



RE-ACCREDITATION OF THE FACULTY OF ECONOMICS AND BUSINESS OF THE UNIVERSITY OF ZAGREB

-EXPERT PANEL REPORT-

Date and place of the visit: 21 - 22 March 2011, Zagreb

Composition of the expert panel

Pursuant to Article 22 of the *Act on Quality Assurance in Science and Higher Education* and Article 30 Paragraph 1 Item 4 of the Statute of the Agency for Science and Higher Education, the Accreditation Council of the Agency for Science and Higher Education at its 11th session on 9 December 2010 passed the decision to appoint panel of experts for re-accreditation of the Faculty of Economics and Business, University of Zagreb composed of the following members:

- **Prof. Slavica Singer**, PhD – Faculty of Economics of the J.J. Strossmayer University in Osijek (head of panel)
- **Prof. Othon Anastasakis**, PhD, University of Oxford
- **Prof. Irwin Collier**, PhD, Freie Universitaet Berlin
- **Prof. Ivan Mencer**, PhD, Faculty of Economics of the University of Rijeka
- **Mladen Koturović**, student, Faculty of Economics of the University of Rijeka

Contents

INTRODUCTION	Error! Bookmark not defined.
Short description of evaluated institution	Error! Bookmark not defined.
Description of methodology	Error! Bookmark not defined.
DETAILED ANALYSIS BASED ON STANDARDS AND CRITERIA FOR RE-	
ACCREDITATION	6
1. Institutional management and quality assurance	6
2. Study programmes	7
3. Students	9
4. Teachers	10
5. Scientific and professional activity	12
6. International cooperation and mobility	13
7. Resources: administration, space, equipment and finances	14
FINAL REPORT AND RECOMMENDATION OF THE EXPERT PANEL TO THE	
ACCREDITATION COUNCIL	16
Strengths.....	16
Weaknesses.....	16
Suggestions for improvement.....	17

INTRODUCTION

Short description of evaluated institution

The Faculty of Economics and Business is a constituent component of Zagreb University, as well as the oldest (established in 1920) and largest Croatian higher educational institution in the field of economics and business.

Activities of the faculty include university study programmes (undergraduate, graduate and postgraduate), professional study programmes, other forms of life-long learning and development as well as scientific and professional activities.

In the academic year 2009/2010 the faculty had the following portfolio of university and professional study programmes:

University study programme:

- Undergraduate study programmes – *Economics and Business* (8 semesters), *Entrepreneurship* (6 semesters) in Bjelovar and *Economics of Entrepreneurship* (6 semesters) in cooperation with the Faculty of Organisation and Informatics in Varaždin; undergraduate university programme *Bachelor Degree in Business* (8 semesters) is completely in English
- Graduate study programmes - *Economics and Business* (8 majors: *Analysis and Business Planning, Finances, Marketing, Informatics for Managers, Management, Accounting and Audit, Trade, Tourism*), 2 semesters
- Postgraduate study programmes
 - o Postgraduate specialist study programme, 2 semesters
 - 32 programmes: *Competitiveness Analysis; Economics of the European Union; Financial Analysis; Financial Institutions and Markets; Financial Statements, Audit and Analysis; Information Management; Controlling; Local Economic Development; Marketing of Non-Profit Organisations; Marketing Management; International Economy and Finance; International Business; Trade Management; Tourism Management; Operational Research and Optimisation; Organisation and Management; Insurance and Reinsurance; Entrepreneurship and Entrepreneurial Management; Business Marketing; Legal and Economic Framework for Business with the EU; Accounting and Taxation; Statistical Methods for Economic Analyses and Forecasting; Strategy and Corporate Governance; Strategic Entrepreneurship; Knowledge Management Systems; Managerial Accounting and Internal Audit; Management of Financial Institutions; Exports Management; Quality Management; Marketing Communications Management; Sales Management; Leadership*
 - MBA programme, 3 semesters
 - o Postgraduate doctoral study programme *Economics and Business*, 6 semesters, member of EDAMBA

Professional study programmes:

- *Business*, 5 semesters, 3 majors (*Finances and Accounting, Commerce, Tourism*).

According to self-evaluation, in 2009 /2010 there were 3331 first-year students at all levels of study, as follows:

- o 1620 first-year students at undergraduate level (1097 in Zagreb, 227 students at satellite programme in Koprivnica, 181 in Varaždin and 115 students in Bjelovar),
- o 1120 first-year students at the graduate level,
- o 344 students in postgraduate specialist study programmes
- o 51 student in postgraduate doctoral study programme and

- 196 students in undergraduate professional study programmes.

The faculty also carries out life-long learning programmes.

According to the self-evaluation, there were 251 full-time teachers and 79 part-time teachers in 2009/2010.

This institution has EPAS accreditation (issued by EFMD) for its *Bachelor Degree in Business* programme and *Economic and Business International Programme*, since 2011.

Description of methodology

The expert panel based its review on the self-evaluation of the Faculty of Economics and Business (FEB) of the University in Zagreb written in 2010, as well as on the site visit on the 21st and 22nd March 2011, without touring satellite study programmes (Bjelovar, Križevci, Varaždin).

During the site visit, expert panel held meetings with:

- Management of the institution;
- The work group that made the self-evaluation and representatives of the Committee for Quality;
- Heads of departments;
- Assistants and junior researchers;
- Students;
- Vice-dean for teaching, vice-dean for postgraduate study programmes and PhDs as well as heads of study programmes ;
- Vice-dean for international cooperation and vice-dean for scientific and professional activities as well as heads of research projects.

The panel also toured faculty facilities and classrooms. The tour also included a visit to classes, with members of the panel having short discussions with attending students.

During preparations for the visit, members of the expert panel used the self-evaluation, and during the site visit they consulted additional sources of information: Dean's programme for 2010-2012, Audit plan for 2010, EPAS review, internal legal documents regarding levels of study (undergraduate study programme, undergraduate study programme in English, graduate study programme, postgraduate specialist and doctoral study programmes), Code of Ethics for employees, Code of Ethics for students, decision on recognition of ECTS obtained at foreign universities. Various other documents such as minutes from ISO quality control or additional information were immediately available upon request from panel members.

The visit was carried out in line with the schedule (attachment 1) which enabled a high degree of efficiency for the expert panel because the meetings were held according to plan, and internal meetings of the panel during the visit facilitated additional explanations or documentation. Final criteria grades (attachment 2) are the results of discussion among panel and were made after adjustment of individual grades without significant divergence .

DETAILED ANALYSIS BASED ON RE-ACCREDITATION STANDARDS AND CRITERIA

Based on all analysed information, the panel graded each standard and criteria from 1 to 5, with 1 meaning that the criteria was not implemented, 3 that it was partly implemented and 5 that it was fully implemented. Panel considers criteria graded from 1-3 to present weaknesses requiring intervention to improve quality. Below are the presented findings from which the joint grade of individual criteria was determined. Recommendation within each standard are primarily given for criteria graded with 1 and 2, and in some cases also for criteria graded with 3.

1. Management of higher education institution and quality assurance

FEB defines its missions as „educating high quality experts who will successfully respond to contemporary business challenges thus increasing the quality of higher education and research training in Croatia“, with the vision „to become an elite institution of higher education with a recognisable image of market orientation in the provision of top quality educational services“.

While mission and vision clearly differentiate the faculty as a higher education institution, there is lack of emphasis on research. There is no strategic document for the institutional development except for the Dean's programme for 2010-2012 (self-evaluation cites Quality Handbook and Quality Policy as strategic documents). Based on these documents, FEB identifies the following strategic goals: establishment and improvement of study programmes that will best suit various needs of the labour market with their content and methods, constant training and development of employees, increased quality of research, continuous modernisation of organisational structures and equipment, adjustment of space with identified needs of the labour market and planned number of students, constant improvement of working conditions. There are no planned, continuous and transparent ways of including all relevant stakeholders (students, teachers, labour market...) in the strategic differentiation of FEB, which was obvious during interviews because many teachers, heads of departments and programmes didn't know the mission and vision of the institution.

FEB has a formalised organisational structure based on chairs and professional/administrative units. It has appropriate legal documents which regulate basic business processes of the institution, which are publicly available via the faculty web page in a very organised manner. The scheme of organisation does not define what „centres“ are.

Study programmes carried out by this higher education institution are in line with the Bologna process, but their format is 4+1 which makes incoming graduate student mobility difficult since other HEIs usually have 3+2 format. Due to lack of information about the extent to which FEB graduates are „successful in modern business challenges“ (there is no feedback on employability of students nor from alumni), it is difficult to say whether programmes are in line with the defined mission. According to management, there are plans to change the study format into an integrated study programme 0+5, and FEB plans to continue with, even expand the binary system of study programmes (university and professional).

The system of quality assurance and constant quality improvement was established with the introduction of ISO 9001:2008, and the system was certified on 22/05/2008. Relations between various management and organisational units in implementing quality assurance system aimed at building quality culture remain unclear. The panel could not see how that system contributes to measuring achievement of the identified mission, vision and goals. Neither students nor teachers have complete feedback. Students were not included in the quality establishment process. The panel was not given an adequate explanation why this HEI has not implemented the *Standards and Guidelines for Quality Assurance in European*

Higher Education Area (ESG), since that system is in line with the Bologna reform of higher education.

The institution established formal mechanisms and rules for the highest level of ethical conduct, but what is not visible is what measures are taken to make these proclaimed values a visible part of organisational culture carried out by students, teachers, management and other staff.

Within this segment of review, the panel gives the following recommendations relevant for the criteria:

1.6 (grade 2)

The panel recommends consistent and transparent implementation of formal mechanisms for ethical conduct, and transparent interventions which make clear that unethical conduct in higher education institutions is inadmissible.

1.1 (grade 3)

FEB should establish a mechanism to include all stakeholders in strategic discussion of the future of the institution as well as the mechanism which would monitor the fulfilment of the agreed identified mission, vision and goals. It is necessary to state more clearly the importance of research. If the change of the study format from 4+1 and expansion of the binary educational system is planned, it is a field of strategic decision-making that needs to include all stakeholders.

1.3 (grade 3)

FEB should monitor feedback from alumni, but also organise regular contacts with representatives of industry and the public sector in order to ascertain satisfaction with competencies of the graduates.

1.4 (grade 3)

The panel recommends detailed analysis of the effectiveness of the existing quality assurance system, and possible implementation of the ESG because there is a conflict between the process of university integration and the development of self-monitoring system for quality.

1.5 (grade 4)

The panel recommends a more consistent and transparent implementation of the formal system of feedback to students and teachers, especially regarding information obtained from student questionnaires.

2. Study programmes

FEB has the largest portfolio of study programmes compared to other faculties of economics and business in Croatia and, as stated by the management, has no competition in Croatia. The lack of a developmental strategy also impacts the way in which the portfolio of study programmes is developed. New study programmes are rarely developed as a result of monitoring needs of industry and the public sector, but are the results of initiatives of teaching staff in order to „keep up“ with trends at various foreign higher education institutions with which some cooperate. There is no mechanism of monitoring the needs of industry and the public sector in order to set enrolment quotas, and neither is there a systematic monitoring of the employability of the graduates. The institution holds occasional talks with the experts from industry (mostly in the fields of tourism, accounting, and the financial

sector). The only indicator used to determine enrolment quotas is the number of interested potential students, and the minimum number of students required to launch a new study programme is set at 12. Analysis of student success (yearly pass rate) does not seem to have an impact on the enrolment quotas, although the ratio between students and full-time teachers is very unfavourable (according to ASHE report of 18th March 2011, the institution should have 328 full-time teachers for university study programmes in order for the ratio to be 1:30, and it has only 136 full-time teachers). Thus the sentence from the self-evaluation stating that „enrolment quotas for each of the study programmes are shown to be... too small taking into account rising demands from the labour market“(item 2.a) is worrying, although that perspective was shared neither by students nor assistants during the site visit.

For each subject teachers defined goals, contents, teaching methods, student obligations and assessment methods that can evaluate learning outcomes, although it would be an improvement if done both more precisely and simply by reference to achievement levels (from understanding to learning). Description of individual subjects (elements for assessment of learning outcomes) are clearly available at the institution's webpage. There are significant differences among different chairs in the ways in which learning process and expected learning outcomes are assessed, a point that was especially emphasized by the students during discussions. The panel was presented with an example from the marketing department which clearly shows that this department invests significant efforts in that area.

After discussion with teaching staff, it can be said that teaching methods/strategies are relevant to the educational contents and identified goals and that there is enough additional content that contributes to improved learning. However, opportunities for the students to enrich their knowledge with applications to actual practice is far from desired, a finding that was emphasized by both teachers and students.

Within this segment of review, the panel gives the following recommendations relevant for criteria:

2.1 (grade 2)

FEB should establish mechanisms that will monitor the needs of industry and the public sector, as well as the employability of graduates, and work on adjusting enrolment quotas between the needs of the industry and internal capacity.

2.9 (grade 2)

FEB should invest in various opportunities for students to reinforce their learning with the application of knowledge and skills in the context of concrete practical problems (internship in companies, volunteering, community service, etc.)

2.4 (grade 3)

The Institution should make a thorough analysis of how learning is assessed and connect it with expected learning outcomes (which should also be defined in a simpler and clearer way) for each course. It should be a basis for aligning assessment of learning outcomes by using the same standards and concepts as well as by using experience of those chairs that have invested most effort in this field.

3. Students

The Faculty of Economics and Business in Zagreb, compared to other Croatian faculties of economics and business, has the greatest number of students which creates a series of problems related to the quality of teaching: from a very unfavourable ratio of students per teacher to other infrastructure such as library and reading room resources as well as availability of equipment necessary for teaching and research that includes students (which is visible both from criteria grades in this section as well as in section 7).

The panel talked to a group of undergraduate students (twenty students from all four years of study). Students were satisfied with the level of information provided by the webpage of the institution and on-line availability of various material required for teaching. That criterion received the best grades among the group of criteria related to students. However, students singled out non-uniformity of evaluating student work within the same course by various teachers as well as the lack of teacher feedback to students about individual components of student work necessary for achieving grades, which the students feel is necessary for the learning process. Also, students think that there are too many enrolled in the faculty since there are not enough seats at some lectures, and due to oversized groups it is difficult to have the desired interaction between students and teachers at lectures.

Non-participation of students in decision-making process at the institution in the past two years is unacceptable, and a point students particularly emphasized since they do not have an opportunity to state their own opinions. The faculty management thinks that students are still able to state their opinions as found in the annual student questionnaire. Students see no benefits from the official student organisations, They think that elections for the student organisation have been manipulated. It also explains some comments of the student regarding their ignorance about some faculty activities, for example ISO certification.

Students are unable to see how enrolment criteria are related to expected competencies for their future careers following graduation. Although enrolment criteria are public, students do not see or know to what extent are these criteria are used to analyse success rates during their studies nor what the institution is doing to change enrolment criteria. Also, students see little evidence that the institution cares about the employability of their graduates apart from individual contacts with some teachers who are consulted for advice and/or information related to personal and professional development.

The management holds that the institution is aware of the need for good statistics about alumni and employment of its graduates, although there were doubts about the feasibility of monitoring employment. The management stated its desire to update existing indicators of study success (pass rates, average grades, average time to degree completion) with the ratio of graduates to successful employment which would be used as one of the indicators of social responsibility of the institution.

Students stated their desire for pro-active involvement, which they've shown with launching of various extracurricular activities such as eStudent, the financial club, a sport club, an organisation of a series of lectures by Croatian and foreign public figures, as well as cooperation with various embassies. However, students think that should have more support in these activities, and they particularly noted their displeasure with the fact that they now have no facilities for sport activities, since FEB was renting existing sports hall to others.

Within this segment of review, the panel gives the following recommendations relevant for the review criteria:

3.8 (grade 1); 3.10 (grade 2)

FEB should immediately establish regular student participation in the decision-making process, especially at the Faculty council. Also, it is necessary to establish a mechanism of regular communication with students in order to get their opinion about all aspects of HEI activities, but also to have feedback about the outcome of student complaints/suggestions, perhaps differentiated by study programme in order to have better communication with smaller groups of students.

3.3 (grade 2)

When analysing study success, FEB should use available information about the quality of enrolled students as well as information regarding how enrolment criteria are linked with learning outcomes and necessary competencies in future careers. Using such analysis the HEI could begin critical discussions about whether it is necessary to update results of the state matura with special enrolment criteria at the national level.

3.7 (grade 2)

FEB should establish a mechanism to monitoring employability of its graduates that will enable improved enrolment policy and to establish a policy of study programme development.

3.1 (grade 4); 3.5 (grade 3)

FEB should provide necessary information to students about possibilities of for further education and employment, but also should establish a student advisory service to support their personal and professional development.

3.6. (grade 3)

FEB should discuss differences in criteria used to assess student knowledge by different instructors teaching same subject and establish common standards for all teachers in providing feedback to students about their obligatory work.

4. Teachers

Both teachers and management are aware that the number of full-time teachers is inadequate in relation to the enrolled students (although there is a significant discrepancy in the available data: the institution claims in its self-evaluation a much better student-teacher ratio of 40,33 per teacher/associate – page 110, while ASHE data show that ratio to be 55,72 per teacher/associate). A more detailed analysis of the number of teachers and students in each course (especially in the core, obligatory subjects) and for each study programme would aid in having a balanced development of the portfolio of educational and research programmes, enrolment policy and human resources development policy.

There are signs that FEB has in place a well-developed system of professional development of (and non-teaching staff). Assistants said they were pleased with opportunities for their

education and professional development provided by the higher education institution (2000 EUR per year for their research, conferences, publishing, etc.) Nonetheless assistants were critical about constraints to research due to high teaching loads.

One of the bigger problems of the institution is its imbalance in age structure of the teaching staff that is reflected in an imbalanced structure of faculty ranks (i.e., large numbers of full professors and assistants but not enough junior levels in between such as assistant professors and associate professors). With retirements of full professors, this structure will be spread thin even further and it will be necessary to establish a deliberate long-term policy, for at least ten years, of the teaching staff development in order to attain a satisfactory structure of teachers with regard to age and rank. The problem is further aggravated by the fact that although the institution has a relatively large number of assistants who have met their academic obligations (PhD, publications), it is not certain they will remain at the faculty due to limited funds for new teaching positions provided by the Ministry of Science, Education and Sport.

Discussions during the visit (with assistants, teachers, management) revealed that a majority of teachers studied and graduated from the Faculty of Economics and Business in Zagreb, which significantly narrows the experience of teachers regarding teaching and research activities at other institutions. Therefore it is vital to have greater mobility of teachers within Croatia (such a situation is similar at other Croatian higher education institutions) and with international higher education institutions.

There are significant differences in teachers' workloads depending on study programmes, which also shows the need to analyse teachers at the level of study programmes, and not just for the institution as a whole. There are no formalised policies to regulate the workload of teaching staff. Although teaching arrangements outside the institution have to be approved by management, there is no mechanism to monitor other forms of outside activities (consulting, professional projects) nor are there estimates whether such activities threaten meeting the primary obligations of instructors in their home institution.

Within this segment of review, the panel gives the following recommendations relevant for the criteria:

4.4 (grade 2)

FEB should establish a long-term (10-year) policy of teachers' development in order to use the existing potential of a considerable number of assistants to establish a more balanced structure of teachers according to age and rank.

4.5 (grade 3)

FEB should conduct an analysis of the competencies of the existing in light of the long-term strategic development of the institution, to determine to what extent the current structure of teachers (considering its research and teaching focus) corresponds to the mission and vision of the institution.

4.6 (grade 3)

FEB should establish, as soon as possible, a policy of teaching workloads that will be consistent with a more balanced division of obligations, including teaching, research and student mentoring.

4.8 (grade 3)

FEB should establish a policy to ensure transparent principles of the decision-making about arrangements of teachers outside HEI, in order to maximize the already limited human resources for teaching and research within the home institution.

4.1 (grade 4)

FEB should design a policy to increase the mobility of its teachers to other higher education institutions within Croatia and abroad as well as from other HEIs to the Faculty of Economics and Business in Zagreb in order to accumulate experience with different approaches to education, research, work with students, etc. This is extremely important in light of the disproportionate number of teachers whose experience stems has been exclusively limited to studying and/or research at the Faculty of Economics and Business in Zagreb.

5. Scientific and professional activity

Scientific and professional activity is being carried out, but it is greatly constrained not only due to financial considerations but also because teaching has become a greater priority due to insufficient number of teachers. There are not many international projects in the research portfolio (we can point to the projects FOKUS-BALKAN and Tempus JEP Fostering Entrepreneurship in Higher Education), a point especially emphasized by junior researchers. Research projects are primarily financed by the Ministry of Science, Education and Sports. FEB was also very involved in professional projects and consultancies for industry, banks and the public sector, but such projects have declined due to the economic crisis. Since there is no overall development strategy of FEB, there is no policy for the development of scientific and professional activities. Although the institution monitors the publication activity of its employees, the impression of the panel is that the research activities are fragmented, insufficiently coordinated and connected, and mostly reflect individual interests and/or accidental opportunities.

As it has the largest concentration of experts in the field of economics, the Faculty of Economics and Business has the potential for conducting high quality research projects. However, in order to realize such potential, FEB must implement many interrelated tasks at both the strategic and operational levels.

Within this segment of review, the panel gives the following recommendations relevant for the criteria:

5.4 (grade 2)

FEB needs to create a policy for the development of scientific and professional activity as a coherent component of the developmental strategy of the whole institution, in line with its mission and vision of development. That is needed to eliminate fragmentation and insufficient coordination of research efforts and enable research activity to be recognised in regard to profile and reputation of the higher education institution, and not just for the fame of individual researchers/teachers.

5.1 (grade 3)

FEB should establish criteria for selecting priorities for research and professional projects based on policy of development of the scientific and research activity, in line with priorities determined by the long-term developmental orientation of the institution (i.e., to what extent are research and teaching intertwined and to what extent do the research projects contribute to the implementation of the defined mission and vision).

5.2 (grade 3)

FEB should, in relation with recommendations in the sections Study programmes and Teachers, define criteria for the allocation of the available employee time for teaching, research and student mentorship. This will provide for a clearer understanding of existing limits to the implementation of a teaching and research portfolio for this higher education institution, as well as for any necessary interventions at the strategic level as well as in employment policies.

5.3 (grade 3)

FEB should further develop capacity for cooperation with other scientific institutions in Croatia in the field of scientific and professional activity. Lack of international projects demands better involvement in the establishment of the international consortia, and greater involvement in applying for EU-financed projects is recommended.

6. Mobility and international cooperation

FEB invests considerable efforts to reach foreign students, especially by establishing an undergraduate study programme in English and by participating in ERASMUS. Since undergraduate and graduate study programmes are carried out according to 4+1 format, the mobility of students within Croatia has been made considerably difficult (although students from other faculties of economics may apply for the graduate level after passing a so-called differential year of study).

The international dimension is mostly in the form of teachers/researchers attending international conferences, an activity supported by the institution. Greater international mobility of teachers/researchers often cannot occur due to the organisational problems caused by high teaching loads.

Although FEB signed bilateral agreements with several foreign higher education institutions, the contribution of those agreements to the internationalisation of teaching or research has not been visible in institutional activities. The focus of international cooperation has been placed more on trans-European cooperation and has been less visible in regional cooperation in south-eastern Europe, a possible future niche for cooperation in research.

The Faculty of Economics and Business is a member of numerous associations such as AACSB (The Association to Advance Collegiate Schools of Business), EFMD (The European Foundation for Management Development), CEESNET (Central and South-East European PhD Network), CEEMAN, PRME (Principles for Responsible Management Education), EDAMBA.

Within this segment of review, the panel gives the following recommendations relevant for the criteria:

6.1 (grade 1)

During the course of the strategic differentiation of the institution (recommendation 1.1), FEB should consider the format of undergraduate and graduate level with respect to student mobility within Croatia.

6.2 (grade 2)

FEB should analyse the possibility of increasing the number of students that would undertake part of their educational programme abroad, using existing bilateral agreements with higher education institutions in the European Union.

6.6 (grade 2)

FEB should launch stronger initiatives for cooperation within the EU's life-long learning programmes by using existing bilateral agreements with EU-based higher education institutions.

6.3 (grade 3)

Strengthening of international cooperation and mobility of teachers should be used as an important argument in the development of human resources policies, since without a reduction in organisational obstacles (e.g., excessive teaching loads) it will not be possible to expand internationalisation (link with recommendations in the section Teachers).

7. Resources: professional services, space, equipment and finances

According to the self-evaluation and statements from FEB management, professional services are satisfactory both with respect to the number of employees and to their competencies. However, following discussions with management, teachers and students it became clear that there is not sufficient analytical basis for the process of making decisions about both strategic and operational issues. Although FEB has considerable information about enrolled students and their success during their studies, there have been no continuous and quality analyses to link enrolment criteria to the study success of use in establishing enrolment quotas. Also, there are no services advising students concerning their professional development and employment. Thus while FEB collects a large amount of information, it does not subject that information to analysis nor does it use it for decision-making. The institution needs to design a development plan and adjust the structure of its professional services to increase their contribution to the institutional mission.

This higher educational institution has a total available space of 29.470 m² (according to the self-evaluation), consisting of classrooms (the largest lecture hall is 974 m² in size with a capacity of 574 seats), classrooms with various seating capacities, library and documentation centre, IT centre, a multimedia classroom and space for sport activities (although students especially emphasized that FEB management was renting out own sport premises). This space is located in two buildings ("old" and "new") in 49 rooms with 3,775 seats (41 classrooms, 6 computer classrooms with 118 computers, 2 reading rooms). All rooms have internet access and Led projectors, screens, portable video equipment (upon request TV, VCRs, overhead projectors, etc.)

The multimedia classroom has a capacity for video conferencing that significantly increases the possibility of using partner resources as well as of creating new educational products.

Library space and funds are inadequate for the current number of students and variety of study programmes, as was noted in section 3. FEB should have 20% of the obligatory literature available to students in its library, but even its own internal rules prescribe only 5%.

The number of individual work places (seats in the reading room) in the library is inadequate considering enrolled students. The majority of library resources (books, journals, on-line databases such as J-STOR) has been purchased with own funds.

Own revenues (scholarships, projects) makes up for 61% of the total revenue of FEB, which is probably unsustainable should there be a change in the regulation concerning financing of higher education, especially if one takes into account that tuition fees alone account for 70% of the total revenue.

Within this segment of review, the panel gives the following recommendations relevant for the criteria:

7.5 (grade 2)

FEB should prioritize upgrade of its library resources (number of copies of required texts, on-line databases) as well as expansion of the availability of space and seats, along with the need to reduce teaching workloads and to expand the number of teachers.

7.6 (grade 2)

FEB should set its ratio of teaching to non-teaching staff in line with its strategic planning for the future of the institution (i.e., depending on the strategic differentiation of the institution that takes into account the demands of industry and the public sector as reflected in its structure of study programmes and its research portfolio).

7.4 (grade 3)

FEB should make a plan for development of professional services via additional education and/or changes in the structure of non-teaching staff so they better support the activities of the institution.

A better analytical information system to support decision-making processes is needed as well as an expansion of certain specific services of importance for students (e.g., professional career advising). These changes require changes to the structure and training of professional services.

7.7 (grade 3)

FEB should analyse its financial sustainability in light of anticipated changes in the modalities of higher education finance (tuition fees) and needs to examine its portfolio of study programmes and portfolio of research activities accordingly.

FINAL REPORT AND RECOMMENDATIONS OF THE EXPERT PANEL

Following evaluation, the panel states the following advantages (strengths) and disadvantages (weaknesses) of FEB that serve as the basis for recommendations with the ultimate goal of improving the quality of this higher educational institution.

ADVANTAGES (strengths)

- Long tradition – The Faculty of Economics and Business is the oldest higher education institution in the field of economics and business in Croatia;
- Location – capital city, large market, good links with other parts of Croatia and abroad;
- Only faculty of economics in Croatia with exclusive focus on economic and management theory (complete series of study programmes from undergraduate to doctoral study programme);
- Macro-economic faculty experts are well-known among the Croatian expert public;
- Significant number of young researchers dedicated to and interested in the future of the institution;
- Doctoral programme – member of EDAMBA;
- Internationalisation of study programmes (Bachelor Degree in Business carried out in English as well as Economics and Business International Program – select courses are taught in English, EPAS accreditation);
- Recognised, but individual, cooperation with researchers/teachers at foreign scientific and educational institutions;
- Multimedia classroom;
- Restaurant

DISADVANTAGES (weaknesses)

- Too much complacency, based on attained historical position (oldest, largest) which undermines the development of awareness about the need for constant improvement;
- Low incoming and outgoing mobility of teachers and junior researchers (Croatia and abroad);
- A shared vision about the long-term future of the institution is not recognisable to the Faculty stakeholders, not every stakeholder participates in its identification;
- No student representatives in many Faculty bodies;
- Strategic decision about 4+1 format of undergraduate and graduate study programmes hinders mobility of students within Croatia as well as international mobility;

- Extremely unfavourable student-teacher ratios;
- The shortage of teachers is the reason teaching is overshadowing research activities;
- In spite of the fact that the Faculty of Economics and Business, being the oldest and largest faculty, has the largest number of graduates, there is no active alumni network nor is it recognised as an important stakeholder in the strategic differentiation of the Faculty or involved in the implementation of the mission and strategic goals of the Faculty;
- Shortage of internships for students;
- Library resources cover only about 5% of obligatory literature per course per enrolled student compared to the standard of 20%;
- Mechanisms of quality measurement lack clarity and feedback mechanisms to assist in the identification of the need for change;
- Underdeveloped relations with other Faculties of the University as well as with the Rector's office

RECOMMENDATION

The Faculty of Economics and Business has the largest concentration of experts in the field of economic and management sciences in Croatia, a long tradition and excellent location which should serve as a basis for strategic planning for the future. Development has thus far been constrained by supply capacities as in other Croatian higher education institutions. However, a more demanding labour market, increased competition among HEIs, expected changes in financing for tertiary education together require a change in strategic planning for the Faculty of the future. Therefore this institution is issued three key recommendations, together with a series of recommendations specific to individual segments of the re-accreditation criteria (only for sub criteria with grades 1 – not implemented, 2 – early stage of implementation and in some cases also for sub criteria graded with 3 – partly implemented):

1. To carry out research about competencies as required by Croatian industry and the public sector, taking into account Croatian accession to the European Union in 2013;
2. To conduct a systematic analysis of the strategic orientation of the Faculty to provide a sharper definition of its institutional mission and vision, and for systematic evaluation of its teaching/research activity portfolio with the mission and vision;
3. To carry out a detailed analysis of the educational, research, and professional activity portfolio with regard to resources available to the faculty (teaching and non-teaching staff, space, equipment).

Panel members:

Prof. Slavica Singer, PhD, Faculty of Economics of the J.J. Strossmayer University in Osijek (head)

Prof. Othon Anastasakis, PhD, University of Oxford

Prof. Irwin Collier, PhD, Freie Universitaet, Berlin

Prof. dr. sc. Ivan Mencer, PhD, Faculty of Economics of the University in Rijeka

Mladen Koturović, student, Faculty of Economics of the University in Rijeka

Additional documents

1. Schedule of the visit to the Faculty of Economics and Business of the University of Zagreb
2. Filled in form for the quality grade of a university constituent