

Date and place of the site visit: 22.-23. April 2013., Osijek

COMPOSITION OF THE EXPERT PANEL

- Prof Borut Bohanec, Ph.D., Biotehniška fakulteta, Univerza v Ljubljani, Slovenia (didn't participate at the site visit)
- Dr Jelena Đugum, Ministry of Agriculture, Croatia
- Prof Clemens Karl Peterbauer, Ph.D., University of Natural Resources and Life Sciences, Vienna, Austria
- Prof Jarmo Juga, Ph.D., Department of Agricultural Sciences, University of Helsinki, Finland
- Nikola Zima, student, Faculty of Food Technology and Biotechnology, University of Zagreb, Croatia

Expert panel was supported by:

- Mr.sc. Sandra Bezjak, coordinator, Agency for Science and Higher Education
- Marko Hrvatin, interpreter at site visit
- Nika Matjanovski, assistant coordinator, Agency for Science and Higher Education

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INTRODUCTION

Short description of the evaluated institution

NAME OF HIGHER EDUCATION INSTITUTION: Faculty of Agriculture in Osijek

ADDRESS: Kralja Petra Svačića 1d, 31000 Osijek

NAME OF THE HEAD OF HIGHER EDUCATION INSTITUTION: prof.dr.sc. Vlado Guberac

ORGANISATIONAL STRUCTURE: the Dean, the Faculty Council and the Faculty units: departments, chairs, laboratories, workshops, experimental plots and secretary office.

The Faculty Council consists of permanent boards and committees:

- Board for graduation exams;
- Board for publishing activities;
- Committee for general affairs;
- Committee for education:
- Committee for postgraduate studies;
- Committee for verification of conditions for election to titles;
- Ethics Committee.

LIST OF STUDY PROGRAMMES: Since 2005, the Faculty of Agriculture in Osijek offers the university undergraduate study of Agriculture with five orientations (except for the orientation in Horticulture that is established in 2008):

- 1. Agroeconomics
- 2. Plant Production
- 3. Horticulture
- 4. Mechanisation
- 5. Zootechniques

Undergraduate university study of Agriculture lasts for three years. Upon completion of the university undergraduate study of Agriculture, a student is awarded a total of 180 ECTS credits. Graduate study is structured in four semesters of teaching, i.e. it lasts for two years. At the Faculty of Agriculture, there are the following graduate studies organised:

- 1. Agroeconomics
- 2. Plant Production, orientations:

- Plant Production
- Plant Nutrition and Soil Science
- Plant Breeding and Seed Science
- Plant Protection
- 3. Ecological Agriculture
- 4. Mechanisation
- 5. Vegetable and Flower Growing
- 6. Pomology, Viticulture and Enology, orientations:
- Pomology and Viticulture
- Enology
- 7. Zootechniques, orientations:
- Nutrition of domestic animals
- Hunting and Beekeeping
- Special Zootechniques

All graduate studies offered by the Faculty of Agriculture are established in 2005, except for the graduate studies of Vegetable and Flower Growing and Pomology, Viticulture and Enology, which are established in 2009. Upon completion of graduate study, a student is awarded a total of 120 ECTS credits.

The postgraduate doctoral study of Agricultural Sciences is offered by the Faculty of Agriculture within the following orientations:

- Agroeconomics
- Agrochemistry
- Plant Breeding and Seed Science
- Plant protection
- Animal Husbandry
- Nutrition of Animals and Forage Technology
- Hunting and Cynology
- Technical Systems in Agriculture

There are five postgraduate specialist studies at the Faculty of Agriculture:

Postgraduate specialist study "Quality and Safety of Animal Products"

Postgraduate specialist study "Production Systems in Animal Husbandry"

Postgraduate specialist study "Pig Breeding"

Postgraduate specialist study "Management of Agricultural Farms"

Postgraduate specialist study "Plant Protection"

Professional study offered by the Faculty of Agriculture is organised at the undergraduate level in line with the Bologna process. Students can opt for the following orientations:

Rural Entrepreneurship

Plant Production (orientation: Farming)

Mechanisation in Agriculture

Zootechniques

Professional study lasts for three academic years. Within the study there are 180 ECTS credits awarded.

NUMBER OF STUDENTS

• 630 full time students

341 part time students

NUMBER OF TEACHERS

• 100 full time teachers

14 associates

NUMBER OF SCIENTISTS (doctors of science, elected to grades, full-time)

• 89 full-time scientests appointed into scientific-teaching grades

• 11 full-time scientests appointed into teaching grades

TOTAL BUDGET (in kunas):

49.178.143,56 kunas

MSES FUNDING (percentage): 88 %

OWN FUNDING (percentage): 12 %

SHORT DESCRIPTION OF HIGHER EDUCATION INSTITUTION:

The College of Agriculture in Osijek was established in 1960. It was the part of the University of Zagreb until the establishment of the University of Osijek in 1975, when it became a constituent unit of the University of Osijek. As a constituent unit of the University, the Faculty is obliged to act according to acts and regulations that are adopted at the University level and that are applicable to all University units. Acts adopted by the Faculty of Agriculture are in line with all above stated University documents. The Faculty of Agriculture fully complies with the University Regulations. Internal organisational structure of the Faculty of Agriculture is in line with the Faculty Statute, which was adopted by the Faculty Council on 19th March 2009.

The document of the Mission and Vision was unanimously adopted at the Faculty Council session of 28th April 2011.

The mission of the Faculty

"Our mission is to systematically develop and promote dynamic and multidisciplinary research environment in which all research potentials will be taken maximum advantage of, where advancement of existing and development of new knowledge shall be in constant pursue. Such an environment provides an excellent transfer of the latest knowledge and skills to students, placing them among the top leading agronomists, who will be able to apply the latest scientific knowledge in the production practice. Within its research environment, by educating professionals in agronomy and by continuous development of knowledge and skills necessary for lifelong learning, the Faculty of Agriculture serves to the community and contributes to the development of society in general."

The vision of the Faculty

"The Faculty of Agriculture will become a leading regional research and teaching institution in the field of Biotechnical sciences. By 2020, the Faculty will become internationally recognised for its excellence in certain areas of research and will be actively involved in the European Research Area (ERA), thus profiling itself as a biotechnical center of excellence for knowledge transfer to economy sector of Southeast Europe."

The work of the Expert Panel

For its work the Panel drew upon the Self-Evaluation Report, prepared by the Faculty of Agriculture in Osijek. A site visit was carried out on 22-23 April 2013. During the visit to the Institution the Expert Panel held meetings with the representatives of the following groups:

- The Management;
- The Working Group that compiled the Self-Evaluation;
- The students, i.e., a self-selected set of students present at the interview;
- The Vice-Dean for Teaching and Students' Affairs, programme co-ordinators and teachers;
- The Vice-Dean for Scientific Activity and International Cooperation and research projects' leaders;
- Heads of Institutes;
- Administrative staff;
- Teaching assistants and junior researchers.

The Expert Panel also had a tour of the classrooms, labs, library, IT rooms, student register desk at the Faculty of Agriculture in Osijek, where they held a brief question and answer session with the students who were present.

DETAILED ANALYSIS BASED ON STANDARDS AND CRITERIA FOR RE-ACCREDITATION

1. Institutional management and quality assurance

In the Self-Evaluation Report 2012 the Faculty states it is nowadays a respectable academic institution and that the present situation is satisfactory. The Faculty staff is focused on research and transfer of knowledge to students within the teaching process and into the economy sector. The Faculty manages to attract sufficient number of students by offering current study programmes. However, The Faculty states that the existing study programs need to be improved to make them more attractive to prospective students. The Faculty also notices the need to define the learning outcomes in detail. Specifically improvement is needed in the preparation of studies in English language to attract foreign students and to contribute to the Faculty internationalisation.

The Faculty states that the research activity at the Faculty is intensive, being implemented through a series of national and international projects funded from a variety of sources. There is a need to define the clear criteria for assessment of scientific excellence and its rewarding. The Faculty sees potential improvement in more efficient application of projects to EU funds, especially after Croatian entry to the EU on 1st July 2013. To achieve this Faculty understands that the international exchange and research collaborations need to be increased.

The expert panel made the following observations from the Self-Evaluation Report, interviews with staff and students, and visit to Faculty location:

- 1.1. The Faculty was ahead of the rest of the University in strategic thinking since the Faculty strategy was prepared before the University strategy. Strategic goals were defined upon completed SWOT analysis. The involvement of stakeholders in preparation of the strategy was a bit unclear and the mission is not precise or focused.
- 1.2. The current Faculty structure has many hierarchical layers and most of the Departments are small. The Faculty could reconsider the structure of the faculty to make it more efficient and

streamlined. The Faculty should also avoid overlapping department structures with other faculties.

- 1.3. The Faculty strategy is in line with the University Strategy because agriculture is one of the priorities of the University and the Faculty was involved in the University Strategy process.
- 1.4. The mission of the Faculty seems to be defined to fit the current structure and activities rather than to describe the future goals.
- 1.5. QA system is applied to all structures of the Faculty student surveys, teacher surveys, mentor surveys for quality of teaching, research. The Faculty has regulations on QA including a QA manual. The Faculty has established the Committee for QA.
- 1.6. There is a need to establish formal process for continuous data collection of Faculty activities and outcomes. The Self-Evaluation Report serves as an excellent comparison base for future evaluation.
- 1.7. The Faculty carries out student and teacher surveys on the basis of which activities for quality improvement have been proposed. The results of surveys are analysed and discussed by the appropriate Faculty committees.
- 1.8. The Faculty carries out a continuous evaluation of mentors, and the criteria for the purpose of establishing QA system in research have been set up.
- 1.9. The Faculty has the Ethical Code. Until now, only one example of unethical behaviour has been detected and procedure according to the Code has been carried out. The Faculty has not not detected any plagiarism. No software for plagiarism is in use.

2. Study programmes

In the Self-Evaluation Report 2012 the Faculty is satisfied with the current situation. The Faculty moved in the new building and purchased land for experimental plots. The Faculty is satisfied with constant monitoring of existing study programmes, which were made to improve the quality of studying. Number of teaching staff is sufficient for work in student groups.

The Faculty sees the need for improvements in more efficient organisation of student practices and involvement of student representatives, graduates and representatives from economy sector (stakeholders) into analysis of study programmes. The new study programs should be established following the scientific achievements and demands of agricultural production.

- 2.1. The Faculty has revised the study programmes after introduction of the Bologna Process in 2005 and sees a need for further revision in order to make them more competitive and more attractive. This process should include the stakeholders and potential employers of the graduates.
- 2.2. The Faculty decreased enrolment quotas for several study programmes due to the low interest of students, low pass rate and high drop-out rate.
- 2.3. Due to high drop-out the quotas on the master studies are not filled. Hence, the quotas are too high; rethinking the enrolment criteria to find better motivated students is needed. The pass rate in the first year undergraduate studies is low.
- 2.4. The learning outcomes are not defined yet at the level of courses.
- 2.5. The Faculty would need to analyse the achievement of learning outcomes.
- 2.6. The current ECTS structure seems ideal, if real. However, the Faculty should really revisit the structure to see that the allocation of ECTS is equally made and requires equal amount of work per one ECTS point in different study programs it is unusual that all courses have the same number of allocated ECTS.
- 2.7. The study programs are recognised internationally.
- 2.8. Teachers use various teaching strategies. The comments from students about teaching methods were positive.
- 2.9. Supplemental resources seem to be appropriate.

2.10. The Faculty has serious limitations regarding research and student practice; 3 hectares of land in Erdut Municipality were donated and 3 hectares of vineyards were bought. The Faculty has plans for construction of facilities at experimental plots.

3. Students

In the *Self-Evaluation Report 2012* the Faculty of Agriculture indicates the satisfaction with the modern premises, which enabels good realisation of teaching. The number of teaching staff is sufficient and relations with students are good. There is an increased interest of potential and enrolled students for studies offered at the Faculty.

The Faculty states concerns related to issues like high drop-out rate, forms and extent of support to students in the course of their studying (preparatory seminars, remedial classes and exercises), organisation and realisation of student practice, current motivation of students, and inhomogeneity and unbalanced background knowledge of students.

- 3.1. Introduction of the State Matura has improved the quality of the previous knowledge of the students but their knowledge is still unbalanced, and the motivation of the students is low. The Faculty should rethink the enrolment criteria.
- 3.2. Faculty supports extracurricular activities in the studies.
- 3.3. The Faculty has implemented system of mentors and study year heads.
- 3.4. Faculty cares about the level of student standard.
- 3.5. Various methods of student assessment are in place. There is a possibility of appeal.
- 3.6. Recently established Alumni Club is still not very active. The Faculty has high expectations for the Club.

3.7. The student representatives in the Faculty Council with the right to vote and participate in the decision-making.

3.8. The Faculty has invested in marketing and recruiting by organising a science day and an university fair and makes visits to neighbouring schools.

3.9. Students have the possibilities to express their opinion.

3.10. Students are aware of improvements resulted by their activity and participation in Faculty governance.

4. Teachers

In the Self-analysis the number of scientific-teaching staff and assistants employed at the Faculty was found to be sufficient for facilitating realisation of the teaching process. The ratio of teachers/students is between 1/13 and 1/14, which is very favourable for achieving high quality of the teaching. Grades given to Faculty teachers in the Faculty questionnaire were on average very good, although the number of student responses was not particularly high.

Realisation of the teaching process at all study levels is assured by the Faculty full-time staff, while the portion of external associates, i.e. part-time staff, is almost negligible (2%). A certain discrepancy was identified in the teachers' workload. This issue should be systematically addressed by thorough analysis of all study programmes.

The Faculty notice that better motivation of teachers for teaching and scientific-research work will be achieved by the implementation of the system for rewarding the excellence of teaching, scientific-research and professional activities, something which is not yet in place.

Teaching materials used in teaching process are greatly provided by the Faculty teachers as authors.

- 4.1. The structure of teachers and associates is in line with strategic goals and adequately covers core disciplines.
- 4.2. Sufficient number of teachers and associates is secured by the Faculty human resources policy, which facilitated employment of assistants and junior researchers.
- 4.3. Number or full-time teachers appointed into scientific-teaching grades is 89 and the number of full-time teachers appointed into teaching grade is 11. The number of external associates is low. Full-time teachers appointed into scientific-teaching grades cover high percentage of teaching (in the range of 80% 100%, depending on study program).
- 4.4. The ratio between full-time teachers and students is 1: 18.
- 4.5. The Faculty encourage teaching staff to participate in mobility programmes and different training courses. Training program in general pedagogical, psychological and didactic-methodical education is obliged. Faculty rewarded its outstanding teachers by approving them a purchase of scientific equipment and employment of junior researchers. Faculty is rewarding junior researches with PhD degree by financing their participation in conferences.
- 4.6. Faculty follows national criteria and does not have additional criteria.
- 4.7. There is a recognised problem of the unbalanced workload.
- 4.8. Faculty staff is realising part-time teaching at polytechnics Slavonski Brod, Križevci and Požega, as well as the Faculty of Agronomy and Food Technology of the University of Mostar but these obligations do not compromise their teaching and research responsibilities.

5. Scientific and professional activity

The Faculty states in the Self-Evaluation Report that publishing activity of the Faculty is based on the publication of textbooks, books, proceedings from scientific and professional conferences, periodicals and other official publications. Faculty staff issue textbooks and books in the field of agriculture (crop production, livestock production, pedology, agricultural economics, bio-production, and mechanisation in agriculture).

Total number of A1 papers written by the employees of the Faculty of Agriculture amounts to 275 in the last five years, of which 140 papers were prepared by co-authors employed at other scientific and educational institutions in the country, while 71 papers were published in cooperation with co-authors employed by international scientific and educational institutions. Ten most important papers have been cited 148 times. Scientists have published 354 papers of category A2 with an average of 4.91 papers per scientist and 481 papers of category A3.

The Faculty is only partially satisfied about the current situation regarding scientific research. According to the Faculty the indicators are comparable with similar scientific and educational institutions in this region. However, the Faculty is below the rank in comparison with the Faculty in Slovenia. The report states that institutional motivation for scientific research is not sufficient and evaluation and rewarding of the most successful researchers is not appropriate, i.e.there is no systematic categorisation of scientific achievements.

The Faculty has listed following actions to improve the quality of scientific work:

- 1. Define research priorities and criteria for the establishment and maintenance of research groups.
- 2. Increase the number and quality of scientific papers, encourage interdisciplinary and inter-institutional research.
- 3. Establish a center for research in applied life sciences.
- 4. Adopt the Regulations and build the excellence rewarding system.

- 5.1. Strategy of the Faculty for the period 2011/2012 2015/2016 consists of some strategic objectives regarding research activities but research priorities should be defined as stated also by the Faculty.
- 5.2. Faculty cooperates with other scientific organisations and industry mostly in Croatia and in the region, but outside region the cooperation is minimal.
- 5.3. Faculty is aware that it lacks the international research visibility.

- 5.4. The Faculty carries out annual internal analysis of performance of research assistants, teaching assistants and PhD students. It has a Scientific Forum to facilitate activities of assistants and research assistants. The Faculty provides financial support for participation at conferences.
- 5.5. There is a plan to establish and implement a policy of promoting research excellence (i.e. policy of rewarding of most successful researchers).
- 5.6. Faculty has developed and implemented a policy of encouraging academic publishing. However, the majority of the papers are published in lower impact factor journals, which is the main reason, together with the modest total number of papers, to low or non-existing rank in global university rankings.
- 5.7. Faculty keeps track of multiple evidences of scientific productivity.
- 5.8. Faculty supports professional activities.

6. International cooperation and mobility

The intensity of international cooperation at the Faculty has significantly increased in recent years. The Faculty recognizes that further efforts still need to be undertaken to improve the quality of international cooperation through strenghtening of activities within existing agreements, and through establishing new bilateral agreements. This will require greater involvement from the Faculty staff in activities related to internation cooperation.

According to the Self-Evaluation Report mobility of teachers lasting more than 6 months is still weak, and it needs to be improved by motivational activities towards teachers to apply for funding within different calls. The level of student mobility (incoming and outgoing) is also not satisfactory, so further actions will be undertaken to inform students about mobility programmes.

- 6.1. Faculty does facilitate internal mobility.
- 6.2. Active support for the mobility of students is needed.
- 6.3. Mobility of teachers is not very high.

- 6.4. Faculty is involved in associations from neighbouring countries. The Faculty needs to strengthten the cooperation with associations from EU countries.
- 6.5. There are no study programmes in English obstacle for incoming mobility.
- 6.6. Low number of Erasmus students visiting the Faculty.
- 6.7. The Faculty members do understand the importance and need of international collaboration to enhance possibilities for increased EU research funds.

7. Resources: administration, space, equipment and finances

The Faculty of Agriculture expresses its satisfaction with its housing in the new building in Osijek, which provides excellent conditions for teaching and scientific-professional work. The Faculty disposes of the largest spatial area, the largest number of laboratories and the largest number of teaching staff, all of which surely contributes to their satisfaction. The Faculty is also completely satisfied with the number of offices and lecture halls, furniture and IT equipment, with its Library, as well as with functionality of laboratories.

The Faculty is pleased with its relations and cooperation with local self-government and with business sector, because such cooperation results in significant market income and contributes to quality of overall Faculty activities.

The Faculty addresses the lack in staff. There is a need for 22 more employees to provide efficient operations and work quality. The need is specifically for 6 administrative staff, 10 technical staff, and 6 support staff members. Furthermore, there are 30 premises (laboratories and practicums) that are still not equipped (no furniture and equipment), which is not satisfactory. The Faculty is also not pleased with its own experimental plots needed for student practice in farming and animal husbandry. Up to present, the Faculty owns only horticultural areas (vineyards).

Additionally the Faculty aims for improvements in:

- research equipment (modernisation of existing equipment and purchase of new devices),
- update of available database of library holdings (especially possibility of downloading scientific papers from prominent databases).

- 7.1. Classrooms are appropriate.
- 7.2. Ratio of teaching and non-teaching staff is favourable.
- 7.3. The Faculty needs to strengthen further education of administrative staff.
- 7.4. Labs need more equipment; many lasbs are still missing basic equipment.
- 7.5. The labs, which are already equipped lack more sophisticated instruments.
- 7.6. Insufficient number of textbooks and limited accesses to the databases more effort is expected from the institution to improve the library services.
- 7.7. Financial stability is assured. The salaries of the staff are covered by state budget.
- 7.8. Currently the external funding for research is very limited. The Faculty needs to encourage activities for attracting additional funds.

FINAL REPORT AND RECOMMENDATIONS BY THE EXPERT PANEL FOR THE ACCREDITATION COUNCIL

Many improvements have been achieved during the last five years in the Faculty operations. Specifically the new facilities have improved the quality of teaching and the work conditions for staff considerably. The amount and qualification of teaching staff is sufficient to carry out all the required teaching, the teacher/student ratio is good. The study program and the degree structure follows the Bologna recommendations. The connections to other organizations e.g. ministries and industry seem to be active, given the number of expert positions of the faculty staff. The industry connections are strong, mostly linked to professional studies, but also to research and post graduate studies.

ADVANTAGES (STRONG POINTS)

- 1. Faculty established its strategy before the University. The stakeholders had an impact to the strategy as well as the staff.
- 2. Extremely good and modern facilities.
- 3. Good teacher/student ratio.
- 4. All staff paid by the state budget so the permanent staff is not influenced by the changes in external funding.
- 5. Positive feedback from the students about their studies and teachers.

DISADVANTAGES (WEAK POINTS)

- 1. Not all the laboratories and rooms are fully equiped yet.
- 2. Lack of facilities for large scale experiments with plants and animals.
- 3. Poor pass rate and high drop-out rate of the first year students, which has a negative impact to the number of graduate students on master level.
- 4. The number of papers published in international journals of reasonably high impact factor is still low.

- 5. Poor international visibility and low mobility of staff and students.
- 6. Lack of external funding for research.

RECOMMENDATIONS FOR IMPROVEMENT OF QUALITY

1. Institutional Management and Quality Assurance

- The new strategy should focus on scientific advancement and science based teaching.
 The vison and mission statements could be made shorter and more focused to address this.
- The international visibility of the Faculty would increase if the University had a reasonable rank in the field specific university ranking lists, which requires an increased number of A1 papers in high quality international journals.
- The number of departments could be reduced to stramline the administration

2. Study Programmes

- More efforts should be invested in recruiting new high quality students with high motivation to finish the studies.
- The first year BSc studies should include elements that give students a better perspective
 of future possibilities in agribusiness and increase the motivation of students to finish
 the studies.
- The role of professional study programs should be revised, if the strategy of science-based teaching is to be prioritized. A clearer distinction between polytechnics, providing professional studies, and universities, providing academic studies could enable a higher profile to both types of institutes. This is a strategic discussion that has to be led probably on university level, but to which the Faculty could and should contribute significantly.
- The number of MSc and PhD students should be increased. This requires a reduction in drop-outs and increase in pass rates during BSc studies.
- The number of courses given in English should be increased to make the Faculty more attractive to international students.
- Learning outcomes of individual courses and degrees should be more clearly specified.
- The ECTS points of modules and individual courses should be checked to evaluate if the equal amount of ECTS per module is really justified by the equal workload.

The use of English textbooks in graduate studies is recommended.

3. Students

- The first priority of recruiting should be the students from grammar school with good
 State Matura exams results.
- The Faculty should seek for a possibility to measure the motivation of the students to finish the degree at the Faculty in the recruiting process. Drop-out students cause extra work without any benefit for the institution.
- An increased effort should be made to mentor the students during their first year of studies to increase the pass rate.

4. Teachers

- Equal distribution of workload should be ensured.
- International mobility of tearchers should be increased.
- Time for research (periods free from teaching) should be made possible more frequently.
- A reward program for high academic outputs (both in education and research) is recommended.

5. Scientific and Professional Activity

- A research strategy including priority areas of research should be developed.
- The international visibility of the Faculty should be increased to enable partnerships with other universities and research institutes in EU grant applications. This includes increased number of scientific publications in general and in cooperation with international collaborators.
- The number of A1 papers in international peer-reviewed journals of high quality should be increased.
- Participation in international consortia should be increased. Specifically important is to seek collaboration with potential EU grant winners.
- Presentations at international scientific conferences should be encouraged to increase the visibility of staff in the international arena.

- The scientific staff should be incouraged to apply for international research funds. The Faculty could provide both financial and professional support to scientists during the application process. There are also possibilities to apply for funds from the EU together with (small and medium size) the industry. Very often the "industrial" projects are easier to manage.
- Transfer of results to practise is important. The implementation of the results to the practise is not a task to research organisation, but the industrial partners should be included in the research projects to ensure fast and smooth transfer.
- Reporting on scientific results in popular articles is important. Also the public seminars to end users could be arranged together with the industrial partners to generate an interest to increase the scientific based problem solving in agriculture.
- The feedback from stakeholders and local industry is important. The Faculty could establish an advisory committee of industrial representatives to enhance the discussion and gain regular direct feedback.

6. International Cooperation and Mobility

- International research collaboration should be increased.
- The international mobility of students (incoming and outgoing) should be increased. This would require an increased number of courses in English, increase in funds for mobility and increased activity of the University International Relations Office in advocating and enhancing the internationalization. Teachers should incourage students to spend some time at other universities and help them in finding the place for internship.
- The Faculty could increase the regional collaboration at postgraduate studies e.g. by providing postgraduate courses jointly with other universities in the region. This would enable specialised courses of higher standard. The collaboration could be extended on master level courses, too.

7. Resources: administration, space, equipment and finance

• The external research funding is currently low. High expectations are based on EU membership and increasing research funding from EU programs. EU research funds have already been available to Croatia, but the amount of it is low in the faculty. A clear

strategy should be made how to increase the funding from EU in the future. This could include a detailed analysis of reaserach institutes and universities, which have been successful in gaining EU research funding and specifically those who have coordinated EU projects. Getting in closer collaboration with those institutes and universities, increasing the mobility to the institutes and the number of joint scientific papers is highly advisable. This would increase the international visibility of the faculty and hence improve the chances of the faculty to be included in the consortia seeking for EU funding. The University International office should have enough experts to facilitate this. Faculty is a too small unit to hire own experts.

- Since the national research funding is very limited it is very impostant to keep the existing good relatinships to industry partners.
- The current resources for experiments on plants are limited and on animals not existing. Hence further increasing the collaboration with Agricultural Research Institute in Osijek is important to gain access on research facilities. Collaboration with other regional research institutes with adequate experimental research facilities is also vital.