opening lecture), students are introduced to the ways of evaluating and grading certain courses, learning outcomes, literature and deadlines. Exam terms are published on the FEB's web pages, as well as the Rules of grading, which describe the necessary procedures. Student grading is conducted throughout the semester through mid-term exams, tests, seminar assignments, projects, presentations. If a student is not satisfied with the grade received, there are defined and published procedures of filing complaints about the exam results. A course catalogue that is available to students as a hard copy is very detailed.

During interviews with students, the Panel got the impression that student thought there is no objective and reliable way of grading. For example, a certain level of knowledge will be sufficient for grade 5 for some professors, while for another professor at the same chair the same level of knowledge will be sufficient only for grade 2. Furthermore, student perception is that the ECTS have not been determined in accordance with the workload of students: for two different courses that carry the same amount of ECTS points, the time invested is not the same. Students also mentioned that sometimes there is overlapping of exams terms. While speaking to the Panel the teaching staff ignored the fact that there is no objective way of grading. Regarding the workload (ECTS), they said that this depends on each student as students are not equally good in all areas, as some are more inclined to mathematical courses, and some to courses such as marketing. Regarding the student perception about different workloads and different levels of knowledge needed for a particular grade, none of the teaching staff said that they have done anything about it, not even having a conversation with students to provide clarification. Regarding exams overlapping they told us that it is happening if students are changing their groups in which they were previously classified.

Recommendations for improvement

Due to the observed discrepancies in grading, it would be good to introduce double marking of oral and/or written exams in all courses. Also, it is necessary to carry out a procedure to establish whether there is really different workload of courses that carry the same number of ECTS points, but at the same time to communicate with students more about the perception

of the different workload on the course. It is recommended that the course catalogue be published on the web pages for each study specialization, in order to facilitate the search.

Quality grade

Minimum level of quality

3.9. The higher education institution issues diplomas and Diploma Supplements in accordance with the relevant regulations.

Analysis

Upon graduation, students are issued a diploma and a diploma supplement, free of charge, in Croatian and English, as stated in the Self-evaluation, which was checked by members of the Expert Panel during the site visit. Diplomas and diploma supplements are issued in accordance with the Act on Scientific Activities and Higher Education, the Act on Higher Education Institutions and the Rules on the contents of diplomas and diploma supplements on study programme.

Recommendations for improvement

There are no recommendations for improvement.

Quality grade

High level of quality

3.10. The higher education institution is committed to the employability of graduates.

Analysis

The Faculty of Economics and Business is in contact with some of their former students through career office and alumni. Students are referred to those areas that best suit their abilities. The Office also launched a Business Matchmaker project that offers students the opportunity to meet directly with prospective employers. The information obtained from the alumni and employers about the quality of students is positive - they are satisfied with the knowledge of students, and students can adapt to new situations in a short period. Students also find employment and are in demand at reputable and large enterprises, and after a few years they also take up high positions in the public and the private sector.

Recommendations for improvement

Bring to guest lectures, along with former students who are employees in successful and large enterprises, former students who are either owners or employees in small and medium-sized enterprises, who are, considering the employment criterion, extremely important for the entire economy of the Republic of Croatia. The panel recommends that the follow-up of former students be improved.

Quality grade

High level of quality

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis

Currently, FEB employs about 240 teachers, the vast majority of whom are professors of various ranks according to the Croatian scheme. About one third of them are associate professors or higher. According to the Self-evaluation of FEB, about 20 teachers are hired on an *ad hoc* basis in order to fill short-term gaps in study programmes. External associates form a negligible group.

Average ages of all groups of teachers are quite low. This contributes to a young and dynamic atmosphere as experienced by the panel during the site visit. Hence, FEB disposes of sufficient personnel to deliver high-quality teaching and scientific activities, in particular as the last five years have seen an increase in the number of teachers of about 25 percent.

Despite the high availability of resources in absolute terms, things are much more ambiguous in relative terms. The numbers reported by the accreditation agency indicate that the student-teacher ratio is 1:32.65, which fails to meet the official criterion of 1:30. In the self-evaluation, FEB reports a ratio of 1:29.02, intending to keep the ratio in that range (p. 57).

Moreover, for full professors and assistants, teaching workloads exceed the national prescribed requirements by far: on average, full professors teach 430 hours (tenured 459 hours) instead of the required maximum of 360 hours, whereas assistants teach 215 hours instead of 180 hours. While this should distract resources from other activities like research and administration, no complaints about a too high teaching loads were uttered during the various meetings of the panel with assistants and professors. This is not surprising in light of the fact that teaching load is low in international comparison (a German full professor, e.g., is required to spend more than 400 hours per year in classroom, course preparation not included). Representative cross-checking of course contents and research fields of teachers on individual bases displayed a good match of topics and research activities. Thus, teacher qualification for courses delivered is not only ensured by formal qualifications but also by research competences.

Recommendations for improvement

FEB has to get a clear picture of the faculty members' real teaching load and to align its resources to the official prescriptions mentioned above. To do so, either the supply of teachers must be increased or the number of students must be reduced. In addition to a higher viability in times of financial shortage, the latter option has the advantage of increasing the average quality of admitted students. Quota increases are not recommended.

Quality grade

Satisfactory level of quality

4.2. Teacher recruitment, advancement and re-appointment is based on objective and transparent procedures which include the evaluation of excellence.

Analysis

Obviously, FEB follows national regulations in recruiting and employing teachers. Teaching efforts and results as well as publications and other research activities are taken into account here. The panel was informed by FEB that national minimum standards regarding appointment are supplemented by additional requirements imposed at the department level. Tailored to the demand of the department, these requirements are approved by FEB and the newly-established Board of Researchers. The panel was not able to delve into the details of the departmental provisions. Therefore, the point was raised in personal communication with the teachers who declared regulations transparent and not unfair in any respect. However, the high homogeneity in student evaluation results for teachers renders the identification of teaching excellence a difficult task. Moreover, the extent to which professional development efforts of a teacher matter for recruitment, advancement and reappointment could not be clarified entirely. Additionally, during the visit and discussion with assistants and faculty, it was obvious that many of them defended their doctoral thesis at the FEB. Following the U.S. practice, European universities increasingly adopt the rule of not hiring their own doctoral candidates for the tenure track, to avoid inbreeding. It seems that in FEB the opposite is a default option, and that most careers there start within the own PhD programme, after which the career progression is pretty much automatic.

Recommendations for improvement

The FEB should clarify and emphasize the importance of professional development in terms of teaching competences for teacher (re-)appointment. Moreover, due to the interrelation between teaching and research, excellence in scientific contributions has to play an important role in making employment decisions. In light of the strategic goal of internationalisation, a stronger focus on publications in internationally acknowledged journals and international cooperation would provide obvious gains for FEB. In order to make the rules as transparent as possible, FEB should consider formulating its additional recruitment requirements as much as possible at the level of the FEB and not of the departments. This task offers itself to be undertaken by the Board of Researchers. Because

of its size and historical leading role at the university level of education in economics and business, the FEB could make a first move toward abandoning the concept of building its own faculty from own doctoral students immediately after their graduation.

Quality grade

Satisfactory level of quality

4.3. The higher education institution provides support to teachers in their professional development.

Analysis

As reported in the self-evaluation of FEB and verified during the site visit, FEB teachers are eager to improve their personal qualifications. Many of them attend workshops and conferences on teaching and education issues. While the focus was mainly on e-learning, other aspects like case-based learning have gained some importance in recent times. Moreover, international mobility of teachers, exposing them to different teaching philosophies, is substantial: more than 250 teachers have spent some time at an institution different from FEB during the last five years. Also, there have been about 140 teaching visits to FEB in that period. However, numbers are lower regarding the renowned mobility programmes, ERASMUS (8 projects) and CEEPUS (4 projects).

FEB provides various measures for supporting teachers. First, they are endowed with an annual budget of about €2000 that can be spent on various activities including personal qualification purposes. Second, courses are evaluated by students on a regular basis. Evaluation results are forwarded to teachers and form the basis for corrective measures. These include a compulsory self-assessment conducted in cooperation with the head of the department in case of insufficient evaluation results. However, the high satisfaction of students with teachers according to student surveys (the average grade is around 4.4, 5 being the best grade possible) indicate that the number of such cases is low. Third, FEB grants numerous prizes for exceptional teaching performance based on student evaluation results. According to the self-evaluation, the number of distinguished teachers has increased over time.

Recommendations for improvement

While there are numerous efforts by teachers at the individual level and an elaborate prize system exists, a systematic faculty-wide plan for the professional development of teachers is missing. FEB should take steps in that direction, at least by setting up a list of mandatory measures such as a minimum number of educational workshops to be attended. This is particularly relevant for young teachers. Such workshops could easily be offered at FEB. Moreover, the award system for excellent teachers should be monitored carefully. Granting rewards according to student evaluation results raises issues of interpersonal comparisons of

judgements and possible selection effects in elective courses. Also, the obviously small variation in evaluation results raises concerns whether teaching performance differences are significant enough to base awards on.

Quality grade

Satisfactory level of quality

4.4. The space, equipment and the entire infrastructure (laboratories, IT services, work facilities etc.) are appropriate for the delivery of study programmes, ensuring the achievement of the intended learning outcomes and the implementation of scientific/artistic activity.

Analysis

FEB is located in a comparatively large and modern building. It disposes of a large number of lecture rooms which are all endowed with computers and mostly also with beamers. There are also computer labs that can be used for teaching purposes. In recent years, substantial investments in computer equipment, the network, and the renovation of the building and particular rooms were undertaken. Thus, resources are generally appropriate.

According to students' reports and inspection by the Panel, there are still things to be done. For example, seats are broken in lecture hall 4. Also, students utter that the Studomat system does not always work flawlessly.

Recommendations for improvement

FEB should continue its activities to renovate the building and the Studomat system. The latter would have the additional advantage of relieving the student administration office.

Quality grade

Satisfactory grade of quality

4.5. The library and library equipment, including the access to additional resources, ensure the availability of literature and other resources necessary for a high-quality study, research and teaching.

Analysis

Having undergone substantial renovation in 2015, the Faculty library comprises a modern reading room. According to international standards, its capacity of 155 places (from Table 5.11, p. 68 of the Self-evaluation report) seems low for 7,942 students studying at FEB (or even only 106 places as presented in Table 5.8, p. 65 – numbers should be clarified). Opening hours are acceptable and take the needs of professional students, who are able to come to FEB only in the afternoon, into account. There are various databases available for

retrieving scientific articles. Inspection by the Panel has shown that the major international journals are present. However, the internet connection to the database is quite slow. The textbooks provided in the library match well to the course literature, although often not the most recent editions are used.

In the foyer of the library, the European Documentation Center providing literature and data on EU issues, including databases, was established. According to the self-evaluation, these facilities are also used for conferences and workshops. As the library lacks partition walls, these activities are likely to impair undisturbed reading in the reading room. The same applies to the database research computers, which are located close to the reading room.

Recommendations for improvement

The internationalization of the FEB, highlighting the importance of international sources in teaching and reading, is likely to increase the utilisation of the library and electronic databases. FEB should be aware of this fact and should be able to respond quickly to meet increases in demand without any losses in quality.

Quality grade

Satisfactory level of quality

4.6. The higher education institution rationally manages its financial resources.

Analysis

Despite the economic and fiscal problems in the country and the substantial investments in recent years, FEB finds itself in an acceptable financial position. This is to a large extent due to the active acquisition of external funding, like research and professional projects, forming a part of FEB strategic goals. According to the Vice Dean for Finance and Business, these initiatives shall be strengthened further, with a particular emphasis on infrastructure regarding both IT and construction. Together with tuition and administrative fees, FEB is able to generate about 40% of its current income from non-government sources.

Budgetary decisions are taken by the Core Faculty Council. Risk management is governed by offices both at the level of FEB and the university. These institutions contribute to financial sustainability.

Detailed financial plans for income and expenditures were presented to the Panel during the site visit. However, these did not include neither the amount nor the usage of the administrative fees charged by the student administration office. The same applies to the financial status of the Career Center which FEB management reports to be self-financing in terms of staff cost since 2016.

Recommendations for improvement

The Panel generally acknowledges FEB's efforts and successes in increasing financial leeway by generating revenue beyond government sources. However, more attention should be paid to the administrative fees paid by students, a source FEB seems to use more intensively than other HEIs both in Croatia and other European countries. FEB should check and make transparent to which extent the fees for supplying and handling forms, diplomas, etc., correspond to the real cost. Based on this information, administrative fees can be identified or even eliminated, because students' inquiries are part of the Faculty's core business.

Quality grade

Satisfactory level of quality

V. Scientific/artistic activity

5.1. Teachers and associates employed at the higher education institution are committed to the achievement of high quality and quantity of scientific research.

Analysis

The faculty is actively concerned with the research processes in many ways. All five board members have aspects of the research process in their portfolio, there is a large advisory council of faculty members advising the dean on research matters, and twenty-six research themes have been identified, each with a senior researcher as its leader. The context for the FEB's research policy and activities is provided by the 2014-2019 research strategy, which is a part of the overall 2014-2019 strategic plan.

The career paths for faculty members are defined at the national level and are based on promotion at the appropriate moment when certain hurdles are taken. As far as research is concerned, these hurdles include clear and well-defined targets for the number and level of publications. This incentive certainly stimulates the faculty members' commitment to research.

There are two main aspects of the FEB's research output, quantity and quality. As to the quantity, there have been overall around 2,000 publications by the faculty members in the five-year period 2013-2017. Divided by five and by the number of faculty members, this is a satisfactory result. Also, the number of publications is growing rapidly. More than two-fifths of the publications are conference proceedings papers, showing a healthy involvement with promoting the FEB's work in the outside world.

As to quality, judged by the research outlet, the picture is less satisfactory. There were about 400 publications "of the highest category in alignment with the rules on the terms for higher

scientific appointments” over the 2013-2017 period. These publications should underlie the FEB’s standing in the wider academic world.

This category, although representing the top of the pyramid, is still quite wide. In particular, it includes publications in Croatian. Whatever their intrinsic value, they cannot be read and assessed by peers worldwide and hence remain outside the international academic arena.

As far as the English-language papers in the higher category are concerned, there are very few papers in the major field journals. This pertains in particular to accounting, finance, international business, marketing, and operations management, usually considered to be the core areas in any business HEI. The best ten journals where faculty members have published are all outside these areas. There is not one single area where the FEB is internationally outstanding.

Over the 2013-2017 period the FEB has produced a fair number of dissertations, although the number has dropped sharply in recent years. The ten theses produced in 2017 are all in Croatian.

The FEB stimulates its members to attend national and international conferences and makes reasonable travel funds available. Faculty members actively participate in conferences, as is witnessed by the fact that more than a third of the faculty’s publications are in the form of conference proceedings papers.

Recommendations for improvement

The FEB should aim higher as to the level of the journals where its best research gets published. It should strive for more publications in the more visible international journals, especially in the usual core areas of a business HEI. Achieving this strengthens the integration of the FEB in the worldwide academic community considerably. The leading economics and business HEI in an EU capital should not settle for less.

This is of course not easy to achieve. Only a relatively few faculty members will have the talents to survive the fierce and ever increasing competition at the top, and there is no simple policy to achieve success in the short run. Ambition and consistent policy over a long period is called for.

The panel has noticed that the ambition is there; one sign is presence of financial rewards for publications in the best-ranked journals. However, a consistent policy will be more complicated to design and implement. For the school to better realize its international potential, a simplified governance structure, more selective promotion rules, more outside hiring, increased use of English throughout, and differentiated teaching loads are instrumental.

The panel realizes that some of these elements are outside the faculty's authority, and that it will not be simple for the FEB to adapt things. The FEB is well aware of this, as is witnessed by the first two weaknesses listed in the Research Strategy 2014-2019, mentioning the complicated, traditional governance structure and the traditions in the Croatian academic community that challenge internationalization. The panel can only hope that the FEB's central position in the Croatian community gives it sufficient leverage to get things changed at the higher level.

What certainly is within the FEB's authority is the division of work in its board. The FEB used to have a vice-dean for research. This position has been abolished and now all board members are involved with research matters. This distracts from a clear authority in research matters and it is recommended to reconsider this change.

The panel recommends that writing dissertations in English is stimulated. This should lead to separate thesis chapters that can be submitted to international journals, confronting the new generation with the rules of the game and making them familiar with the international context at the start of their academic career.

Quality grade

Minimum level of quality

5.2. The higher education institution provides evidence for the social relevance of its scientific / artistic / professional research and transfer of knowledge.

Analysis

The FEB needs more internationalization. However, the upside to the current orientation is that its many publications in Croatian are easily accessible nationally, hence adding to their direct societal relevance. Also, the FEB is very well-represented within Croatia. As is logical given the FEB's position in the capital, faculty members are in many ways involved with the Croatian society and play an important role there, thus fostering a link between the FEB and society. The FEB is aware of its significant role in society and takes its responsibility much wider beyond its core business, teaching and research.

The FEB adds to the transfer of knowledge by publishing seven scholarly journals itself. Four of these journals are in Croatian. This limits their accessibility abroad but keeps the threshold low to disseminate useful knowledge to the national community.

Recommendations for improvement

The relative domestic focus of many of the activities of the FEB and its members comes at a price, and the trade-off between activities in Croatian versus those in English requires

consideration, with particular attention to the possibility of making English the default option for publications, including the journals edited from the faculty. It would also make the students better prepared for a career in an increasingly international world.

Quality grade

Satisfactory level of quality

5.3. Scientific/artistic and professional achievements of the higher education institution are recognized in the regional, national and international context.

Analysis

There are about one hundred scientific journals with board members from the FEB, reflecting a widespread willingness to share the burden of making the international scientific community work. A few of these journals are major international ones. The list of research awards to faculty members is long. The awards are predominantly internal awards of the HEI. The scientific profile of the FEB is supported by PhD students who successfully defend their doctoral dissertations (89 in the 5-year period 2013-2017).

Recommendations for improvement

The FEB would be well-served by having more board members of international journals coming from the faculty. This is of course hard to achieve actively but will arise as a by-product in the course of time when the FEB's international position is strengthened across the board. It certainly helps when the FEB is recognized as a point of gravity in one particular field and builds a stronger brand identity.

Quality grade

Satisfactory level of quality

5.4. The scientific / artistic activity of the higher education institution is both sustainable and developmental.

Analysis

Sustainability of the FEB's research activities is in the first place a matter of financial resources. About half of the FEB's budget is covered by the state, nearly all of it going to salaries. Most of the rest of the budget is covered by money generated by the school itself. The panel appreciates this relatively low dependence on the state.

The sources of outside financial funds are diverse. A fair share comes from commercial and scientific projects. Especially as to the latter, the school scores quite well. Along with eight projects funded by the Croatian Science Foundation (in AY 2014-2015) to individual researchers, the opportunities for funding from the EU have been taken up by the FEB well.

Recommendations for improvement

To make the relatively low dependence on the state sustainable, the FEB should further attempt to attract outside funding. Realizing this depends on the enthusiasm of individual faculty members, willing to take the initiative and spending their energy on the preparation of grant applications. The FEB should offer maximum support to individual researchers in the difficult and time-consuming business of preparing grant applications. Another incentive is a reduced teaching load for successful applicants.

Quality grade

Satisfactory level of quality

5.5. Scientific/artistic and professional activities and achievements of the higher education institution improve the teaching process.

Analysis

The FEB's students have the opportunity to participate in scientific and professional projects through direct contacts with the teachers who participate in projects or through the Counselling and Career Development Office and student associations. The research activities usually include graduate and postgraduate students, while undergraduate students are mostly engaged in writing papers in cooperation with their mentors. Numerous doctoral theses of students are the result of cooperation in scientific research projects at the FEB.

Recommendations for improvement

In the recommendations in section 3.6, it is noted that the integrated programmes, serving the vast majority of the students, impede internationalization. Going back to a three plus two structure would solve this. An additional advantage of this would be the introduction of a thesis at the end of the bachelor phase. Although a bachelor's thesis is not necessarily directly linked to the supervisor's own research, such a link will often occur in practice, thus reinforcing the connection between teaching and research, to the benefit of both.

Quality grade

Satisfactory level of quality

APPENDICES

1. Quality assessment summary - tables

<i>Quality grade by assessment area</i>				
<i>Assessment area</i>	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
<i>I. Internal quality assurance and the social role of the higher education institution</i>			X	
<i>II. Study programmes</i>			X	
<i>III. Teaching process and student support</i>			X	
<i>IV. Teaching and institutional capacities</i>			X	
<i>V. Scientific/artistic activity</i>			X	

Quality grade by standard

<i>I. Internal quality assurance and the social role of the higher education institution</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
1.1. The higher education institution has established a functional internal quality assurance system.			X	
1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.			X	
1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.			X	
1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, scientific/artistic and social).			X	
1.5. The higher education institution understands and encourages the development of its social role.			X	
1.6. Lifelong learning programmes delivered by the higher education institution are aligned with the strategic goals and the mission of the higher education institution, and social needs.		X		

<i>Quality grade by standard</i>				
<i>II. Study programmes</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
2.1. The general objectives of all study programmes are in line with the mission and strategic goals of the higher education institution and the needs of the society.			X	
2.2. The intended learning outcomes at the level of study programmes delivered by the higher education institution are aligned with the level and profile of qualifications gained.				X
2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.			X	
2.4. The HEI uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes.				X
2.5. The higher education institution ensures that ECTS allocation is adequate.		X		
2.6. Student practice is an integral part of study programmes (where applicable).			X	

<i>Quality grade by standard</i>				
<i>III. Teaching process and student support</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>

3.1. Admission criteria or criteria for the continuation of studies are in line with the requirements of the study programme, clearly defined, published and consistently applied.				X
3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.		X		
3.3. The higher education institution ensures student-centred learning.		X		
3.4. The higher education institution ensures adequate student support.			X	
3.5. The higher education institution ensures support to students from vulnerable and under-represented groups.				X
3.6. The higher education institution allows students to gain international experience.			X	
3.7. The higher education institution ensures adequate study conditions for foreign students.				X
3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.		X		
3.9. The higher education institution issues diplomas and Diploma Supplements in accordance with the relevant regulations.				X
3.10. The higher education institution is committed to the employability of graduates.				X

<i>Quality grade by standard</i>				
<i>IV. Teaching and institutional capacities</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
4.1. The higher education institution ensures adequate teaching capacities.			X	
4.2. Teacher recruitment, advancement and re-appointment is based on objective and transparent procedures which include the evaluation of excellence.			X	
4.3. The higher education institution provides support to teachers in their professional development.			X	
4.4. The space, equipment and the entire infrastructure (laboratories, IT services, work facilities etc.) are appropriate for the delivery of study programmes, ensuring the achievement of the intended learning outcomes and the implementation of scientific/artistic activity.			X	
4.5. The library and library equipment, including the access to additional resources, ensure the availability of literature and other resources necessary for a high-quality study, research and teaching.			X	
4.6. The higher education institution rationally manages its financial resources.			X	

<i>Quality grade by standard</i>				
<i>V. Scientific/artistic activity</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
5.1. Teachers and associates employed at the higher education institution are committed to the achievement of high quality and quantity of scientific research.		X		
5.2. The higher education institution provides evidence for the social relevance of its scientific / artistic / professional research and transfer of knowledge.			X	
5.3. Scientific/artistic and professional achievements of the higher education institution are recognized in the regional, national and international context.			X	
5.4. The scientific / artistic activity of the higher education institution is both sustainable and developmental.			X	
5.5. Scientific/artistic and professional activities and achievements of the higher education institution improve the teaching process.			X	

2. Site visit protocol

Monday, 12th November 2018

10:00 – 10:30 Training for the expert panel members – short presentation of ASHE, introduction to the higher education system in Croatia

10:30 – 11:00 Training for the expert panel members – introduction to the re-accreditation procedure, standards for the evaluation of quality and writing the final report

11:00 – 13:00 Preparation of the expert panel members for the site visit (working on the Self-evaluation)

13:00 – 14:00 Break

14:00 – 17:00 Preparation of the expert panel members for the site visit (working on the Self-evaluation)

Tuesday, 13th November 2018

9:00 – 10:00 Meeting with the dean, vice deans and secretary (*no presentations*)

10:00 – 10:15 *Internal meeting of the panel members*

10:15 – 11:00 Meeting with the working group* that compiled the Self-evaluation and Head of the Panel for quality

11:00 – 12:00 *Internal meeting of the panel members (Document analysis)*

12:00 – 13:00 Meeting with the students (open meeting)

13:00 – 14:30 *Working lunch*

14:30 – 15:15 Meeting with the *Alumni*

15:15 – 16:00 Meeting with external stakeholders -representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations, external lecturers

16:00 - 17:00 Organisation of additional meeting on potential open questions if it is needed

**without dean attendance*

17:30 – 20:00 Joint meeting of the expert panel members – reflection on the day and preparation for the second day of the site visit

Wednesday, 14th November 2018

9:00 – 9:45 Meeting with the vice dean for education and students and the vice dean teaching and non-teaching staff

9:45 – 11:45 *Internal meeting of the panel members (Document analysis)*

11:45 – 12:30 Meeting with the heads of study programmes and the heads of departments
12:30 – 13:15 Meeting with full-time employed teachers (open meeting)
13:15 – 14:45 *Working lunch*
14:45–16:15 Tour of the Faculty (library, student services, international office, IT services, classrooms) and participation in teaching classes
16:15 – 17:00 Organisation of additional meeting on potential open questions if it is needed

17:30 – 20:00 Joint meeting of the expert panel members – reflection on the day and preparation for the second day of the site visit

Thursday, 15th November 2018

9:00 – 9:45 Meeting with the vice dean for strategic partnerships and the head of accreditation processes
9:45 – 10:45 *Internal meeting of the panel members (Document analysis)*
10:45 – 11:30 Meeting with the heads of research projects
11:30 – 11:45 *Internal meeting of the panel members*
11:45 – 12:30 Meeting with teaching assistants
12:30 – 14:00 *Working lunch*
14:00–14:45 Organisation of additional meeting on potential open questions if it is needed
14:45 – 15:30 *Internal meeting of the panel members*
15:30 – 15:45 Exit meeting with the dean, vice deans and secretary

16:30 – 20:00 Joint meeting of the expert panel members - Drafting the final report and working on the document Standards for the evaluation of quality

Friday, 16th November 2018

9:30 – 13:00 Joint meeting of the expert panel members - Drafting the final report and working on the document Standards for the evaluation of quality

SUMMARY

In line with the shift in strategic orientation, and supported by its enthusiastic management, FEB introduced new organisational structure on 1 October 2018. Defined relationships, authority allocation and decision-making power are vague or even unrecognizable, likely leading to HEI's management overload with integration and coordination efforts. HEI has

achieved a lot of success in external and internal evaluation procedures and has implemented the majority, but not all of the recommended quality improvements from previous ASHE evaluation.

Rich portfolio of educational programmes is a competitive advantage of the FEB. Effectiveness of study programmes could contribute even more to the competitive position of the FEB if they would be more based on the foresights about the needs of Croatian economy and Croatian society. The decision on integrated study programmes 0+5 could be questioned from different perspectives, one of which is the opposite effect on the mobility of students. It is important to mention that the increase in the mobility of students (foreign and domestic) was one of the recommendations from the accreditation panel in 2011.

Detailed criteria for enrolling in undergraduate studies are published on the FEB's website, but it is not clear how and if the transition to the integrated study will be conducted. Students critically reflected on some aspects of their studying process (morning lecturing time for part-time students together with full-time students; differences in grading the same course by different teachers; different workload between courses with the same amount of ECTS points). They are very unsatisfied with the work of the student administration office and especially with the obligation to pay for different services (for any application, or for ranking procedure).

Teaching and institutional capacities of FEB are sufficient to provide good quality. However, the student-teacher ratio is too high and some groups of teachers face an extensive teaching load. Teacher appointment follows transparent procedures which take teaching and research records into account. The infrastructure of FEB is generally appropriate, some shortcomings notwithstanding. In financial terms, FEB is doing well.

The FEB shows a healthy scientific productivity and generates a large number of publications each year, across the whole range of disciplines within the school and of a wide variety in publication type. Also, the FEB is successful in attracting external funding, and interacts in many ways with the Croatian society, thus fruitfully disseminating its knowledge and expertise. However, there is a scarcity of publications at the higher international level, in particular in the core areas of a business school. Hence the international profile of the school is modest.