REPORT
of the Expert Panel
on the

RE-ACCREDITATION OF
Faculty of Humanities and Social Sciences, University of Rijeka

Date of the site visit:

7-9 April 2014

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INTRODUCTION

This report on the re-accreditation of the University of Rijeka Faculty of Humanities and Social Sciences was written by the Expert Panel appointed by the Agency for Science and Higher Education, on the basis of the self-evaluation of the institution and supporting documentation, and a visit to the institution.

Re-accreditation procedure performed by the Agency for Science and Higher Education (ASHE), a public body listed in EQAR (European Quality Assurance Register for Higher Education) and ENQA (European Association for Quality Assurance in Higher Education) full member, is obligatory once in five years for all higher education institutions working in the Republic of Croatia, in line with the Act on Quality Assurance in Higher Education.

The Expert Panel is appointed by the ASHE Accreditation Council, an independent expert body, to perform an independent peer review-based evaluation of the institution and their study programmes.

The report contains:

- a brief analysis of the institutional advantages and disadvantages,
- a list of good practices found at the institution,
- recommendations for institutional improvement and measures to be implemented in the following period (and checked within a follow-up procedure), and
- detailed analysis of the compliance to the Standards and Criteria for Re-Accreditation.

The members of the Expert Panel were:

- Professor Karen Leeder, University of Oxford, UK (chair)
- Professor Matej Klemenčič, Univerza v Ljubljani, Slovenia
- Professor Ljiljana Reinkowski, Universität Basel, Switzerland
- Ivana Mihaela Žimbrek, student of the University of Zagreb Faculty of Humanities and Social Sciences, Croatia
- Professor Nihad Bunar, Stockholm University, Sweden

- Professor Boris Mlačić, Ivo Pilar Institute for Social Sciences, Croatia
- Professor Ger Duijzings, University College London, UK
- Aleksandra Pikić, student of the University of Zagreb Faculty of Humanities and Social Sciences, Croatia

In the analysis of the documentation and organization of site visit the Panel was supported by the ASHE staff:

- Davor Jurić and Marina Matešić - coordinators
- Gordana Cukar – translator.

During the visit to the Institution the Expert Panel held meetings with the representatives of the following groups:

- The Management (Dean and vice-deans),
- The Working Group that compiled the Self-Evaluation,
- Research project leaders and doctoral programme coordinators,
- Teachers,
- The students, i.e., a self-selected set of students present at the interview,
- Heads of departments and ECTS coordinators,
- Research and teaching assistants.

The Expert Panel also had a tour of the library, IT rooms, student register desk, and the classrooms where they held brief question and answer sessions with the students and support staff present.

Upon the completion of the re-accreditation procedure, the Accreditation Council renders its opinion on the basis of the Re-accreditation Report, an Assessment of Quality of the higher education institution and the Report of Fulfilment of Quantitative Criteria which is acquired by the Agency's information system.

Once the Accreditation Council renders its opinion, the Agency issues an Accreditation Recommendation by which the Agency recommends to the Minister of Science, Education and Sports to:

1. **issue a confirmation** to the higher education institution which confirms that the higher education institution meets the requirements for performing the higher education activities or parts of activities, in case the Accreditation Recommendation is positive,

2. **deny a license** for performing the higher education activities or parts of activities to the higher education institution, in case the Accreditation Recommendation is negative, or

3. **issue a letter of recommendation** for the period up to three (3) years in which period the higher education institution should remove its deficiencies. For the higher education institution the letter of recommendation may include the suspension of student enrolment for the defined period.

The Accreditation Recommendation also includes an Assessment of Quality of the higher education institution as well as recommendations for quality development

SHORT DESCRIPTION OF THE EVALUATED INSTITUTION

NAME OF HIGHER EDUCATION INSTITUTION: University of Rijeka Faculty of Humanities and Social Sciences

ADDRESS: Sveučilišna avenija 4, HR-51000 Rijeka

NAME OF THE HEAD OF HIGHER EDUCATION INSTITUTION: dr. sc. Predrag Šustar

ORGANISATIONAL STRUCTURE: see the Appendix

LIST OF STUDY PROGRAMMES: see the Appendix

NUMBER OF STUDENTS: 2272 (2195 full-time, 77 part-time)

NUMBER OF TEACHERS: 94.25

NUMBER OF SCIENTISTS (cumulative): 98.75

TOTAL BUDGET (in 2012 in kuna): 43,047,333.27

MSES FUNDING (in 2012 in kuna): 38,858,787.87

OWN FUNDING (in 2012 in kuna): 3,698,808.38

SHORT DESCRIPTION OF HIGHER EDUCATION INSTITUTION:

The Faculty of Humanities and Social Sciences in Rijeka has originated from a higher education institution named Higher Vocational School of Pedagogy (1953), as well as Academies of Pedagogy in Rijeka (1960), Pula (1961) and Gospić (1963). The Higher Vocational School of Pedagogy developed into the Higher School of Industrial Pedagogy (1962) and later into the Faculty of Industrial Pedagogy (1972). By merging of four teaching institutions (Faculty of Industrial Pedagogy and Academies of Pedagogy in Rijeka, Pula and Gospić), the Faculty of Pedagogy was founded in 1977. In addition to the study programmes from the fields of humanities and social sciences, the Faculty inherited study programmes of its former components: physics, mathematics, polytechnics, practical teaching, classroom teaching, pre-school education and art education.

The institution was renamed the Faculty of Humanities and Social Sciences in Rijeka in 1998, introducing an increasing number of undergraduate study programmes and postgraduate studies in the fields of social sciences and humanities. Gradually, the pre-school and primary school teaching studies separated from the Faculty and developed into the Higher Teacher Training School (1998). The Department for Art Education separated from the Faculty and developed into the Academy of Applied Arts and in the ac. year 2007/2008 the Departments of Mathematics, Physics and Informatics also separated. The University Senate adopted a decision to establish the University Departments of Mathematics, Physics and Informatics as separate organisational units of the University of Rijeka.

In the academic year 2005/2006, the Faculty began with the new undergraduate, graduate and postgraduate studies, according to the principles of the Bologna Declaration (the introduction of three cycles of study based on the ECTS credit point system), and today all study programmes are performed according to these principles. In the academic year 2010/2011, after the completion of the construction of a new building at the premises of the University Campus Trsat, the Faculty of Humanities and Social Sciences moved to this location.

CONCLUSIONS OF THE EXPERT PANEL

ADVANTAGES OF THE INSTITUTION

1. The HEI shows a steady development and has made huge progress since its beginnings in 1977.
2. The Management team, ably led by the outgoing Dean, but including Vice Deans and the Erasmus Coordinator, is committed to developing the HEI along excellent lines and according to the university mission.
3. The HEI benefits from an excellent geographical location which should enable it to turn it into a modern and important regional asset and to exploit its multicultural environment.
4. The Panel was impressed by the obvious and demonstrable engagement and commitment of staff, the horizontal quality of communication and the fact that they were open, reflective and fostered a climate of discussion.
5. The HEI is producing articulate, self-confident students who are engaged in the institution and able to reflect upon its development constructively.
6. The Project Office, although small and under-resourced, has played a significant role in supporting an impressive number of both national and international projects.
7. The Faculty benefits from excellent new facilities. It is to be hoped that construction plans (on campus) can be completed to schedule, perhaps in consort with Rijeka's 2020 European Capital of Culture bid.

DISADVANTAGES OF THE INSTITUTION

1. The HEI has inherited traditional departmental/divisional structures, which might now be usefully reconsidered with a view to streamlining its efforts and fostering better cooperation and exchange between the disciplines. Specific recommendations at 1 and 3 below.
2. Although the Faculty presents a persuasive account of its desire to integrate the demands of a research facility and a teaching institution, the tension between these

aims continues to be felt at many levels (undifferentiated course structures; lack of incentives for publications in top journals, failure to reward those who bring in project grants, etc.).

3. Relatively high drop-out rates exist in some subjects. Mechanisms to govern proper enrolment, and to monitor and improve dropout rates need to be strengthened.
4. Monitoring and assessment of many aspects of student provision would be better supported if mechanisms for tracking alumni destinations were consolidated across the board.
5. The development of a culture of research and teaching excellence should urgently be supported by concrete incentives to reward distinction at all levels.
6. Workloads (both teaching and administrative) for some teaching staff are excessive and there do not appear to be effective mechanisms for tracking and recalibrating such burdens. This was found to be especially the case for early career researchers and Teaching Assistants, i.e. precisely those most in need of institutional support to establish their research career.
7. Notwithstanding initiatives in this direction, local and international mobility is low and should be further incentivised at all levels.
8. The case for a distinctive mission and research strategy for the Faculty could be made much more explicitly and forcefully, also in intellectual terms.

FEATURES OF GOOD PRACTICE

1. The HEI has developed an official institutional strategic document for the development of all its activities, including specific goals, their monitoring and their implementation in line with the mission statement of the university. It has gone a long way to developing comprehensive and effective monitoring mechanisms.
2. There is a good level of integration with the university, especially at support staff level.
3. In spite of the present economic crisis in the country and various financial restrictions, the Faculty management is committed to further development (new subjects) and

investments (student accommodation, expansion of Lifelong Learning, new centres, etc.).

4. Teaching methods are appropriate and well adapted to the Bologna-system of study. The panel also wishes to commend the culture of open discussion observed during on-site visits to lectures and classes.
5. Some graduate-level programmes (e.g. English, German and Psychology) have already introduced necessary quality thresholds for enrolment, pegged in line with appropriate external models.
6. The annual monitoring of individual research and publications in the Psychology Department is an example of good practice which could be followed more widely.
7. There has been a visible effort in implementing and making popular the ERASMUS programme.
8. The Project Office has supported the Faculty in gaining a relatively high number of national and international project awards.

RECOMMENDATIONS FOR IMPROVEMENT

1. Management of the Higher Education Institution and Quality Assurance

- (Criterion 1.2): Consideration should be given to whether the Department of Polytechnics should be relocated to Faculty of Engineering, which might be thought to be its scientifically most natural environment. This measure does not exclude the existence of some courses in Polytechnics-related subjects at undergraduate and graduate level at the Faculty of Social Sciences and Humanities and it certainly does not exclude the possibility of having joint research projects with e.g. Cultural Studies or Psychology. In other words the transfer should be used to promote interfaculty cooperation.
- (Criterion 1.2): The Faculty should evaluate the effects of the relatively large number of divisions (Katedra) for educational and research quality. For now, it is unclear what advantages and disadvantages this organisational fragmentation entails. Results of the evaluation should be a starting point for further steps regarding the existence, organisation and functioning of divisions.
- (Criterion 1.6): Mechanisms for monitoring and improvement of teaching quality, especially student evaluations, have to be recalibrated in order to fulfil their quality assurance function across the board. This implies: a) acquiring knowledge on why so few students are involved in evaluation in some areas; b) refinement of questionnaires together with student representatives (although they should not be altered too often in order to allow for comparisons from year to year); c) continuous communication with students stressing the importance of responding to evaluations, possibly making them compulsory; d) consistent feedback to students on the results of their evaluations and ensuing steps by the responsible teacher and, if necessary, Department and Faculty.
- (Criterion 1.7): Although the Faculty has a number of mechanisms for monitoring research activities (Project Office, Vice-dean for research and research coordinators in Departments), across the board these are not sufficiently involved in monitoring and particularly in improving research *quality* (but see Psychology as regards good

practice). Reinforcing internal peer-review process through seminars and workshops could additionally strengthen this vital function as well as introducing effective incentives for publications in prestigious scientific journals.

2. Study Programmes

- (Criterion 2.1.): The profiling of the undergraduate and graduate levels of study should be intensified. The overload at the undergraduate level should be reduced, while the graduate level should be more specialized.
- (Criterion 2.2.): The Faculty should fix the enrolment quotas using more sources than just the local employment office. Due to increased mobility, tracking alumni destinations is especially relevant for setting the quotas.
- (Criterion 2.3): The main criteria for the enrolment quotas at the graduate level should be based on excellence, while the current admissions practice varies from department to department. Some of the departments (e.g. English, German and Psychology) have introduced a GPA from the undergraduate level as the main criterion and the other departments could adopt this practice.
- (Criterion 2.4.): The Faculty should ensure that learning outcomes, teaching methods and assessment methods are congruent and constructively aligned across all departments and study programmes.
- (Criterion 2.6.): There are some instances where the ECTS are not synchronised well with the student workload, and revision is needed. In some cases changes were implemented after students complained, in others not (especially in the combined degrees where student workloads are high).
- (Criterion 2.7.): While the literature for the study programmes in some departments reflects internationally recognised state of the art, there are local instances of outdated literature at other departments and others where the literature is lacking in libraries altogether and teachers are providing it personally. More harmonisation regarding the newest available literature is needed at the level of the Faculty.

3. Students

- (Criterion 3.1): The HEI should conduct a more thorough evaluation of the admission criteria that would include all departments. Enrolment criteria should be introduced for all graduate level programmes.
- (Criterion 3.2): The HEI should make additional efforts to institutionalize and support extracurricular activities (especially for first years). Alongside study obligations it is vital that students have enough free time for other activities. Courses may need to be recalibrated in terms of number of seminars etc. to allow this.
- (Criterion 3.3): The HEI should develop mentorship activities for all their students. They should also consider opening up counselling services on the level of the Faculty.
- (Criterion 3.4): The HEI should carry out an analysis and harmonisation of the assessment grades throughout the courses and provide detailed criteria for grade bands. The Faculty should evaluate what the frequency and quality of oral exams at some programmes mean to educational quality and legal security for students.
- (Criterion 3.5): The HEI should develop, formalize and maintain a system of keeping contacts and collecting data from its alumni. It should make appropriate use of modern social networking, Facebook, etc. in harvesting data and building contacts.
- (Criterion 3.7): The HEI should encourage critical and active participation of students in class in order to improve learning and teaching quality. This might be partly possible through the introduction of an encompassing evaluation-system. More emphasis should be put on dealing with the issues regarding the student questionnaire (practice appeared to vary significantly across the Faculty).
- (Criterion 3.8): The excellent relationship that the students already have with their professors should be supported through better mechanisms of teacher evaluation and the creation of a system which will continuously provide information on that issue. The Faculty should adopt strategies for further encouraging students to contribute to and engage in democratic processes within the Faculty. Bringing up young people (intellectuals) in a critical atmosphere will strengthen the young

country's democratic institutions and culture. Make sure that students are aware of the significance of their contribution to the evaluation process.

4. Teachers

- (Criterion 4.1): Several programmes do not have sufficient staff according to minimal criteria visible in MOZVAG system. Structural problems to be addressed are 1) the failure to recognize language teaching assistants (lectors), some of whom have large teaching loads, as full university teachers (see especially English and German) thus skewing statistics; 2) new employment should be available as a priority in departments where minimal criteria are not met (e.g. History). The University should support the Faculty in releasing appointments.
- (Criteria 4.2 and 4.3) The HEI needs to implement a sustainable and transparent policy of growth and development of human resources with an eye to retirements and promotions etc. The HEI should continue to work towards attaining adequate teaching ratios.
- (Criterion 4.4.): Concrete support and incentives need to be provided to teaching staff and researchers to ensure their professional development.
- (Criterion 4.5): Teachers' workloads, and especially the excessive workload of some early-career colleagues (such as assistants and doctoral students), is a serious limiting factor on educational and research quality and international mobility. Means for collating hours taught against recommended norms should be introduced, along with systems for ensuring norms are not exceeded. The Faculty should ensure that teachers have the possibility of engaging in scientific and professional development as well as in student consultation and additional support should be made available to help them in this.

5. Scientific, Research and Professional Activity

- (Criterion 5.1): The case for a distinctive mission and research strategy for the Faculty could be made much more explicitly and forcefully, also in intellectual terms.

- A distinctive mission and research strategy could be formulated in the context of Rijeka's European Capital of Culture candidacy for 2020. This initiative provides excellent opportunities for Faculty to formulate its distinctive mission and research strategy in collaboration with key partners and stakeholders.
- Regular monitoring and evaluation of research activities and outputs needs to be improved and standardised across the Faculty.
- The Faculty should promote work-in-progress research seminars at the level of departments and the Faculty as a whole.
- (Criterion 5.2): Strategic research collaborations need to be identified, with regular input from key partners and stakeholders for instance through an advisory board.
- International staff mobility needs to be encouraged and obstacles in this field removed.
- (Criterion 5.3): Teaching loads should be better monitored, and where possible reduced, especially for young members of staff (assistants) as to enable them to benefit from international mobility.
- (Criterion 5.4.): The Faculty should provide additional incentives and rewards (financial, more time for research, public acknowledgments) in order to encourage its researchers to submit articles to prestigious high-ranking international scientific journals.
- (Criterion 5.5): The HEI urgently needs to address the lack of any incentives and mechanisms to reward excellence in research, for instance through reduction in teaching. The Faculty should monitor research output and performance in a more systematic manner across all departments.
- (Criterion 5.7): The HEI should clarify the criteria and increase transparency according to which internal research funding applications are awarded. Feedback should be improved and standardized.
- (Criterion 5.8): New areas of knowledge transfer should be identified in line with the HEI's mission and research strategy, in collaboration with its key partners and stakeholders (for instance through an advisory board). The HEI should enhance its visibility nationally and internationally.

- (Criterion 5.9): We recommend that the university sets clear rules on how it will support commercial activity so that the HEI can benefit from it (and not only individuals) and use it as additional earning.
- (Criterion 5.10): There is scope for integration and a shared provision of taught modules for all the PhD programmes at the Faculty level. Similar to the Faculty's Teaching Module, a Research Module could be envisaged, or one or more Doctoral School(s) the purpose of which would be to service more than one doctoral programme.
- The Faculty needs to develop proper procedures for the ethical approval of research, including PhD research projects.

6. International Cooperation and Mobility

- (Criteria 6.1. and 6.5.) One of the major obstacles in building up international mobility for incoming students is the fact that the HEI currently lacks facilities such as dorms. The number of English taught courses on topics that would be of interest for a wider international public should be increased and the Faculty's online presence could be enhanced.
- (Criteria 6.3., 6.4. and 6.6.) The outgoing mobility of teachers is low and should be encouraged by the management. The HEI and its departments should work on the international promotion of their scientific activity; this could also help attracting additional incoming exchange teachers to Rijeka.

7. Resources, Administration, Space, Equipment and Finance

- (Valid for entire chapter 7): Currently (in particular), and even as a long term strategy, the only way for the Faculty to increase its financial resources is to secure research and developmental funding from the EU and private donations and to exploit its intellectual property commercially. A fundraising body could be created at the University of Rijeka and at Faculty level in order to consider ways of attracting additional funding in order to support teaching and research.
- (Criterion 7.1): Building programmes should be continued, with an eye to providing adequate accommodation, sports facilities, library and up to date IT resources.

- (Criterion 7.2): Officially the ratio of teaching and non-teaching staff appears adequate: 155:35. However, distribution of administrative support should be investigated.
- (Criterion 7.4): The Faculty moved into a new building in 2011 with good classroom facilities. The staff in charge of the Psychology and Polytechnics laboratories are knowledgeable and well organised. Both labs could benefit with more space and modern equipment, especially there is a need for more computers in the Polytechnic lab.
- (Criterion 7.5): Equipment and technology used in teaching support and research for students should be further improved: especially library e-resources and computers.
- Faculty is encouraged to pursue consultation on disability provision with university and external stakeholders.
- (Criterion 7.6): Until new library is available the HEI should consider urgent improvements to temporary library facilities.

DETAILED ANALYSIS OF INSTITUTIONAL COMPLIANCE TO THE STANDARDS AND CRITERIA FOR RE-ACCREDITATION

1. Institutional management and quality assurance

1.1 The HEI has developed an official institutional strategic document for the development of all its activities, including specific goals, their monitoring and their implementation in line with the mission statement of the university. The quality of this strategic document could be improved on different levels; the goals are vague and it is not clear enough who is responsible for what, there is a lack strategic thinking in defining goals concerning the limited resources available to the institution. The document could be used to establish a profile presenting the institution's strengths, which are many. Research strategy should have priority: helping the creation of the future profile of the institution (see also 5 below). Profiling of the institution should be done together with strategic stakeholders (e.g. local governments, educational and cultural institutions). Despite clear visionary thinking by the management, this vision could be more visibly articulated in the document.

1.2 Although the organisational structure is well defined, it is not clear that it works in the best interests of the Faculty and indeed it may induce fragmentation and prevent interdisciplinary activity. It could be useful for the members of the Faculty to work together in evaluating whether the inherited system, with coexisting central, departmental and divisional levels, matches the needs of a modern university, or whether divisions might not be usefully transformed into clusters or research groups. At present a lack of communication and interdisciplinarity is evident at doctoral level, where contacts or exchange between postgraduate students from different disciplines are not institutionalised. More formal and informal interdisciplinary and interdepartmental contacts would go towards creating a more productive scientific atmosphere that would have effects on the whole Faculty and its quality in teaching and research. The same holds true for the various independent centres (e.g. Centre for Advanced Studies in

Southeastern Europe, Croatist School, Lifelong Learning Centre, Moise Palace) which appear to work isolated from the Faculty.

The Panel felt that the Faculty should consider whether Polytechnics might not revert to its perhaps more natural home.

The HEI has an impressive number of regulations assuring quality.

1.3 There is a good level of integration with the university, especially at support staff level. Support for future activities of the HEI could be strengthened by the university. Doctoral schools, if well organised, could be a good solution for sharing resources and teaching provision and reducing workload. University should offer more teaching and research skills training.

1.4 Study programmes are broadly aligned with HEI's mission and vision. HEI has plans to offer further programmes, which the panel supports for the future development (Italian graduate studies, Art history teaching track graduate studies, Sociology etc.).

1.5 HEI developed an impressive range of quality assurance policies. It should involve targeted stakeholders in future strategic planning (employers, cultural institutions, city authorities, alumni students, etc.). Alumni organisations for all disciplines should be established and used in providing feedback to the HEI.

Student questionnaires as a mechanism of quality assurance should be improved by increasing the sample of participating students and making sure that students are encouraged to become responsible participants in shaping the HEI's study programmes, and are informed of the changes implemented on the basis of their feedback. There should be a transparent system of monitoring supervisors and mentors at the PhD study programme level along with those responsible for PhD assistants.

1.6 The system of monitoring does not appear to be fully functional across the board; student questionnaires are not compulsory with the result that samples are too small to be properly used. Students in general are not aware of the weight given to their feedback and while some students were content (especially in social sciences), in some cases students reported serious issues remaining unaddressed. Teachers where issues are identified should be dealt with systematically, and formalized teacher training support offered The HEI should consider internal teaching peer-review which would result in

quality feedback to teachers, perhaps with the help of Pedagogy department professionals (see also 1.5 above and sections 2, 3, 4).

1.7 Although the Faculty has a number of mechanisms for monitoring research activities (including a notably effective Project Office, a vice-dean for research and research coordinators in the Departments) these functions are not always sufficiently involved in monitoring and particularly in improvement of research *quality* across the entire Faculty. Reinforcing internal peer-review process through seminars, workshops, thematic colloquia etc. for work in progress and or project applications, could further strengthen this vital function as well as creating cohesion and would serve to support effective incentives for publications in prestigious scientific journals.

1.8 The HEI has an ethics committee which monitors and sets standards for ethical practices in teaching and research, and also checks research projects in certain disciplines (such as in Psychology). In some disciplines ethical approval does not seem to be standard practice, and also in the self-evaluation report there is no evidence of such standard procedures being in place for the Faculty as a whole (where ethical approval seems to be sought on an ad hoc basis, and on the initiative of the researcher). Awareness of the need of ethical research practises has been raised over the years as a result of participation in international funding applications, but there is much scope for improvement and standardisation in this particular field. Also with regard to PhD research, a protocol for ethical approval still needs to be developed and implemented; this needs to be as a matter of urgency.

2. Study programmes

2.1 Mechanisms for quality assurance of the study programmes are mostly satisfactory. However, it would be useful for the Faculty to involve the targeted stakeholders in future strategic planning (e.g. potential employers, cultural institution, city authorities, alumni students). Alumni organisations for all disciplines should be established and used in providing feedback to the HEI. The panel recommends increasing the differentiation between undergraduate and graduate study programmes where the overload at the undergraduate level should be reduced, and there is a need for more specificity at the graduate level. There should be a clear difference in workload between double-major and

single-major programmes and a clear reasoning why a certain programme is a double- or single-major. Moreover, the Faculty should clearly define its strategic goals regarding the future orientation toward double or single majors. The panel advises stronger involvement of stakeholders in QA (e.g. through regular meetings on study programmes) particularly in departments where this is needed more than elsewhere (Educational Sciences, Teacher Track Programmes). The students have limited impact on quality improvement, and the panel advises inclusion of students in the process of study programme quality evaluation at every level, starting from a particular course, continuing at divisional and departmental level and including the Faculty at large.

2.2 Enrolment quotas are often larger then interested students, especially at the level of doctoral studies. While the Faculty strives to reach potential students within the broader region, including Croatia and the neighbouring countries, the prime source of establishing quotas is the local employment office. The panel strongly recommends including other sources in establishing quotas such as information regarding alumni destinations, with details regarding the average lag between graduation and employment, location of employment (city and country) as well as the institution of employment.

2.3 Related to the previous point, large enrolment quotas could endanger the quality of teaching and decrease research activity. The HEI should seek to balance out research and teaching workloads, especially in cases of acute teacher burnout within specific undergraduate areas (such as Croatian language). Conversely, some graduate study programmes have difficulties in attracting enough students for courses to take place. The panel noted inconsistencies regarding the teacher satisfaction at enrolment quotas. While some departments such as Psychology consider the quotas are adequate, others such as Cultural Studies deem the quotas for the graduate level too large and the Polytechnics department regards the quotas as too small, due to a hundred percent employability. Whether these differences are subjective or objective, more synchronisation is needed at all levels of the Faculty. Some of the PhD quotas, for example, seem too optimistic and represent the upper-limit of what the Faculty could accommodate. The main criteria for the enrolment quotas at the graduate level should be based on excellence, while the current practice is mostly to accept all the candidates. Some of the departments (e.g.

English, German and Psychology) have introduced a GPA from the undergraduate level as the main criterion and the other departments should adopt this practice.

The Faculty should also increase its efforts to improve pass rates at the undergraduate level, as well as shortening the overall duration of study time (from start to graduation).

2.4 The Faculty should validate that learning outcomes, teaching methods and assessment methods are congruent and constructively aligned across all departments and study programmes. There are positive examples where the learning outcomes were adapted and specified in communication with employers (e.g. Polytechnics) but also other examples where the learning outcomes should be more concrete and related to employability (e.g. Cultural Studies).

2.5 The harmonisation of the learning outcomes, teaching methods and student knowledge assessment is also important here. There are positive examples where the learning outcomes were adapted in communication with the students but more general effort at the level of Faculty is needed.

2.6 The panel noticed inconsistencies and conflicting information gathered at the site-visit regarding the relationship of ECTS allocation to workload. The students especially vary in their view on ECTS workload. While at some departments, such as Psychology, the students think the workload is too high, others such as Cultural studies and Polytechnics are mostly satisfied with the workload and there are some examples such as Educational Sciences where the workload is viewed as too low. There are also differences between teachers regarding the workload. As with the enrolment quotas stated above, these views could be subjective, but more synchronisation regarding the ECTS workload is needed at the level of Faculty with all of the relevant actors involved. The panel recommends a systematic data collection exercise (involving students) and then a thorough and systematic revision of ECTS, using expert methodology. The results of the evaluation should be presented at the Faculty Council and made available to all students.

2.7 Although teachers often keep students up to date on the latest developments in their field and have access to this literature for their own work, outdated literature in some study programmes is a serious problem. Study programmes in general are contemporary and on the international level of quality, with the exception of the Polytechnics study programmes where the literature is not available in the library, and the laboratory needs

to be better equipped. Due to absence of such resources, the Polytechnics programmes do not reflect contemporary content.

The panel recommends that all four PhD programmes should undergo international peer-review to ensure feedback from high quality sources and the process should be continuous (see also section 1 above).

2.8 Teaching methods are appropriate and well adapted to the Bologna-system of study. The panel also wishes to commend the culture of discussion observed during on-site visitation of lectures. However, the teachers themselves often described the new system as close to 'high school teaching' a situation which left many teachers unhappy. Also, there are differences between departments regarding students' independent learning. While at some departments there is a belief that everything should be served to students, at other departments there is firmer belief in students' independent learning. There should be more systemic and institutional support to the changes in study programmes so that students become more independent in their learning, while not increasing the already high drop-out rate. One frequent issue of student complaint was the system of seminars, which they considered too numerous and too intense. The panel recommends to streamlining of seminars.

2.9 Teachers often go to great lengths and some personal effort to make literature available to students, but the panel observed shortages of literature, and difficulties accessing the literature in the library and we recommend more systemic efforts in making the relevant literature and databases available to students.

2.10 Practical training for Psychology and Educational Sciences students is excellent, while language-teaching-track practical work could be improved. In general, practical work should be harmonised in quality throughout, with perhaps using the Educational Sciences and Psychology as examples of best practice. Moreover, the data on the effectiveness of the practical work should be regularly collected and analysed. (On the library see 7 below).

3. Students

3.1 Some departments have no criteria for enrolment, while others have adopted quality assurance thresholds. Quality thresholds should be introduced throughout so that

teachers do not suffer unacceptable workloads while simultaneously seeing high drop-out rates. Graduate level programmes must introduce quality thresholds for enrolment throughout and peg them in line with appropriate external models. More serious analysis of high drop-out rates needs to be done, resulting in adjusted admission criteria, and more effort has to be put into additional support for those students who fall behind (e.g. German has tightened its threshold policy after analysing dropout rates, while as yet Italian has no admissions criteria).

3.2 Provision of extra-curricular activities should be built on. Teachers make strong individual efforts with students on a private basis and there are some student associations, magazines and congresses, sport activities etc., but these are for the most part driven by personal enthusiasm and individual engagement. Institutionalization and a more official support from the HEI would probably assure better funding and general organisational standards for future projects (which would thus increase participation). Moreover, students claim that overloaded timetables (especially seminars) restrict adequate free time for extracurricular activities. It is vital that students should develop as active participants in society and as rounded personalities through extracurricular activities.

The inclusion of compulsory Sport as part of all degree programmes is a special case which needs addressing urgently. This has been inherited from traditional degree structures and the Faculty might wish to take this opportunity to consider how, and indeed whether, it can be properly integrated into new structures in line with other European institutions. Sport generated some of the most pointed criticisms during the site visit and, in the Panel's view, brought the Faculty most into danger of falling foul of legislation on disability or gender discrimination.

For example:

- Students with disabilities should not be required to take sports or to be sanctioned by having to acquire substitute ECTS (especially in excess of those associated with the Sports modules).
- Sports available should not be determined along gender lines (e.g. football for young men; volleyball for young women).

- The learning outcomes, teaching and assessment methods in Sport should be assessed and monitored in line with all the other subjects. Indeed given the special weighting given to sport (it was reported that several students per year fail the year because of attendance at Sports classes), it could be argued that formal documentation and transparency of teaching process is paramount and needs to be addressed urgently.
- For students with disability, perhaps physical therapy rehabilitation can be organized. Faculty is advised to pursue consultation on this matter with the Office for Students with Disabilities at the University of Rijeka and Disabled Peoples' Organisations and Civil Society in Rijeka.

3.3 The HEI does not have any formal counselling or mentoring arrangements, relying on counselling services at the university. The HEI should strengthen university activities at the HEI level, for example, introducing mentoring for each student from admission or assigning a senior student to each new student. Teachers often have excellent relations with students on an individual basis, but this support should be institutionally supported in order to improve the learning environment.

3.4 Assessment grades (postotna ocjena) are not harmonised throughout nor are they demonstrably objective. Some course assessments appear much more demanding than others. Some exams have identical content as previous colloquia, while some exams are repeated each year. Teachers appear to have leeway to interpret percentage grades individually. There are relatively few methods of knowledge assessment. At the same time students may repeat exams several times, which leads to extra work for teachers, who already have high workloads. A more robust, harmonised and efficient system should be implemented with universally applicable and recognised grade boundaries with complementary descriptors for assessment.

Internationally applied standards of assessment analysis are lacking. Students are also aware of this fact and tend to be frustrated because of variable, even apparently erratic criteria at comparable institutions within the country (faculties in Zagreb, Osijek and Split).

3.5 At present only the Departments for Psychology and Cultural Studies have established alumni systems. An alumni network needs to be organised for all departments, formalising and institutionalising contact with the students graduated from the Faculty

and utilising modern social networking media. At the moment, the HEI uses statistical data on unemployment from the regional office for employment.

3.6 Study programmes are made available for each department and for each subject (on-line), but relevant information should be made more widely and publicly available, particularly to attract regional and foreign students. Most of the departments do not have an established online presence and thus miss the opportunity to make their activities known in the city and region as well as within Croatia and the EU (a fact of which the HEI is aware of – p. 126 in SER). The Departments of German Language and Literature, Cultural Studies and Italian Language and Literature have clearly recognised this opportunity and created their own websites which enable potential students and enrolled students to obtain information, but also to get a general impression of the department. Furthermore, it would be useful for students and the public to have more insight into the curricula, Faculty activities and especially into qualifications (publications etc.) of their teaching staff.

The idea of organising a "Fair of the University Rijeka" (p. 115 in SER) prior to the official application for the admission to the study is a useful tool for attracting students. Unfortunately, the SER does not explain where this event took place (in the city centre?). Limiting this activity only to online presentations restricts opportunities for establishing direct contact to potential students and showcasing the Faculty's endeavours and achievements to the general public in Rijeka and beyond.

The Faculty should increase its effort to attract more students from abroad and encourage mobility (see section 6).

3.7 The perception of students' ability to impact on the processes that concern them varies between departments: social science students, except Polytechnics, seem satisfied while others reported being unwilling to give full feedback in online questionnaires for fear of compromising anonymity. Students can express their opinions and give suggestions, but they are not fully using the opportunity to do so, which results from a lack of information. In some areas the HEI still needs to: a) educate the students about the necessities of the questionnaire, the mechanisms used in conducting it (to allay fears about anonymity) and of the real impact it actually does have, b) re-think the method of

analysis (e.g. maybe make it obligatory, give some incentives, show the seriousness of it, etc.), c) show the students those measures which have resulted from the questionnaire.

In particular students did not seem to be aware of the importance of their feedback in promotion processes and their impact and power within the existing settings.

During the site-visit the invited students were impressively vocal, thoughtful, reflective and critical concerning various problems, demonstrating their willingness to participate in the process of quality assurance. The HEI should consider how best to draw on the students' demonstrable engagement in a constructive way.

The institution of ombudsman is relatively new and might be given more prominence in Faculty life. Students still address Faculty and departmental authorities (Dean, Vice-dean or representative of department) as a first port of call, instead of turning to the ombudsman in confidence. Management, departments and the Faculty should be more aware of the constructive possibilities inherent in this institution of ombudsman and actively strive to foster it.

3.8 Feedback on changes implemented as a result of student input varies between departments. Feedback is presented to students through student representatives who take part at departmental council, or through the Vice-dean as an individual. But students need to be encouraged to more active and this should be done systematically on an institutional level as university needs to train young citizens for democratic values and responsibilities.

4. Teachers

4.1 The number of external part-time employees has been reduced in line with the directives issued by the Ministry; however, the tables given in the SED indicate that further strategic development is needed. Existing qualified teachers have excessive workloads in many departments; some programmes do not have sufficient staff according to minimal criteria visible in MOZVAG system. Structural problems to be addressed are the failure to recognize language teaching assistants (lectors, some of whom have large teaching loads) as full university teachers (see especially English and German) thus skewing statistics. New employment should be available in departments where minimal criteria are missing (e.g. History). One third of teaching staff are full professors, while the core

of teaching is done by teaching assistants. The University needs to support the Faculty in releasing appointments.

4.2 The goal of a teaching ratio of 1:15 is yet to be achieved. Moreover, when only those in research-teaching and teaching positions are considered, the ratio is less favourable still and has a negative trend. The HEI needs to implement a sustainable policy of growth and development of human resources, taking into account potential retirements and sustainability of study programmes and research activities. In this light, some decisions (e.g. the expansion of Italian into graduate programmes - no matter how laudable in other respects) appear anomalous. It was reported the HEI had been asked by staff to provide a plan on future staff policy, especially upon retirements of senior staff members, also that policies regarding retirement and promotion of assistants into tenured positions be made clear and transparent, but that this request had not received a response.

4.3 Optimal (teacher-student) ratios are not being maintained in all subjects. The processes (especially minimal number of students enrolled) for approving elective courses were a bone of contention. The policy did not seem to be implemented transparently and it was pointed out that other Croatian universities interpreted the directives differently (allowing specialist modules in small subjects regardless of low number of students enrolled).

4.4 Concrete support and incentives need to be provided to teaching staff and researchers to ensure their professional development.

4.5 Policies governing the assignment of teachers' workload do not as yet provide for a fair and equitable distribution of effort. Workload is too large, especially for Teaching Assistants. There are recommended norms, but there appears to be no upper limit, nor an effective system for ensuring norms are not exceeded. The HEI should introduce incentives (e.g. reduced teaching loads) for excellent researchers, so that they can concentrate on research.

4.6 External commitments are not an issue. There is policy at the university level but not at the Faculty level.

5. Scientific, research and professional activity

5.1 Although individual departments have developed research themes and strengths, the institution as a whole lacks a distinctive research agenda, with a coherent set of recognisable research themes emerging from its specific local, national, regional, and international position, and input from important stakeholders that is monitored, evaluated and reviewed. One of the causes is the lack of a clear and explicit mission statement which identifies key areas and priorities for research (also in response to research trends and priorities formulated at the European and national level), which defines 'who we are' (compared to other institutions in the region and internationally) and which is crucially based on an analysis of the Faculty's position in its local and wider socio-economic surroundings. From this a research agenda can emerge and individual projects and project proposals can be judged and evaluated in a transparent manner with clear and objective criteria (for instance when allocating internal funding). The institutional research strategy should include clear and concrete performance indicators and methods to evaluate, monitor and implement them.

In spite of this lack of an explicit and distinctive mission statement, there is clear awareness that strategic thinking is needed. Rijeka's European Capital of Culture bid for 2020 is an excellent opportunity to formulate a distinctive mission statement and research strategy together with other stakeholders (such as the university, the city's authorities and other public and cultural institutions). The Faculty's strength in fostering teaching excellence and developing innovative teaching tools as well as the Dean's declared ambition of rehabilitating the teaching profession are important elements of this mission, but they still need to be properly balanced and aligned with the new emphasis on research.

There is evidence of research clusters which have emerged organically and bottom-up, usually resulting from shared interests of researchers within a department. There is evidence of excellent research carried out in several departments. The horizontal quality of communication provides for a good research climate, in which there are no obstacles for members of staff to express their views and ideas. Staff evidently appreciate the academic freedom they enjoy in terms of pursuing their research agendas; although this is a strength, it also causes fragmentation without integration. There is no alignment with

an overarching institutional research strategy as this is lacking. There is evidence of annual monitoring and evaluation of research at the decentralised departmental level (such as in Psychology) but this is not standardised and harmonised across the Faculty.

The institution provides excellent administrative support for research projects. There is a competent project support team, which offers professional assistance with funding applications. As the volume and complexity of European and national funding applications is increasing, the team needs more staff. On the other hand, there is little evidence of formalised academic debate, for instance through work-in-progress research seminars. These could provide opportunities for staff to discuss research ideas and get feedback, for instance, on funding proposals that are in development. This should be encouraged at the departmental and Faculty level.

5.2 Collaboration with other research organisations is lacking from the strategic plan and should be supported on an institutional level not only in preparing projects, but in enabling partnerships. There is evidence of ad hoc collaborative partnerships, but they exist at the levels of the individual departments, emerging out of the individual research activities of members of staff and without reference to the strategic research agenda of the Faculty. There is certainly scope to define such international collaborations and key collaborators in research at an institutional and strategic level, with input from local and national partners and stakeholders. These key partners and stakeholders need to be defined much more clearly, and their regular input needs to be encouraged and formalized, for example through an advisory board.

One of the important mechanisms to foster collaborative international partnerships is international staff mobility. This is an area where there is much room for improvement. Spending periods abroad (in the form of teaching mobility and sabbatical leaves) should be much more encouraged as is the case now, in particular for younger members of staff. Bureaucratic obstacles preventing foreign visiting scholars to contribute to the teaching and research environment (for instance in terms of providing teaching to postgraduate and PhD students) should be removed.

5.3 There are certain weak spots in numbers and profiles of researchers at the departmental levels, such as in Polytechnics, but also in some other relatively new study programmes, such as Italian. Overall the HEI has more than enough researchers to implement a

strategic research plan. However, one of the problems identified in terms of research capacity is that members of staff have too high teaching and administrative workloads. Young and unexperienced staff (assistants) are most affected by that: their position is precarious, because of the current economic climate and the restrictive employment policies which are the result of that. They teach more than they should and this also impacts negatively on their ability to spend periods abroad. The lack of international mobility specifically for this category is a clear weakness of the HEI.

5.4 Some of the research output is excellent, but overall the average number of papers per researcher per year in the highest quality journals is disappointingly low (0.3 p.a., or 1.4 in 5 years). Staff should aim where appropriate, and much more than is the case now, to publish their research in other languages and in prestigious and high-quality international journals or edited volumes. Certain parts of the HEI clearly perform better than others.

5.5 The HEI has no mechanisms for detecting, encouraging and rewarding excellence among researchers, other than at the moment of promotion. There is a lack of direct incentives: successful research-active staff are not rewarded by reduction in their teaching workloads or salary supplements. Successful research funding and project applications only add to the existing workloads. This problem is recognized and acknowledged by the HEI's management, but little can be done to remedy the problem, as a systemic solution can only be achieved at national level. As was pointed out during the site visit, one way to address the issue is through diversification of contracts, which are now uniform across the HEI, stipulating the same amount of teaching and research for all staff. This could help relieve the teaching workload for members of staff at the peaks of their research careers.

There is variation amongst the HEI as to how coordinators for research perform their role, for instance in terms of monitoring research output and the research performance of individual members of staff. In the Psychology department the coordinator annually monitors publications and projects, which does not happen in equal measure in the other departments. This is an example of good practice which needs to be harmonised across the Faculty.

5.6 Overall average of papers per researcher per year in indexed journals is low (see above 5.4). There, is however, a significant disparity among departments; for example 72% of

WOS articles are from Psychology. Harmonising is needed here and support for subjects where publication in English is not an appropriate priority.

5.7 The HEI has a substantial number of nationally and internationally funded research projects. It needs to be commended for its above average number of successfully funded projects. It is also laudable that from this academic year onwards the HEI has started financing projects from its own financial resources. The internal funding opportunities, although modest, will help to kick-start individual research projects and foster a vibrant research environment in which more significant amounts of outside funding can be attracted and absorbed. There is room for improvement in terms of increasing transparency why projects receive internal support. The process of providing feedback could be improved and standardized.

5.8 The HEI has established and long-standing practices of knowledge transfer, providing a variety of services to society especially through applied research such as in the fields of pedagogy and psychology. Also students are encouraged to engage with society through work placements etc. More is needed in terms of planning such knowledge transfers and identifying and targeting partners, so that dissemination of knowledge can produce impact in a strategic way, achieving results and then presenting these results publicly – so that the specific profile of the HEI can be underlined. New areas of knowledge transfer should be identified in line with the HEI's mission and research strategy, in collaboration with its key partners and stakeholders (for instance through an advisory board). The HEI should enhance its visibility by becoming a platform for debate in line with its mission (for example pertaining to the role of higher education and the teaching profession). The HEI expresses this ambition, but it still needs to concretely develop this alongside its strategic mission.

5.9 We recommend that the university sets clear rules on how it will support commercial activity so that the HEI can benefit from it (and not only individuals) and use it as additional earning (see 7.8 below).

5.10 Over the last decade, the HEI has steadily built up its provisions in doctoral programmes. Whereas some programmes (such as Philosophy and Contemporary Issues and History of Croatian Language and Dialectology) have been running for almost a decade leading to the completion of a satisfactory number of PhDs in these fields, some others

(Psychology, Pedagogy, Publishing and Media Studies) have yet to deliver their first PhDs, and some promising areas (especially Cultural Studies) are still not providing doctoral studies. The fragmented nature of the HEI ("the organisational structure of the faculty" as indicated in the self-evaluation) is an obstacle for the creation of relevant PhD programmes, as some departments cannot provide an adequate number of mentors.

There is scope for more integration and a shared provision of taught modules for all the PhD programmes at the Faculty level. Such a shared provision could provide relevant skills training, such as research design, methodological training, writing skills, practical organisation of research activities, presentation skills, dissemination, and ethics. Similar to the Faculty's Teaching Module, a Research Module could be envisaged, or one or more Doctoral School(s) the purpose of which would be to service more than one programme. This could create the framework for the creation of more doctoral programmes in fields where they are still lacking. The Faculty might also like to consider (see above, 2.7) whether all PhD programmes should undergo international evaluation. Even though the Faculty has an all-encompassing Ethical Codex, it still needs to develop proper procedures for the ethical approval of PhD research projects.

6. International cooperation and mobility

The Faculty must actively work on improving its reputation and status within Croatian and international academic communities. More mobility would increase the educational quality as well as symbolic values of degrees earned at the Faculty and contribute with additional resources.

6.1 Incoming mobility of students is enabled. The Faculty should increase its efforts to attract more students from abroad. Given its excellent geographical position (near to Slovenia and Italy in particular) the Faculty has a substantial advantage in relation to many of its European competitors which should be better exploited. There are a number of courses taught in English on offer, but due to a rather limited number of incoming students they rarely take place. Together with a commitment to attract more students for non-linguistic programmes, the number of these courses should be increased. Moreover, to attract students from abroad, the HEI should consider developing courses in English that address some common interests of foreign students (i.e. Intercultural

Communication; Globalization and Multiculturalism; New technologies and Social Relations; European History and Contemporary Crises; Diplomacy – then, now and in the future; Criminology and new threats to global security etc.). The HEI could also make use of social media for a better (local and) international PR campaign towards targeted groups. Moreover better online presentation of departments and their activities, in particular the scientific output and achievements of the academic Faculty would draw in students and teachers. One of the major problems for incoming students is also the fact that HEI lacks facilities such as dorms.

6.2 Outgoing student mobility in enabled and students are encouraged to travel and study abroad up to the limits presented by the funds allocated to exchange programmes. It has been noted by HEI that the demand for outgoing exchange is higher than the funding permits. Therefore, students need to be motivated to engage in this endeavour and provided with information on numerous other, exchange programmes, funding schemes, scholarships etc. (e. g. DAAD), perhaps less well known in Rijeka.

6.3 Teachers' outgoing mobility is very low. The HEI should produce incentives to promote it, especially among younger and more mobile researchers (TAs), who should spend at least one semester abroad. Moreover, the HEI should motivate the teaching staff to be mobile during sabbatical with various incentives, promote a steady flow of information about funding schemes, and support them in the application process.

6.4 / 6.7. International cooperation is mostly seen on department level (e.g. Department of Philosophy mentioned the collaboration with Columbia University, Department of Art History their international Centre for iconographical studies, etc.). On the institutional level the HEI needs to enable partnerships and cooperation contracts to facilitate exchange on teacher/researcher level. Inter-departmental international events, including workshops and symposia, should be encouraged and supported by the management and administration. Departments and HEI as a whole should work ~~could~~ on improvement of their online presentation, including the promotion of their activities, in particular the scientific output and achievements of the academic Faculty.

6.5 Regular incoming teachers' mobility could be increased and harmonised through departments. As for the student mobility, the HEI could use its strategic geographical position for attracting teachers from foreign HEIs.

6.6 On the whole, the international / Erasmus office and its coordinator do seem to be doing an excellent job. Given the increasing demand for this type of work, the management is advised to secure additional funding and administrative support for the international office.

7. Resources: administration, space, equipment and finances

7.1 With its new Faculty buildings the HEI is on the way to providing appropriate learning resources for all enrolled students. Classrooms, laboratories, library resources, computers, individual and group study spaces were all visited and equipment checked. However, lack of resources seems to be a major obstacle to further development of the Faculty. It was noted that there were particular issues with the library (see below: 7.6); living accommodation, which had not been completed, sports facilities and availability of up-to-date computers, databases and wireless access to these in all parts of the Faculty.

7.2 Officially the ratio of teaching and non-teaching staff appears adequate: 155:35. However, there were repeated comments that the resourcing of administrative support was not adequate on the ground. Some departments had to share administrative staff; in another such support was provided by a PhD student employed at the department. As a result administrative tasks fall disproportionately on young researchers and assistants. It was noted that the Project Office does an excellent job despite being chronically under-resourced. If the number of internationally funded projects is to be increased this office must receive further support.

ERASMUS support is also excellent.

Student Services Office working hours for students are perceived as too short (only 2 hours per working day). That should be extended, especially during admission and enrolment periods.

7.3 In its meeting with the administrator of the Project Office the Panel was impressed by the opportunities for development in line with the university's mission. It was not clear whether this level of support is available across the board.

7.4 The Faculty moved into a new building in 2011 with laboratory facilities. The Panel commends the Faculty for setting up the Polytechnics and Psychology laboratory. The

staff in charge of the laboratories are knowledgeable and well organised. However, both labs could benefit with more space and modern equipment, especially there is a need for more computers in the Polytechnic lab.

7.5 Equipment and technology used in teaching support and research for students is not yet fully adequate. Library e-resources and computers appeared to be key bones of contention. During the site visit it was established that teaching equipment in classes is adequate (projectors, PPP, class equipment) as is the entire new building.

7.6 Generally speaking, the library is well equipped with textbooks, books and journals and seeks to keep up to date in purchasing new titles. However, there are plans to relocate the current temporary Faculty library into a new University library on campus, the building of which is expected to be completed by 2020. The present library is thus a stop gap until the new library is built. However, this library has numerous problems with regard to students' learning as well as to teaching and research activities that need to be addressed:

- students do not have open access to the library materials and thus cannot freely use them for learning activities,
- the reading room is not physically connected to the library space, materials and equipment,
- the reading room is not equipped with computers or internet an connection meaning that students cannot access e-courses, e-journals or search the Library catalogue,
- the reading room is too small compared to total number of students,
- neither students nor teachers can access e-resources remotely from home,
- some students reported a serious shortage of the necessary number of copies of exam literature,
- students reported especially that the library collection for Polytechnics is inadequate,
- the HEI does not support students with visual impairments with devices and literature in formats that are suitable for them to use (materials and software to access information in auditory format, in conjunction with print or Braille instruction).
- the institution does not have any subscription to any full-text or bibliographic data bases,

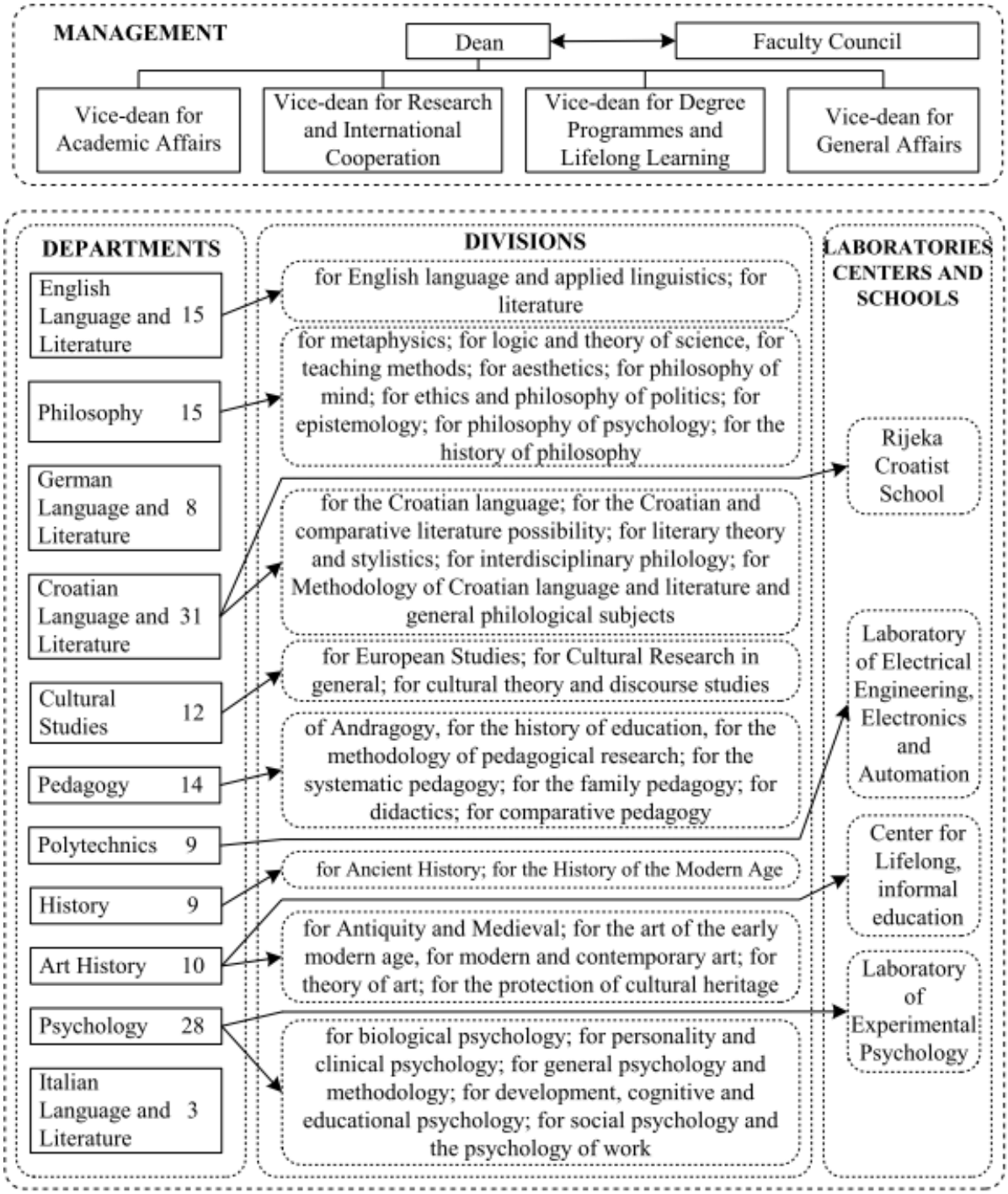
- working hours of Library are short (9-17h),
- The Faculty is advised to expand spaces for individual and group learning, to supply the library with computers and internet connections to furnish access to various e-resources (e.g. up to date databases, MudRi, Library catalogues, and subscriber full-text and bibliographic data bases). The HEI should consider providing open access to library materials for students, not only for teaching staff and should secure adequate copies of exam literature.

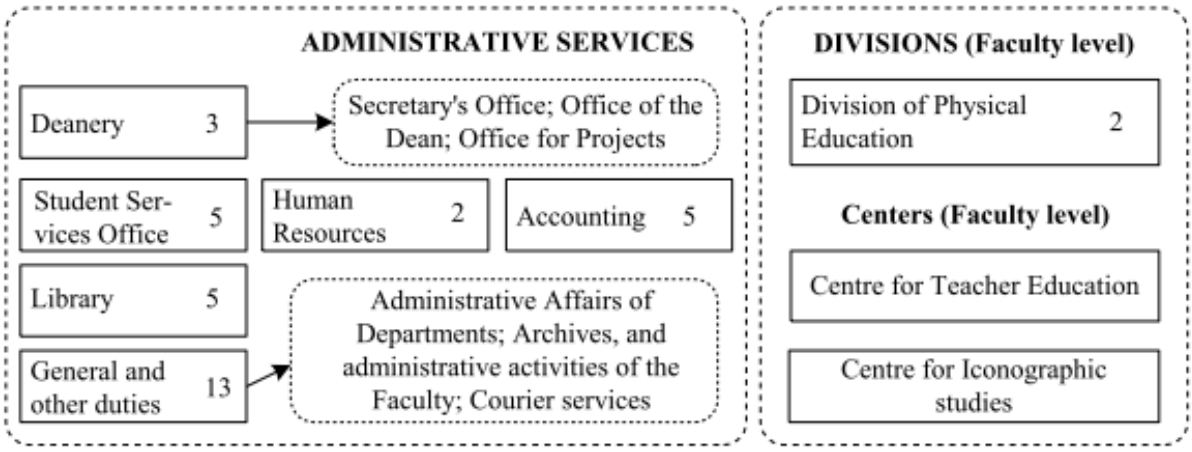
7.7 Financial sustainability is a difficult issue in all universities. Sources of funding and all the conditions related to funding are transparent. There is a pressing need to generate further income, however. The HEI has made significant inroads into 'Lifelong learning' with this aim in mind. However, further thought could be given to programmes to exploit the intellectual property of the university on its behalf (see also 5.9 above).

7.8 The transparency and adequacy of spending of the Faculty's own earnings (from tuition and other) is mostly implemented e.g. the HEI has invested in Art history equipment, computers for every teacher, e-learning systems, Moodle system, support staff-training in IT, and ensured five copies of compulsory literature in the library.

APPENDIX

1. Organisational structure





2. List of study programmes

Undergraduate study programmes:

1. English Language and Literature (double major)
2. Philosophy (double major)
3. Croatian Language and Literature (single major)
4. Croatian Language and Literatue (double major)
5. Cultural Studies (single major)
6. German Language and Literature (double major)
7. Pedagogy (single major)
8. Pedagogy (double major)
9. Polytechnics (single major)
10. History (double major)
11. History of Art (double major)
12. Psychology (single major)
13. Italian Language and Literature (double major)
14. Computer Science (double major) – taught by the Department of Informatics

Graduate study programmes:

1. English Language and Literature (double major – teaching track)
2. Philosophy (double major – teaching track)
3. Philosophy (double major – general track)
4. Croatian Language and Literature (single major – teaching track)
5. Croatian Language and Literature (single major – general track)

6. Croatian Language and Literature (single major – library science track)
7. Croatian Language and Literature (double major – teaching track)
8. Cultural Studies (single major)
9. German Language and Literature (double major – teaching track)
10. Pedagogy (single major)
11. Pedagogy (double major)
12. Polytechnics and Computer Science (combined major – set combination – teaching track)
13. History (double major – teaching track)
14. History of Art (double major – general track)
15. Psychology (single major)
16. Computer Science (double major) – taught by the Department of Informatics

Postgraduate specialist study programmes:

1. Postgraduate specialist study programme "Counselling Psychology"
2. Postgraduate specialist study programme in Translation

Postgraduate doctoral study programmes:

1. Postgraduate doctoral study programme "Philosophy and Contemporaneity"
2. Postgraduate doctoral study programme "History of Croatian Language and Dialectology"
3. Postgraduate doctoral study programme in Pedagogy
4. Postgraduate doctoral study programme in Psychology

Part-time study programmes:

1. Croatian Language and Literature (graduate single major study programme – library science track)
2. Part-time graduate study programme in Pedagogy
3. Part-time graduate study programme in Polytechnics and Computer Science