



agency for science and higher education

**REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF
THE FACULTY OF ECONOMICS, UNIVERSITY OF SPLIT**

**Date of site visit:
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MAMFORCE



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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 in Croatia 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, University of Split.

Members of the Expert Panel were:

- Prof. Dr. Dirk Simons, Business School, University of Mannheim, Federal Republic of Germany, Panel chair,
- Prof. Levent Altınay, Ph.D., Oxford Brookes University, Oxford Brookes Business School, United Kingdom of Great Britain and Northern Ireland,
- Prof. Sandra Janković, Ph.D., Faculty of Tourism and Hospitality Management Opatija, University of Rijeka, Republic of Croatia,
- Assoc. prof. Mislav Ante Omazić, Ph.D., Faculty of Economics and Business, University of Zagreb, Republic of Croatia,
- Ivona Martinović, univ. bacc. oec., Faculty of Economics, Josip Juraj Strossmayer University of Osijek, Republic of Croatia, student.

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

- Management (the dean and vice deans),
- The Self-evaluation Report Committee and Internal Audit Commission,
- Internal Quality Committee representative,
- Ethical Committee representative,
- Students,
- Alumni,
- External stakeholders (representatives of the business sector, potential employers),
- Full-time teaching staff,
- Assistants and junior researchers,
- Vice dean for teaching,
- Vice dean for science,
- Heads of departments,
- Heads of research and international projects,
- Head of finances.

The Expert Panel members visited the work facilities, laboratories, library, IT classrooms, student administration office and 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, University of Split, based on The Faculty of Economics, University of Split Self-evaluation Report, other relevant documents and the 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, University of Split and writing of the Report, the Expert Panel was supported by:

- Marina Cvitanušić Brečić, coordinator (ASHE),
- Marina Grubišić, assistant coordinator (ASHE),
- Irena Škarica, external interpreter at the site visit and translator of the report.

On the basis of the re-accreditation procedure conducted, and with the prior opinion of the Accreditation Council, the Agency issues one of the following accreditation recommendations 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: The Faculty of Economics, University of Split

ADDRESS: Cvite Fisković 5, HR-21000 Split

DEAN: Prof. dr. sc. Maja Fredotović

ORGANISATIONAL STRUCTURE:

The Faculty's organisation is founded on the following organisational units:

- Departments,
- Administrative services,
- Library.

Nine departments are established at the Faculty:

- Department of Tourism and Economy,
- Department of Quantitative Methods,
- Department of Finance,
- Department of Management,
- Department of Marketing,
- Department of Economics,
- Department of Business Informatics,
- Department of Accounting and Auditing,
- Department of Business Foreign Languages and Physical Education (teaching department).

STUDY PROGRAMMES:

Starting from the academic year 2005/2006, the Faculty has adopted the model of studying according to the guidelines of the Bologna declaration. At present, students are studying in one of the following study programmes:

- Three undergraduate university study programmes: Economics, Business and Tourism, with corresponding courses of study (CROQF Level 6),
- Three graduate university study programmes: Economics, Business, with corresponding courses of study, and Tourism and Hospitality (CROQF Level 7),
- Two professional study programmes: Small Business Management with corresponding courses of study and Tourism Operations (CROQF Level 6),
- Specialist professional graduate study in Management (CROQF Level 7),
- Two postgraduate specialist university study programmes: Economics and Business (CROQF Level 7),
- Postgraduate university study programme Economics and Business (CROQF Level 8).

NUMBER OF STUDENTS:

In 2017/2018 (according to Mozvag Table 3.1.):

- Full-time students: 2099
- Part-time students: 642
- Total: 2741

In 2018/2019 (according to data provided by Faculty during site visit):

- Full-time students: 2033
- Part-time students: 621
- Total: 2654

NUMBER OF TEACHERS: 70 (*data for 2017 from Mozvag Table 4.1.*)

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

University of Split, Faculty of Economics is a public higher education institution registered in the Registry of Higher Education Institutions and the Registry of Research Organizations in the field of social sciences. The Faculty operates in its own building of total usable area of 11.000 square meters.

The Faculty is actively involved in providing lifelong learning programmes through its Centre for Lifelong Learning and Adult Learning (CLL). This educational segment involves professional development programmes offered in the open market, "in-house" programmes, summer schools, programmes certified by other ministries (Tourist guide and Head of tourist office), professional development programmes in cooperation with professional associations of accountants, tax advisors and assessors, as well as additional programmes for further education.

Mission:

The Faculty of Economics and Business of the University of Split is a higher education institution in the fields of economics, business and tourism representing public interest, fostering the culture of socially responsible behaviour, enhancing the quality of scientific research, teaching and professional work, as well as lifelong learning for the benefit of students and employees, economy and society as a whole.

Vision:

The Faculty of Economics, Business and Tourism in Split is a functionally integrated institution of the University of Split, with legal personality. The Faculty is an internationally recognized higher education and research institution. With its university and professional study programmes, as well as lifelong learning programmes and high quality study conditions, the institution guarantees the education of top experts capable of quick and successful integration in the global labour market. With the high level of quality of its educational programmes and research and with the strengthening of partnerships with other higher education and research institutions in the country and abroad, it contributes to the transfer of knowledge, the raising of competencies and the overall economic and social development. The Faculty is a community of highly motivated and satisfied students and employees, focused on developing personal competencies and monitoring the career development of their students.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. Geographical location ideal for internationalization beyond Europe.
2. Dedicated dynamic and motivated management team.
3. Eager to learn, open-minded about change and transformation.
4. Good industry contacts supportive to close industry-academia gap.
5. Strong employability of graduates from Economics programmes.
6. Social-responsibility driven agenda resulting in social awareness.
7. Both professional and research projects have relevance and impact on the community.
8. Junior and senior staff is highly motivated and competent.
9. Supporting students' entrepreneurial spirit and networking with the regional/national industry.
10. Several faculty members strive for improving research.

DISADVANTAGES OF THE INSTITUTION

1. Lack of a formal strategy and budget plan for the next periods (at least 5 years).
2. Lack of specifying the Faculty's Distinct Profile (what does the Faculty stand for? What is it / should it be known for?) and lack of a clear understanding of the competitive position. The Faculty needs to benchmark itself with an appropriate pool of peer institutions.
3. Linkages between teaching, research and wider community impact could be better established and articulated.
4. Aging faculty, workload is not yet evenly distributed among teachers.
5. Study programmes are offering too many specialisations to choose from, particularly when considering the Faculty's available teaching capacity.
6. Internship is not a compulsory part of the study programme (at the professional level it should be).
7. Linkages between students' feedback and changes to the study programmes is missing.
8. A rather high dropout rate.
9. The number of outgoing students is improvable.
10. Several planning processes have not yet closed the loop, i.e. feedback communication on how suggestions were translated into improvements deserves improvement.

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. Industry-academia relationship (i.e. internships, mentoring system, guest lectures and co-organisation of conferences).
2. Electives and availability of different modules, options for the students.
3. Social responsibility driven agenda (i.e. economics with more emphasis on environmental issues; student voluntary programmes, etc.).
4. Fostering student entrepreneurship through the entrepreneurial incubator.
5. Support to student associations (e.g. mentoring, advice giving, space and equipment providing).
6. Diverse class schedule to accommodate a diverse student population.
7. Well-defined learning outcomes for each study programme.
8. Ordinance on balancing the total teaching load.
9. Rulebook on scientific and research activities.

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

This higher education institution benefits from a functional internal quality assurance system. However, the strategy of the institution across the core activities needs to be better articulated in order to align the quality assurance system with the strategic direction effectively. This would lead to better management of organizational resources, communication and thus improve organizational performance. Competitive benchmarking should be the core of an organizational strategy and a quality assurance system.

The institution demonstrated an impressive record of social responsibility in terms of its teaching, research and external engagement activities. This was evident in the curriculum content, extracurricular activities, scientific research - both in terms of publications and research projects, and external engagement activities that are highly relevant and meaningful.

Recommendations for improvement:

- Clarify the strategic direction across core areas and align the strategy with the quality assurance system.
- Undertake competitive analysis and benchmark the strategy and practices against the competitors.
- Take more strategic and systematic approach to internationalization and demonstrate more commitment to 'practicing internationalization'.
- Use a plagiarism detection tool (software) in order to improve accuracy and efficiency in preventing unethical behaviour.
- Revise and improve the website both with regards to its content and functionality.

Quality grade: Satisfactory level of quality

II. Study programmes

Analysis

The general goals of all study programmes are in line with the mission and strategic goals, although the strategic goals are not clearly defined. The learning outcomes of all study programmes are clearly defined and structured along three levels: generic, general (learning outcomes of the study programme) and specific (learning outcomes of the field of study). At the course level learning outcomes are also reconsidered and linked to specific, generic and general learning outcomes for each study programme, which contributed to the quality of the study programmes. In this regard, the aligning constructive levelling matrix has been done.

Learning outcomes for individual courses are continuously tested and assessed during the semester and the final exam provides the basis for the final grade. Examples for different courses were provided and analysed during the visit. All courses have their own established method of testing and evaluating learning outcomes and they are described in the syllabi. The Faculty assigns ECTS credits to single courses considering a total number of working hours needed for successfully meeting the demands of the study programme, i.e. for the successful acquisition of learning outcomes. The study programmes consist of courses with 2, 4, 5, and 6 ECTS. The Faculty established a procedure for organising and implementing a student internship programme and in 2016/2017 the internship has been introduced as an optional course with 6 ECTS.

The analysis of the success of the study programmes is performed by the Quality Assurance Committee and by the Faculty Council.

All types of changes made in the study programmes and different courses are implemented in accordance with the Rulebook on the assessment procedures for study programmes of the University of Split and are accepted by the Faculty Council. The students' feedback is regularly collected, but the changes are not implemented according to their feedback. The Expert Panel did not get clear evidence that all implemented modifications have resulted from a student's or employer's feedback and that they are justified with strategic goals at the local and regional level. There is no analysis carried out in cooperation with stakeholders.

Recommendations for improvement:

- Reduce the number of specialisations at the undergraduate level and improve the specialisations at the graduate level.
- Consider a study programme completely in English or an on-line study programme.
- Adjust the enrolment quotas with strategic goals (do not use linear reduction): decrease (or discontinue) at the professional level and increase at the university level, in accordance with the strategic goals.
- Continually prove practical relevance of the study programmes with stakeholders and according to the feedback make changes in the programmes, learning outcomes and the teaching process.

- Focus on balancing the students' workload and ECTS credit.
- Make changes in the study programme in accordance to student's feedback.
- Give the students feedback about the implemented changes.
- Use the Alumni as a possible channel for tracking graduate employability.
- Establish a centre for the internship programme.

Quality grade: Satisfactory level of quality

III. Teaching process and student support

Analysis

During the visit, the Panel members concluded that the Faculty ensures support for students on all levels; on some of them more successfully than on the others. Because of the diverse student population, the Faculty ensured diverse class schedules to accommodate them. Moreover, students were satisfied with professional support by the teaching staff. They also stated that the teachers adopted new teaching methods based on their feedback with the aim of increasing interaction and which have the advantage of connecting theory and practice. Students also benefit from industry-academia relationship, i.e. guest lectures, mentoring and co-organisation of conferences. Overall, they are satisfied with the teaching methods, except for some outdated literature being used. Furthermore, students suggest to improve the system for appointing mentors of final and graduate theses.

The Faculty also enables students to gain international experience through mobility programmes, although it should increase dissemination of information and experience among former outgoing ERASMUS students and potential future ones. In addition, the Faculty ensures adequate study conditions for foreign students with some space for improvements. Foreign students were very satisfied with professional support and cooperation with the International Office.

The Faculty provides support to the student association, e.g. mentoring, advice giving, space and equipment providing. What needs to be emphasized is that the Faculty is fostering student entrepreneurship through the entrepreneurial incubator.

Considering the openness of the management and the teaching staff, the Panel believes that improvements are going to happen in the near future.

Recommendations for improvement:

- Establish peer review system among teachers.
- More bridge programmes to compensate for a lack of needed requirements of the study programme.
- Revise the system for appointing mentors of final and graduate theses.

- Establish an adequate internal system for monitoring students who drop out or who will potentially drop out from a programme.
- Deliver more classes in English.
- Better integration of foreign and domestic students.
- Enable better information and experience exchange among former outgoing ERASMUS students and potential ones.
- Provide more accurate teaching materials for students.

Quality grade: Satisfactory level of quality

IV. Teaching and institutional capacities

Analysis

During the visit, the Panel members concluded that the faculty members are highly motivated and that they do have a tendency to organize a student-centred system. In this system the focus is on student professional development and learning over time. They are trying to balance educational opportunities given to students and workload of their teachers. Teachers on all levels of studies and educational programmes meet adequate formal requirements regarding their degree level, degree field and experience.

In the academic year 2017/2018, the Faculty finally achieved sufficient teacher-student ratio of 1:29. That could be jeopardized by the fact that some senior staff members are retiring in 2019 and that the average age of all teaching staff is rather high. Programmes on all levels meet the minimum requirement of 50% coverage with their own teaching staff due to the fact that at the moment the teaching staff covers 92% of the teaching workload.

In general, the Faculty management strives to maintain a balanced workload from teaching, science and general administration. By introducing the “Rulebook on balancing total workload of teachers” the Faculty management is trying to establish a policy of setting up balanced and just structure of activities at the Faculty (administration, teaching, student counselling, research, professional activities, building external relationships and promotion in the media). Criteria for new employment always include projected teaching load. Alignment with the Faculty’s development strategy is articulated during the employment process by the direct supervisor in the case of teaching staff, but there is space for improvement. Progress tracking and assessment procedures for junior and senior staff’s research and teaching activities are implemented. The Faculty provides constant and concrete support to its junior and senior teaching staff in their professional development, in terms of encouraging their scientific excellence, in enhancing their teaching competencies and in supporting their initiatives in the local community. During the on-site visit the Panel members perceived that an advanced and transparent system exists for rewarding the publication of scientific papers in journals indexed in the relevant citation databases, as regulated by the Rulebook on salaries and other incomes.

In accordance with their strategic goals, the Faculty management motivates its academic and administrative staff for mobility and international networking. In order to ease their international cooperation and absorption capacities of EU funds the Faculty management also employed an expert consultant to support research work, whose works is funded from their own resources. The expert consultant is in charge of administrative support throughout each phase of the project life cycle.

The Faculty is located at contemporary premises in their ownership. All the necessary infrastructure for educational and research purposes is provided, including well-equipped lecture halls, computer rooms, video-conferencing facilities, wireless Internet access throughout the premises as well as a modern library. All rooms are adapted for disabled students.

Like for all strategic planning activities, the analysis of the Faculty's financial planning has to distinguish between a formal and a substantial perspective. From a formal perspective, the Faculty did not provide a clear plan of income and expenditures for a period of at least five years. From a substantial perspective, rational financial planning given system-inherent uncertainties can be stated. From discussions with the management team and particularly the vice dean for business it became evident that the Faculty adheres to a sound financial planning process. Regarding future planning the vice dean for business presented budget plans for 2019 and 2020. It is clear that uncertain future funding harms the planning of institutional development and improvement. Overall, the past financial management has been rational. Regarding the future, the lack of documentation hinders to evaluate budget rationality although a rather positive impression was generated during the discussions.

Recommendations for improvement:

- Establish a precise analysis and documented calculation of the workload of junior and senior teachers for all classes and capacity.
- There is a clear need for future improvement regarding the general shortage of junior teaching staff.
- Improve the formal welcome (onboarding) procedure for new faculty members (both teaching and non-teaching) covering various aspects, such as organizational culture, preferred teaching style, detailed job description, desired research outputs, etc.
- Implementation of the "Rulebook on balancing total workload" and putting it into use.
- Purchase software for plagiarism or at least frequent usage of free software among academic staff.
- Improvements regarding longer term international mobility of staff (more than 3 months).
- Systematic improvements regarding publications in top-tier journals.
- Regular promotion of consistent access to scholarly collections and other knowledge resources across its modern site in order to meet students' and teachers' needs.
- The Faculty management is urgently advised to prepare and disclose a budget plan covering a time horizon of five years.

- A common reaction to budget restrictions is to cut back on scientific expenses. Thus, it is strongly advised to emphasize the importance of research not only in the Rulebook of conducting science but also in the budget process.
- The Faculty heavily relies on revenues from tuition fees mostly paid by part-time students. Given that formally no part-time programmes exist, this type of funds is hard to manage. Consequentially, the HEI should identify other funds of revenues for minimizing the risk of unforeseen deficits.
- The Faculty is paying staff from outside the state budget to meet the 1:30 student-teacher ratio. Given the fact that the ratio is an official requirement, either the refunding of salaries has to be increased by the government or the ratio needs to be adjusted; this is an unchallenged financial principle.

Quality grade: Satisfactory level of quality

V. Scientific/artistic activity

The number of published papers in journals is sufficient, but improvable. Similarly, the chosen outlets are decent, but the publication strategy could be more ambitious. Furthermore, only a subset of faculty members is highly active in publishing. However, the number of publications in SSCI-or Scopus listed journals was increased.

Research and professional projects are oriented towards societal needs. Especially the list of professional projects and the cooperating regional and national authorities as well as the cooperating firms are striking.

The Faculty's scientific and professional activities are recognized in a national context; several activities are recognized internationally. This is true on an aggregate level (think of organizing conferences with high visibility) and on an individual level (think of scientific and political positions held by the faculty members).

The Rulebook of conducting research can be considered best practice, although it has not yet been formally enacted. Some issues regarding the overall strategy and regarding financial planning harm a forward-looking research orientation.

Research feeds back into teaching on several levels. The student incubator boosts students' entrepreneurial skills, and the research projects provide students with the opportunity to write their master theses. In addition, promising students are employed in the projects or as doctoral students thereby modernizing teaching.

Recommendations for improvement:

- Direct attention towards international top publications and broaden the set of active researchers.
- Formally introduce a sounding board for the transfer of research composed of outstanding practitioners.
- Strengthen the international network.
- Support outstanding research with the Faculty funds.
- Further develop the student incubator.

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

There is clear evidence suggesting that the established quality assurance system includes and evaluates all the activities of higher education including study programmes, teaching process (with a few exceptions i.e. peer observation of teaching), student support (with a few exceptions of a lack of support to the internship students), under-represented and vulnerable groups, learning resources, scientific/artistic activity. The institution has also provided the formal documentation enabling a transparent evaluation of quality. This is further supported through informal discussions and meetings held with various stakeholders.

The genuine attempt to involve all stakeholders into the 'process of continuous quality improvement' is evident. In particular, representation of professional organisations, industry representatives, alumni representatives and civil society organisations is worth noting and praising. For example, there is a direct and proactive involvement of different stakeholder groups (including industry representatives) in the development and delivery of 'Service Learning Programmes'.

The institution implements and enjoys the strategy as practice; implements ideas on daily basis rather than according to a long-term strategic plan. Even though the higher education institution adopts a robust quality assurance system, it does not always give the impression that this is exercised according to a clear strategic direction involving a period of at least five years. There is a clear need to clarify the strategic direction, and in particular the 'strategic distinctiveness' of the institution. More importantly, the questions 'What does this institution stand for?' and 'What should this institution be known for?' need particular attention. Having gone through this exercise of clarifying 'strategy (teaching, research, external engagement)', the institution needs to align its strategy with its quality assurance policy.

There is clear evidence of both operational and tactical plans, clearly defined responsibilities for implementation, monitoring mechanisms and the report on its implementation. However, these were all evolving and emergent rather than developed as a plan. Such an approach hinders the institution's ability to effectively communicate its strategy and implementation with its stakeholders.

One important point worth mentioning with regard to the analysis is the lack of 'competitive analysis' both in the documentation supplied and during the meetings held with senior representatives of the management team. It is a credit to the institution that it has improved over the years. However, benchmark for improvements should not be 'only themselves'.

Assessing the competition, evaluating competitive position and more importantly competitive benchmarking are crucial for healthy analysis, re-positioning and for the achievement of strategic long-term goals.

The higher education institution systematically collects and analyses data on its processes, resources and results. This is evident in the student satisfaction surveys and the focus group discussions with the industry representatives. However, most of these activities (in particular recording) were fairly informal, managed manually rather than with the help of software. More importantly though, there is room for improvement in order to 'close the loop' through collecting feedback from stakeholders, listening to their 'voice' and improving the systems and processes according to the feedback of the stakeholders.

The dedicated and committed efforts channelled to the development and implementation of human resource policies are praiseworthy. In particular, the senior management team continuously strives to establish a 'fair and transparent' workload-planning model that could stimulate core teaching and learning activities, including teaching, research and external engagement. There is also evidence of different approaches to motivating staff (financial and non-financial rewards), training opportunities and nurturing and development that could help the institution establish synergies among three core activities and thus contribute to the achievement of strategic goals. The management team, full time employed teachers, and early career academics stated independently in separate sessions that workload planning and management are fair and incorporate the expectations of the individuals.

Educating the educators is a very good practice.

Recommendations for improvement:

- Clarify the strategic direction across core areas and align the strategy with the quality assurance system.
- Undertake competitive analysis and benchmark the strategy and practices against the competitors.
- Take a more systematic approach to feedback and data collection, exploit the feedback and market data and use them effectively to improve the existing practices.

Quality grade: Satisfactory level of quality

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

Analysis

It was very assuring to observe and note that there is a well-evidenced improvement from previous evaluations (with a few exceptions). Among academics the appetite for internationalization exists (recommended by previous evaluations including EPAS) evidenced by the internationalization of research, increase in the number of ERASMUS students, and the plans to develop a master's programme in the area of Tourism and Economics which will be taught in English. However, it is also worth noting that the institution needs to put much more

effort into the development of internationalization practices in order to make their internationalization endeavour a successful one.

There is a growing appetite for improvement across all the core areas of activity. Therefore, besides making changes according to the first cycle of re-accreditation and evaluations organized by the agencies, the institution gets all the stakeholders involved (including the industry representatives and alumni) in order to 'co-create' the enablers for improvement (as well as the co-creation of programmes i.e. service learning).

Recommendations for improvement:

- Take a more strategic and systematic approach to internationalization and demonstrate more commitment to 'practicing internationalization'. In particular, there is a need to increase the involvement of domestic students in internationalization.
- Take a more systematic approach to communication with stakeholders including policy makers, practitioners and students. A well-designed, functional website will play an instrumental role in this endeavour.

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

Quality policy, procedures, responsibilities and dedication were evident in supporting academic integrity and freedom, preventing all types of unethical behaviour, intolerance and discrimination. What is worth praising in the approach taken in supporting academic integrity is that the institution trains the individuals (both students and academics) and introduces measures proactively (i.e. explaining the students what is ethically appropriate and what is not) in order to prevent unethical behaviour rather than taking the approach of developing a penalty driven system without educating and training.

Many cases (mainly students and one academic) have been resolved in a competent manner by taking the 'personal circumstances' of the individuals involved (i.e. one student lost her father in war. Given her circumstances, the team offered both pastoral and academic support in order to support her academic engagement).

There are two academic conduct officers performing their roles and responsibilities rigorously in collaboration with other members of the academic team and with assistant deans. There is also a commission in place looking after cases of plagiarism, academic cheating and forging of results.

What is surprising though, all the cases of plagiarism are dealt with manually in a 'conventional way' without the help of a plagiarism detection tool (software). The discussions held with the academic conduct officers as well as with the other members of the team revealed that the use

of a plagiarism detection tool (software) would help with the accuracy, transparency and efficiency when it comes to dealing with suspected plagiarism cases.

The institution also offers academic writing and referencing sessions (mainly organized by the library) in order to help students 'protect' themselves from any possible unethical conduct.

Evidence:

- Ordinance on Disciplinary Responsibility of Teachers and Associates,
- Ethical Code.

Recommendations for improvement:

- Use a plagiarism detection tool (software) in order to improve accuracy and efficiency in preventing unethical behaviour.
- Offer more training on academic writing and referencing in order to prevent plagiarism and unethical conduct.

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

This area requires particular attention. It is a credit to the institution that a collaborative and fruitful relationship has been developed with the industry practitioners, policy makers and NGO representatives. There is clear evidence of guest lectures, joint conferences with the industry and co-creation of knowledge for different modules and programmes (service learning).

There is also evidence of information on study programmes and other activities (i.e. availability of conferences and training programmes) being shared publicly through brochures, flyers and through other means of communication. However, there are certain obvious deficiencies in terms of communication with regards to both approach and the content.

In terms of the approach, even though the information is available to the stakeholders on different platforms (with a few exceptions i.e. not having a very functional, user-friendly website), the communication and sharing of this information has been 'reactive'. In other words, there is no proactive approach to making the information available and conveying the messages effectively to different stakeholders including students, industry practitioners and policy makers. For example, even though exchange programmes and internship opportunities are available for students, students would not fully realize their options unless they do further investigation into the available options.

The information available to stakeholders is mainly in the Croatian language and the institution did not make full use of English (one world language) in its attempts to disseminate information.

The website of the institution is not 'fit for purpose'. It is not user friendly and efficient (i.e. links do not work properly, English version of the postings is not accessible). This is a major drawback for an institution that strives to establish itself as an important player in higher education, with 'a convincing international reputation', 'excellence in student learning experience' and 'excellence in research and external engagement'.

There was limited evidence of the higher education informing stakeholders on the admission criteria, enrolment quotas, study programmes, learning outcomes and qualifications.

Recommendations for improvement:

- Improve communication and take a 'proactive stand' with regard to communication with different stakeholders.
- Revise and improve the website both with regard to its content and functionality.
- Information on study programmes and other activities should be available in at least one world language (e.g. English).

Quality grade: Minimum level of quality

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

Analysis

The institution demonstrated an impressive record of acknowledging its social role and engaging practices that are highly relevant and meaningful. The institution's graduates and alumni act as real 'ambassadors' in the industry contributing to the economic and social fabric of the regional community. There is clear evidence of teaching related-activities, e.g. public lectures, joint conferences with the industry (e.g. Challenges of Europe, Service Learning Conference), guest lectures, round table discussions, engaging different stakeholders in both research and teaching activities. Involving practitioners, policy makers and community representatives in teaching activities make the content more 'meaningful and relevant' helping students to transform themselves into the 'potential leaders of the future'. In terms of research, involving stakeholders makes the research contemporary, relevant and more importantly impactful.

The volunteer contribution of both employees and students is worth praising. This was evidenced by the practices at the modular level (i.e. events module organizing activities that would be of great value to the community; both organizing conferences and taking part in volunteering activities to protect the environment and helping with the social and environmental sustainability practices).

It is also important to note that ongoing scientific and 'practitioner oriented' projects have excellent potential to make an impact (change practice and/or policy and help to transform the organisations and destinations). However, as it stands the institution places more emphasis on the 'dissemination' of knowledge rather than working collaboratively with the industry to help them to turn the research findings into meaningful and impactful practices. 'Impactful research' is one step further than undertaking research and disseminating the research findings; it also involves changing practice through influencing the behaviours and actions, performance, etc. With the current ongoing dedication and commitment, there is no doubt that impactful research can be achieved and the institution can make a stronger contribution to the development of the economy and to social advancement.

Recommendations for improvement:

- Produce more impactful research that would be of direct value to the beneficiaries.

Quality grade: High 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

The institution appears to be committed to the development and delivery of lifelong learning programmes as these programmes contribute to the achievement of two strategic goals: financial and social. As it stands there are few lifelong learning programmes for tourism and auditing.

Financially, lifelong learning is perceived as 'income generation' activity contributing to the financial stability of the institution. Socially, lifelong learning programmes help individuals to develop transferable skills and knowledge that would be of value and benefit during their lifetimes.

With regard to the lifelong learning programmes, it is praiseworthy that the institution has been strategic and selective in terms of the focus of the programmes rather than trying to 'offer everything to everyone'. Programmes for tour guides and tax officers have been identified as 'on demand' that could be served with the current teaching and research specialization of the institution.

The institution could put more effort into the development of its infrastructure in order to support its lifelong learning programmes further. This could be achieved through constantly gathering feedback from the industry, students, alumni; analysis of the feedback and the development of action plans both in a systematic and proactive way.

Recommendations for improvement:

- Monitor the market in order to identify opportunities for the development of more lifelong learning programmes (without overstressing the resources/human capacity of the Faculty).
- Improve the infrastructure (i.e. development of online programmes) in order to enhance the learning experience of the students.

Quality grade: Satisfactory 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

The general goals of all study programmes are essentially in line with the mission and strategic goals, although the strategic goals are not clearly defined. The justification for delivering study programmes is provided and some recommendations from professional organisations i.e. stakeholders, like private and public companies, are also provided (Croatian Financial Services Supervisory Agency; Oglas d.o.o. – marketing agency; the Tourist board of Split-Dalmatia County; The Zagreb Stock Exchange; Rerasd – public institution for coordination and development of SDC).

The main goal of all study programmes is to equip students with the competencies necessary for a fast and successful inclusion in the national labour market. At the moment, the following study programmes are offered (13 study programmes with 33 specialisations):

- 2 study programmes at the undergraduate professional level with 3 specialisations,
- 1 study programme at the graduate professional level with 3 specialisations,
- 3 study programmes at the undergraduate university level with 11 specialisations,
- 3 study programmes at the graduate university level with 7 specialisations,
- 2 study programmes at the postgraduate specialist study with 9 specialisations,
- 2 study programmes at the postgraduate doctoral level.

Evidence:

- List of study programmes – on the website,
- Recommendations from professional organisations (letters from 2015 and 2016),
- Results from graduate employment questionnaire via Google forms,
- Notes from meetings with the dean and vice-deans.

Recommendations for improvement:

- Reduce the number of specialisations and focus on the university level of study,
- Reduce the number of specialisations at the undergraduate level and improve the specialisations (concentrations) at the graduate level,
- Consider a study programme completely in English or an online study programme (or some courses using the Moodle platform),
- Adjust the enrolment quotas with strategic goals (do not use linear reduction): decrease (or discontinue) at the professional level and increase at the university level, in accordance with the strategic goals.

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

The Faculty of Economics in Split has clearly defined the learning outcomes of all study programmes. During 2017 and 2018, the learning outcomes were redefined and structured along three levels: generic, general (learning outcomes of the study programme) and specific (learning outcomes of the field of study).

Learning outcomes at the course level are also reconsidered and linked to specific, generic and general learning outcomes for each study programme, which contributed to the quality of the study programmes. The aligning constructive levelling matrix has been done. The analysis of the success of the study programmes is performed by the Quality Assurance Committee and by the Faculty Council.

The Faculty took part in the project of quality improvement as part of the Croatian Qualifications Framework (CroQF) with the aim of producing standards of occupations and qualifications. The goal of the project was to update the study programmes based on learning outcomes and aligned with the needs of the labour market. The ECONQUAL Project was carried out in the period from June 2015 to September 2016, resulting in the Recommendations for innovations in study programmes of Economics and Business based on learning outcomes.

The EPAS accreditation process has been started in September 2017. Namely, the Faculty got the eligibility from EPAS Committee to enter the accreditation process for the bachelor and master programme in Business Studies.

Collaboration with industry is a crucial goal in the Faculty's strategy. Therefore, the formation of the Economic council as a permanent advisory committee was an important initiative to start cooperation with employers and to receive feedback on student's competencies.

According to the feedback from students during the meeting, the literature is sometimes outdated and should be updated. An international perspective is also missing. Student feedback is regularly collected, but the changes are not implemented according to their feedback.

According to the discussion with the Alumni and members from the Economic council, employers are satisfied with graduate competencies.

Evidence:

- Notes from the meeting with the Alumni and the Economic council,
- Notes from the student's meeting,
- Letter from EPAS Committee,
- The study programme syllabus and curriculum,
- Constructive levelling matrix.

Recommendations for improvement:

- Provide the personal development of students,
- Ensure international dimension and perspective (mobility),
- Continually prove practical relevance of the programmes with stakeholders and according to the feedback make changes in the study programmes and learning outcomes,
- Continue with collecting the data on graduate employment using google forms and cooperation with CES,
- Use the Alumni as a possible channel for tracking graduate employability,
- Certain parts of the programme (e.g. literature, examples, and case studies especially at the professional study programme level) should be updated.

Quality grade: Satisfactory 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

The achievement of learning outcomes is checked via homework assignments, seminar papers, tests, written and oral examination, case studies, projects and presentations. Learning outcomes for individual courses are continuously tested and assessed during the semester and the final exam provides the basis for the final grade. Examples for different courses were provided and analysed during the visit.

All courses have their own established method of testing and evaluating learning outcomes and they are described in the syllabi. The results of all activities and tests are published on the Moodle platform. An additional assessment of the learning outcomes of the study programme is carried out during the final paper defence and thesis defence, whereby the mentor and other members of the defence committee confirm the achievement of learning outcomes of the programme.

The reason for granting a minimum level of quality is the fact that the Faculty of Economics in Split does not revise and improve the teaching process based on evidence of the achievement of the intended learning outcomes. There are no examples of revised learning outcomes or changes in the teaching process, resulting from the feedback from students or other stakeholders.

Evidence:

- Seminar papers, tests, exams, case studies,
- Web site – Moodle platform,
- Syllabus for different study programmes,
- Final thesis.

Recommendations for improvement:

- Continually prove practical relevance of the programmes with all stakeholders,
- Whenever needed change the study programmes, learning outcomes and teaching processes according to the feedback from the stakeholders, i.e. close the loop and improve the process,
- Continue with collecting data on graduate employment using google channel and cooperation with CES,
- Use the Alumni as a possible channel for tracking graduate employability and assessment of intended learning outcomes upon graduation,
- Update the Rulebook on study programmes and the study system.

Quality grade: Minimum 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

There is some evidence that development activities related to the study programmes were carried out in recent years:

- Increasing ECTS Credits at the undergraduate study in Economics and Tourism in the first year (from 57 to 60),
- The introduction of new topics in business with foreign language courses adjusted to suit each study programme individually.

According to the liaising with students and employers, the student internship programme as an optional course has been implemented in the academic year 2016/17. This was a step forward in the improvement process of the study programme. Furthermore, some improvements have been made at the graduate professional study programme *Management* (October 2013) and at the undergraduate university study programme in Business the new field *Entrepreneurship* has been introduced.

All types of changes made in the programmes are implemented in accordance with the Rulebook on the assessment procedures for study programmes of the University of Split and are accepted by the Faculty Council. Changes made in the syllabi are recorded for each syllabus for the current academic year. Current versions of the course syllabi are publicly available on the Faculty web page.

However, based on the discussion with the dean and the vice-deans, the Expert Panel did not get clear evidence that all implemented modifications have resulted from a students' or employers' feedback and that they are justified with strategic goals at the local and regional level. There is no analysis carried out in cooperation with stakeholders.

Therefore, it can be concluded that the changing process and the improvements are done in an informal rather than a formal way.

Evidence:

- Decision of the Faculty Council on the minor adjustments from 9 May 2017,
- Decision on the Introduction of modifications in syllabi from 10 June 2018,
- Notes from the meeting with the dean and the vice-deans,
- Record of changes in the syllabi – for all study programmes,
- Published up-to-date version of the study programme.

Recommendations for improvement:

- Proactive communication strategy with students and stakeholders (putting things on the web page is not enough),
- Improvement of the study programme based on the stakeholder's feedback.

Quality grade: Satisfactory level of quality

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

Analysis

The Faculty of Economics in Split assigns ECTS credits to single courses considering a total number of working hours needed for successfully meeting the demands of the study programme, i.e. for the successful acquisition of learning outcomes. The study programmes consist of courses with 2, 4, 5, and 6 ECTS.

To assess the alignment of the actual student workload and defined ECTS credits, the Faculty carries out two student surveys in each academic year: a student survey on the teaching process (in both semesters) and a student survey on the overall quality of students (at the end of their university studies).

During the last four years in which these surveys have been administrated, no answers were given that point towards irregularities in the ECTS credits – total workload ratio. However, in the process of balancing learning outcomes, some changes were made to certain courses in terms of redistribution of ECTS credits for various activities (from the exam to case study of a project) that students are required to complete during one academic year.

The Expert Panel did not get any evidence that students are provided with feedback on the results of the analysis of gathered information and the implemented changes. Therefore, the Faculty should continue with the student surveys on teaching processes and working hours needed to successfully master the learning outcomes, focusing on detecting some course imbalances, to be able to implement changes and adjust the workload with ECTS. The decisions

on the number of ECTS for individual courses were made mostly based on the experience of the teachers. No corrections have been made later according to the student's feedback.

Evidence:

- Records of revised allocation of ECTS within various activities within certain courses,
- Student feedback form questionnaires,
- Syllabi for the academic year 2018/19.

Recommendations for improvement:

- Continue with students' questionnaires,
- Focus on balancing the students' workload and ECTS credits,
- Use more student's feedback on improvement of courses,
- Give the students feedback on the implemented changes.

Quality grade: Satisfactory level of quality

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

Analysis

The Faculty established a procedure for organising and implementing a student internship programme during 2015. They developed the Regulations of the student internship programme, which provides mentoring, assessment and other issues regarding the internship programme. During 2016, they started to build a network of private partner institutions and in 2016/17 they introduced the student internship as an optional course with 6 ECTS at all undergraduate and graduate study programme at the Faculty. Students were informed on the procedures via website. Today the Faculty cooperates with 82 business – partner institutions (agreements).

With the implementation of the Internship programme, the Faculty has made a big step forward regarding the development of the new students' practical skills obtained through internship. The person responsible for the whole internship programme is the vice dean for teaching affairs. Considering the relatively small capacity, the performance in terms of the number of students who completed the internship and the number of agreements is great.

However, the Faculty should put more emphasis on better organization in the future, and awareness of students. Namely, we got feedback from the students at the professional level, where even the internship is more important than at the university level, that they do not want to take the internship as an elective course because of poor organization. Some students even did not receive any information about internship on time.

Evidence:

- Agreements with partner institutions,
- Discussion with students,
- Discussion with Alumni and Economic council.

Recommendations for improvement:

- Establish a centre for the internship programme,
- Internship should be an obligatory course on the professional study with 15 ECTS at minimum,
- Implement procedures for the collection and analysis of feedback from students and improve the internship programme,
- Implement procedures for the collection and analysis of feedback from the students' supervisors and improve the internship programme,
- Implement procedures for the assessment of the achievement of intended practice-related learning outcomes.

Quality grade: Minimum 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

The Faculty of Economics in Split bases its enrolment procedures to all study programmes on the Regulations on study programmes and studying of the University of Split and Regulations on study programmes and studying of the Faculty of Economics in Split. Student applicants are processed through the Central admissions portal at www.postani-student.hr. Evidence shows that the criteria for the enrolment and continuation of studies are clear and published on the Faculty website. Although part of the enrolment process in higher years of studies is done by students individually, through discussion with students, they stated that employers of the Student office are overloaded at that time and do not have enough time for them and their issues. Furthermore, students stated that choosing elective courses would be easier for them if all elective courses from other study programmes would be available at the time of choosing them. At the moment, if a student wants to attend an elective course from another study programme, it has to be done through an administrative procedure.

Based on the evidence, the Faculty has defined the recognition of Croatian and foreign higher education qualifications, periods of study and prior learning in the case of continuation of studies and the Faculty is applying them.

According to the Self-evaluation Report and the collected information, Faculty analyses student performance in the study programmes depending on the admission criteria and their

progress during the studies. In many areas the teaching staff is not satisfied with previous knowledge of students, but they are managing to overcome it with bridge courses and more effort while lecturing. The Expert Panel concluded that adjusting admission criteria is challenging. Nevertheless, Faculty is managing it in other mentioned ways. Due to this specific situation, the Expert Panel could not give higher grade of quality.

Evidence gathered during the site-visit and indicators from the Self-evaluation Report:

- The Self-evaluation Report,
- Regulations on study programmes and studying of the University of Split,
- Regulations on study programmes and studying of the Faculty of Economics in Split,
- Regulations on Academic Recognition of Foreign Higher Education Qualifications and Study Periods,
- Example of Academic Recognition of Foreign Higher Education Qualifications and Study Periods,
- Discussion with employers of student office,
- Discussion with teaching staff,
- Discussion with students,
- Detailed analysis of student performance of all study programmes.

Recommendations for improvement:

- Improve the process of choosing elective courses for students.

Quality grade: Satisfactory 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

According to the Self-evaluation Report and the collected information, the Faculty collects data on student pass rates during their studies, pass rates in study programmes, quality of high school graduates, who are admitted to the undergraduate study programmes and the correlation of their quality and studying success. Based on the information obtained, the Faculty carried out measures for increasing pass rates and completion rates, such as abolishing connected courses. Despite the measures taken, dropout rates are still rather high. The Expert Panel recommends the introduction of an adequate internal system for monitoring students who drop out or who will eventually drop out. The mechanism could be controlled by the Centre for Quality Assurance and notify students' mentor to have a productive discussion with them. Furthermore, the Faculty could provide more bridge programmes to compensate students' lack of needed educational requirements to increase pass and completion rates. Moreover, the Faculty should take measures with an aim to motivate student excellence in order to foster student progress. For example, with the help of the Student Council, they could publish information on students who have achieved excellence in different areas related to student development. Publishing that kind of information could be motivating and give

students additional information on extracurricular activities. Information in form of a brief interview or video could be published on the Faculty official Facebook page and on the Faculty web site.

The HEI should take more effective measures, based on collected and analysed data, in order to improve quality. Due to high dropout rates, the Expert Panel could not give higher quality grade.

Evidence gathered during the site-visit and indicators from the Self-evaluation Report:

- The Self-evaluation Report,
- Discussion with vice-dean for education and student affairs,
- Discussion with the teaching staff,
- Detailed data on student pass rates and drop-out rates.

Recommendations for improvement:

- More bridge programmes to compensate lack of needed requirements of the study programme,
- Establish an adequate internal system for monitoring students who drop out or who will potentially drop out from a programme,
- Publish information about student excellence to motivate cohorts,
- Motivate them to continue the study.

Quality grade: Minimum level of quality

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

Analysis

Based on the information from the Self-evaluation Report and meetings with the teaching staff and students, the Panel determined that the Faculty uses different teaching methods. Incorporated teaching methods, such as project assignments, role-play, debate, fieldwork, guest lectures, etc., encourage creative and critical thinking and develop problem-solving skills. Some of the foreign students praise teaching methods because they are not ex-cathedra lectures, like on their home institutions. Based on the students' feedbacks, new teaching methods are constantly adapted. In contrast, while teaching methods are considered up to date, students stated that some teaching materials are outdated and should be replaced (especially in the field of informatics).

Furthermore, the Faculty organises a number of workshops with the aim of improving the quality of teaching. In addition, based on the discussion with the teaching staff, the Panel got an impression that the teaching staff is committed and that they contribute to the student engagement.

During discussion with students, the Panel determined that they are not satisfied with the system for appointing a mentor for final and graduate theses. Students stated that even before the announced time for electing mentors, some of the teachers already have informal agreements with some students. Also, some students get teachers from other fields of studies and feel unsatisfied with that. Given that capacities vary across fields, a transparent (potentially centralized) allocation mechanism could be useful.

All learning sources, such as teaching materials from the courses/exercises/seminars and textbooks, are available 24/7 via the e-learning system Moodle. In discussion with the students, the Panel confirmed the availability of all necessary materials. Although some students experienced problems with accessing Moodle, for example, they could not upload their assignments like other students at the beginning of the academic year.

One of the best Faculty practices is the Students entrepreneurial incubator that attracts all pro-active and entrepreneurial students of the University of Split with an aim of fostering student entrepreneurship and increasing their chances of realising their business ideas.

Student evaluation of the teaching process for each semester provides continuous feedback on the quality of teaching and the quality of teachers. Based on evidence and discussion, the Faculty has a satisfying response rate for the mentioned survey. Although teachers receive their feedback for every course when that course ends, the Panel is suggesting revising time for carrying out surveys among students. That could give teachers time to discuss feedback with their students and come up with some improvements if needed. Also, the Panel suggests to establish a peer review system among teachers to ensure a high level of quality of teaching skills. Participants involved in peer review shall hold the same scientific-teaching or teaching rank, and recommends that the reviewer and the reviewee are not members of the same department.

Evidence gathered during the site visit and indicators from the Self-evaluation Report:

- The Self-evaluation Report,
- Discussion with the vice-dean for education and student affairs,
- Discussion with the teaching staff,
- Discussion with students,
- E-learning system,
- Visit to the Students entrepreneurial incubator,
- Examples of student evaluation of the teaching process for each semester,
- Documentation on the Academic Teaching Excellence training course for teachers,
- Documentation on the Moodle training course for teachers.

Recommendations for improvement:

- Revise time for carrying out surveys among students,
- Provide more accurate teaching materials for students as possible,
- Improve system for appointing a supervisor for final and graduate thesis,
- Inform students better and on time when and how to choose a supervisor,
- Establish peer review among teachers.

Quality grade: Satisfactory level of quality

3.4. The higher education institution ensures adequate student support.

Analysis

Newly enrolled students at the Faculty receive their e-mail address at *efst.hr*, the domain that serves as an official communication channel with teachers and other employees. Likewise, the students can use their username and password to access electronic services, such as MOJEFTS, Moodle, Webmail and information system for internship. In addition, the freshmen manual with basic information for the newly enrolled students is available on the Faculty's website. In addition to providing them with the information online, the Expert Panel recommends to organize an introductory welcome period for freshmen students to welcome them and to provide them with information in different form. With the help of the teaching staff, representatives of professional support, members of the Student Council and student associations, an introductory welcome day can be interesting as well as an informative first contact with the Faculty. In addition, with the help of students and student representatives, the Faculty could establish a Frequently Asked Questions column on their website with related answers. In such a way, students could find on their own answers to the most common questions without contacting the Student Office, professors, etc.

The Student Office's opening hours are every working day from 9:00 am to 1:00 pm and on Tuesdays also from 4:00 pm to 6:00 pm. The Student Office employs six employees and the entire system of information and documents pertaining to the Faculty's study programmes are operated by a specific information system designed to meet the particular needs of the Faculty, built using the Faculty's own resources. Although during the tour of the Faculty the Expert Panel got the impression that the employees of the Students' Office are really kind and accessible, most of the students complained about them and said the opposite. During several discussions with different students, all of them stated that they are truly unsatisfied with them, that they are unkind, not answering on official phone and not giving proper answers so students sometimes need to address their problems to someone else to get an answer or solution. Because of this, the Faculty should take extensive measures to deal with stated issue and make Student Office more hospitable and "customer" oriented. In addition, they should carry out their own survey on student satisfaction with administrative staff and other existent services to get a higher response rate and more feedback from students to deal with stated issues. Until now, this is taken through university electronic survey but the Panel noticed low and unrepresentative survey response for the Faculty.

Moreover, the Panel recommends implementing IT solutions to reduce the workload of the Student Office employees. For example, to enable students to print and pick up their transcript of records, confirmations on enrolment, etc. at the Faculty, without going to the Student Office.

Students are satisfied with the library and they gave high grade for it. They stated that they are satisfied with the available literature, reading space, spaces for silent and group work. Just sometimes, they were facing issues regarding programs on computers, for example with Microsoft Word program.

Furthermore, students and ERASMUS students are satisfied with the Centre for International Cooperation and Research Support. They stated that they are very helpful, kind, fast at providing necessary information and documentation and always easy to reach out.

The Centre for lifelong learning and adult education employs an expert associate in charge of support to the Student entrepreneurial incubator. Opening hours depend exclusively on the students' enthusiasm and the will to keep working on their entrepreneurial projects. Students are also satisfied with the Student entrepreneurial incubator and the Panel got the impression that the expert associate is really dedicated to her work.

In the academic year 2013/2014 the employees of the professional services completed 21 outgoing mobility sojourns, and in the same period they hosted 18 colleagues within the ERASMUS and ERASMUS + programmes. Employees in the professional services also regularly attend national vocational education such as brief trainings, seminars and similar.

Students can seek assistance during office hours that are regularly organised by their teachers and the office hours schedule is available on the website. During the tour of the Faculty, the Panel noticed that a notice of absence of a professor was missing, and the Panel considers that if professors are absent they should put notice of it on their cabinet. For any questions that cannot be solved with the teachers, students can contact the Vice Dean for Education, either personally or via e-mail.

The Faculty of Economics in Split fosters the culture of socially responsible behaviour and, within the range of its possibilities, provides support to various groups of non-traditional students. For students from a family of lower economic status, the Faculty approves the possibility of postponing the payment of the tuition fee, in accordance with the decision on amendments to the decision on tuition fees for the academic year 2018/2019.

Employed students, in accordance with the decision on justifying student absence and dormant student rights and obligations at undergraduate and graduate studies may request to be excused for class absence (up to 20% of required class attendance per course), provided they enclose their employment contract for reference. In case students get employed in course of the academic year, they may use the right to a dormant period of student rights and obligations.

Student athletes can pursue their studies in accordance with the Regulations of the Rector's Assembly on athletes studying at the higher education institutions in the Republic of Croatia. There are currently three categorized athletes studying at the Faculty.

The Faculty also supports the work of student associations registered at the Faculty: Student Assembly of the Faculty of Economics in Split, AIESEC, IMEF - Association for promotion of IT management and the Financial club. In 2018, a new area on the ground floor of the Faculty's premises has been refurbished for the use of student associations. During a discussion with students, they stated that the Faculty is supportive in all aspects to the students' associations.

On the University level, students have established support in offices such as Career management counselling centre, Counselling for disabled students, Medical counselling centre, Psychological counselling centre, Kinesiological counselling centre, Legal counselling centre and Counselling for interreligious dialogue and student standard.

Due to high students' dissatisfaction with the Student Office and given recommendations for improvement, the Expert Panel could not give a higher grade of quality.

Evidence gathered during the site-visit and indicators from the Self-evaluation Report:

- The Self-evaluation Report,
- Tour of the Faculty,
- Discussion with the vice-dean for education and student affairs,
- Discussion with the teaching staff,
- Discussion with the students.

Recommendations for improvement:

- Make Student Office more hospitable,
- Implement IT solutions to reduce the workload of the Student Office,
- Organize an introductory welcome day for all newly enrolled students,
- Establish a Frequently Asked Questions column with related answers,
- Establish a Career Centre at the Faculty.

Quality grade: Minimum level of quality

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

Analysis

Based on the Self-evaluation Report and gathered evidence, the Faculty ensures support to students from vulnerable and under-represented groups.

For disabled students, the University of Split has adopted the Study regulations for disabled students, which defines the concept of a disabled student, the procedure for acquiring the status of a disabled student, and determines the conditions and ways of studying for the

disabled students. Also, on the level of the University support services are established for students with disabilities. The Faculty has appointed a Commissioner for disabled students who helps them with above-mentioned Study regulations.

The vice-dean for education communicates with the teachers in order to ensure the necessary adaptations for student with disabilities. During a discussion with the teachers, the Panel determined that adaptations are being applied. In agreement with the appointed school physician, all newly recruited students should undergo a medical examination, and at the end of the academic year the physician submits a report to the Faculty's Management Board in which a special emphasis is placed on detecting potential students eligible to obtain the status of a disabled student with the ensuing adaptations in the study process.

Complete infrastructure at the Faculty is adapted to students with disabilities and there are no architectural barriers preventing access to any part of the Faculty's premises.

Evidence gathered during the site-visit and indicators from the Self-evaluation Report:

- The Self-evaluation Report,
- Discussion with the teaching staff,
- Tour of the Faculty.

Recommendations for improvement:

- No recommendations.

Quality grade: Satisfactory level of quality

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

Analysis

The Faculty has the Office for International Cooperation that provides institutional support to the mobility of students, teachers and administrative personnel. Either individual or together with the University of Split, the Faculty currently has 61 signed agreements with 21 countries within the ERASMUS+ programme, and 48 additional bilateral agreements with institutions in 24 countries worldwide. In the period between 2013/2014 and 2017/2018, a total of 371 students spent a period of their studies abroad on the undergraduate or graduate level. The point of ERASMUS+ mobility is not just to go abroad and write the final thesis. In the same period, just 53 of them went abroad on their undergraduate level. Because of this low number on the undergraduate level but also to increase the total number, the Faculty should increase dissemination of information and experience exchange between former outgoing ERASMUS student and potential future ones. In addition, they could include incoming ERASMUS students to present their home faculty, their city, etc. For example, the Faculty could organise a workshop/seminar before application period for ERASMUS+ programme. On this event former outgoing students could present their ERASMUS experience in different ways to motivate others. For example, they could present the Faculty, accommodation, public transport and

culture in the city where they were, how they divided their ERASMUS scholarship on monthly expenses, etc. Moreover, they can help the potential outgoing students to write the motivation letter and the Learning Agreement.

During a discussion with the teachers, some of them mentioned that ERASMUS+ mobility programme became a sort of tourism. If the Faculty wants to prevent this among their outgoing students, they need to establish a rulebook for outgoing mobility, which includes rules for choosing courses on the receiving institution. In that case, an outgoing student could choose courses that are in line with the courses of his semester, or academic year when they go abroad. Chosen elective courses do not need to be in line with courses at the sending institution, but the number of them and total sum of their ECTS credits need to be at least close to the number of courses at the sending institution and their ECTS credits. Courses which the student passes at the receiving institution and which are not in line with courses at the sending institution will be registered in the Diploma Supplement as extra ECTS credits. Courses that are in line with courses at the sending institution and if students do not pass them on the receiving institution, cannot be passed on exam terms in the same academic year at the sending institution. That means that students need to pass them on the receiving institution or need to enrol them again at the sending institution in the next academic year. With this measure, the Faculty could increase student's awareness of their obligations on mobility.

Based on the information from the Self-evaluation Report and the collected data, the Faculty has a procedure for the recognition of grades and ECTS credits awarded through mobility programmes. Outgoing students, who fulfilled a part of their study programme obligations abroad, are given the decision on the acceptance of their ECTS by the Faculty's Committee.

In addition, student organisation AIESEC offers students opportunity to do professional and volunteer internships abroad.

Evidence gathered during the site-visit and indicators from the Self-evaluation Report:

- The Self-evaluation Report,
- Discussion with the management,
- Discussion with the vice-dean for education and student affairs,
- Discussion with the teaching staff,
- Discussion with the students,
- Records of the number of Croatian students on courses taught in the English language,
- Records of the number of outgoing students,
- Records of the recognition of ECTS credits.

Recommendations for improvement:

- The HEI should promote international experience and motivate students to go abroad.
- Take measures to remove the fear of the English language among Croatian students to increase the number of courses taught in English.
- Enable better information and experience exchange between former outgoing ERASMUS student and potential ones.
- Continue with the good work of the International office, but with a new marketing campaign aimed at increasing student outgoing mobility, especially at an undergraduate level.

Quality grade: Satisfactory level of quality

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

Analysis

The Faculty offers courses in English for international and Croatian students. Within the last two academic years there have been about 40 courses with a complete number of required contact hours or organised in specially formed groups, which have been taught in English. Croatian students who chose such courses receive extra credits when being evaluated within the process of applying for outgoing mobility. Although the Faculty provides these courses, the interest shown in them among Croatian students is disappointingly low. The Expert Panel participated in several classes taught in English but met just a few Croatian students there. Because of this the Faculty should take some efficient measures. For example, they could integrate more Croatian with foreign students during classes, especially during seminars when students need to present to each other or if they have some simulations, etc. By integrating students more and more, the Faculty could increase interest for courses taught in English. In addition, incoming students stated that they are meeting Croatian students just on informal occasions. In the long run, merging English and Croatian classes of similar topics would give a relief to teaching capacity.

In discussion with incoming students, they stated that they would wish to have even more classes in English. The reason for this is that they wish to have a greater variety of choice, especially courses for all fields in the business programme.

Because the Faculty is facing some difficulties with their website, information on the courses offered in English was not available when choosing to have their website in English. The management explained that they are in the process of making a new and better website. Furthermore, the new website will be also suitable for usage on mobile phones.

Foreign students, if they want, can learn Croatian by signing up for a course organised within the life-long learning programmes at the Faculty of Humanities in Split. The Expert Panel determined that foreign students are informed about this opportunity.

Foreign students can opt for mobility via the students' organisation AIESEC as well. The Faculty hosted numerous mobility students through other programmes (e.g. Fulbright programme), bilateral cooperation, etc.

The Faculty's Expert Advisor for International Cooperation is responsible for the incoming students. Incoming students stated that they are highly satisfied with help, information and availability that they get from them. The total number of incoming mobility has been in constant rise during the last five years, and the total number is 345 students. The largest share relates to the undergraduates.

Furthermore, the Faculty hosted the "semester abroad" programme of the North Carolina University (USA) (officially organised as a common summer school). The programme lasted for three weeks, 14 American students attended, and the lecturers came from both institutions. Two more programmes are envisaged in 2019, one with the Central Washington University (USA) and one with the Penn State University (USA).

Evidence gathered during the site-visit and indicators from the Self-evaluation Report:

- Self-evaluation Report,
- Discussion with the management,
- Discussion with the vice-dean for education and student affairs,
- Discussion with the teaching staff,
- Discussion with the foreign students,
- Number of students involved in incoming mobility.

Recommendations for improvement:

- Better integration with domestic students.
- Deliver more classes in English.

Quality grade: Satisfactory level of quality

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

Analysis

Forms of study programme implementation, grades, forms of examinations and grade appeals for grades obtained on the examination are defined by the Statute of the Faculty, Regulations on study programmes and study system at the Faculty of Economics and Regulations on study programmes and study system at the University of Split.

Based on the Self-evaluation Report and additional information, it was established that the Faculty publishes the criteria and methods for the evaluation and assessment before the start of courses. Syllabi for all study programmes define all student obligations for every course and

they are publicly available. During the discussion with students, the Panel did not receive any complaints about assessment criteria and their obligations.

The Faculty established a procedure for submitting an appeal to the grade received after the achieved learning outcomes at a particular course have been assessed. A student who considers that he or she has not received a deserved grade due to an irregularity during the examination or grading process has the right to file an appeal within two days from the official publishing of the results. After that, the dean of the Faculty appoints the Examination Committee that decides on the adequacy of the appeal and makes the final decision regarding the examination grade within two days from the appeal submission. The Examination Committee has three members, and the President of the Committee cannot be the teacher whose grade the student is appealing against. The same regulations also define the procedure used when the student wishes to achieve a higher grade than the one achieved in the examination. In such cases, the student is obligated to retake the examination in the course he/she has requested a higher grade, but may also receive a lower grade than the one previously refused, including the negative grade.

The Faculty also adjusts exams for students with disabilities; for example, prolonged time for writing an exam or adjusted type of questions, e.g. more closed than open questions.

The discussion with the teaching staff showed that the Faculty provides support to the assessors in the development of skills related to the testing and assessment methods. Moreover, the Faculty organised several workshops to disseminate the acquired knowledge to all of its teachers.

Evidence that supports the decision was gathered from the Self-evaluation Report and through a discussion with the vice-dean for education and student affairs, teaching staff and students. An example of a decision of the Examination Committee was also provided.

Recommendations for improvement:

- Establish evaluation of grading.

Quality grade: Satisfactory level of quality

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

Analysis

The Self-evaluation Report and the examples of diplomas and diploma supplements showed that the Faculty issues appropriate documents (diploma and diploma supplement) in accordance with the Regulations on study programmes and study system of the Faculty. The Faculty issues diploma and diploma supplement in the Croatian language, but it also issues a diploma supplement in English at the request of a student.

The diploma supplement contains the description of the qualification, grade transcript, competences acquired upon completion of the studies, and other information related to the studies completed. In addition, if a student participated in a mobility programme, institution, period of mobility, courses and earned ECTS credits are written in the diploma supplement.

Evidence gathered during the site-visit and indicators from the Self-evaluation Report:

- Self-evaluation Report,
- Regulations on the form of the diploma, form of the diploma supplement and content and form of the certificate, certifications and diploma tube and certificate,
- Regulations on amendments on the form of the diploma, form of the diploma supplement and content and form of the certificate, certifications and diploma tube and certificate,
- Examples of diplomas and diploma supplements.

Recommendations for improvement:

- No recommendations.

Quality grade: High level of quality

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

Analysis

During their studies, students are solving case studies, working on projects for companies and NGOs, having internship, visiting lectures and field trips, etc. There are many cases of students who started working in a company after completing their internship there or having written their graduate thesis related to the company. In addition, employers address the Faculty and their teacher in a search of quality staff. After the internship is completed, in informal communication employers provide feedback on (dis)satisfaction with the competences of students.

Students are informed on employment opportunities and possibilities for continuing their education on the information on study programmes section on the Faculty's website, but also during some lectures. In addition, there is a Career Management Consultancy at the level of the University. In future, the Panel recommends organizing Career days by the Faculty.

Information on unemployment and, as much as possible, on employment is also collected.

The official data on unemployed persons in the Republic of Croatia who have completed any study programme at the Faculty of Economics in Split are provided by the Croatian Employment Service (CES). The Faculty commented on the data obtained and documented their inaccuracy and the fact they are not up-to-date. At the meeting between CES and Faculty representatives in September 2018, it was concluded that there is a problem in the CES's central information system. Therefore, at present the Faculty and the CES are investing joint efforts to establish the correct procedure for identifying former Faculty students who are unemployed and to publish accurate data.

Aware that official unemployment records are not close enough, the Faculty seeks to get information on the actual employment of former students and to track their careers. The official data on the employment of former students cannot be obtained from any source (data privacy, database non-compliance, etc.). Therefore, the only way to follow up on careers is to maintain contact with former students. During 2017 and 2018, the Faculty launched certain initiatives in this context, and is currently collecting data over social networks, e.g. Google form survey.

In addition, the Open Call for Project Proposals - Implementation of the Croatian Qualifications Framework at the higher education level was announced by the Consortium of the faculties of economics and is led by the Faculty of Economics in Split. One of the planned activities is the establishment and development of career development centres at all partner institutions.

Evidence gathered during the site-visit and indicators from the Self-evaluation Report:

- Self-evaluation Report,
- Discussion with the management,
- Discussion with ALUMNI,
- Discussion with external stakeholders,
- Conducted Google Form survey among former students.

Recommendations for improvement:

- Organize Career days,
- Invest efforts to establish the correct procedure for identifying employability of graduates,
- Introduce a formal way of providing feedback from the alumni, employers and other external stakeholders.

Quality grade: Satisfactory level of quality

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis

Teacher quality on all educational levels is probably the most influential factor that determines student success. In this HEI students are taught by a string of qualified and motivated teachers, where the focus is on achieving student's academic potential. During our on-site visit it was clear that highly qualified teachers are trying to foster and propel students' desires to learn for profession and success in life.

The Faculty management always strives to maintain a balanced teaching, scientific and general workload of its staff. With that in mind, every year in June the Faculty's administrative officers prepare a curriculum plan for the next academic year. There is a general tendency to distribute evenly the teaching load among the teaching staff and within departments so that the individual workload is set according to nominal workload determined by the University of Split. However, there is always space for improvement. After observing the Self-evaluation Report we noticed significant differences in the workload of teachers (around 10 of them have more than 400 norm hours – table 4.3. Analytic supplement to Self-evaluation Report), depending on the study programme and their rank. After we confronted them with these numbers, they (teachers with more than 400 norm hours) said that it is due to their obligations on the doctoral programme where they have additional duties and every hour is calculated times 3. After we asked them if they have available a precise analysis of the workload of teachers on the level of study programmes and not just on the institutional level they said that they do not have it, but they have formalised policies to regulate the workload of teachers so everything should be balanced.

In the academic year 2017/2018 the Faculty finally achieved sufficient teacher-student ratio of 1:29. That could be jeopardized by the fact that 3 full-time professors with tenure will be retiring in 2019. According to the relevant tables in the statistical appendix the average age of all teaching staff is around 46.7 years, which is rather satisfactory. According to on-site interviews, analytic supplement and documents the Faculty management has employed teaching staff from its own financial resources and enrolment fees, having in mind the previously mentioned teacher-student ratio of 1:30. For the same reason, the Faculty decided to extend the contracts of professors after they reach the retirement age of 65. Although teachers on all levels are well qualified and highly motivated during the on-site visit it was clear that there is obvious shortage of junior members. The ratio between senior staff with scientific-teaching titles to junior staff with associate titles (assistants) is 1:0.09. It is obvious that the Faculty needs to plan further expansion of its junior teaching staff, namely by employing new assistants and post-docs who would refresh the teaching staff pool. According to Table 4.3 of the analytic supplement they employed 26 new teachers with scientific-teaching titles in the last five years. Only six new research assistants were employed in the last two academic years.

Programmes on all levels meet the minimum requirement of 50% coverage with their own teaching staff due to the fact that at the moment the teaching staff covers 92% of the teaching workload. As mentioned before some of the teachers do have higher workload and if all teachers would have nominal workload determined by the University of Split the Faculty's teachers would cover 82% which is also higher than the minimum requirement of 50%.

In general, the Faculty management demonstrated a tendency to organize a student-centred system where the focus is on student professional development and learning over time, where they are trying to balance educational opportunities given to students and workload of their teachers. Teachers on all levels of studies and educational programmes meet adequate formal requirements regarding their degree level, degree field and experience.

Evidence

- On-site visit, notes and interviews with junior and senior staff members,
- Analytic supplement to the Self-evaluation Report,
- Self-evaluation Report.

Recommendations for improvement:

- A precise analysis and documented calculation of the workload of junior and senior teachers for all classes and capacities,
- Aging faculty, improvement regarding the general shortage of junior teaching staff.

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

By introducing the “Rulebook on balancing total workload” the Faculty management is trying to establish a policy of setting up a balanced and just structure of activities at the Faculty (administration, teaching, student counselling, research, professional activities, building external relationships and promotion in the media). By introducing this formal document the management tries to create conditions for balancing everyday obligations with professional development. During the on-site visit the Faculty management kept repeating that encouraging excellence among its staff is essential for fulfilling their strategic goals. Promotion of teaching staff to a higher grade is connected to the evaluation and rewarding of excellence and their personal achievements and it is formalised. Almost all aspects of teacher's advancement are described in relevant laws where one can find terms and conditions for elections to scientific and teaching titles so the procedure is transparent.

Employment procedures at the Faculty are initiated after ascertaining the need to take in new employees and it is limited by formal approval that they need to get at the University level. Criteria for new employment always include projected teaching load and the alignment with the Faculty's development strategy is articulated during the employment process by the direct supervisor in the case of the teaching staff but there is space for improvement. Regarding non-teaching staff, procedures on employment are almost non-existent so there is clear space for improvement. In addition to that each employment tender is published on the Faculty's website, in the Official Gazette, in relevant daily newspapers, and on the official European Research Area employment website EURAXESS. The Expert Panel is assembled due to the needs of the formal procedure.

Progress tracking and assessment procedures for junior staff research and teaching activities are implemented in accordance with the Faculty's Rulebook on work evaluation of assistants, post-docs and assistants' mentors. This document regulates the assessment of mentors' work. In case an assistant receives a negative grade twice, and following the confirmation of the Faculty Council, the assistant's work agreement is terminated. That is another proof of excellence.

Evidence

- Direct on-site visit, notes and meetings with Faculty management and teachers,
- Statute of the Faculty,
- Rulebook on balancing total workload,
- Analytic supplement to the Self-evaluation Report,
- Self-evaluation Report,
- Rulebook on work evaluation of assistants, post-docs and assistants' mentors,
- A sample of the entire procedure of election and employment of new assistants is available in Appendix 4.1. (Croatian version),
- A sample of work evaluation of assistants is available in Appendix 4.2. (Croatian version).

Recommendations for improvement:

- Improve a formal procedure for new coming faculty members (both teaching and non-teaching) covering various aspects of job such as organizational culture, preferred teaching style, detailed job description, desired research outputs, etc.,
- Implement the "Rulebook on balancing total workload" and put it into use,
- Purchase software for plagiarism, or at least frequent usage of free software among academic staff.

Quality grade: Satisfactory level of quality

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

Analysis

EFST provides constant and concrete support to its junior and senior teaching staff in their professional development, in terms of encouraging their teaching and scientific excellence, in enhancing their teaching competencies and in supporting their initiatives in the local community but there is space for improvement regarding publication in top-tier international journals.

Depending on their rank all teachers do have allocated resources for professional development and they can use those resources according to their needs such as for presenting their papers at relevant conferences, going to development seminars, training or/and for buying relevant

literature. According to a transparent procedure all teachers wishing to use these resources should file a request to their department. If the department agrees that the request is consistent with both the strategic goals of the Faculty and the personal development goals of the teacher, they approve the request that is finally signed by the dean. Upon their return or completion of their request teachers should report briefly on their achievements. All records within this initiative are kept by the Faculty's Human resources department, in accordance with QP31 procedure of quality assurance system – Professional development.

There is also an advanced and transparent system for rewards regarding the publication of scientific papers in journals indexed in relevant citation databases, as regulated by the Rulebook on salaries and other incomes. Panel members got the impression that due to unbalanced workload achieving research excellence is not always the top priority.

On the official Day of the Faculty of Economics, scheduled in December, special rewards and acknowledgements are given to the best teachers and other Faculty members for their achievements in scientific and teaching activities, publishing an outstanding scientific work, publishing textbooks and other relevant books, and achievements in international cooperation. The final decision on prize and award winners is made by the special committee in accordance with the criteria defined.

The Faculty management, in accordance with their strategic goals, motivates its academic and administration staff for mobility and international networking. According to table 4.5 in the Analytic supplement to the Self-evaluation Report, over the past 5 years members of academic staff were part of 127 outgoing mobility activities, mostly through ERASMUS + (up to 3 months with only 2 outgoing cases that lasted more than 3 months). Good practice is that upon their return they are advised to organize a small seminar where they present their host organizations, the experience, examples of good practice that they consider to be useful for the improvement of the current practice, relevant contacts made, possibilities of prospective co-operation, and other relevant information. If they don't do it, they get negative points when applying for their next mobility.

In order to ease their international cooperation and the absorption capacities of EU funds the Faculty management also employed an expert consultant to support the research activity, whose work is funded from their own resources. The expert consultant is in charge of administrative support throughout each phase of the project life cycle.

Evidence:

- Rule book on work,
- Rule book on salaries and other incomes,
- Direct on-site visit, notes and meeting with teachers,
- Direct on-site visit, notes and meeting with the vice-dean for science and international cooperation,
- Direct on-site visit, and meeting with the vice-dean for education,
- QP31 procedure document for QA,

- Analytic supplement to the Self-evaluation Report,
- The Self-evaluation Report.

Recommendations for improvement:

- Improvements regarding international mobility of staff for a longer term (more than 3 months),
- Systematic improvements regarding publications in top-tier journals.

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

The Faculty is located at contemporary premises owned by the Faculty. The area covers some 11,000 square meters. The main building was built in 2002 and in addition they have built an annexe in 2005. According to table 4.5 in the Analytic supplement to the Self-evaluation Report space covers an area of 4,488 square meters. On every student the Faculty has 1.64 square meters of adequate space, thus meeting the minimum requirement that it should be larger than 1.25 square meters per every student. Among the previously mentioned number of halls there are three amphitheatre halls (the large one, the small one and the ceremonial one) as well as a large number of smaller lecture rooms and conference rooms. All rooms are equipped with a PC and LCD projectors while the large amphitheatre hall also has multimedia equipment as well as the equipment for simultaneous interpreting for the easier organization of local and international conferences.

In addition to well-equipped lecture rooms, the Faculty has four IT labs which are used for teaching assisted by the specialized software packages such as the analysis of the business processes, statistical analysis, survey research, mathematical calculations, financial markets and financial accounting for example. In order to provide students with everything previously mentioned the Faculty established a high-quality support programme. Therefore, the Faculty has licences for the Microsoft Office package, Microsoft Navision, IBM SPSS, Stata, Eviews, Qualtrics, Statistica, Expert Choice, Decision Lab, ARIS, Synesis and others. In addition to all that there is a clear procedure regarding the procurement of new software packages for the delivery of study programmes. The Wi-Fi Internet access is available in all rooms at the Faculty as well as the academic network EDUROAM.

Although they have less than 10 disabled students all rooms are adapted for disabled students. It is important to underline that students are allowed to use all IT labs and lecture rooms outside their lecture hours upon request.

Recommendations for improvement: No recommendations.

Quality grade: High level 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

EFST library is also part of the modern Faculty facilities. It covers an area of around 800 square meters and it has different spaces for individual work and teamwork. Students may use an on-line catalogue in the library on the available desktop computers but they can also bring their own notebooks and connect themselves over wi-fi. It is important that specific software that is part of a particular course within the Faculty's study programmes is installed on the mentioned desktop computers.

In partnership with the Faculty management and other members, the librarian staff tries to ensure explicit development of learning and communication skills by offering academic and professional books, textbooks, course-books, journals and reference collection that would serve vision, mission and strategic development of the Faculty. In order to improve the quality of the Library the Faculty invested around HRK 650,000 in 2018. That investment covered the costs of removing moisture and restructuring the area for students' collaboration through individual work and teamwork in the Library. Students may use 8 computers (during on-site visit 2 of them did not work) at the Reading room for browsing the online Library catalogue, available databases and the repository as well as for other requirements set by the course study programmes. In addition, a designated area for the European Documentation Centre is located within the Faculty's Library. In direct communication with students that were there during the on-site visit we discovered that they are happy with the working conditions and staff complaisance.

Evidence:

- Direct on-site visit, notes and meetings with Faculty management and teachers,
- Self-evaluation Report.

Recommendations for improvement:

- Regular promotion of consistent access to scholarly collections and other knowledge resources across its modern site in order to meet both students' and teachers' needs.

Quality grade: High level of quality

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

Analysis

Like for all strategic planning activities, the analysis of the Faculty's financial planning has to distinguish between a formal and a substantial perspective.

From a formal perspective, the Faculty did not provide a plan of income and expenditures for a period of at least five years. Thus, from a formal perspective a lack of documentation has to be stated. Accordingly, it cannot be concluded that the HEI manages its financial resources transparently, efficiently and appropriately.

From a substantial perspective, rational financial planning given system-inherent uncertainties can be stated. From discussions with the management team and particularly the vice dean for business it became evident that the Faculty adheres to a sound financial planning process.

Although the Faculty reduced student intake, i.e. it forewent cash inflow, and increased the number of teachers, i.e. raised cash outflow, for meeting the required student-teacher ratio of 30:1 the budget was balanced in 2017 before cash inflows from reserves. This is noteworthy, as the financial budget of 2015 exhibited a primary loss of HRK 1.5 mio. and the financial budget of 2016 showed a primary loss of HRK 5.1 mio. Both primary deficits were covered by the cash inflow from the Faculty's reserves. In 2017, a primary surplus of HRK 0.3 mio. is presented, see table 4.6.1, page 77 of the Self-evaluation Report. On p. 79 of the Self-evaluation Report the Faculty argues that managing downwards the budgeted expenses was realized by reducing travel expenses, energy expenses, health service expenses, and student employment expenses. This was realized before 2017 and is thus beyond the scope of table 4.12 in the supplement. Summarizing, the Faculty took measures to facilitate financial sustainability and efficiency.

The following issues must be accounted for when analysing the budget:

- Table 4.6.1 exhibits receipts from financial assets of HRK 3,206,035.86; these receipts are part of other unspecified income of HRK 3,209,798.28 shown as budget line nr. 6. Obviously, revenue, receipts and income are used interchangeably, although receipts from financial assets are not profit-relevant.
- Table 4.11 shows refunds for staff salaries from the state budget amounting to HRK 26,351,674.97. Table 4.12 exhibits staff salary expenses of HRK 31,018,758.27 resulting in a difference of HRK 4,667,083.30. A future comparable difference can be covered by the Faculty resources, because the Faculty predicts to earn HRK 2.5 mio. from professional projects and life-long learning activities and HRK 4.5 mio. from student tuition fees.

This indicates that the HEI secures additional funds to install and maintain an appropriate student-teacher ratio.

Regarding future planning the vice dean for business presented budget plans for 2019 and 2020. Basically, the budget of 2017 was extrapolated to the future. Nevertheless, some remarks are in place according to the dean and the vice dean of business:

1. Maintenance and repair of the building are largely covered by the budget of the Faculty. Here a forward-looking budgeting is needed implying that the Faculty should manage (and disclose) the amount of existing financial assets. Additionally, earmarked funds have to be indicated.

2. The University is partially integrated, implying that the transfers of funds between the University and the Faculty takes place on a frequent basis. Moreover, these transfers are subject to renegotiation adding uncertainty to the budgeting process. Budget agreements between the Faculty and the University should be documented for the purpose of traceability.
3. Seemingly, the cash inflows from the state budget are difficult to predict adding additional uncertainty to the budgeting process.
4. For hitherto unforeseen budget deficits, budgeted expenses like travel, conference fees, databases, and the acquisition of books and journals are under pressure.

Summarizing, uncertain future funding harms the planning of institutional development and improvement.

Overall, the past financial management has been rational. Regarding the future, the lack of documentation hinders to evaluate budget rationality although a positive impression was generated during the discussions. Although many of the criticized factors may be beyond the Faculty's influence, the overall grading of this standard is weak.

Evidence:

- Direct on-site visit, notes and meeting with the vice-dean responsible for management and business affairs,
- The Self-evaluation Report.

Recommendations for improvement:

- The Faculty management is urgently advised to prepare and disclose a budget plan covering a time horizon of five years.
- Existing financial assets should be presented. Earmarked funds have to be highlighted; this seems to be particularly true for the planned maintenance of the building.
- Furthermore, a common reaction to budget restrictions is to cut back on scientific expenses. It is strongly advised to emphasize the importance of research not only in the Rulebook of conducting science but also in the budget process.
- The Faculty heavily relies on revenues from tuition fees mostly paid by part-time students (line 5.1 of table 4.11). Given that formally no part-time programmes exist, this type of funds is hard to manage and difficult to predict. Consequentially, the HEI should identify other funds of revenues for minimizing the risk of unforeseen deficits.
- The Faculty is paying staff from outside the state budget to meet the 1:30 student-teacher ratio. Given the ratio is an official requirement, either the refunding of salaries has to be increased by the government or the ratio needs to be adjusted; this is an unchallenged financial principle.
- Transfers between the University and the Faculty have not been documented. Thus, transfer agreements should be documented and presented for the next accreditation.
- The Faculty's accounting apparently follows a governmental accounting called cameralistics, where the primary focus is on liquidity. This type of accounting has

proven to be insufficient for supporting forward-looking decision-making. Accordingly, a standard double-entry bookkeeping is recommended.

- Overall, it should be repeated that several of these recommendations are beyond the Faculty's influence. Nevertheless, working towards this direction is indispensable.

Quality grade: Minimum level of quality

V. Scientific/artistic activity

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

Analysis:

Table 5.1 shows 0.42 annual publications of the highest category according to the Ordinance on Appointment to Scientific Grades (OASG) per researcher over a five-year horizon. Additionally, there are 0.44 publications of other categories. This amounts to a total of 0.86 journal publications annually per researcher over a time horizon of five years. This number is low. Furthermore, the list of outlets presented on pp. 83 shows a more regional focus on south-eastern European journals. International top journals account for a minor share.

Above and beyond these publications there are 11 books published in Croatia, 44 book chapters, 10 edited books, 12 professional papers, 180 peer-reviewed papers from conferences and 47 publications in the Faculty journals. These numbers are taken from Table 5.1 exhibited on pp. 81-82 of the Self-evaluation Report; please note that Table 5.1 shown in the supplement exhibits differing numbers. Overall, the number of publications indicates that scientific achievements are promoted to the public.

Figure 5.1 in the Self-evaluation Report shows the growth rates of published papers in SSCI or Scopus-indexed journals. In line with the Faculty's strategy the numbers were increasing (10 % for SSCI; 1% for SCOPUS). Interestingly, the budget for sending researchers to conferences remained constant. This is inconsistent with the Faculty's strategy. Publishing papers requires presenting near final drafts to the scientific community. Thus, increased research output should be supported by increasing funds.

Regarding incentives for fostering research activities and scientific publications, according to the vice dean for research, the HEI assigns research hours to every member of the Faculty. This has been confirmed by several faculty members in separate meetings. Additionally, the Faculty rewards outstanding publications by granting small bonuses. The formula for calculating these bonuses contains a fixed part and a variable part relying on the impact factor. Moreover, organizing conferences at home supports developing a common research spirit. Finally, the not yet enacted rulebook, which provides best practice processes for good research contributes to encouraging research activities at the Faculty. Overall, it can be concluded that efficient procedures for encouraging research are in place.

Furthermore, Table 4.4 show that the HEI keeps record of the publications. Please observe that research output is varying significantly across faculty members. In Table 4.4 the number of papers varies between 0 and 63. The maximum is an extreme case, because the next highest numbers are 35, 27 and 24. This implies that the Faculty's research output is attributable to a small subset of researchers.

The list of PhD students (provided on-site) shows a total of 42 theses finished in 2014 - 2018. The annual maximum is 11 (in 2014), the minimum is 5 (in 2016). The theses are traceable online in the catalogue of the library. Next to bibliographical data an abstract in English is provided.

Having mentioned 180 publications resulting from conferences and other events, this indicates an active promotion of scientific achievements. Moreover, the Faculty earmarks funds for travelling expenses in its budgets. Thus, future promotion is ensured, too.

Grading the scientific activity according to standard 5.1 is difficult. The average number of OASG-published papers (0.86) is sufficient but improvable. Moreover, individual research contributions vary significantly and international top publications are sparse. Despite of that other elements of the standard are fulfilled. The Faculty systematically encourages both research activities and publications and is dedicated to educate young researchers.

Recommendations for improvement:

Considering teaching load (for some faculty members above 500 hours) and administrative obligations, the time budget dedicated to research is small. If high-quality scientific publications are aspired to, the research environment needs to be improved. Although only a small part of that can be done by the Faculty on its own, a stronger emphasis should be put on research by e.g. dedicating more time and funds to research activities, by sending (young) researchers abroad for intensifying research networks, and by fostering international co-authorships. Further, teaching buy-outs, i.e. hiring new teachers for reducing teaching load of successful researchers, should be considered.

Internally, modern publication processes might be considered. Publishing articles in renowned journals requires attending conferences beforehand. Thus, mobility grants ensuring conference participations abroad could be introduced. Furthermore, PhD students should be provided with milestone concepts. Thus, they could be aware of the long-lasting process for publishing high quality papers. This includes attending conferences and presenting the paper, getting feedback from peers and reworking the paper in several rounds of revision. Overall, PhD students should be aware that publishing a top paper might consume more than two years.

Furthermore, dissemination of research activities should be improved. From on-site sessions the impression arose that not every Faculty member internalized the strategy 2013-2020 striving for a recognizable scientific profile of the institution. Probably, increasing the intensity of research seminars for senior faculty and brown-bag seminars for PhD students could spread this insight. Moreover, faculty members who do not publish should be particularly encouraged.

A last comment refers to the evaluation framework “Ordinance on the Appointment to Scientific Grades” (OASG). This framework provides wrong incentives, because of the set of journals that is considered here. The journals qualified as high-level outlets include a lot of journals that are not considered as international top journals. Given that the promotion is tied to OASG-publications it is individually rational not to aim at the international top journals. However, from the Faculty’s perspective it is collectively rational to become increasingly active and increasingly renowned on the international market. This is particularly true as the Faculty manages to attract outstanding researchers to its conferences. For achieving the full credit for the effort invested, the vice dean for research should be supported in defining more demanding aspiration levels. One means could be the Faculty rewards for outstanding publications. The formula for calculating the bonuses contains a fixed part and a variable part relying on the impact factor. This instrument should be extended as it motivates high-quality research using the internationally accepted key figure impact factor. Probably, defining a Faculty’s top-journal list (or referring to established lists, like e.g. used for the FT-ranking) could be another means.

Quality grade: Satisfactory level of quality

5.2. The HEI provides evidence for the societal relevance of its scientific research and transfer of knowledge.

Analysis:

The HEI cares about the needs of society and labour market in planning its research activities as can be inferred for instance from the conferences it organizes. Foremost the organization of the international conferences called Challenges of Europe (2015 and 2017) deserve mentioning, because it demonstrates the HEI’s dedication to supporting the European development. Furthermore, from the on-site sessions with alumni and external stakeholders the HEI’s dedication towards societal needs became evident. Being asked, whether they were academically well equipped for their business career all alumni rated their HEI very high. Interestingly, this rating was even higher than the student’s rating, indicating that in retrospective the HEI’s labour market orientation persists. The stakeholders emphasized the high impact of joint projects. As several stakeholders were engaged in repeated projects this is convincing. Overall, the HEI considers the needs of society and labour market.

The HEI is dedicated to transfer knowledge as can be inferred e.g. from the start-up incubator or organizing several conferences and events with a regional, national and international impact (see p. 85 of the Self-evaluation Report). When talking to the alumni, one participant, who was self-employed, explained how the SEI had supported her career path. The fact that more than 100 students applied over the recent years emphasizes the good reputation of the SEI. Organizing several conferences and events with a regional, national and international impact provides opportunities to present knowledge and contribute to the discussion of public issues. In the session with stakeholders, several representatives reported about the Faculty’s involvement in regional activities, covering rural development, environmental protection, etc.

Furthermore, the Faculty members have served as political representatives and advisors or as members of corporate advisory boards (p. 87 of the Self-evaluation Report). Additionally, Table 5.1 (p. 82 of the Self-evaluation Report) lists 12 professional papers and 180 papers from scientific and professional conferences.

Recommendations for improvement:

The Faculty has close ties to local firms and institutions representing the city and the region. This should be retained. This is particularly true for the field of tourism. The tourism industry is a prominent economic factor in the region. Topical questions regarding for instance environmental protection, transportation, etc. deserve scientific support. Moreover, results from this type of collaboration spill over to the teaching process.

Further, a sounding board feeding in stakeholders' views and expectations could be valuable. Although stakeholders express their satisfaction it appears that the feedback loop is not closed yet. The implementation of stakeholders' recommendations is not communicated back to the stakeholders. Accordingly, for ensuring a constant high level of coordination the sounding board should be developed further. Involving stakeholders could further simplify raising money for research projects with multiple benefits.

Quality grade: Satisfactory level of quality

5.3. Scientific achievements of the HEI are recognized in the regional, national and international context.

Analysis

Again, the international conference called Challenges of Europe should be mentioned. Nobel Prize winners, like Joseph Stiglitz or Jean Tirole (2015) led this conference guaranteeing both public attention as well as scientific and political impact. For the next conference (2019) Nobel Prize winners Erik Maskin and Oliver Hart are invited.

A list of prizes and rewards granted to the faculty members is given on p. 88 of the Self-evaluation Report. Please observe that young researchers are among the laureates. For instance, consider the British Institute of Travel and Tourism Award for the best PhD thesis (2009) towards a faculty member. Similarly, the prize by the European Group for Public Law will be granted (2019) to a young researcher of the Faculty.

Regarding the number of scientific and professional projects conducted by the Faculty, the diagnosis is spilt. The list of scientific projects (Table 5.3a presented on p. 105 of the supplement) is rather short. However, the list could be termed focused, too, because only projects funded by the Croatian Science Foundation are listed. In contrast, the list of professional projects as presented in Table 5.3b is sufficiently long.

The Faculty has organized several conferences on their own, bringing on average eight faculty members into organizational duties, see Table 5.4 (p. 108 of the supplement). Invitations to conference boards of other institutions are lacking.

Finally, 18 editorships are listed in Table 5.5, see pp. 109 of the supplement. Among them are one editor-in-chief-position and 17 editorial board memberships. Geographically, the majority of journals is located in Croatia or in neighbouring countries, but three non-regional journals are listed, too.

Recommendations for improvement:

The Faculty should strive for more international visibility. It manages to involve good researchers in their own conferences. However, the number of faculty members accepting scientific positions abroad is small. Thus, the internationalization strategy should focus on internationalization abroad with respect to research. Potential means for improving visibility could be researchers' short-term and long-term stays abroad, increased number of co-authorships or the Faculty's support for faculty members who take over responsibility in international scientific journals and/or organizations.

Quality grade: Satisfactory level of quality

5.4. The scientific activity of the HEI is both sustainable and developmental.

Analysis

The analysis of the research strategy has to distinguish between a formal and a substantial perspective.

From a formal perspective, the Faculty's strategy currently undergoes a reformulation process. The same is true for the research strategy. Thus, from a formal perspective it is hard to state whether the research strategy is in line with the overall strategy. The same holds true for the appropriate dedication of resources. A formal overall assessment observes a lack of documentation.

From a substantial perspective, a different view emerges. From discussions with the dean, the vice dean for research and the vice dean for business it became evident that a clear strategic outlook exists. However, formulating and documenting the overall strategy requires still some time. The same is true for the research strategy. The vice dean for research presented a rulebook for conducting science that can be considered best practice. However, it had not yet been discussed within the faculty meeting. Further, given the ongoing internal coordination, not every faculty member was aware of the current status. Overall, it cannot be stated that the research strategy is in line with the HEIs overall strategy. However, strong indicators were found that this would be the case soon.

The same problem occurs for the question whether appropriate resources have been dedicated to research activities. Formally, no 5 year-budget plan exists. This is partly attributable to a general uncertainty regarding the availability of funds and partly to ongoing discussions between the Faculty and the University about the allocation of funds. Thus, a formal assessment again observes a lack of documentation.

Switching to the substantial perspective, the vice dean for business presented budget plans for 2019 and 2020. There, small but sufficient budgets for travelling, conference fees, databases, WoS license and books and journals were earmarked. Overall, it cannot be stated that sufficient funds were dedicated to research activities. Nevertheless, strong indicators were found that this is actually the case.

Regarding the HEI's rewarding of scientific achievements see paragraph 5.1 and 5.2. Factually, the grading of this standard should be postponed.

Recommendations for improvement:

Both the rulebook for conducting research as well as the presentation of budget plans indicate that the current process of reformulating the Faculty's strategy is taken seriously. Due to various tasks that require discussion, coordination and priority setting it is comprehensible that a formal documentation is missing. Nevertheless, it is recommended that strategies will be documented in time for re-accreditation. Furthermore, it is suggested that an ongoing improvement process is implemented. This prevents that several tasks deserve attention simultaneously.

Quality grade: Minimum level of quality

5.5. Scientific and professional activities of the HEI improve the teaching process.

Analysis

From discussions with various groups, like students, full-time employed teachers, and heads of research, it can be concluded that appropriate space and equipment for scientific research and professional activities is used in teaching at all levels. Particularly, the heads of research explained how research projects feed back into teaching. Moreover, they demonstrated how students are involved in their individual research projects. Finally, recently hired PhD students explained how they got in contact with research and how they were identified as future PhDs.

Recommendations for improvement:

A prominent example of how research, teaching and student activities interrelate is the student incubator. Given the high demand from students, it is worth thinking about enlarging the incubator.

Furthermore, applying for research funds of the Croatian Science Foundation or comparable institutions should be further encouraged, because this enables researchers to involve students in early stages. Furthermore, student theses contribute to the progress of the project and support the responsible researchers.

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	

Quality grade by standard

<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		

Quality grade by standard

<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	

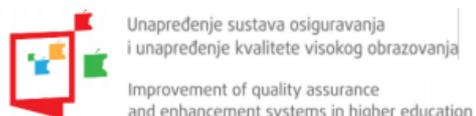
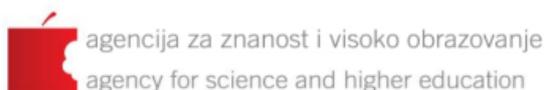
Quality grade by standard

<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		

Quality grade by standard

<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



**Reakreditacija
Ekonomskog fakulteta
Sveučilišta u Splitu
PROTOKOL POSJETA
27. - 29. studenog 2018**

**Re-accreditation of the
Faculty of Economics,
University of Split
VISIT PROTOCOL
November 27th - 29th 2018**

	Ponedjeljak, 26. studenog 2018.	Monday, November 26th 2018
	Edukacija Stručnog povjerenstva	Training of the Expert panel
16:00 - 18:00	Edukacija Stručnog povjerenstva	Training of the Expert panel
18:00 - 20:00	Priprema za posjet (rasprava o Samoanalizi i popratnim dokumentima)	Preparation for the site visit (discussion on the Self-evaluation and supporting documents)

	Utorak, 27. studenog 2018.	Tuesday, November 27th 2018
10:00 - 10:50	Sastanak s dekanicom i prodekanima	Meeting with the dean and vice-deans
10:55 - 11:10	Interni sastanak Stručnog povjerenstva	Internal meeting of the Expert panel
11:15 - 12:00	Sastanak s radnom grupom koja je priredila Samoanalizu + predstavnici Povjerenstva za unutarnju prosudbu sustava	Meeting with the working group that compiled the Self-evaluation + representatives of the Commission for the internal audit system
12:05 - 12:50	Sastanak sa studentima (otvoreno za sve studente)	Meeting with the students (open meeting)
12:55 - 13:40	Sastanak s Alumnima	Meeting with the alumni
13:50 - 15:00	Radni ručak Stručnog povjerenstva	Working lunch of the Expert panel
15:15 - 16:00	Sastanak s vanjskim dionicima - predstavnicima strukovnih i profesionalnih udruženja, poslovna zajednica, poslodavci, stručnjaci iz prakse, organizacijama civilnog društva, vanjski predavači	Meeting with external stakeholders - representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations, external lecturers
16:05 - 16:20	Dodatni sastanak o otvorenim pitanjima	Additional meeting on open questions
16:20 - 17:20	Interni sastanak Stručnog povjerenstva (Analiza dokumenata)	Internal meeting of the Expert panel (Document analysis)
17:20 - 18:30	Interni sastanak Stručnog povjerenstva (Analiza sastanaka i pisanje izvješća)	Internal meeting of the Expert panel (Analysis of meetings and writing report)

	Srijeda, 28. studenog 2018.	Wednesday, November 28th 2018
9:30 - 10:30	Sastanak s nastavnicima (u stalnom radnom odnosu, osim onih na rukovodećim mjestima)	Meeting with full-time employed teachers (except those in the management positions)
10:35 - 11:35	Sastanak s asistentima	Meeting with teaching assistants
11:40 - 12:10	<i>Interni sastanak Stručnog povjerenstva</i>	<i>Internal meeting of the Expert panel</i>
12:15 - 13:00	Sastanak s prodekanom za nastavu i studente	Meeting with the vice-dean for education and student affairs
13:10 - 14:30	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch</i>
14:40 - 15:45	Obilazak Fakulteta (knjižnica, Studentska referada, Centar za međunarodnu suradnju, Centar za cjeloživotno obrazovanje, informatička služba, učionice) i prisustvovanje nastavi	Tour of the Faculty (Library, Student Office, the Center for International Cooperation, the Center for Continuing Education, IT department, classrooms) and visit to the classroom during lectures
15:50 - 16:20	<i>Interni sastanak Stručnog povjerenstva</i>	<i>Internal meeting of the Expert panel</i>
16:25 - 16:45	Dodatni sastanak o otvorenim pitanjima	Additional meeting on open questions
16:50 - 18:00	<i>Interni sastanak Stručnog povjerenstva (Analiza dokumenata i pisanje izvješća)</i>	<i>Internal meeting of the Expert panel (Document analysis and writing report)</i>

	Četvrtak, 29. studenog 2018.	Thursday, November 29th 2018
9:30 - 10:30	Sastanak s voditeljima znanstvenih i međunarodnih projekata	Meeting with the heads of research and international projects
10:35 - 11:35	Sastanak s pročelnicima katedri	Meeting with the heads of departments
11:40 - 12:10	<i>Interni sastanak Stručnog povjerenstva</i>	<i>Internal meeting of the Expert panel</i>
12:15 - 13:00	Sastanak s prodekanom za znanost	Meeting with the vice dean for research
13:10 - 14:30	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch</i>
14:40 - 15:30	<i>Interni sastanak Stručnog povjerenstva (Analiza dokumenata)</i>	<i>Internal meeting of the Expert panel (Document analysis)</i>
15:30 - 16:00	Dodatni sastanak o otvorenim pitanjima	Additional meeting on open questions
16:25 - 16:45	<i>Interni sastanak Stručnog povjerenstva</i>	<i>Internal meeting of the Expert panel</i>
16:50 - 17:00	Završni sastanak s dekanom i prodekanima	Exit meeting with the dean and vice-deans
17:00 - 18:00	<i>Interni sastanak Stručnog povjerenstva (Analiza sastanaka i pisanje izvješća)</i>	<i>Internal meeting of the Expert panel (Analysis of meetings and writing report)</i>

	Petak, 25 svibnja 2018.	Friday, 25th May 2018
9:00 - 12:00	Izrada nacрта završnog izvješća	Drafting the final report
12:00 - ...	Odlazak iz Splita	Departure from Split

SUMMARY

The HEI has implemented a functional internal quality assurance system. However, the strategy of the institution needs to be better articulated in order to align the quality assurance system with the strategic direction effectively. By compensating the weaknesses in strategic planning the institution demonstrated an impressive record of social responsibility in terms of its teaching, research and external engagement activities.

Concerning study programmes, the general goals of all study programmes are in line with the mission and strategic goals. Again, a lack of a formal strategy plan hinders to assess whether the alignment of the study goals and the strategic goals could be improved. Nevertheless, it can well be stated that the learning outcomes of all study programmes are clearly defined.

Regarding teaching processes and student support, the Panel members concluded that the Faculty ensures support for students on all levels. Admittedly, the support is more successful on some levels than on others. An example of good practice is that the Faculty ensures diverse class schedules to accommodate a diverse student population. The Faculty also enables students to gain international experience through mobility programmes. However, the dissemination of information deserves improvement to foster internationalisation even further.

With respect to teaching and institutional capacities, it has to be concluded that faculty members are highly motivated and that they strive for a student-centred learning environment. Here, the focus is on student professional development and learning over time.

Like for all strategic planning activities, the analysis of the Faculty's financial planning has to distinguish between a formal and a substantial perspective. From a formal perspective, the Faculty did not provide a clear plan of income and expenditures for a period of at least five years. From a substantial perspective, rational financial planning given system-inherent uncertainties can be stated.

The number of published papers in journals is sufficient, but improvable. Similarly, the chosen outlets are decent, but the publication strategy could be more ambitious. Furthermore, only a subset of faculty members is highly active in publishing. However, the number of publications in SSCI-or Scopus listed journals has increased.