



**REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF
THE FACULTY OF PHILOSOPHY AND RELIGIOUS STUDIES OF
THE UNIVERSITY OF ZAGREB**

**Dates of on-line re-accreditation:
26 April 2021 and
28 April – 30 April 2021**

May, 2021

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INTRODUCTION

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

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

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

Members of the Expert Panel:

- Prof., Pablo Argárate, University of Graz, Faculty of Catholic Theology, Republic of Austria, panel chair,
- Prof., Benas Ulevičius, Vytautas Magnus University, Faculty of Catholic Theology, Republic of Lithuania
- Prof., Jadranka Garmaz, Catholic Faculty of Theology, University of Split, Republic of Croatia
- Prof., Zdenko Ilić, Catholic Faculty of Theology in Đakovo, University J.J. Strossmayer in Osijek, Republic of Croatia
- Domagoj Omrčen Milić, Catholic Faculty of Theology, University of Split, Republic of Croatia, student.

During the on-line re-accreditation, the Expert Panel held meetings with the following stakeholders:

- Management,
- Commission for quality assurance,
- President of the Commission for quality assurance, President of the Commission for International Cooperation and ERASMUS coordinator, ECTS coordinator,
- Students,

- Alumni,
- External stakeholders,
- Full-time teaching staff,
- External associates,
- Teaching assistants and postdoctoral researchers and
- Heads of research projects.

Expert Panel members had a virtual tour of the Faculty premises.

The Expert Panel drafted this Report on the re-accreditation of the Faculty of Philosophy and Religious Studies, University of Zagreb on the basis of the faculty self-evaluation report, other relevant documents and on-line meetings.

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 protocol),
- Summary.

In the analysis of the documentation and online meetings and writing of the Report, the Expert Panel was supported by:

- Ivana Borošić, coordinator, ASHE,
- Iva Žabarović, assistant coordinator, ASHE,
- Vladivoj Lisica, interpreter during the online meetings and
- Goran Briški, translator of the Report, ASHE.

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

1. **issuance of a confirmation on compliance with the requirements** for performing the activities, or parts of the activities
2. **denial of license** for performing the activities, or parts of the activities
3. **issuance of a letter of expectation** with the deadline for resolving deficiencies of up to three years. A letter of expectation can include the suspension of student enrolment within a set period.

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

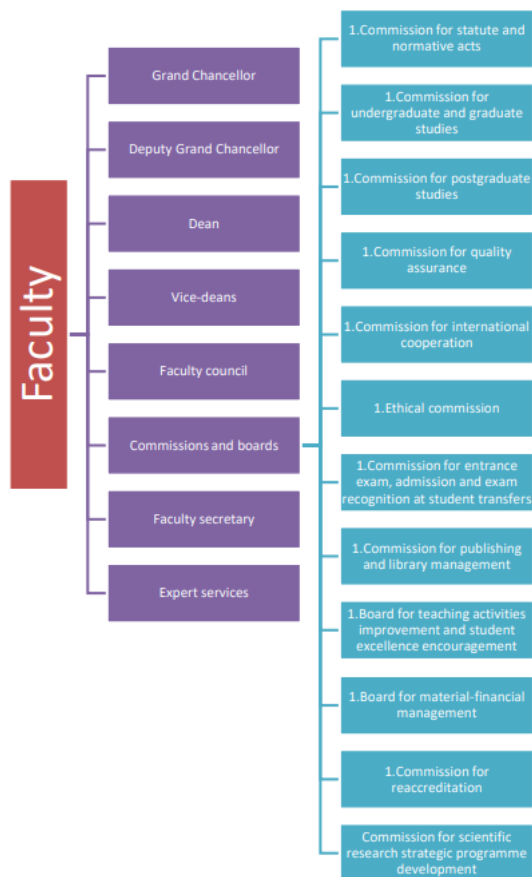
SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

NAME OF HIGHER EDUCATION INSTITUTION: Faculty of the Philosophy and Religious Studies of the University of Zagreb

ADDRESS: Jordanovac 110, Zagreb, Croatia

DEAN: Prof. Ivan Koprek SJ, PhD

ORGANISATIONAL STRUCTURE: Self-evaluation, page 12, chart 2. The structure of the Faculty, Commissions and Boards



STUDY PROGRAMMES: Based on self-evaluation report and Mozvag

1. Undergraduate university study program **Philosophy and Religious Sciences**
2. Undergraduate university study program **Philosophy**
3. Graduate university study program **Philosophy**
4. Graduate university study program **Religious Sciences**
5. Postgraduate (doctoral) university study program **Philosophy**
6. Postgraduate (doctoral) university study program **Religious Sciences**

NUMBER OF STUDENTS: Analytical Self-Evaluation, page 2, table 3.1. Number of students per study programme for the evaluated academic year

| Study programme name | Full-time students | Part-time students |
|--|---------------------------|---------------------------|
| Philosophy and Religious Sciences (1355), undergraduate university study programme, Zagreb | 84 | 2 |
| Philosophy (1356), undergraduate university study programme, Zagreb | 19 | 1 |
| Philosophy (1357), graduate university study programme, Zagreb | 36 | 5 |
| Religious Sciences (1358), graduate university study programme, Zagreb | 18 | 7 |
| Philosophy (1360), postgraduate (doctoral) university study programme, Zagreb | 20 | 0 |
| Religious Sciences (1361), postgraduate (doctoral) university study programme, Zagreb | 15 | 0 |
| Philosophy (double major) (1362), undergraduate university study programme, Zagreb | 0 | 0 |
| Total* | 192 (192) | 15 (15) |

NUMBER OF TEACHERS: Analytical Self-Evaluation, page 11, table 4.1.a. Staff structure
 – for universities in the evaluated academic year

| Staff* | Full-time staff | | Cumulative employment | | External associates | |
|---|-----------------|-------------|-----------------------|-------------|---------------------|-------------|
| | Number | Average age | Number | Average age | Number | Average age |
| Full professors with tenure | 4 | 68,25 | - | - | 1 | 68 |
| Full professors | 1 | 61 | - | - | 1 | 75 |
| Associate professors | 3 | 51,67 | - | - | 2 | 53 |
| Assistant professors | 8 | 47,75 | - | - | 3 | 55,33 |
| Scientific advisor (permanent/ with tenure) | - | - | - | - | - | - |
| Scientific advisor | - | - | - | - | - | - |
| Senior Research Associate | - | - | - | - | - | - |
| Research Associate | - | - | - | - | - | - |
| Teaching grades | - | - | - | - | 1 | 33 |
| Assistants | 3 | 39 | - | - | 3 | 59,67 |
| Postdoctoral researcher | - | - | - | - | 4 | 52 |
| Employees on projects | - | - | - | - | - | - |
| Expert assistants | 2 | 62 | - | - | - | - |
| Technical staff | 3 | 56,33 | - | - | - | - |
| Administrative staff | 6 | 55 | - | - | - | - |
| Support staff | - | - | - | - | - | - |

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

Self-Evaluation, page 5 and 6

The Faculty of Philosophy and Religious Studies is a public institution, a constituent of the University of Zagreb registered at the Commercial court of Zagreb. The faculty is a public and church institution of higher education, a constituent of the University of Zagreb which organizes and implements university studies in the scientific fields of philosophy and religious studies, as well as scientific and professional work in the scientific fields of other humanistic and social studies. The status, structure, and activities of the faculty conform to the regulations of the Republic of Croatia and Church regulations in accordance with a Contract of the status and activities of the Faculty of Philosophy and Religious Studies within the University of Zagreb.

The Faculty of Philosophy and Religious Studies (Croatian acronym FFRZ), formerly called the Faculty of Philosophy of the Society of Jesus (FFDI) continues the multi-centennial tradition of Jesuit higher education teaching of philosophy and religious studies across the world and in Croatia. The Jesuits are members of the Society of Jesus, an international Catholic order which was founded by Ignatius of Loyola in the 16th century, and who not long after came to Croatian parts opening numerous educational institutions, including Zagreb Academy (1669), which is considered the cradle of the University of Zagreb.

Jesuit pedagogy is based upon the personal and professional relation between teacher and student and encourages the development of personal talents. The purpose of education is, therefore, to enable gaining knowledge and life wisdom. Jesuit spirituality gives a positive value to the reality and promotes solidarity, truthfulness and justice in the community, dialogue with a world of science, culture, and different world views, building the church collectiveness, dialogue with other religions and finally the dignity of each person, as well as environment preservation.

FFRZ is a higher education institution which was founded, and whose statute was approved, by the Congregation for Catholic Education (Congregazione per l'Educazione) through a decree dated July 31st, 1989. By the power of that decree, FFRZ was, in the Church legal sense, made equal with the Faculty of Theology in Zagreb, the Faculty of Theology in Split and the Faculty of Theology in Đakovo.

The FFRZ belongs to the Croatian Province of the Society of Jesus, which provides it with the dean and some of the teachers. The FFRZ in its structure and functions is governed according to the existing general canon law of the Catholic Church, particularly by the Apostolic Constitution "Veritatis Gaudium" and its regulations, the Statutes approved by the Congregation for Catholic Education, along with regulations issued by the faculty itself and the legal regulations of the Croatian state and academic authorities.

The Ministry of Science and Technology of the Republic of Croatia, by a resolution dated October 7th, 1992, included the FFDI (i.e. FFRZ) in the Register of Scientific Research Organizations and Units as a scientific research organization in the scientific field of philosophy.

On the 5th regular meeting in the academic year 2015/2016, held on the 8th of December 2015, the Senate of the University of Zagreb made a decision to include the Faculty of Philosophy of the Society of Jesus as an institution into the membership of the University of Zagreb, as a full member under the name Faculty of Philosophy and Religious Studies. On the 29th of July 2016 they signed a Contract of the status and activities of the Faculty of Philosophy of the Society of Jesus in Zagreb (Faculty of Philosophy and Religious Studies) within the University of Zagreb. The Senate of the University of Zagreb, on the session on 14th of March 2017 agreed with the Statute of the Faculty of Philosophy and Religious Studies, and the Congregation for Catholic Education approved in 2020 the Statute of the FFRZ revised according to the guidelines in the constitution VG.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. A good teaching and learning environment in general. This is enabled by its academic staff and its rich working experience and enthusiasm, warm and collegial atmosphere between administration, teaching staff and students (the dean's availability to students was specifically mentioned).
2. Membership in the International Association of Jesuit Universities and having the unique Religious Studies Program in Croatia (combining fundamental philosophical disciplines with interdisciplinary studies of religions for the deeper understanding of human person, society and religion(s)).
3. Very good cooperation with the stakeholders.
4. Importance of the mission of the institution (raising the intellectual potential and awareness of students and society about religion(s) with the purpose of achieving peace, dialogue and better co-existence). Successful implementation of the mission by inviting representatives and experts from different religious traditions to teach.
5. Productive relationship of students with faculty staff. Support of the faculty management to new projects by young teacher and students.

DISADVANTAGES OF THE INSTITUTION

1. Weak cooperation with other HEIs in joint study programs and research projects. Lack of research projects, especially of European ones.
2. Lack of international recognition and cooperation. Research and publications are internationally insignificant (with some few exceptions) also due to their restriction to Croatian language.
3. Lack of mobility teachers and students. Insufficient funds make students hesitant to choose Erasmus outgoing mobility.
4. Lack of updated studies programmes and learning outcomes.
5. Teaching language is only Croatian.

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. Steadfast commitment to the quality of teaching and dialogue with students and alumni.
2. Rewarding the best students, teachers and employees.
3. Teachers educated abroad.
4. The faculty has positively responded and implemented the recommendations from previous evaluations, as evidenced in strategic documents.
5. Commitment to values of openness, dialogue and peace based on academic knowledge.
6. Active presence and interaction with the teachers of representatives of other religious traditions.

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

Here are summarised the most important findings regarding internal quality assurance and the social role of the higher education institution. For a detailed analysis of each standard, please refer to the section *Detailed Analysis of each standard, recommendations for improvement and quality grade for each standard* and its subsection.

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

Analysis

The Faculty of Philosophy and Religious Studies (Croatian acronym FFRZ) has established a Quality Assurance System and a Quality Assurance Policy, which is in line with the strategic management of the faculty and that of the University. The development strategy of the FFRZ, adopted on March 20, 2019, includes SWOT analysis, the faculty's mission and vision, and outlines the direction of its development from 2019 to 2023.

The Quality Assurance System includes and evaluates all activities of the higher education institution and provides underlying documentation. The operation of the internal Quality Assurance System is based on the Faculty's Quality Assurance Policy. The faculty systematically collects and analyses all data on its processes, especially student satisfaction surveys. It evaluates and improves the quality of its activities, through the Quality Assurance Committee, and from 2016 through the Quality Assurance Committee and the Faculty council. The roles of the Faculty Council and the Quality Assurance Committee are defined in the Quality Assurance Rulebook and involve all stakeholders of the faculty.

The faculty fully considered the recommendations from previous evaluations. Comparing the Self-evaluation report and documentation from the previous re-accreditation, it is evident that the faculty has achieved great progress in almost all segments, although the Committee for Internal Quality Assessment has not been formally established yet.

The faculty supports academic freedom and upholds the highest ethical standards. It uses mechanisms such as the electronic detection software 'Turnitin' to prevent unethical behaviour in regard to plagiarism.

The faculty staff participates in public lectures, panel discussions and the popularisation of science. Many of them have also membership in national and international professional organisations and associations.

Recommendations for improvement

- The implementation of the strategy includes SWOT analysis, strategic goals and responsibilities assigned for their implementation. However, responsibilities for annual quality assurance have not been specified.
- Since most of the teachers have completed their studies abroad, it is recommended that they take advantage of their contacts in promoting and fostering international and interreligious cooperation; in effectively managing and improving their activities and thus the further development of the HEI.
- Formalize the existing lifelong learning program and introduce new programs in line with the faculty's mission and vision.
- The social role of the faculty within and outside the University should be strengthened through volunteering and social engagement of the faculty's intellectual human resources.

Quality grade

Satisfactory level of quality

II. Study programmes

Here are summarised the most important findings regarding study programmes of the faculty. For a detailed analysis of each standard, please refer to the section *Detailed Analysis of each standard, recommendations for improvement and quality grade for each standard* and its subsection.

Analysis

After the FFRZ separated itself from the Croatian Studies, it took many good steps regarding the internal structure and the quality of work. The Panel is aware of the difficult path of FFRZ's independence and considers that the faculty has made much progress in such a short time. As a small and young academic community, the faculty has made many improvements related to study programs as well.

The curriculum, learning outcomes, credit and level frameworks, assessment, progression and classification criteria of HE courses in the Croatian context are typically governed by a combination of state, university and stakeholder requirements.

The licensing of HE provisions at university level and aspects of the curriculum, are overseen by the state. The key documents of relevance to the operation of FFRZ and University of Zagreb are Article 78, paragraph 3 of the Act on Research Activity and Higher Education ((Official Gazette nos. 123/03, 198/03, 105/04, 174/04, 2/07 - OUSRH, 46/07, 45/09, 63/11, 94/13, 139/13, 101/14 - O, RUSRH, 60/15 - OUSRH i 131/17) and Article 12 of the Ordinance on the Content of Licence and Conditions for Issuing Licence for Performing Higher Education Activity, Carrying out a Study

Programme and Re-accreditation of Higher Education Institutions (Official Gazette 24/10) 9 February 2010.

At the university level, the FFRZ undergraduate, graduate and postgraduate programmes in Philosophy and Religious studies operate under the regulations of the University of Zagreb which include the Undergraduate and graduate studies rulebook, the Postgraduate studies rulebook, Quality assurance system Rulebook, Quality assurance Handbook, Rulebook on diplomas content and diploma supplements. All FFRZ's own local procedures and handbooks are based on the regulations of University of Zagreb.

At the stakeholder level, FFRZ will implement new courses in the next academic year based on recommendations of the Croatian Logic Association and Croatian Philosophical Society.

The Panel dedicated some meetings to conversations with the faculty management, with the Commission for quality assurance and with the teachers discussing the current state of study programmes, teaching and achieving learning outcomes. Some of these themes re-emerged in the meetings with students, alumni and stakeholders.

In the detailed analysis offered further below, the Panel considered evidence that the programmes were in line with the mission and goals of FFRZ and typical workplace requirements (2.1.); the Programme Learning Outcomes were consistent with the qualifications gained (2.2.); the achievement of the Programme Learning Outcomes had been evidenced but need improvements (2.3.); the Faculty consulted students, employers, different stakeholders and alumni on matters of programme and portfolio development (2.4.); the ECTS credits are in accordance with the actual student workload (2.5.) and that practical experience (currently missing) is going to be integrated, where applicable (2.6.).

The Panel finding was that in this overall area of activity, FFRZ was performing satisfactorily, although with some variation across the sub-criteria 2.1-2.6 as detailed below.

Recommendations for improvement

- The Panel commends the FFZR's plans for development of further courses, including distance and e-learning to allow a rapid response to potentially fast-changing patterns of market demands, student finance and stakeholder needs.
- Some fine-tuning of study programmes' learning outcomes is also recommended.
- The programme improvements suggested by students (more foreign languages, more mid-term exams in English, more religious studies courses) and by the alumni (more foreign languages, introduction of a course on business ethics, inclusion of skills of work in the curriculum, the possibility of distance learning) need to be taken into account in the planned study programme changes.

- In the future, it would be very helpful to have a digest of specific suggestions and notes as to exactly how alumni and stakeholders had fed ideas into curriculum development.
- The FFRZ should take the opportunity to help students of the teaching course in the schools with which it has concluded mentoring agreements in tightening their knowledge and skills that will assist them in their later work.

Quality grade

Satisfactory level of quality

III. Teaching process and student support

Here are summarised the most important findings regarding teaching process and student support. For a detailed analysis of each standard, please refer to the section *Detailed Analysis of each standard, recommendations for improvement and quality grade for each standard* and its subsection.

Analysis

The FFRZ is a young and developing institution, as can be seen in many aspects of its work. One of the positive ones is a number of young and enthusiastic teachers that create a vibrant and productive correlation with students, creating in part a laudable teaching atmosphere.

The compactness of a small academic community is reflected in the specific relationship between the staff and the students, enabling an open and supportive communication.

On the other hand, the FFRZ has recently become an associated part of the University of Zagreb. As a new independent faculty, it must undertake many steps in its development, especially in international student support, both in the mobility of its own students and availability to foreign students.

Students are provided by the faculty with support from the period of admission to the graduation phase of their education. The criteria for admission and continuation of studies are clear and widely available to the public. Those criteria are in line with the study programs offered at the faculty and ensure recognition of prior knowledge of the candidates for admission.

The quality and success of students during their studies is being monitored by gathering information on the pass and completion rates of students. Although some steps have been taken in this regard, there are certain issues still pending and room for improvement in this area.

Committed teachers form a basis for a good teaching process at the faculty, motivating and engaging the students. Diverse teaching methods and support of creative and

critical thinking enable student-centred learning. Open and productive communication between staff and students create a supportive environment with established procedures for student guidance, counselling, spiritual and psychological aid, and support in the overall educational process.

Institutional support is offered for vulnerable and underrepresented groups of students by the University's Office and the faculty's commissioner for disabled students. The entire academic community offers adequate aid for the various needs of vulnerable and underrepresented students by adapting teaching and evaluation processes, ensuring access to students with disabilities and offering technical support.

The international aspect of the teaching process and student support are areas that should be worked on and active steps in their development ought to be taken. Experience of international teaching process is scarce and insufficient among students of the faculty. Although, there has been some improvement in this regard, the documentation provided has shown little productive progress that has yielded concrete results.

The opportunities for the enrolment of foreign students and adequate teaching process or study program are deficient, since there are no visible descriptions of the study programs and teaching processes in foreign languages, nor an active and continuous course offered by the faculty in a foreign language. On the other hand, a significant international potential of the faculty has to be taken into account, since most of the teachers are able to offer courses in a wide variety of foreign languages, and furthermore, many opportunities are offered by the Kircher Jesuit network.

Objective and consistent evaluation and assessment of students is a part of an overall good teaching process offered by the faculty. Criteria and methods used for assessment and grading of students are in line with the teaching methods and adapted to the study programs offered.

The evaluation process produces appropriate final documentation that is in accordance with the relevant regulations.

The entire education process and a wholesome student development offered by the faculty is committed to employability of its graduates, offering support suitable to the social and labour market needs.

Recommendations for improvement

- Introduction of concrete measures that increase pass and completion rates of students (e.g., changes of study program, diversification of teaching process, potential adaptations of admission criteria, etc.) with an adequate internal system for analysis.
- Introduction of diverse teaching methods that could be adapted to different courses in the study program.

- Measures ought to be taken to increase teaching and non-teaching staff external mobility.
- The faculty should systematically inform its students about possibilities of international mobility through regular workshops and lectures.
- Students interested in international mobility should be aided either through financial support provided by the various foundations or by adopting international programs.
- Potential behind the Kircher network and the international association of Jesuit Universities should be readily exploited.
- The web page in English must be improved, in order to display study programmes and courses at the faculty, clear admission information and instructions on Croatian language courses as well.
- Introduction of constant and active delivery of courses in foreign language(s)
- Diverse formative evaluation and assessment methods should be introduced.

Quality grade

Satisfactory level of quality

IV. Teaching and institutional capacities

Here are summarized the most important findings regarding teaching and institutional capacities of the faculty. For a detailed analysis of each standard, please refer to the section *Detailed Analysis of each standard, recommendations for improvement and quality grade for each standard* and its subsection

Analysis

After the evaluation of available evidence, it can be concluded, that the FFRZ has high-level teaching and institutional capacities. Since the last external evaluation and the re-organization, the faculty made a serious effort to develop its own teaching staff, and today it meets the formal requirements for teaching capacity. According to the Self-evaluation (p. 51-54), during the last couple of years the faculty had up to 21 own lecturers and 18 external associates. Also, its teaching capacity was strengthened by three foreign visiting lecturers. Lecturers are qualified to teach their course units. Most of the lecturers have a doctoral degree, many studied and defended their theses abroad. It is important, that many have a strong connection with the practical areas of the disciplines that they teach, which ensures a valuable connection of theoretical knowledge and practical experience.

The teacher–student ratio at the FFRZ (1:12,5) allows an individual approach, closer monitoring of the study progress and constructive relationship between teachers and

students. This was stressed as an important advantage during the Panel interviews with both groups. Overall student experience with teachers seems very positive. Despite the fact, that many members of the teaching staff have other pastoral or educational involvements besides teaching at FFRZ, the overall distribution of workload of teachers is in compliance with formal requirements and does not raise any problem. The teachers' external engagement is closely monitored by the faculty.

Teachers' recruitment, advancement and re-appointment procedures are carried out at the faculty according to objective procedures, following national and University standards, and are based on the evaluation of excellence of candidates. The University and faculty have a system for encouraging and supporting teachers' professional development. The progress of teachers is monitored and annually evaluated according to the standards of the University. The University provides various opportunities of advancement, training and mobility to teaching staff. Teachers have the right to apply for a sabbatical year. It can be concluded that the teaching staff at FFRZ does not lack any ordinary support, usually provided by this type of institutions.

The FFRZ has excellent facilities and material conditions for study and research activities. The campus comprises two buildings: the faculty building and the library. The premises used for teaching and research activities have all needed technical equipment and are well maintained. The abundance of space for study and research is worth mentioning. The FFRZ Library is widely known as one of the oldest and best equipped libraries in the area and is considered as a national treasure of international significance. The library is very well equipped and well digitalized. It provides all needed technical support and resources for study and research (books, journals, electronic databases). In addition to classrooms and the library, the FFRZ has different spaces for socializing, communal prayer and sports.

The faculty is mainly state funded, with almost all of revenues coming from the state budget. Information acquired from SER and interviews allows the conclusion that the faculty is sustainable, has a functional expense tracking system and manages its finances well.

Recommendations for improvement

- Despite the fact that the FFRZ has access to Erasmus+ mobility opportunities, there was no Erasmus+ teaching mobility at the faculty during the evaluated period. The faculty should strengthen its teaching capacity and increase study and teaching satisfaction by finding ways to encourage its staff to use the Erasmus+ exchange opportunities and invite incoming Erasmus+ lecturers.
- An important outcome of students' and teachers' feedbacks should be strategic choices for the annual staff professional training plans. Staff surveys on various training possibilities should be conducted regularly (preferably once per year).

- The FFRZ should continuously look for possibilities to increase financial support of teaching staff and students (e.g., by awarding more than one member of staff for the yearly achievements, supporting international mobility of teachers and students, supporting publications at high-level foreign journals, providing more mobility and development-oriented participation opportunities, etc.).

Quality grade

High level of quality

V. Scientific/artistic activity

Here are summarised the most important findings regarding the scientific activity of the faculty. For a detailed analysis of each standard, please refer to the section *Detailed Analysis of each standard, recommendations for improvement and quality grade for each standard* and its subsection.

Analysis

As is recognized by HEIs globally, the most important output of research is in the form of articles published in high quality, high impact journals. One of the major criticisms of the faculty is that it lacks both quantity and especially quality in terms of outputs published in top-rated journals.

Chief goal of the FFRZ in this area was attaining European and international standards in its publications, projects and editorial tasks. It is clear that this goal has not been fully achieved so far. Although the management continuously encourages lecturers to publish and increase their research productivity, the attained level is still rated unsatisfactory, as recognized by the management and lecturers. Strategic Program of Scientific Research for the period 2015-2020, has not been fulfilled though.

While the general numbers are not so low, the profile and quality of research activities need to be substantially boosted in order to attain the envisaged international visibility and standards. First of all, those articles are not published in the leading international journals. Secondly, their international impact is very reduced by the fact that the great majority of them are in Croatian. In order to attain international visibility, lecturers need to publish in major European languages. Finally, the faculty members have not applied to a single international project. On the contrary, the 12 projects, in which the faculty worked, were internal projects of the University of Zagreb. In order to attain excellence in research the faculty necessarily needs to apply to European and international high-competitive projects. These projects would contribute to international high-quality publications as well.

While it is fully clear that the institution is regionally and nationally recognized in its research, teaching and professional activities, this cannot be fully asserted at the international level (with some very few exceptions such as the case of studies in

Indology). This problem can be explained on different grounds. As it was stated before, much effort in the reviewed period has been invested in the difficult process of separation from the Faculty of Croatian Studies and initiating many other different processes in various fields. Having indicated this, it should also be affirmed that international publications of the faculty are very few. Being the vast majority of them in Croatian, their impact is highly limited, not being accessible to the academic community beyond those able to read that language.

Also, the language issue plays a negative role in the international projection of the FFRZ due to the nonexistence of courses, not to mention programmes, in languages other than Croatian. This is a huge impediment for incoming student mobility.

In the area of international mobility, only on eight occasions in the reviewed period teachers of the faculty have been invited as lecturers to international conferences. More international presence is required as well in lectures and courses taught at the FFRZ. Students at all levels, but especially doctoral students, should be exposed to the leading scholars in the different fields. Another significant problem is, as mentioned above, that the faculty members do not apply to international research projects and even very limitedly to the Croatian Science Foundation. Indeed, the few research projects of the faculty have been exclusively funded by the University of Zagreb.

The FFRZ's research in order to be fully sustainable and developmental needs to attend to provide a better framework in order that ---research attains the above-mentioned goals of international standards. In this sense, as repeated, international projects are essential. In this realm, the faculty needs to rightly advise and accompany lecturers in the entire application project, from workshops about the different European and international projects, going through the application or grant writing and provide them with institutional feedback. In this regard, a project office at the faculty could launch and boost the application of FFRZ's lecturers to those projects.

International mobility and publication should be financially supported and rewarded. Not last is the, still unfulfilled, wish expressed by the last re-accreditation that lecturers have more teaching-free time in order to consecrate it to research.

All of these measures will certainly direct the faculty to attain the research goal in publications, projects and board membership.

Recommendations for improvement

- The Strategic Research Programme needs to be totally fulfilled.
- The Panel recommends the faculty to be more ambitious in terms of research excellence since it is in a very favourable position which it has not yet fully exploited. The fact that most of the faculty members have studied abroad and that they are part from the internal Jesuit network of universities should give the faculty a comparative advantage over many other HEIs in the field.

- The faculty is strong with regard to national publications, whereas the faculty is weak regarding international publications and scientific projects at both national and international level. The Panel therefore strongly recommends that the faculty seeks publication opportunities in highly ranked journals by making more use of their professional research. Indeed, it should increase the number and quality of publications, publishing in internationally recognized leading journals and in the main European languages and aim at becoming board members of internationally recognized journals.
- The faculty should develop a strategy and procedures for effectively encouraging scientific productivity. Especially researchers who have proven to be internationally-oriented and productive in their research in terms of journal and book publications. Potential measures could be financial support, reduced teaching loads, support by research assistants, conference funding or public recognition and awards.
- Lecturers (involving also doctoral students) should apply to national and especially international projects. In this sense, the FFRZ should implement an office to support the entire process of application to European and international projects. Workshops of information and application to those different projects should be offered.
- The FFRZ should support lecturers in attending and presenting their research at the most relevant European and international conferences especially in those whose proceedings are indexed in relevant databases.
- The faculty should design an effective strategy aiming at international visibility and recognition of the FFRZ. In this regard, the panel recommends to keep close ties with international researchers with whom the faculty members have collaborated to date, and to develop new contacts which could result with collaborative research projects and publications at an international level. Also, the Faculty should invite those international renowned scholars to lecture and offer courses at the FFRZ.
- The faculty should offer courses, and if possible, study programmes, in English.
- The faculty should profile its most attractive areas such as Indology, Business Ethics, Bioethics, Library.
- Academic mobility of both lecturers and students, almost inexistent in the last period, should be boosted and supported in all dimensions, including the financial one.

Quality grade

Minimum 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.

Evidence for this Standard was gathered as follows:

- The Self-Evaluation Report (pp 17-22)
- The FFRZ Rulebook on Quality Assurance System
- FFRZ Annual reports on Quality Assurance for AY 2016/2017; 2017/2018; 2019/2020.
- FFRZ development strategy 2019-2023.
- Scientific Strategic Plan 2015-2020, including the Decision on the appointment of the Committee for drafting the Scientific Strategic Plan for the period 2021-2025, brought at the session of the FC, on December 16, 2020.
- Students and external stakeholders' involvement in strategic documents drafting
- Opinions and recommendations of external stakeholders on the FFRZ Development Strategy (examples)
- Decision on the selection and appointment of members of committees, commissions, and other regular bodies in the academic year 2020/2021 (including the examples of students and external stakeholders' involvement in the quality assurance system)
- Online interviews with the dean, teaching staff and students
- Research results, motivation, and experiences of FFRZ students

Analysis

According to the Self-Evaluation Report (SER), the faculty has initiated and developed the Internal Quality Assurance System. It includes and attempts to evaluate all activities

of the HEI and ensures supporting documentation. The quality assurance policy is in line with the strategic management of the faculty and that of the University of Zagreb. Several important documents provide evidence of the Internal Quality Assurance System, in particular, the 'Regulation on Quality Assurance System'. The SER indicates that the Internal Quality Assurance System seeks to involve all stakeholders of the faculty.

The planning of the Quality Improvement Strategy is the responsibility of the Faculty Council and Quality Assurance Committee, which was established in 2016, as stated in the SER. Structure and quality assurance system activities, especially the role of the Faculty Council and the Quality Assurance Committee, are defined by the FFRZ *Rulebook on Quality Assurance System*. Quality assurance represents a set of measures and activities by which the quality of teaching, scientific research and professional activities of the faculty are systematically regulated, planned, followed, and improved, and it also promotes high professional standards and excellence.

According to the goal of further quality assurance system improvement, strategic planning of activity Nr V., FFRZ development strategy (2019-2023), the policy of improving quality system includes the following activities: regular Quality Assurance Committee meetings and thematic Faculty Council meetings, FFRZ committees (including Quality Assurance Committee); drafting and submitting annual plans and annual reports to the Faculty Council on regular meetings; preparation of reports about the implementation of the FFRZ development strategy (evaluation of activities designed to fulfil the Strategy subgoals); monitoring cooperation within the University and drafting and employing internal surveys and adequately responding to the surveys' results; organizing Career Day, Open day etc.; drafting the Annual report on quality assurance and the Plan of activities to improve quality assurance; intensifying promotional and public informing activities; popularization of science and teaching profession; aligning its promotional and informational content with FFRZ Development Strategy.

The Internal Quality Assurance System involves many stakeholders. According to the SER, the Faculty uses a variety of methods to receive feedback on quality:

- Feedback from students on the quality of teaching, which is regularly received through students' surveys and their outcomes are discussed at the Quality Assurance Committee.
- Feedback on students' satisfaction, expressed in students' surveys. The SER reports that such surveys were completed by students at both undergraduate and graduate levels in 2019/2020.

- The faculty assess the student learning environment, in particular student support services, the library and other faculty facilities.
- The faculty cooperates with the Alumni Association.

The Internal Quality Assurance System seeks to adequately respond to student drop-out rates, which have been very high in recent years.

Recommendations for improvements

- The Internal Quality Assurance System needs to establish the Committee for Internal Quality Assessment.
- The Internal Quality Assurance System needs to provide accurate information to stakeholders on student drop-out rate.
- It is necessary to continually assess the implementation of the FFRZ Development Strategy and to draft the Scientific Strategic Plan that will target competitive interdisciplinary projects in the country and abroad, in cooperation with scientific institutions with whom cooperation agreements have been concluded.

Quality grade

Satisfactory level of quality

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

Evidence for this Standard came from the following:

- The SER (pp 22-24)
- The FFRZ “Rulebook on Quality Assurance System “
- Report on reaccreditation of FFDI (now FFRS) from March,19 and 20, 2014.
- A letter of expectation in the procedure for re-accreditation of FFDI from March 23, 2015.
- FFRZ statement from January 17, 2019, on eliminating the identified deficiencies
- AZVO conclusion on the success of the FFRZ in eliminating the identified deficiencies and a recommendation for the issuance of the licence due to the fulfilment of conditions for performing scientific activities, from April 18, 2019.

- FFRZ Development Strategy
- Regular assessment and evaluation of achieved goals of the FFRS development Strategy
- Annual reports from the FFRZ Quality Assurance Committee for academic years 2016/2017; 2017/2018; 2019/2020.
- A list of signed Erasmus+ and bilateral contracts of FFRZ
- Study Guides for academic years 2019/2020. and 2020/2021.
- Scientific activities of teaching staff are presented in the Self-Evaluation Report, Standard V.
- Link to the web page of the FFRZ community alumni

Analysis

Evidence that the faculty has fully implemented recommendations for improvement from previous evaluations was provided in the SER (pp 22-24.) and through interviews with the dean who confirmed that recommendations for quality improvement were implemented. The SER (23 p) gives very detailed information on the recommendations and actions that have been taken by the faculty since 2014.

The faculty has made improvements in employing their teaching staff. In recent years, improvements in scientific and professional work have been more visible than in the last re-accreditation. However, an additional scientific effort and engagement in quality improvement are required.

During the academic year 2018/2019, the FFRZ has started working on the lifelong learning programme entitled “Lifelong Learning in Business Ethics”, and on the revisions of the programmes and teaching processes at undergraduate and graduate levels. The faculty surveyed the motivation and experiences of FFRZ students. Inspired by data analysis in the survey, the FFRZ has introduced new elective courses in undergraduate and graduate study programmes. However, due to the COVID 19 epidemic and its prevention, the FFRZ was forced to continue the completion of the lifelong learning programme and revision processes of study programmes in the new academic year 2020/2021, and to do so, it founded a Commission for Excellence in Teaching and Learning.

Recommendations for improvements

- Continue to maintain improvements based on recommendations from previous evaluation reports and visits.
- Improve the quality of scientific projects and increase the number of submissions for project grants, applying to the Ministry of Science, Education and Sports and in the EU, that would include more teachers.
- Expand cooperation with other scientific institutions and apply for joint scientific projects.
- In the vision of the FFRZ, develop publishing policy and dissemination of research achievements, and interdisciplinary cooperation with scientific, educational and other institutions in the country and worldwide.

Quality grade

High level of quality

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

Evidence for this Standard was gathered as follows:

- The SER (pp25-26),
- The FFRZ “Rulebook on Quality Assurance System “
- Quality Assurance Policy
- FFRZ Ethical codes include defined procedures for detecting plagiarism, copying and forging of the research outcomes)
- Decisions on electing and appointing an Ethical commission for the academic years 2018/2019; 2019/2020 and 2020/2021
- Student ombudsman availability (at the university level)
- Turnitin software for detecting plagiarism
- Interviews with students and teachers during the visit

Analysis

The mission and vision of the FFRZ, all strategic documents, scientific-teaching activities and quality assurance rely on basic ethical principles and values of the FFRZ. Furthermore, the goals of the FFRZ would not be achievable without ethical principles and values defined in the FFRZ Code of Ethics, Article 1, (13.12.2018.), and these are equity and righteousness, equality, fairness, legality, morality and Christian moral values, academic freedoms, academic excellence, scientific criticism, mutual respect, human rights and human dignity, responsibility in science and higher education, business relations and public relations.

The responsibility of the FFRZ Ethical commission, which is a part of regular acting bodies of the faculty is to keep and develop the highlighted ethical principles and values among teachers and students of the FFRZ. Also, the student ombudsman, appointed by the University, is at the students' disposal.

Respecting academic integrity, the FFRZ is actively working on the prevention of all types of plagiarisms. Therefore, the FFRZ teachers, as a member of the University of Zagreb, are using Turnitin software for detecting plagiarism.

Recommendations for improvements

- Continue to monitor the implementation of the Code of Ethics

Quality grade

High 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).

Evidence for this Standard was gathered as follows:

- The SER (pp 25-26)
- Higher education web pages, social networks, Open days, etc.
- A list of internet channels and media content
- Prospect/brochure of FFRZ
- Recognition from the University of Zagreb for the virtual stall on the Zagreb University fair
- Examples of public actions and practices of the higher education institution related to public information

- Examples of teachers' participation in workshops, panel discussions or lectures are described in the Self-evaluation Report, Article 1.5

Analysis

Evidence for this element was obtained mainly from the SER, but also from other resources, documents and interviews. The faculty provides information on its study programmes in Croatian and English, though not all information is in both languages. The faculty informs stakeholders and prospective students on admission criteria, enrolment quotas, study programmes, learning outcomes, qualifications and types of support for students. The faculty also provides detailed information on its social role and the evidence for it was provided during interviews, and in particular that with the Dean. The faculty informs students on the outcome of the pass-rate analysis, the possibility for graduate employment and outcomes of previous evaluations.

The FFRZ uses its webpage to communicate with students, staff and the public. It provides relevant information and contacts of all services, faculty management, teachers, student services, the student representative. The webpage contains information about the faculty, its history and development, mission and vision; study programmes; news, announcements or the vacancy are regularly posted and information for teachers are regularly updated; Faculty scientific work; international cooperation and student life.

The Faculty of Philosophy and Religious studies regularly presents its content at the Zagreb University fair. Moreover, at the Zagreb University fair 2020, FFRZ representation was declared one of the best virtual stalls.

FFRZ teachers, conscious of their social role and responsibility, are engaged in public work through their media interviews, being frequent guests on radio and TV talk shows, publishing their reviews, comments and articles about current topics in various magazines. Also, FFRZ organizes conferences and round tables, promoting the interaction of the scientific community and broader public and contributing to the overall cultural enrichment. Teachers very often present their research in workshops, panel discussions or lectures. Furthermore, FFRZ teachers also use social networking sites such as Facebook, Twitter, Instagram and recently TikTok.

Recommendations for improvements

- Continually inform all stakeholders and students about pass-rate analyses, the possibility for graduate employment, dropout rates, etc.; but also, about research projects and ecumenical dialogue and interreligious cooperation.

- Make information on the social and scientific role of the HEI more visible within and outside Zagreb University.

Quality grade

Satisfactory level of quality

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

Evidence for this Standard was gathered as follows:

- The SER (pp 26-28)
- The FFRZ “Rulebook on Quality Assurance System “
- A list of public lectures by FFRZ teachers
- Annual reports from the FFRZ Quality Assurance Committee from academic years 2016/2017; 2017/2018; 2018/2019.
- Interviews with teaching staff during the site visit
- Scientific conferences, lectures and panel discussions organized by FFRZ available at Faculty website
- Annual report of Croatian Institute of History in Vienna; Annual reports of FFRS Family Center and Center for Business Ethics, Biblical Portal for Interdisciplinary Multimedia Research and Application of Scripture
- A list of FFRZ scientific projects
- A list of FFRZ teachers’ participation in lectures and workshops

Analysis

The social role of the Faculty of Philosophy and Religious studies is continuously evolving at many levels through which the FFRZ develops its mission and vision and maintains a permanent dialogue with other scientific institutions, other religions and diverse social groups. The social role of the faculty has been clearly defined, as stated in the mission of the faculty and the SER.

FFRZ teachers participate in formal and informal educational programmes designed for different social groups. Some teachers take part in expert courses for doctors organized by the Croatian Catholic Medical Society or in professional conferences for religious educators, Biblical Spirituality Courses and in arranging the materials for the Biblical Portal for Interdisciplinary Multimedia Research and Application of Scripture.

The faculty staff contributes to the development of the culture of the local community by participating in scientific projects totalling 12 in the period 2016-20, as indicated in Table 5.3 of the SER. All projects were funded by the University of Zagreb.

Staff have also participated in a range of community-based activities, including public lectures, panel discussions and the popularization of science activities. They are also members of many professional organizations and associations. The faculty takes part in international and national organisational committees (5.4) in conferences on cultural heritage, applied philosophy, bioethics and others. The social role of the faculty is especially visible through the organization of 49 Family Summer Schools and the intensive engagement of librarians in the Biblical Portal for Interdisciplinary Multimedia Research and Application of Scripture. In this way, the faculty fulfils its philosophical, religious, pedagogical and andragogical roles.

The faculty's social role is also carried out through the organization of scientific conferences, lectures and panel discussions, as explained in the SER, pp 26-28.

Recommendations for improvements

- The performance of the faculty should be continually monitored to ensure that its strategic goals and social roles are successfully fulfilled.
- Since the FFRZ has several institutes and associations, their engagement in developing the faculty's social role should be fostered. It especially includes the Center for Bioethics, the Center for the Study of the Relationship between Science and Religion, and the Association for the Promotion of Religious Culture and Dialogue. They can all help FFRZ to develop its social role and to promote human rights, just economy, family pastoral care and Biblical catechesis, interreligious, intercultural and transcultural dialogue.
- Strengthen the social role of their former philosophy graduates by providing them with comprehensive teaching competencies, establishing teaching bases, appointing university training rooms as well as mentors.

Quality grade

Satisfactory level of quality

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

Evidence for this Standard was gathered as follows:

- The SER (pp 30)
- The FFRZ “Rulebook on Quality Assurance System”
- Interviews with stakeholders and teaching staff during a virtual site visit
- Documentation of the Croatian Institute of History in Vienna; Family Center, Center for Business Ethics and Biblical Portal for Interdisciplinary Multimedia Research and Application of Scripture

Analysis

The development of lifelong learning is in the initial phase, despite many high-quality informal programs that FFRZ currently perform. For 49 years, the faculty has been organizing a Family Summer School, Ignatian Spiritual Courses, Interdisciplinary Biblical Studies and other programs that have been available online in recent years, but which have not yet been formally named Lifelong Learning Programs.

The faculty has made a draft of only one lifelong programme that primarily targets the local business community.

The faculty has signed some new international and interreligious agreements on cooperation as well as agreements with scientific research institutions and non-profit organizations. Lifelong learning programs will very likely be developed. Through its national and international lifelong learning programs, the FFRZ would have a more visible status at the University, at the national and international levels.

Recommendations for improvements

- Formally approve programs that have been performed at the Family centre of FFRZ, in Center for Business Ethics, the Biblical Portal for Interdisciplinary Multimedia Research and Application of Scripture and Portal for interdisciplinary multimedia research and Bible application, etc.
- Describe the program according to the curriculum, i.e. edit the descriptions of subjects, learning outcomes and all other elements of the teaching process according to the Rulebook on lifelong learning of the University / Faculty.

- The mission of the faculty is to develop and promote philosophical-religious reflections and dialogue with today's world; research on personalist philosophy; systematically connect the field of philosophy with the interdisciplinary field of religious sciences, especially Arabic, Jewish, Indian and Chinese philosophies. Therefore, it is recommended to develop lifelong learning programs such as Arabic philosophy and culture, Jewish religious culture and others. Since the vision of the faculty focuses on the philosophical and religious field, it is called to build a culture of dialogue and cooperation between different worldviews and different religious communities in Croatia, Europe and the world.
- Develop new lifelong learning programs aimed at the improvement of teachers and educators' competencies and parental involvement, in line with the mission and vision, e.g., the School of Biblical Didactics (for religious teachers, catechists, parents, educators), Summer School of Practical Philosophy (youth and families), Business Ethics, Interreligious Competency Seminar, Indian and Chinese culture and religion, etc.
- Take advantage of the unique programs in Croatia and design sustainable and joint international lifelong learning programs that will be led by its staff.
- Suggest teachers and employees to attend lifelong learning programs, monitor progress in teaching and acquisition of other competencies on an annual basis, enable and encourage it.
- Adopt a Rulebook on Life Long Learning.

Quality grade

Minimum level of quality

II. Study programmes

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

Evidence for this Standard was gathered as follows:

- The Faculty of Philosophy and Religious studies strategy
- General objectives of the programme and analysis of justification of study Programmes
- A proposal for study programme changes

- Recommendations from the Croatian Logic Association for improving higher education teaching programme on the Faculty of Philosophy and religious studies
- Recommendations from the Croatian Philosophical Society for improving higher education teaching programme on the Faculty of Philosophy and religious studies
- Results of the alumni survey
- Recognition for the best virtual stalls on University Fair
- Recognition for communicativeness and friendliness on University Fair

Analysis

The general goals of the Faculty of Philosophy and Religious Studies (FFRZ) offered by FFRZ are in line with the mission and strategic goals of the HEI as set out in the Mission, Vision and Values statement on its website, and in its most recent Development Strategy (2019-2023).

As pointed out in the Self-evaluation (p. 30), general objectives of study programmes fulfil very well the mission and strategic goals of the faculty, especially in terms of promotion of the study of philosophy with its periods and branches, and well rooted in ancient philosophy.

In addition, the FFRZ can boast that it is the only one in Croatia that delivers a program of Religious studies. According to the FFRZ development strategy, a goal of Religious studies is enabling students for interreligious dialogue, ecumenism and comparative world religious study.

Based on the conducted analysis of the teaching staff at the faculty, a plan is to conduct changes and additions to the study programme up to 20% in the academic year 2020/2021. An evidence for that plan is in the document *A proposal for study programme changes*.

A step forward for the FFRZ is achieved cooperation with the Croatian philosophical society (HFD) and Croatian logic association (HLD). As a result of this cooperation, FFRZ has aligned study programmes with regard to social and economic needs.

Recommendations for improvement

- The Panel commends FFZR's plans for development of further courses, including distance and e-learning to allow a rapid response to potentially fast-changing patterns of the market demands, student finances and stakeholder needs.

Quality grade

High 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.

Evidence for this Standard was gathered as follows:

- Results of alumni poll
- Table 2.1 from Study programmes appendix (MOZVAG)
- Learning outcomes – tabular view
- Analytic supplement – Theme 2 – Study programmes
- Project KAFKa – comments 30th of September 2020
- Plan of execution 2020/2021 available at Faculty website
- Study guide 2020/2021
- Accessory document about the study – example
- Proof of study quality – experience from the UK
- Recommendations from the Croatian Logic Association for improving higher education teaching programme on the Faculty of Philosophy and religious studies
- Recommendations from the Croatian Logic Association for improving higher education teaching programme on the Faculty of Philosophy and religious studies

Analysis

In general, the FFRZ has well defined the learning outcomes of the study programmes, so far, being these aligned with the mission and goals of the higher education institution. The competences the students achieved at the end of the study are very good and provide them with many possibilities to be in short time employed in the field they have studied. The FFRZ considering the future professions of the students, seeks to adapt its programmes to the labour market. According to the Self-evaluation on page 32, the final result of the study programme are the academic grades of master of philosophy, master of religious sciences, master of philosophy education or master of religious sciences educations. Those academic grades correspond to the level of 7.1 of the Croatian qualifications framework (HKO). Both academic grades are recognised not only in Croatia but also in Europe, and former students do not have many difficulties being employed in the field of philosophy or religious science. As a concrete proof of this is the survey conducted on 268 alumni of FFRZ. Namely, 87% of the students said that the skills and knowledge acquired during studies they considered useful in carrying out

their jobs. Moreover, 68% of them got a job within the first year of completing studies. These results are encouraging and show that FFRZ is going the right way. Therefore, the Panel considers that the study programmes are aligned with the level and profile of qualifications gained and that they are continuously improved and updated to current job market needs and students' interests.

Nevertheless, the Panel noted there are some issues with the learning outcomes at the level of courses. Some of them are aligned with the learning outcomes at the programme level, but not all. During the meeting with the Faculty Management as well as with the Commission for Quality Assurance, it was said that they are currently auditing study programmes as well as reviewing learning outcomes. In addition, the Panel commends the efforts of the FFRZ to draft two-major studies.

Recommendations for improvement

- The Panel recommends that the learning outcomes of the study modules should be redefined in order to reflect their different levels and specific focus. A suggested approach is to distinguish and separately list the generic/general study programme learning outcomes and those that are specific to particular study modules. Some fine-tuning of study programmes' learning outcomes is also recommended. The revision of course learning outcomes to ensure the alignment with Bloom's Taxonomy and Dublin descriptors, as well as their mutual consistency, is required.
- In the study programmes of the second cycle, the difference between the master's degree of philosophy/religious studies and master of philosophy/religious science education should be more accurately described.

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.

Evidence for this Standard was gathered as follows:

- Exam example
- Postgraduate and graduate studies rulebook
- Additional contributions to the study quality
- Examples of final theses
- Instructions for the comprehensive exam

- Bachelor's thesis defence protocol

Analysis

According to the Self-evaluation, p. 33, the learning outcomes on the level of programme are achieved by reaching learning outcomes at the level of certain courses. The Panel does agree with that. After the meeting with the vice-dean for undergraduate and graduate studies and quality assurance, teachers, students, alumni and stakeholders, the Panel was informed about some changes planned to be introduced soon. These changes relate not only to learning outcomes but also to study programmes.

As a good practice, the Panel commends the ways in which learning outcomes are achieved, such as mid-term exams, oral presentations, essays, oral and written final exams, as well as continuous following of students' work during class (Chart 4. Representation of ways for testing learning outcomes).

The cooperation between teachers and students is also at a good level in relation to the feedback on how exams are evaluated.

Recommendations for improvement

- There is a need for a more flexible framework for study programmes. The programme improvements suggested by students (more foreign languages, more mid-term exams in English, more religious studies courses) and by the alumni (more foreign languages, introduction of a course in business ethics, inclusion of skills of work in the curriculum, the possibility of distance learning) need to be considered in the planned study programme changes. There should be the use of external stakeholders in the study programmes development process. A good revision of courses' learning outcomes is required to achieve their alignment with Bloom's taxonomy and Dublin descriptors, to ensure internal consistency and adequate contribution to study programme learning outcomes.
- Last, it would be useful if the FFRZ develops some kind of a system for monitoring the achievement of study programmes' learning outcomes. A possibility on how to achieve some results might be a survey with postgraduates, employers, alumni and/or stakeholders.

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.

Evidence for this Standard was gathered as follows:

- Quality assurance guide of UNIZG
- Recommendations from the Croatian Logic Association for improving higher education teaching programme on the Faculty of Philosophy and religious studies
- Cooperation of the FFRZ with the HFD
- Results of the alumni poll
- Proposal for study programme changes
- A list of courses that can be held in English
- Results of the FFRZ survey 2019/2020

Analysis

The FFRZ Quality assurance system rulebook, based on the Quality assurance guide of the University of Zagreb (pp. 27-33), requires that programme development, approval, monitoring and periodic review should involve both student and stakeholder interests. According to the Self-Evaluation (pp.36-37), The Faculty of Philosophy and Religious studies has so far not asked to change approved undergraduate and graduate study programmes of philosophy and religious studies. The main reason why the faculty did not so far change the study programmes is the positive feedback of teachers and students on the quality of programmes and their purpose.

Since the last re-accreditation (2014), the FFRZ has made two sets of programme modifications above the 20% threshold that have required such approval (Self-evaluation, p. 36).

However, the Faculty considers offering optional courses that are compatible with student's interests and received recommendations from the Croatian Logic Association and the Croatian Philosophical Society. As a result, there are two new courses like Philosophy of language and Philosophy and artificial intelligence, which will be implemented in the academic year 2020/2021.

In addition, except Latin and Greek languages, the results of the student survey show a need of implementation of a foreign language as a professional language, like English.

The written examples of the opinions and recommendations of stakeholders, as the meetings with them, prove a great communication and cooperation with the FFRZ.

During the meetings with alumni and stakeholders, the Panel was impressed with the great cooperation between them and the FFRZ. That cooperation is achieved in different ways, such as different participations in symposia, forums and various media projects. A Summer school for Doctoral students in English should also be commended. The FFRZ regularly informs them by e-mail about all events and invites them to various occasional celebrations.

In particular, the Panel commends the multiannual cooperation of FFRZ with teachers of other religions such as Islam, Judaism and Orthodoxy.

Recommendations for improvement

- Some of the proposals of alumni and stakeholders were a new course on critical thinking, presenting, performing and public speaking skills, to increase the number of courses in English to at least 20% and to invite to them international lecturers. The Panel agrees with these proposals and recommends their acceptance and inclusion in study programmes, according to its own possibilities.
- In the future, it would be very helpful to have a digest of specific suggestions and notes as to exactly how alumni and stakeholders had fed ideas into the curriculum development. The Panel encourages the FFRZ to continue to cooperate with alumni and stakeholders and to use the current cooperation with them in as productive a way as possible.

Quality grade

Satisfactory level of quality

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

Evidence for this Standard was gathered as follows:

- Presentation on ECTS credits for the students
- Results of the student survey on workload and ECTS credits

Analysis

The use of the ECTS system by the FFRZ is in accordance with the actual student workload, by which the volume and level of individual courses (modules) are determined and documented to allow comparability and study transfer within the European Higher Education Area was well documented.

According to the student survey, most of them are satisfied with the ratio of ECTS credits and student workload. During the meeting with the members of the Commission for quality assurance, of the Commission for International Cooperation and ERASMUS coordinator as well with the ECTS coordinator, the Panel was aware of the faculty's effort on determining and harmonising ECTS ratings. Based on the student survey results, the FFRZ is implementing some changes in the study programme in the procedure.

Recommendations for improvement

- This area of FFRZ's activity seems to be going very well, and there are no special recommendations.

Quality grade

High level of quality

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

Evidence for this Standard was gathered as follows:

- Practice starts from the year 2020/2021, so it is not applied for now

Analysis

The documentation makes it clear that the FFRZ does not involve work-based learning (WBL) at the level of entire ECTS-rated placements. The main reason for this is the nature of the study. Namely, the study programmes of FFRZ are focused on study of philosophy and religious studies. Nevertheless, for graduate students who wish to acquire teaching competences, the faculty provides the possibility of additional pedagogic-psychological-didactic-methodical education. That specific programme is linked to practise in some schools with which contracts have been signed. One of the good proposals of the stakeholders is the introduction of pedagogical subjects in the undergraduate study programme, and not only in the graduate one.

Unfortunately, due to the Covid-19 crisis, practise in different schools has been postponed and is yet to come.

Recommendations for improvement

- For someone to be successful in business today, just having academic knowledge is not enough. What is required is the practical application of this knowledge in real business situations. The result of that is an experience. Therefore, the FFRZ should help students in teaching courses with the schools with which it has signed mentoring agreements, in order to tighten their knowledge and skills that will help them in their future work. With the International Jesuits Network, the FFRZ has an excellent chance to use own resources to help students in becoming more attractive for the job market. In addition, field classes, workshops and practica should be increased.

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

Evidence that was gathered for this standard:

- Self-Evaluation report FFRS (pp. 38.-39.)
- Rulebook on undergraduate and graduate studies FFRS (art. 28.-38.)
- Decision on admission criteria on undergraduate studies for the academic year 2019/2020
- Decision on admission criteria on graduate studies for the academic year 2019/2020
- Announcement for admission in the 1st year of undergraduate studies for the academic year 2019/2020 available at Faculty website
- Information on entry exam for admission to higher education graduate studies for the academic year 2019/2020 available at Faculty website
- Information on admission for graduate studies available at Faculty website
- Analytical appendix table: 3.1., 3.2., 3.3.
- Meeting with vice dean for undergraduate and graduate studies and quality assurance and meeting with students

The criteria for admission and the continuation of studies are based upon the Faculty's Rulebook on undergraduate and graduate studies (art. 28.-38.) and the Decision on admission criteria on undergraduate studies, that is made before the start of every academic year. The procedures for making the decision for admission criteria is based on clear regulations made by the University and the Faculty. It is evident from the documents provided that the criteria for admission are clearly defined and applied constantly.

The announcements for admission in undergraduate and graduate studies and criteria for admission are published on time on the bulletin board of the faculty and its webpage.

The faculty clearly regulates criteria for the transition of students from other High Education Institutions based on its Rulebook on undergraduate and graduate studies (art. 39.-43.). According to these regulations, the faculty has clear mechanism for recognising prior learning and student transfers from other High Education Institutions. The mechanism is implemented by the Faculty's Commission for exam recognition for student transfers (SER p. 39). There is also a department of academic recognition of higher education qualifications established by the University of Zagreb that oversees possible transferences of students.

According to the information obtained on the meeting with students the criteria for admission and continuation of studies is clear and is constantly applied.

Recommendations for improvement

- Having in mind the particularities of the faculty, motivational interviews should be introduced.
- Introduction of formal surveys on the student satisfaction regarding the application of criteria and experience of study continuations.

Quality grade

High level of quality

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

Analysis

Evidence that was gathered for this standard:

- Rulebook of the system for quality assurance (art. 4., ad. c)
- Self-Evaluation report FFRS (pp. 39.-40.)
- Faculty web page – *quality assurance – evaluation of teaching process*
- Analytical appendix table: 3.4., and 3.5.

- Dean's award and a procedure for suggesting Rector's award rulebook.
- Rulebook on special rights of extremely successful students

The faculty collects data on student pass rates and completion of studies rates which is evident from tables 3.4. and 3.5. of the Analytical appendix.

The teaching process is monitored using student satisfaction survey provided and regulated by the University of Zagreb. With the survey provided by the University, the faculty conducts its own survey regarding teaching process. Nevertheless, other formal procedures for monitoring student progress are lacking or are not publicly available.

According to table 3.5, the number of the undergraduate student dropout rates or students that have lost their right to study at the faculty is worryingly high. In some instances, the number of students that have lost their right to study at the faculty is significantly larger than the number of students that have successfully finished undergraduate studies. This is especially evident in table of pass and dropout rates for the under-graduate study of Philosophy in years 2015. - 2018., (p. 6. Analytical appendix).

Although the Faculty has diligently collected data on student pass and dropout rate, this is only the first step in solving this potentially big problem for this small academic community. Unfortunately, there is no evidence that the faculty has taken any other serious measures to increase pass and completion rates of its students.

It must be taken into account that Faculty systematically rewards extremely successful students by giving them either the Dean's award or suggesting them for Rector's award (SER p. 40). But this measure can only encourage already successful students, it does not, as it is seen in recent numbers, deal with the root problem that causes high number of dropout rates for under-graduate students.

Recommendations for improvement

- The Panel recommends that the faculty establishes an adequate internal system to analyse and seek solutions for the low number of pass and completion rates of students. (e.g., a special committee formed by teachers and students, etc.)
- Introduce an analytical system that collects data on pass rates of every course and procures courses with a significantly small number of pass rates

- Introduction of concrete measures that increase pass and completion rates (e.g., changes of study program, diversification of teaching process, potential adaptations of admission criteria etc.)

Quality grade

Minimum level of quality

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

Analysis

Evidence that was gathered for this standard:

- Self-Evaluation report FFRS (pp. 40.–41.)
- University and Faculty surveys regarding teaching methods
- Posters showing diverse teaching methods
- Rulebook on undergraduate and graduate studies FFRS (art. 46.)
- Meeting with students

The faculty uses various teaching methods that are in accordance with the intended teaching outcomes. The Rulebook on undergraduate and graduate studies sets a basis for the teaching process at the faculty. According to the Rulebook, teaching methods include various forms of frontal oral teaching, seminars/paper projects and practice.

Visual evidence (posters) given, and information provided by the students in the Panel's meeting show that the diverse teaching methods are used at the faculty and include a wide range of lectures, group projects, field work, etc.

Although there is a predominance of direct instructions (oral lectures), this should be expected based on the nature of studies at the faculty.

Surveys are conducted throughout the year either by the university or by the faculty teaching staff that evaluate the quality of the teaching process and implement ideas provided by the students for diversification of teaching methods. In the interview with

students, it has been emphasised that communication between teachers and students is laudable and produces good ideas regarding new teaching methods.

Students' autonomy is being encouraged by giving the opportunity to choose areas of interest while writing papers and doing group projects.

Faculty has provided students with "How to learn workshop" that helped students increase responsibility and learning productivity.

Recommendations for improvement

- Systematic introduction of diverse teaching methods that could be adopted to different courses in the study program
- Workshops for teachers that introduce them to innovative teaching methods.

Quality grade

Satisfactory level of quality

3.4. The higher education institution ensures adequate student support.

Analysis

Evidence that was gathered for this standard:

- Self-Evaluation report FFRZ (pp. 42.-43)
- Web page of the Faculty
- Rulebook on undergraduate and graduate studies FFRZ
- Meeting with students and section of administrative staff

It has been emphasised many times by the students and the staff that the faculty is a very close, almost, family like community. This is due to a relatively small number of students and very close and open communication between students and staff. This open communication was particularly expressed regarding the openness of the faculty's management towards students.

Students are ensured support from both teaching and non-teaching staff in guidance on studying and other activities in which they engage. Since the faculty is a small and close

community, student peer support is one of the forms in which new students are being tutored and supervised in their learning process.

Teaching and non-teaching staff are encouraged to engage in training and professional development. Workshops and professional practice are organized by the Ministry of Science and Education and by the University of Zagreb, in which members of Faculty's staff participate (SER p. 42.). However, external mobility (Erasmus programme) of the faculty's staff is very low.

Students receive psychological support at the University level and are given spiritual assistance by the chaplains of the faculty, which is in accordance with a long Jesuit tradition of providing students with an integral educational development.

Although the Faculty is a relatively homogenic community, it has facilities that are adapted to the diverse student population. It has close connections with different religious groups (Muslim and Jewish communities) that enables the openness of students towards member of all cultures and religions.

The quality and commitment of the teaching staff (especially of young teachers) towards students is commendable and produces a healthy atmosphere for integral development of students.

Recommendations for improvement

- Introduction of measures to increase teaching and non-teaching staff external mobility
- Rulebook on Faculty library
- Creation of functional institutional support for student career guidance and support in outgoing and incoming mobility

Quality grade

High level of quality

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

Analysis

Evidence that was gathered for this standard:

- Webpage
- Self-Evaluation report FFRZ (pp. 43.-44.)
- Decision of election and appointment of committee members and other standing bodies of the faculty (2019/2020)
- “Juraj Habelić” trust/foundation for scholarship
- Office for Students with Disabilities-University of Zagreb, information from University website

The main body of students from vulnerable and under-represented groups at the faculty are students with disabilities, although the faculty tries to adapt and provide for the need of all of its students.

There is a permanent commissioner for students with disabilities, who provides for the special requirements of the faculty’s students. This person provides for adjustments in the teaching process or during the evaluation period for students with disabilities. Students with disabilities can contact the University’s department for Students with disabilities that provides support and needed help.

The faculty is determined to ensure support and provide education for students regardless of the group/background they come from.

According to the SER (p. 43), the faculty’s webpage is adapted to the visually impaired so they can adapt size, colour and brightness of the content. Facilities have been adapted to students with disabilities by providing access to the faculty entrance and having an elevator that can access upper floors of the faculty building.

“Juraj Habelić” is a trust/foundation created by the faculty that provides scholarships for students of lesser means. The foundation covers either a large part or the entire tuition and provides a monthly scholarship to one student each year.

Elder students are ensured support according to the needs of their age. In the interview with the stakeholders, it has been noted that there is an increasing demand for the study of Philosophy by mid-life students who would engage the studies part-time.

Since the Faculty has a close and fruitful contact with both Islamic and Jewish communities, with teachers from these communities teaching at the faculty, it provides a welcoming multicultural and interreligious atmosphere.

Recommendations for improvement

- Introduction of an adapted admission process for vulnerable and under-represented students.

Quality grade

Satisfactory level of quality

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

Analysis

Evidence that was gathered for this standard:

- Analytical appendix table 3.6.
- Self-Evaluation report FFRZ (pp. 44.-46.)
- List of contracts with foreign HEI
- Decision of election and appointment of committee members and other standing bodies of the faculty (2019/2020)
- Meeting with students
- Meeting with vice dean for undergraduate and graduate studies and quality assurance
- Meeting with vice-dean for research

Preliminary steps have been taken by the faculty to ensure possibility for students to gain international experience, mainly by signing new contracts, thus increasing the number of possible foreign HEI, through which students can carry out their international mobility.

The faculty has taken efforts in making the information regarding international mobility available by recruiting a referent for international cooperation and appointing a committee for international cooperation.

Students are informed about the opportunities of international mobility through various channels and are ensured support by the staff and the management of the faculty.

On the other hand, according to table 3.6 of the Analytical appendix and information received in the meetings with students and staff, the number of students that have done the experience of international mobility is very low.

Various problems have been mentioned in the meetings that cause lack of student mobility: insufficient funds, financial circumstances of students and general ignorance regarding the possibilities of international mobility.

The FFRZ is a member of the Kircher Network, an international body of Jesuit universities that provides teaching, through exchanges of staff and students, and the development of shared programmes. This network enables an extraordinary opportunity for the faculty, through which it can achieve the fullness of its international potential. Although it seems, according to the evidence provided, very little is being used of this potential.

Since most of the faculty's teaching staff have received their degrees from outside of Croatia, they are able to provide students with competences and skills required for being employed in an international environment.

Recommendations for improvement

- The faculty should systematically inform its students about possibilities of international mobility through regular workshops and lectures.
- The financial situation of students interested in international mobility should be aided either through financial support provided by the various foundations or by adopting international programs.
- Introduction of student surveys that will identify problems causing the lack of international mobility.
- Internationalization of the study program (introduction of a foreign language) that will create opportunities for international mobility.

- Active and regular introduction of courses delivered in a foreign language.
- Enormous potential behind the Kircher network and the international association of Jesuit Universities should be strongly exploited.

Quality grade

Minimum level of quality

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

Analysis

Evidence that was gathered for this standard:

- Analytical appendix table 3.6.
- Self-Evaluation report FFRS (pp. 46.-47.)
- List of languages in which teacher can hold courses.
- List of courses that can be held in foreign language.
- Faculty web page
- University of Zagreb web page – Croatian language courses

The faculty has lately created a partially finished webpage in English, which provides however only general information about the faculty and its study programmes. All of the documentation provided on the webpage is in Croatian and there is no evidence of an admission information package for foreign students in a foreign language.

To ensure support for potential foreign students, the faculty has, according to SER (p. 46.), recently recruited a referent for international cooperation, who manages incoming mobility students. There is a committee for international cooperation at the level of the university. But it is hardly possible for both the referent of the Faculty or the University's Committee to provide support for students who are interested in studies at the faculty without any concrete physical information/documentation in foreign language regarding the studies conducted at the FFRZ.

Since most of the faculty's teachers had finished their studies abroad, they are able to provide courses in a variety of foreign languages (e.g. English, Italian, German, French, etc.). Having in mind this exceptional potential of the faculty's teaching staff, it is unfortunate to note that there are no active and continuous courses at the faculty in a foreign language to this date.

According to table 3.6 of the Analytical appendix, in the last five years there have been only two students that have used the possibility of incoming international mobility (*Taking note that one of those two students was, according to the documentation provided, of Croatian descent, although born in Germany*).

There are Croatian language courses provided by the University of Zagreb by a centre for Croatian language learning called Croaticum. This centre or the university itself offer semestral, one-month, summer, intensive and other courses. This provides a good opportunity for foreign students to learn Croatian.

It has been already affirmed that the FFRZ is a relatively new constituent of the University of Zagreb, but, on the other hand, seeing a very large potential in the teaching staff and particularly of the faculty itself, one regrets to note that the steps that have been taken by the faculty to increase international recognition and student mobility have been very recent and minimal.

Recommendations for improvement

- The web page in English must be improved. It needs to display studies and courses delivered at the faculty, clear admission information and instructions on Croatian language courses.
- Introduction of information packages for foreign students.
- Introduction of constant and active delivery of courses in a foreign language.
- Surveys should be conducted with foreign students on the admission process quality and the quality of teaching process at the faculty.
- Concrete steps should be taken to increase international recognition and better involvement in the Kircher network.

Quality grade

Unsatisfactory level of quality

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

Analysis

Evidence that was gathered for this standard:

- Self-Evaluation report FFRZ (pp. 47.-48)
- Rulebook for undergraduate and graduate studies
- Procedural of issuing a recommendation for the adjustment of teaching process and exams - University of Zagreb
- Survey conducted by the Faculty and University of Zagreb
- Meeting with students

The Rulebook for undergraduate and graduate studies sets out basic guidelines for criteria and methods of evaluation and grading. These criteria are set out in the course description (course syllabus) before its beginning and are clearly aligned with the teaching methods used.

At the beginning of each semester, criteria for the evaluation and grading are presented to the students. In some cases, according to the information received in the meetings with the students and teachers, preferred methods for evaluation and grading are chosen by the students.

Evaluation and assessment process are adapted to the nature of each course, although according to the documentation provided and information received in the meetings, there are still courses that have predominant summative methods of evaluation.

Student satisfaction feedback is presented to the teachers in form of survey results, and they are used to increase the quality of evaluation methods used and to ensure objectivity of the evaluation process.

Teachers are encouraged to participate in teaching and evaluation process workshops organised by the University of Zagreb.

The commissioner for students with disabilities and each teacher personally provide adaptation of the evaluation process for the students with special needs. According to the SER, the Department for students with disabilities of the University of Zagreb provides institutional adaptation of the evaluation and assessment process. The entire

adaptation process is marked in the University's Procedural of issuing a recommendation for the adjustment of teaching process and exams.

Upon request, students are provided with feedback on their exam results, in which guidelines for the learning process are given by the professor during a private consultation meeting.

Recommendations for improvement

- Introduction of diverse formative evaluation and assessment methods.
- Encourage teachers to participate in international teaching and evaluation/assessment process workshops.
- Systematic evaluation of grading should be introduced in form of semestral surveys.

Quality grade

Satisfactory level of quality

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

Analysis

Evidence that was gathered for this standard:

- Self-Evaluation report FFRS (pp. 48.-49.)
- Rulebook on Diploma and Diploma Supplement content of Ministry of Science and Education
- Decision on fees and participation of FFRS

According to the examples of diplomas and diploma supplement provided, as well as the SER (p.48.) students, upon completion of their studies, are issued with all of the appropriate documents.

These documents describe the qualification received by the student, the degree of qualification, information on content and results of the received qualification, possible employment options and all other information concerning rights and obligations received with the academic title.

The content is regulated by the Ministry's Rulebook on Diploma and diploma supplement (art. 3.).

According to the decision on fees and participation (art. II.) of FFRZ, the issuing of the diploma and diploma supplement is charged, extremely successful students can be excepted of paying diploma issuing fees.

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

Evidence that was gathered for this standard:

- Self-Evaluation report FFRS (pp. 49.-50.)
- Analytical appendix table 3.7.
- Workshop on self-presentation (job interview and motivational letter)
- Alumni survey
- Meeting with stakeholders
- Meeting with students

The faculty regularly conducts surveys on both students and alumni to ensure employability and market competitiveness of its graduates. The content of the survey is organised in such manner that the faculty can systematically pay attention to the

demands of the market and use this information to adapt study programs to those demands.

Several factors are considered that determine admission quotas. One of them is, according to the meeting with stakeholders, the substantial diversity of employment potential of FFRZ graduates. Furthermore, the management of the Faculty and University of Zagreb observe and analyse the social and labour needs of the market, and act accordingly.

The Panel had opportunity to interact with several teachers that were former students of the faculty, which were encouraged by it to continue their education after graduation, having in mind an employment opportunity at the faculty.

According to the evidence provided, the faculty has organized several employment-themed workshops that provide students with support regarding future career planning and ability to gain new skills. There is a career development support service provided by the University of Zagreb and a draft has been provided in the evidence for the foundation of a student counselling centre on the faculty.

Table 3.7. of the Analytical appendix showed a large employment rate, in the last several years, of students that have graduated on the faculty.

Good contact with alumni has been attested, and to ensure an institutional contact, the faculty has created a committee for alumni of the FFRZ. The alumni have expressed pride regarding the fact that they have graduated at the FFRZ and that their diploma has enabled them both national and international employment.

Recommendations for improvement

- Ensure international education for students that have shown potential (use of Kircher network) by creating trusts/ foundations for post-graduate students.
- Introduction of an internal system that will analyse and adapt study programs and teaching methods to the demands of the market.

Quality grade

High level of quality

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Evidence for this Standard was gathered as follows:

- The SER (p. 51-55)
- Conclusion of the ASHE on the success of the FFRZ in eliminating the sought shortcomings and recommendations for the issuance of a certificate of compliance with the conditions form performing scientific activities from 18 April 2019
- Teaching guides for the academic years 2019/2020 and 2020/2021
- Current changes in the curriculum, Faculty website
- The terms of teacher consultation, Faculty website
- Teacher workload data
- Tables 4.1.a, 4.2., 4.3. and 4.4. from MOZVAG
- Interviews with teachers and students during the visit

Analysis

In the past external evaluation and re-organization of the FFRZ, improvements in the area of ensuring adequate teaching capacities were required. Since then, the faculty made a serious effort into the development of its teaching staff. In 2019, following the statement from the FFRZ regarding the improvements in this area, the Accreditation Council concluded that the FFRZ meets the formal requirements for teaching capacity. According to the Self-Evaluation (p. 51-54), in the last couple of years the faculty had up to twenty-one (21) own lecturers and eighteen (18) external associates. Teaching was enhanced with three visiting lecturers from the USA and Austria. Most of the teaching staff have a doctoral degree, many studied and defended their doctoral theses abroad, which has significantly broadened their experience and ability to offer broader context-based lectures, assignments and teaching materials. The evidence shows that the faculty

is conscious about the constant need of strengthening teaching capacity and teaching quality development.

The teacher–student ratio at the FFRZ is 1:12,5. During the meetings with the expert panel, both teachers and students emphasized the advantages of such a ratio, namely, it allows an individual approach, close monitoring of progress, and contributes to the overall quality of student experience. The faculty considers the personalized approach to students as one of its unique features and strengths.

Quite a number of members of the FFRZ teaching staff have other pastoral or educational obligations besides teaching at the faculty. Nevertheless, the overall teaching load of lecturers is in compliance with formal requirements, and the faculty is closely monitoring activities of lecturers. In every case of a more significant external engagement at another HEI, dean’s consent must be obtained by the lecturer.

Recommendations for improvement

- The various extra-faculty pastoral responsibilities and social involvements of a teaching staff ensure a strong connection between theoretical knowledge and practical experience. This is a valuable feature. Nevertheless, the administration of the faculty must be vigilant to ensure that pastoral activities of teaching staff do not diminish its motivation and opportunities to develop didactically and academically.

Quality grade

High level of quality

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

Evidence for this Standard was gathered as follows:

- The SER (p. 56-57)
- The Ordinance on the conditions for election to scientific titles
- The terms of the Rectors' Conference and National Council for Science, Higher Education and Technological Development

- The Ordinance on the conditions and procedure for election to titles and appropriate positions
- The Ordinance on employee remuneration
- The Ordinance on the evaluation of the work of assistants, postdoctoral fellows and mentors
- Examples of published competitions for the employment of lecturers
- Examples of conducted procedures for election into higher titles
- Interviews with administration and teachers during the visit

Analysis

Recruitment, promotion and re-election of lecturers at FFRZ are objective and transparent procedures in accordance with national legislation and University standards. The conditions and procedures for election to various scientific and teaching titles are regulated by the Ordinance on the Conditions and Procedure for Election to Titles and Appropriate Positions. Criteria for the advancement of lecturers in scientific and teaching titles are clearly defined by the Ordinance on the Conditions for Election to Scientific Titles. Special attention is paid by the faculty to encouraging teaching staff to increase their scientific productivity. Following the recommendations from the previous accreditation, the FFRZ adopted The Ordinance on Teacher Remuneration, which determines the criteria and procedure for awarding both teaching and non-teaching staff and defines all awarding-related procedures.

For each election and re-election of a lecturer should meet clearly defined criteria. The whole procedure is transparent and the approval of the request for the new or to be renewed teaching position is carried out on three levels: special Committee for the verification of suitability and excellence of candidates, the Faculty Council, and the University. Upon the approval of the request, a public tender is announced, employment vacancies are communicated on all main public channels according to the legal requirements. Two special commissions (one working at the faculty, the other – at the university level) carry out the procedure to the end.

After the evaluation of available evidence, it can be concluded that the FFRZ has a functional and transparent system of teachers' recruitment, advancement, and re-appointment, which includes the evaluation of the excellency of teachers. Most of the

procedures employ a double-checking (or even triple-checking) system with staff recruitment, promotion and re-election being regulated, assessed and confirmed both on the faculty and university level.

Recommendations for improvement

- No recommendations.

Quality grade

High level of quality

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

Evidence for this Standard was gathered as follows:

- The SER (p. 57-58)
- Data showing individual monitoring of lecturers
- The Ordinance on employee remuneration
- A list of awarded lecturers
- Recognitions to awarded lecturers
- Certificates of lecturer participation in workshops
- The certificate of attendance for the visiting teacher at the Jesuit Institute of Boston College
- FFRZ decision on the use of paid leave
- The certificate of residence for the paid leave at the Faculty of Philosophy of the Gregorian University in Rome
- The Ordinance on the use of paid leave
- A list of FFRZ projects from 2015 until 2020 with achieved the planned results

- Tables 4.5., 4.6. and 4.7. from MOZVAG
- Interviews with administration and teachers during the visit

Analysis

After joining the University of Zagreb in 2016, the FFRZ is seeking for the best strategy for an efficient system of teaching staff development. In this task, all regular means are available to the faculty. The information about the opportunities to develop is disseminated among the staff via bulletin boards, mailing lists, personal communication, etc. Teachers are invited to attend various workshops, seminars, training courses that are provided by the University as well as various national and international competent services. Likewise, teachers are invited to participate in scientific conferences and symposia in the country and abroad.

The FFRZ increasingly encourages and helps its teaching staff to use these opportunities. Teachers can apply for financial help to cover their professional development-oriented activities. They have the right to a paid leave for one academic year (sabbatical). They are invited to participate in the scientific projects at the University of Zagreb. In 2017, at the suggestion of the Expert Committee, the Faculty started rewarding lecturers for their scientific contribution (one lecturer per year), and in 2019 defined FFRZ rules on employee remuneration. Recently the Vice Dean for Science started individual monitoring of lecturers' professional development, encouraging them to increase their scientific output and international academic mobility.

It can be concluded that FFRZ has a system for encouraging and supporting teachers' professional development, even though this area may be improved in more than a few respects.

Recommendations for improvement

- The FFRZ understands the need of supporting its academic staff and is working towards greater efficiency in this area. The level of support seems sufficient for the institution that has quite recently experienced a fundamental reorganization (joining the University of Zagreb). That reorganization has a great benefit of a fresh insight into the strategies that are needed to continue with the mission of the faculty in the new setting. The faculty should use this opportunity to seek and creatively apply all available means to motivate its teaching staff and support its professional development.

- Despite the fact that the FFRZ has access to Erasmus+ mobility opportunities, there was no Erasmus+ outgoing mobility at the faculty during the evaluated period. The faculty should find ways to encourage its staff to use the possibilities that are provided by Erasmus+ exchange programme.
- Even though the faculty recognizes the right of teaching staff to take a sabbatical leave, only one lecturer used this opportunity during the evaluated period. The faculty should consider if there is a way to apply this opportunity more often, as it can increase both professional satisfaction and scientific level of the staff.
- An important outcome of analysis of student and teacher feedback should be strategic choices for the annual staff professional training plans. Staff surveys on various training possibilities should be conducted regularly (preferably once per year).
- Even though teaching staff takes part in the scientific projects, they are all based at the University of Zagreb. Faculty should look into possibilities of participating in the projects on the national and international level.
- The FFRZ intends to financially support the development of its academic staff and does this to a satisfactory extent. Nevertheless, after evaluating the evidence, the Panel got the impression that this support could be further increased, e.g., by awarding more than one member of staff for the yearly achievements, supporting publications at the high-level foreign journals, providing more mobility and development-oriented participation opportunities.

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 academic research/artistic activity.

Evidence for this Standard was gathered as follows:

- The SER (p. 59-60)

- The Report of the Expert Committee on the re-accreditation of FFDI dated 19 and 20 March 2014
- The virtual tour of the Faculty
- Tables 4.8., 4.9. and 4.10. from MOZVAG
- Interviews during the visit

Analysis

Due to the pandemic, the Panel could not visit the faculty campus *in corpore*. Nevertheless, an excellent presentation of facilities and equipment, provided by the faculty in a form of virtual tour (presented on FFRZ website) and the description in Self-Evaluation allowed the Panel to come to well informed conclusions.

The FFRZ enjoys high-quality facilities and excellent material conditions for study and research activities. The campus comprises two buildings: the faculty building and the library. The ratio of the number of large classrooms and the number of students shows (1:19.2) that the FFRZ has a very large spatial capacity. All faculty premises used for teaching and research are equipped with the necessary technical equipment. All premises are equipped with quality furniture, IT equipment and have Internet access. Classrooms and offices meet formal space and hygiene requirements. The faculty continuously invests in maintaining or renovating facilities and buying new or upgrading existing equipment. IT equipment is regularly serviced and upgraded, and a new IT technician was hired recently in response to the fast-growing development of technology in education. It should be noted that the earthquake damaged some FFRZ facilities in 2020. Most of them have been already repaired and are functional, even though the complete rehabilitation of the space will take some time and investments.

The FFRZ places special emphasis on providing adequate space for students. In addition to classroom space, students have at their disposal a large reading room of the faculty's library, an IT classroom, spaces for the Student Union, sports and socializing. The FFRZ has a chapel for its community prayer and spiritual recreation, and the nearby parish church run by the Jesuits is also available for the students and staff. During the Panel meetings with the community of FFRZ there were no complaints about the state of facilities and material resources of the faculty.

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.

Evidence for this Standard was gathered as follows:

- The SER (p. 60-61)
- The Juraj Habelić Library:
- The Ordinance on the work of the library
- FFRZ digital repository
- Table 4.10. from MOZVAG
- Interviews during the visit

Analysis

The FFRZ is famous for its Juraj Habelić Library, which is one of the oldest and best equipped libraries in the area. The library is valued by the experts as national and perhaps even international treasure that deserves every possible support. The library is of a semi-open type (out of 1961 m², 557 m² are available for students), and is open to all students, teaching and non-teaching staff as well as external visitors. The reading room has 15 computers and all the required technical and IT equipment. Two employees perform all Library-connected tasks. Library activities include acquisition of library materials, professional processing, preservation and the protection of library materials which are deemed cultural property.

The library contains about 200 000 Croatian and foreign books and about 2500 journals and is being constantly supplemented by new volumes. Teachers can order new books needed for research and teaching for the library via a routine University procedure. The borrowing and cataloguing system is fully digitalized, with online catalogue being

available at a section of the faculty's website. The library provides interloan services, in case a book is not available. The library offers free access to 18 national and international databases. The library has a digital repository to store and provide access to the academic output of the faculty, including students' final theses.

Recommendations for improvement

- Even if two employees may be enough to take care of all Library related tasks at the moment, the faculty should consider if and when additional employees might be needed to take proper care of ever-growing library resources.

Quality grade

High level of quality

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

Evidence for this Standard was gathered as follows:

- The SER (p. 61-62)
- The Ordinance on the use of own source revenues
- The Amendment to the Ordinance on the use of own source revenues
- The Ordinance on simple procurement
- The financial plan of revenues and expenditures of FFRZ for the years 2015; 2016; 2017; 2018; 2019 and 2020.
- Reports on the implementation of the financial plan of revenues and expenditures for the years 2015; 2016; 2017; 2018; 2019 and 2020.
- Data on spending revenues generated from subsidies, participation and tuition fees
- Tables 4.11. and 4.12. from MOZVAG
- FFRZ development strategy

- Interviews during the visit

Analysis

Information acquired from Self-Evaluation and interviews allows the conclusion that the FFRZ is sufficiently funded and sustainable. Most of the total faculty revenue comes from the state budget and is administered according to routine university regulations. This revenue is spent in salaries, operating expenses, construction and investment maintenance. The rest of the income comes from various sources (e.g., renting spaces, issuing diplomas, donations, etc.) and is rather an insignificant part of the FFRZ total budget and is received and administered under special regulations.

Financial situation and financing at the FFRZ are monitored by the Material and Financial Operations Committee, which checks the faculty's finances at least once per year and sets the financial plan for the following year. According to the FFRZ Statute (Art. 7, par. 3), the Dean has the right to make business decisions on behalf of the faculty with the amount according to the Faculty Statute. The annual presentation of revenues and expenses are an integral part of the Dean's Annual Report on the Work of the Faculty, which is approved by the Faculty Council and submitted to the University Senate.

Recommendations for improvement

- It seems that the FFRZ manages finances prudently. There are no unpaid liabilities in maturity, loans (given or received), mortgages or promissory notes. Nevertheless, during the meetings with teaching staff and students, the Panel got the impression that the faculty should take greater care in investing into the professional development and rewarding of teaching staff and international mobility of teachers and students. One way to generate the needed revenue would be organizing lifelong learning programmes.

Quality grade

Satisfactory level of quality

V. Scientific/artistic activity

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

Evidence for this Standard was gathered as follows:

- The Self-Evaluation Report (pp 63-66),
- Analytic supplement to Self-analysis: Table 5.1.a Bibliography (in the last 5 years)
- FFRZ Development Strategy
- FFRZ Strategic Research Programme
- A periodic analysis and evaluation of the achieved goals of the FFRZ Development Strategy
- A list of links on publications categorised in accordance with the current Ordinance on the conditions for election to scientific titles for the areas and fields for each lecturer
- Certificates from the University of Zagreb on the acceptance of doctoral topics by FFRZ doctoral students in the last five years
- A list of defended doctoral theses October 2015 – September 2020
- A list of FFRZ scientific projects (with project results included)
- FFRZ Scientific research centers and institutes centres, information available from the Faculty website
- FFRZ website journals publishing
- Links to the FFRZ magazines
- A list of scientific and professional conferences organized by the faculty
- A list of lecturers' and associates' participation in scientific conferences
- Tables 5.1 and/or 5.2 from MOZVAG
- Online interviews with the management, teaching staff and students

Analysis

One of the strategic goals of the faculty, as stated, is the “continuous improvement of scientific research and professional activities aimed at systematically improving the quality of research and professional activities in order to focus on European and world standards of research and professional excellence. It includes three sub-goals: scientific productivity, participation in scientific research projects, and review and editorial activities”.

The faculty adopted the Strategic Research Programme of the Faculty for the period 2015-2020 and, after this, it was supposed to develop a new Strategic Programme of Scientific Research. Due to the COVID-19 pandemic, this task needed to be postponed. Nevertheless, the FFRZ Development Strategy fully adopted in 2019 the proposals of the last re-accreditation and on this account the SER considers that the activities envisaged by the Strategy were mostly realised or in the process of implementation.

Beside the difficulties caused by the pandemic, before it, there were other originated in the separation process from the Faculty of Croatian Studies. On these grounds, the FFRZ could not carry out numerous of the required processes at the desired speed, hoping in the meantime “for more significant scientific results over the next three to five years, following the successful completion of a series of processes, increased administrative support and achievements in increasing the number of teaching staff by 60 (sixty) positions, especially by employing junior lecturers”.

Turning our attention to the key issue in research, based on Table 5.1. of the Appendix to the SER, members of the faculty have published 136 publications of the highest category according to the “Appointment to Scientific Grades”, over the last five years. Of these, 29 publications were the result of collaboration with other HEIs and scientific organisations. Overall, this amounts to 1.7 publications per teacher, per year over the past five years. In addition, the HEI has produced 5 other publications according to the “Ordinance on Appointment to Scientific Grades”. Of these, 2 were the result of collaboration with other institutions. Overall, other publications amount to 0.06 per teacher per year over the past five years. In this same period, members of the faculty have further published 9 peer-reviewed papers in conference proceedings, 4 professional papers and 75 book chapters. Faculty members hold editorships of 14 books, and authorship of 10 books published in Croatia. However, they have not been authors of any book published overseas. Over the past five years, the faculty’s publications have been cited 654 times by Google Scholar (286 times in the WOS), whereas the institution’s h-index is 4 in Google Scholar.

The most important output of research is in the form of articles published in high quality, high impact journals. Indeed, it was referred before that one goal of the FFRZ in this area was attaining European and international standards in its publications, projects and editorial tasks. It is clear that this goal has not been fully achieved. Although the management continuously encourages lecturers to publish and increase their research productivity, the attained level is still rated unsatisfactory, as recognized by the management itself. Certainly, both management and lecturers are fully aware, as it was also expressed in the different online interviews, that scientific productivity at the FFRZ needs to be strongly increased in number and especially in quality. This was also stated in the Strategic Program of Scientific Research for the period 2015-2020. This, however, has not been fulfilled.

While the general numbers are not so low, the profile and quality of research activities need to be substantially boosted in order to attain the envisaged international visibility and standards. First of all, those articles are not published in the leading international journals. Secondly, their international impact is very reduced by the fact that the great majority of them are in Croatian. In order to attain international visibility, lecturers need

to publish in major European languages. Finally, the faculty members have not applied to a single international project. On the contrary, the 12 projects, in which the faculty worked, were internal projects of the University of Zagreb. In order to attain excellence in research the faculty necessarily needs to apply to European and international high-competitive projects. These projects would contribute to international high-quality publications as well.

Recommendations for improvement

- The FFRZ should continue monitoring and recording the quality of scientific productivity.
- The faculty should develop a strategy and procedures for effectively encouraging scientific productivity, also of senior lecturers.
- The faculty should seek means and instruments of encouraging and stimulating those researchers who have proven to be internationally-oriented and productive in their research in terms of journal and book publications. Potential measures could be financial support, reduced teaching loads, support by research assistants, conference funding or public recognition and awards.
- The faculty should increase the number and quality of publications, publishing in internationally recognized leading journals and in the main European languages, mainly but not only English.
- Doctoral and master theses could also be written in those languages.
- Lecturers (involving also doctoral students) should apply to national and especially international projects.
- The FFRZ should support lecturers in attending and presenting their research at the most relevant European and international conferences especially in those whose proceedings are indexed in relevant databases.

Quality grade:

Minimum level of quality

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

Evidence for this Standard was gathered as follows:

- The Self-Evaluation Report (pp 66-68),
- Popularizations of science and public consultations by FFRZ lecturers
- A list of scientific symposia, panel discussions, student symposia and lectures held at FFRZ since the last re-accreditation
- A list of FFRZ projects, Analytic supplement, Table 5.3.

- A list of teacher membership in scientific symposia
- A list of lecturer memberships in journal editorial offices 2015 – 2020., Table 5.5.
- The portal for interdisciplinary multimedia research and application of the Bible
- A list of teacher memberships in local professional and civic associations
- A list of teacher membership in professional, public and advisory bodies and committees
- A list of workshops and forums attended by FFRZ teachers
- Online interviews with the management, teaching staff and students

Analysis

The social relevance of scientific and professional research and knowledge transfer, being a component of the mission and vision of FFRZ, has been evident, on several levels since the last re-accreditation:

- (a) in the topics of 31 local and international scientific conferences organized by FFRZ teachers on topics such as the problem of violence, migration or other current social issues.
- (b) in scientific and professional projects in which FFRZ lecturers collaborated;
- (c) in research subjects of scientific projects initiated by FFRZ lecturers;
- (d) in the participation of lecturers in workshops and forums;
- (e) in the membership of FFRZ lecturers in professional bodies (for instance editorial boards), committees and commissions;
- (f) in the presence of the lecturers in discussions on the current topics in the media.

The FFRZ monitors and takes into consideration the needs of society and, in a minor degree, of the labour market. In doing so, the transfer of knowledge and technologies is carried out. In addition to this, the teaching staff takes an active part in reach-out activities in the region and the country. Indeed, there is evidence of societal relevance of the FFRZ, which is regionally and nationally acknowledged not only by the teaching staff but also by alumni, stakeholders and the media. The faculty carries out in this way its mission and vision. In this regard, the Jesuit network provides a national and international basis which further enables this social function of the faculty.

Recommendations for improvement

- Further monitor and take into consideration the needs of society and labour market
- Orient research projects towards relevant social topics, including master and doctoral theses.
- The panel strongly encourages the faculty to further use and deepen that network in support of the social relevance of FFRZ's research.

Quality grade:

Satisfactory level of quality

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

Evidence for this Standard was gathered as follows:

- The Self-Evaluation Report (pp 68-70),
- A list of awards and recognitions of FFRZ lecturers
- A list of projects in which FFRZ lecturers have participated
- A list of FFRZ lectures invited to teach at other universities by FFRZ
- A list of FFRZ lecturers' memberships in scientific and professional conference committees
- A list of international scientific conferences at FFRZ (includes insight into conference programmes)
- A list of lectures of FFRZ teachers on scientific symposium
- A list of FFRZ lecturers as contributors in editorial boards of scientific journals (Analytic supplement, table 5.5)
- A list of bilateral agreements, contracts and Erasmus+ agreements
- Student certificates for living abroad on Erasmus+ programmes
- Tables 5.3, 5.4 and 5.5 from MOZVAG
- Online interviews with the management, teaching staff and students

Analysis

The FFRZ has continued to build on national reputation through dedicated teaching and scientific work, evident in the number of organized scientific and professional conferences, publications, in the activities of the lecturers in diverse associations, commissions and other scientific and professional bodies, as well as their participation in scientific conferences, forums and workshops across the country (Cf. SER, p. 68). This Report also lists the awards given to FFRZ lecturers, their role in organizing conferences at other institutions.

Transfer of knowledge is attested by 8 PhD and 11 Master theses. In addition to this, members of the faculty have participated in 12 scientific projects funded exclusively by the University of Zagreb since the last re-accreditation (Table 5.3). Also, in this period, the faculty has organized 15 international and 6 local conferences, and lecturers of the faculty have participated in many international and local conferences, and have worked in 9 conference organizational committees (Table 5.4) Finally, 8 members of the faculty

have served in the same period in editorial boards in journals, and two as chief editors. In addition to this, the faculty has continued publishing its journals and series.

In the international realm, one visible advantage of the institution is the fact, that most of its lecturers have studied at prestigious international universities abroad and many of them are members of international associations. In order to boost its international character, the FFRZ has organized in the last period 12 international conferences and has signed bilateral agreements, contracts or 6 Erasmus+ agreements with higher education institutions from abroad (Austria, Germany, Slovakia and Turkey) having memoranda of agreement with institutions from (Italy, Lebanon and the USA) as well.

While it is fully clear that the institution is regionally and nationally recognized in its research, teaching and professional activities, this cannot be fully asserted at the international level (with some very few exceptions, such as the case of studies in Indology). This problem can be explained on different grounds. As it was stated before, much effort in the reviewed period has been invested in the difficult process of separation from the Faculty of Croatian Studies and initiating many other different processes in various fields. Having indicated this, it should also be affirmed that international publications of the faculty are very few. Being the vast majority of them in Croatian, their impact is highly limited, not being accessible to the academic community beyond those able to read that language.

Also, the language issue plays a negative role in the international projection of the FFRZ due to the nonexistence of courses, not to mention programmes, in languages other than Croatian. This is a huge impediment for incoming student mobility.

In the area of international mobility, only on eight occasions in the reviewed period teachers of the faculty have been invited as lecturers to international conferences. More international presence is required as well in lectures and courses taught at the FFRZ. Students at all levels, but especially doctoral students, should be exposed to the leading scholars in the different fields. Another significant problem is, as mentioned above, that the faculty members do not apply to international research projects and even very limitedly to the Croatian Science Foundation. Indeed, the few research projects of the faculty have been exclusively funded by the University of Zagreb.

Recommendations for improvement

- The faculty is strong with regard to national publications, whereas the faculty is weak regarding international publications and scientific projects at both national and international level. The Panel therefore strongly recommends that the faculty seeks publication opportunities in highly ranked journals by making more use of their professional research.

- Design an effective strategy aiming at international visibility and recognition of the FFRZ.
- Lecturers (involving also doctoral students) should apply to national and especially international projects.
- Lecturers should publish in the best international journals and aim at becoming board members of internationally recognized journals.
- Lecturers should publish in world languages.
- Lecturers should attend the most relevant international conferences.
- The faculty should invite international renowned scholars to lecture and offer courses at the FFRZ.
- The faculty should offer courses, and if possible, study programmes, in English.
- The faculty should increase the active participation of lecturers (and doctoral students) at the most recognized international conferences.
- The faculty should profile the most attractive areas such as Indology, Business Ethics, Bioethics, Library.
- International mobility (outgoing and incoming) should be supported in all dimensions, also financially.
- In order to increase the faculty's visibility at the international level, it is recommended to keep close ties with international researchers with whom the faculty members have collaborated to date, and to develop new contacts which could result with collaborative research projects and publications at an international level.

Quality grade:

Minimum level of quality

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

Evidence for this Standard was gathered as follows:

- The Self-Evaluation Report (pp 71-72)
- FFRZ Strategic Research Programme
- The financial plan of revenues and expenditures for a period of at least 5 years, which shows the sources of financing and structure of expenditures by purpose, and a report on the implementation of the financial plan of revenues and expenditures for a period of at least the last 5 years
- Awards and recognitions that the FFRZ has awarded
- Online interviews with the management, teaching staff and students

Analysis

Following the Development Strategy and the Strategic Programme of Scientific Research, the lecturers of the FFRZ are invited and encouraged to “continuously publish scientific papers in highly categorized journals, to participate in scientific and professional conferences, to join editorial boards of reputable journals, and to initiate or actively participate in scientific projects” (SER, p. 71). It was also stated that the Strategic Research Programme for the period from 2015 to 2020, adopted after the last re-accreditation, was only partially completed and, as mentioned above, the development of a new Strategic Programme for Scientific Research was postponed to the current academic year.

The SER claims that the faculty “builds an atmosphere conducive to the development of scientific excellence through its employment policy, programme revision, a more constructive financial planning, encouraging increased scientific productivity and academic mobility of its students, as well as lecturers”. In the analysed period, 6 lecturers have been awarded for scientific or institutional contributions. In addition to this, almost all lecturers (chiefly the younger ones) are involved in scientific projects, either as facilitators or as participants.

The Development Strategy is aligned with the vision of the FFRZ, being its research established by the Strategic Program of Scientific Research. It is evident that the institution has attempted to provide a better research environment in several aspects such as financial, facilities and equipment, and not least by further enhancing its excellent library. In addition to this, the faculty has begun rewarding its employees on their scientific and institutional contribution.

While the FFRZ management encourages lecturers to engage in international projects, collaboration and academic mobility, it is aware that this has not been achieved due to the lack of realistic conditions. Although many processes have not been fully carried out, the SER considers nevertheless that they “already indicate that the scientific activity at FFRZ is sustainable and developmental” (SER p. 72).

However, FFRZ’s research in order to be fully sustainable and developmental needs to attend to providing a better framework in order that ---research attains the above-mentioned goals of international standards. In this sense, as repeated, international projects are essential. In this realm, the faculty needs to rightly advise and accompany lecturers in the entire application project, from workshops about the different European and international projects, going through the application or grant writing and provide them with institutional feedback. In this regard, a project office at the faculty could launch and boost the application of FFRZ’s lecturers to those projects.

International mobility and publication should be financially supported and rewarded. Not last is the, still unfulfilled, wish expressed by the last re-accreditation that lecturers have more teaching-free time in order to consecrate it to research.

All of these measures will certainly direct the faculty to attain the research goal in publications, projects and board membership.

Recommendations for improvement

- The Strategic Research Programme needs to be totally fulfilled.
- The Panel recommends that the faculty should be more ambitious in terms of research excellence since it is in a very favourable position which it has not yet fully exploited. The fact that most of the faculty members have studied abroad and that they are part from the internal Jesuit network of universities should give the faculty a comparative advantage over many other HEIs in the field.
- The FFRZ should implement an office to support the entire process of application to European and international projects. Workshops of information and application to those different projects should be offered.
- Academic productivity should be financially rewarded.
- Academic mobility of both lecturers and students, almost inexistent in the last period, should be boosted.
- Lecturers (involving also doctoral students) should apply to international projects.

Quality grade:

Satisfactory level of quality

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

Evidence for this Standard was gathered as follows:

- The Self-Evaluation Report (pp 72-73),
- A list of scientific and professional papers with FFRZ students as co-authors
- A list of student symposia at FFRZ since the last re-accreditation
- A list of students who received the Rector's Award (2015-2020)
- A list of postgraduate university students involved in higher education research projects
- Online interviews with the management, teaching staff and students

Analysis

The scientific and professional activity of the lecturers at the Faculty of Philosophy and Religious studies is directly related to the teaching process by the fact that they mostly research in the topics they teach. Especially relevant is the participation of students in those scientific activities through co-authored papers, involvement in the organization

of symposia (in this sense, we want to stress the fact that FFRZ lecturers encourage and support students in the organization of the annual student symposia), scientific and professional meetings and panel discussions.

A good example and model is the symposium organized by the Centre for Business Ethics. A tender is organized for students and the winner present his or her paper at the symposium. This and similar improvement could foster the interaction of lecturers and students and further improve the teaching process.

Recommendations for improvement

- Continue to involve students at all level of scientific activities of the lecturers of the FFRZ.
- Doctoral Students should be involved in research projects.
- Co-authorship of papers by students should be further encouraged and supported.

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 |

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

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
Fakulteta filozofije i religijskih znanosti
Sveučilišta u Zagrebu**

**Re-accreditation of the
Faculty of the Philosophy and Religious studies
of the University of Zagreb**

Edukacija članova stručnog povjerenstva i priprema članova povjerenstva za sastanke s visokim učilištem u virtualnom okruženju /Education of panel members and preparation of the expert panel members for the meetings with HEI in virtual form

| | Petak, 16. travnja 2021. | Friday 16 April 2021 |
|------------------------------|---|--|
| 10:50 - 11:00 CET | Spajanje na poveznicu ZOOM | Joining ZOOM meeting |
| 11:00 - 12:30 CET | <ul style="list-style-type: none"> • Predstavljanje AZVO-a • Predstavljanje sustava visokog obrazovanja u RH • Postupak reakreditacije • Standardi za vrednovanje kvalitete • Kako napisati završno izvješće | <ul style="list-style-type: none"> • Presentation of ASHE • Overview of the higher education system in Croatia • Re-accreditation procedure • Standards for the evaluation of quality • How to write the final report |
| 12:30 - 12:45 CET | <i>Pauza</i> | <i>Break</i> |
| 12:45 - 14:15 CET | Priprema povjerenstva za sastanke s visokim učilištem (rasprava o Samoanalizi i popratnim dokumentima) | Preparation of the expert panel members for the meetings with HEI (discussion on the Self-evaluation report and supporting documents) |

Prvi dan reakreditacije u virtualnom okruženju /First day of re-accreditation in virtual form

| | Ponedjeljak, 26. travnja 2021. | Monday, 26 April 2021 |
|------------------------------|---|--|
| 8:50 - 9:00 CET | Spajanje dijela članova povjerenstva na poveznicu ZOOM | Joining the part of the expert panel members to the ZOOM meeting |
| 9:00 - 10:00 CET | Sastanak članova stručnog povjerenstva s dekanom, prodekanima i tajnicom Fakulteta | Meeting of expert panel members with the Dean, Vice-Deans and Faculty Secretary |
| 10:00 - 10:15 CET | <i>Pauza</i> | <i>Break</i> |
| 10:15 - 11:15 CET | Sastanak članova stručnog povjerenstva s Povjerenstvom za osiguravanje kvalitete | Meeting of expert panel members with the Commission for quality assurance |
| 11:15 - 13:15 CET | <i>Interni sastanak članova stručnog povjerenstva, diskusija o zapažanjima i impresijama, pripreme za sastanke s dionicima visokog učilišta</i> | <i>Internal meeting of members of the expert panel, discussion of observations and impressions, preparation for meetings with stakeholders of the higher education institution</i> |

Drugi dan reakreditacije u virtualnom okruženju /Second day of re-accreditation in virtual form

| | Srijeda, 28. travnja 2021. | Wednesday 28 April 2021 |
|------------------------------------|--|--|
| 8:50 - 9:00 CET | Spajanje na poveznicu ZOOM | Joining ZOOM meeting |
| 9:00 - 9:30 CET | Sastanak članova stručnog povjerenstva s dekanom, prodekanima i tajnicom Fakulteta | Meeting of expert panel members with the Dean, Vice-Deans and Faculty Secretary |
| 9:30 - 9:45 CET | <i>Pauza</i> | <i>Break</i> |
| 9:45 - 10:15 CET | Sastanak s: <ul style="list-style-type: none"> • Predsjednicom Povjerenstva za osiguravanje kvalitete • Predsjednicom Povjerenstva za međunarodnu suradnju i ERASMUS koordinatoricom • ECTS koordinatorom | Meeting with: <ul style="list-style-type: none"> • President of the Commission for quality assurance • President of the Commission for International Cooperation and ERASMUS coordinator • ECTS coordinator |
| 10:15 - 10:30 CET | <i>Pauza</i> | <i>Break</i> |
| 10:30 - 11:30 CET | Sastanak sa studentima svih studijskih programa – otvoreno za sve studente | Meeting with the students - open meeting for all students |
| 11:30 - 12:30 CET | <i>Pauza</i> | <i>Break</i> |
| 12:30 - 13:00 CET | Sastanak s alumnijima (bivši studenti koji nisu zaposlenici visokog učilišta) | Meeting with the alumni (former students who are not employed by HEI) |
| 13:00 - 13:15 CET | <i>Pauza</i> | <i>Break</i> |
| 13:15 - 14:00 CET | Sastanak s vanjskim dionicima (nenastavnim) s kojim visoko učilište surađuje | Meeting with external stakeholders |
| 14:00 - 14:30 CET | Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi | Organisation of an additional meeting on open questions, if needed |
| 14:30 - 15:30 CET | <i>Interni sastanak članova stručnog povjerenstva – osvrt na prvi dan i priprema za drugi dan</i> | <i>Internal meeting of the expert panel members – comment on the first day and preparation for the second day</i> |

Treći dan reakreditacije u virtualnom okruženju / Third day of re-accreditation in virtual form

| | Četvrtak, 29. travnja 2021. | Thursday, 29 April 2021 |
|------------------------------------|---|--|
| 9:30 - 10:00 CET | <i>Spajanje na poveznicu ZOOM i kratki interni sastanak stručnog povjerenstva</i> | <i>Joining ZOOM meeting and a short internal meeting of the expert panel members</i> |
| 10:00 - 11:00 CET | Sastanak s nastavnicima u stalnom radnom odnosu (nisu na rukovodećim mjestima) | Meeting with full-time teachers who do not have managerial positions |
| 11:00 - 11:15 CET | <i>Pauza</i> | <i>Break</i> |
| 11:15 - 12:15 CET | Sastanak s prodekanom za preddiplomske studije, diplomske studije i osiguravanje kvalitete | Meeting with vice dean for undergraduate and graduate studies and quality assurance |
| 12:15 - 12:30 CET | <i>Pauza</i> | <i>Break</i> |
| 12:30- 13:15 CET | Sastanak s vanjskim suradnicima | Meeting with external associates |
| 13:15 - 13:30 CET | <i>Pauza</i> | <i>Break</i> |
| 13:30 - 14:00 CET | Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi | Organisation of an additional meeting on open questions, if needed |
| 14:00- 15:30 CET | <i>Break,</i> <i>Interni sastanak članova stručnog povjerenstva – osvrt na drugi dan i priprema za treći dan</i> | <i>Break,</i> <i>Internal meeting of the Expert Panel members – comment on the second day and preparation for the third day</i> |

Četvrti dan reakreditacije u virtualnom okruženju / Fourth day of re-accreditation in virtual form

| | Petak, 30. travnja 2021. | Friday, 30 April 2021 |
|------------------------------|--|--|
| 9:00 – 9:30 CET | <i>Spajanje na poveznicu ZOOM i kratki interni sastanak stručnog povjerenstva</i> | <i>Joining ZOOM meeting and a short internal meeting of the expert panel</i> |
| 9:30 – 10:30 CET | Sastanak članova stručnog povjerenstava s prodekanom za znanost, poslijediplomske studije i međunarodnu suradnju | Meeting with vice dean for research, postgraduate studies and external affairs |
| 10:30 – 10:45 CET | <i>Pauza</i> | <i>Break</i> |
| 10:45 – 11:15 CET | Sastanak s asistentima i poslijedoktorandima | Meeting with teaching assistants and postdoctoral researchers |
| 11:15 – 11:30 CET | <i>Pauza</i> | <i>Break</i> |
| 11:30 – 12:00 CET | Sastanak s voditeljima znanstvenih projekata | Meeting with the heads of research projects |
| 12:00 – 12:15 CET | <i>Pauza</i> | <i>Break</i> |
| 12:15 – 12:45 CET | Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi | Organisation of an additional meeting on open questions, if needed |
| 12:45 – 13:30 CET | <i>Interni sastanak članova stručnog povjerenstva</i> | <i>Internal meeting of the Expert Panel members</i> |
| 13:30 – 13:45 CET | Završni sastanak članova stručnog povjerenstva s dekanom, prodekanima i tajnicom Fakulteta | Exit meeting of expert panel members with the Dean, Vice-Deans and Faculty Secretary |
| 13:45 – CET | <i>Break, Interni sastanak članova stručnog povjerenstva – ocjenjivanje prema standardima kvalitete</i> | <i>Break, Internal meeting of the Expert Panel members – assessment according to quality standards</i> |



SUMMARY

The FFRZ is a young and developing institution. In it, the involvement of their teachers, their interaction with students and commitment to the social mission of the faculty and openness to other cultural and religious traditions produce a highly-appreciated learning experience and atmosphere.

The faculty has made a lot of progress in such a short time, especially considering the difficult path of the FFRZ's independence. The faculty fully considered the recommendations from previous evaluations and has achieved great progress in almost all segments, including quality assurance. In this regard, the faculty has established a Quality Assurance System that includes and evaluates all activities of the higher education institution and provides underlying documentation. The operation of that system is based on the Faculty's Quality Assurance Policy, according to which the faculty systematically collects and analyses all data on its processes, especially student satisfaction surveys, evaluates and improves the quality of its activities, and from 2016 through the Quality Assurance Committee (which regrettably has not been yet formally established) and the faculty council.

As a small and young academic community, the faculty has made many improvements related to study programs as well. The Panel considers that in this overall area of activity, the FFRZ is satisfactorily performing, although with some variation across the sub-criteria. In this regard, programmes are in line with the mission and goals of the FFRZ and typical workplace requirements and Programme Learning Outcomes are consistent with the qualifications gained. The achievement of the Programme Learning Outcomes, although evidenced, still needs improvements. It is clear that the faculty has consulted students, employers, different stakeholders and alumni on matters of programme and portfolio developments. ECTS credits are in accordance with the actual student workload. Finally, practical experience (currently missing) is going to be integrated, where applicable.

Students are provided by the faculty with support from the period of admission to the graduation phase of their education. This also applies for vulnerable and underrepresented groups of students. We encourage the faculty to continue improving in monitoring the quality and success of students during their studies. Teachers are committed and motivate their students with their diverse teaching methods and support of creative and critical thinking. This results also in an open and productive communication between staff and students, which creates a supportive environment with established procedures for student guidance, counselling, spiritual and

psychological aid, and support in the overall educational process. An area to be improved is the international aspect of the teaching process for own and foreign students, especially by bringing international lecturers, offering courses in other languages and encouraging international mobility.

The FFRZ has high-level teaching and institutional capacities. Since the last external evaluation and the faculty's re-organization, it has made serious efforts to develop its own teaching staff, now meeting the formal requirements for teaching capacity. Teachers' recruitment, advancement and re-appointment procedures are carried out according to objective procedures and the faculty should continue encouraging and supporting the teachers' professional development. An excellent teacher-student ratio contributes to an overall positive relation of students with teachers. Another special asset of the faculty is that most of the teachers are educated abroad. This international dimension should be further strengthened by encouraging the staff to use the Erasmus+ exchange opportunities as well as inviting incoming Erasmus+ lecturers. With the faculty building and the library, the FFRZ has excellent facilities and material conditions for study and research activities.

While it is fully clear that the institution is regionally and nationally recognized in its research, teaching and professional activities, this cannot be fully asserted so far at the international level (with some very few exceptions). Although the management continuously encourages research productivity, due to different reasons, the scientific activity needs to be strongly improved in quantity and, especially, in quality. In order for the faculty to attain international visibility, its teachers need to publish in leading international journals and in international languages, apply for European and international projects, attend international conferences and bring international leading scholars to lecture at the faculty and encourage staff international mobility also by financially funding and rewarding it.

Finally, the panel members wish to thank the HEI for the entire re-accreditation process, for its openness during the different meetings and for a productive cooperation. We congratulate it on its achievements and encourage it to undertake the recommended steps to further improve the quality of the institution.