



**REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF
THE CATHOLIC FACULTY OF THEOLOGY IN ĐAKOVO
JOSIP JURAJ STROSSMAYER UNIVERSITY OF OSIJEK**

**Date of on-line re-accreditation:
30 November – 4 December 2020**

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INTRODUCTION

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

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

The Agency's Accreditation Council appointed an independent Expert Panel for the evaluation of The Catholic Faculty of Theology in Đakovo, J. J. Strossmayer University of Osijek.

Members of the Expert Panel:

1. Assoc. prof. dr. Benas Ulevičius, Catholic Faculty of Theology, Vytautas Magnus University, Republic of Lithuania – Chair of the Expert Panel
2. Prof. dr. Jadranka Garmaz, Catholic Faculty of Theology, University of Split, Republic of Croatia
3. Dr. John Moxon, head of Religion, Theology, Culture and Philosophy at the University of Roehampton, London, United Kingdom
4. Assist. prof. dr. Branko Murić, Catholic Faculty of Theology, University of Zagreb, Republic of Croatia
5. Sanja Herman Siladi, Catholic Faculty of Theology, University of Zagreb, Republic of Croatia – student representative.

The Expert Panel held virtual meetings with the following stakeholders:

- Management (dean, vice-deans, secretary)
- Representatives of the Committee and Office for Quality Assurance and Improvement of Higher Education
- Heads of departments
- Full-time teaching staff
- Head of the Office for Students and Studies
- Heads of research projects
- Employees in jobs related to research, projects, and Lifelong learning
- Assistants and junior researchers
- Coordinators of international cooperation

- External stakeholders (representatives of professional and non-governmental organizations, experts, external lecturers, etc.)
- Students
- Alumni.

Due to the pandemic, the Expert Panel couldn't visit the CFT campus *in corpore*. The Evaluation procedure was carried out by organizing a series of online meetings and getting acquainted with the materials provided by CFT via the internet.

In accordance with the protocol, the Expert Panel examined the available additional documents and study programme descriptions (learning outcomes).

The Expert Panel drafted this Report on the re-accreditation of The Catholic Faculty of Theology in Đakovo, J. J. Strossmayer University of Osijek on the basis of The Catholic Faculty of Theology in Đakovo, J. J. Strossmayer University of Osijek Self-Evaluation report, other relevant documents and video materials.

The Report contains the following elements:

- Short description of the higher education institution being evaluated,
- Brief analysis of institutional strengths and weaknesses,
- List of institutional good practices,
- Analysis of each assessment area, recommendations for improvement and quality grade for each assessment area,
- Detailed analysis of each standard, recommendations for improvement and quality grade for each standard,
- Appendices (quality assessment summary by each assessment area and standard, and site visit protocol),
- Summary.

In the analysis of the documentation, the site visit to The Catholic Faculty of Theology in Đakovo, J. J. Strossmayer University of Osijek and the writing of the Report, the Expert Panel was supported by:

- Katarina Šimić Jagunić, coordinator, ASHE
- Emita Blagdan, assistant coordinator, ASHE
- Irena Škarica, interpreter during the online meetings
- Lida Lamza, Report translator, ASHE.

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

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

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

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

NAME OF HIGHER EDUCATION INSTITUTION:

The Catholic Faculty of Theology in Đakovo, J. J. Strossmayer University of Osijek

ADDRESS: Petra Preradovića 17, 31400 Đakovo, Croatia

DEAN: Assoc. Prof. Vladimir Dugalić, Ph.D.

ORGANISATIONAL STRUCTURE:

The organizational structure of The Catholic Faculty of Theology in Đakovo (hereafter: CFT/the Faculty). Is in a compliance with the Statute of the Faculty that was at the Dean's proposal adopted by the Faculty Council, consented to by the Senate of the Josip Juraj Strossmayer University of Osijek (hereafter: UNIOS/the University) and approved by the Congregation for Catholic Education (came into force on 6 February 2018). The Statute defined: organizational units (Departments, Chairs, Secretariat, Library and Student Dormitory), authority (Grand Chancellor) and the Faculty bodies (Dean, Vice Deans, Secretary, Dean's Collegium, Senior Staff, Faculty Council).

The Faculty Council has permanent and temporary boards and committees: Board for Graduation and Final Exams, Committee for Obtaining a Doctoral Degree, Committee for Postgraduate Studies, Committee for Publishing Activities, Committee for Verifying Compliance with the Conditions for the Election to Titles and Conditions of the Rector's Assembly, Award Committee, Committee for Additional Validation of Specific Knowledge, Skills and Abilities (motivational interview), Committee for Theological-Pastoral Seminar, Ethics Committee, Committee for Quality Assurance and Improvement of Higher Education, Working Group for Learning Outcomes, Committee for Teaching and Students, Library Council, Committee for Assistance to Students with Lower Socio-economic Status. Student interests at the Faculty are represented by the student representative body, the Student Union.

STUDY PROGRAMME:

The Faculty offers one study programme – the Integrated Undergraduate and Graduate University Study Programme in Philosophy and Theology (hereafter: IMPT).

Upon completion of the programme, students achieve the academic degree of Master of Theology, which corresponds to level 7.1. of the Croatian Qualifications Framework (CROQF).

NUMBER OF STUDENTS:

In the academic year 2018/2019 the total number of students studying on the IMPT was 137 students, 20 of which were students with the status of “completion of studies” (students who have lost student rights).

NUMBER OF TEACHERS:

The number of teachers and associates currently meets the needs of CFT for its teaching and academic research activities. There are 25 full-time teachers at the Faculty, of which 17 teach on the IMPT. The teacher – student ratio is: 1:5.5 in the institution as a whole and 1:8 for the study programme under review. The Faculty relies almost entirely on its own teaching staff, and until the academic year 2019/2020, needed only four external associates.

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

The Catholic Faculty of Theology in Đakovo, Josip Juraj Strossmayer University of Osijek, continues a tradition of studying philosophy and theology in Đakovo that goes back to 1806. In 2003, the Faculty began the process of separation from the Catholic Faculty of Theology, University of Zagreb, and in 2005, in accordance with the decisions and approvals of the Congregation for Catholic Education in Rome and the Senate of Josip Juraj Strossmayer University of Osijek, became the Catholic Faculty of Theology in Đakovo as part of the Josip Juraj Strossmayer University of Osijek. In 2010, the Faculty began to implement the Bologna Process and to run its study programmes in line with its standards.

The Faculty has defined its Vision and Mission statements. According to the Vision statement, the Faculty focuses on “intellectual and spiritual development of young people, academic research, establishment of the truths of the Christian faith”; the Faculty’s goal is to “grow steadily in excellence with regard to the quality of effective teaching, active learning, academic research, and with regard to the responsible commitment to local, university, national and international contexts in relation to both the church and wider society”. According to the Mission statement, “the Faculty educates students to be, in the spirit of the Christian faith and church tradition, morally responsible members of society that contribute critical analysis, wise action and professional competence for the common good”. An essential part of the Faculty’s Mission is “to continually strive to ensure the best possible and complete education and formation of students, especially priestly candidates and lay catechists” and “to develop the excellence and diversity of its study programmes, the quality of its teaching and teacher training, encouraging and rewarding the success of students, with special interest in the field of academic research”.

Following its Vision and Mission, the Faculty has defined its Values:

- in the spirit of Christian anthropology, promote the dignity of the human person;
- promote a spirit of freedom and responsibility;

- promote the common good and nurture fellowship in order to put the good of the community before any personal and individual interests;
- foster the spirit of solidarity and subsidiarity;
- foster excellence;
- promote Christian spirituality.

The Faculty underwent the last re-accreditation in March 2014. The evaluation of the Faculty was carried out by an international Expert Panel. Following a letter of expectation with a deficiency deadline of up to three years and the confirmation that all appropriate improvements had been duly made, the 2014 re-accreditation resulted in the issuing of certification to the Faculty for fulfilling the requirements for performing higher education and research activities in 2017.

BRIEF ANALYSIS OF THE INSTITUTIONAL STRENGTHS AND WEAKNESSES

STRENGTHS OF THE INSTITUTION

1. The academic staff and their rich working experience and enthusiasm.
2. Good cooperation with the University.
3. Good academic and research productivity through the publication of academic articles and studies.
4. Great commitment in organizing research, professional and popular conferences.
5. Good resourcing of the library with new academic journals.
6. Good cooperation between teachers and students in popularizing academic research.
7. Good collaboration between teachers and associates in the activities of academic and professional organizations.
8. Expertise of administrative staff.
9. Strength of individual mentoring work with students.
10. Large number of extracurricular activities for students.
11. Excellent support for students on international exchanges.
12. Excellent premises and material resources.

WEAKNESSES OF THE INSTITUTION

1. Lack of international recognition and cooperation.
2. Student drop-out rate is increasing.
3. Lack of teamwork between teachers and various stakeholders.
4. Lack of research projects.
5. Lack of postgraduate (specialist) study.
6. Lack of a clear vision for the development of study programmes.
7. Doubtful grading objectivity due to a large proportion of oral examinations.

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. Good implementation of previous re-accreditation recommendations evidenced in strategic documents.
2. Encouraging critical thinking and encouraging students to get involved with charitable and practical work and community life.
3. Strong incentives and financial support for academic productivity and research.
4. Effective procedures for encouraging high-quality research publications.
5. Cooperation with the local community and various stakeholders.
6. Concern for the preservation and improvement of infrastructure resources.

7. Commitment to holistic humanism in accordance with the teachings of the Catholic Church.
8. Good quality assurance and encouraging student mobility.
9. Encouragement of an active life for students.
10. Provision of student accommodation.

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

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

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

Analysis

The Quality Assurance System is defined by the Statute of the Catholic Faculty of Theology (TD5), the University Regulations on Quality, the Regulations on the Organization and Activities of the Quality Assurance System at the Catholic Faculty of Theology in Đakovo, the Quality Assurance and Improvement Handbook of the Josip Juraj Strossmayer University, and the Quality Handbook of the Catholic Faculty of Theology in Đakovo, which defines procedures for quality assurance in all areas of higher education at the Faculty. The new Quality Handbook has been revised based on the new ESG standards and has been in force since September 2017. The CFT quality system encompasses all internal stakeholders in the Faculty, as well as external stakeholders, with whom the Faculty continually cooperates and thus has feedback on the quality. The Committee for Quality Assurance and Improvement of Higher Education (established in 2006) consolidates and coordinates all activities related to quality. The Committee is responsible for implementing the strategic planning and decision-making on guidelines and procedures of quality assurance and improvement, and it is obliged to submit a report on its activities to the Faculty Council and the University Board for Quality Assurance of Higher Education. The report is submitted at least once a year.

The Office for Quality Assurance and Improvement of Higher Education, was established in 2008. The Office aims to improve and assure the quality of higher education whose primary task is to initiate and implement development programmes, defined standards and criteria of the University Centre for the purpose of continuous improvement and assurance of quality. Annual reports on the work of the Committee for Quality Assurance and Improvement of Higher Education from the academic year 2014/2015 to 2018/2019 show continuous development of quality assurance. The internal assessment is conducted according to the new Quality Assessment Manual (4 September 2017). The Committee for Internal Quality Assessment submitted a report on the internal quality assessment of the quality assurance system to the Faculty Council (8 January 2018). The internal quality assessment is planned to be conducted every two years. The mission and vision of the Faculty are fundamental for the Development Strategy 2016-2021 (TD8), which was adopted at the 5th regular session of the Faculty Council, on 29 February 2016. Although, the Development Strategy is very carefully

planned, due to limited resources and opportunities, Annual reports on the implementation of the Development Strategy in 2016, 2017, 2018 and 2019 do not reflect its full implementation.

The Faculty recognizes the importance of its social role in the region of Slavonia and the town of Đakovo in its strategic documents and in practice. It fulfils its social role by maintaining good relationships with Catholic and other educational institutions in the area, staying in touch with its alumni and external stakeholders, encouraging extracurricular activities and student volunteering, making its equipment, infrastructure and meeting spaces available to the local community. CFT teachers cooperate with the Archdiocese of Đakovo-Osijek in the organization and implementation of informal educational programmes.

Recommendations for improvement

Since the mission of the Faculty and its values anticipate cooperation with other academic and research institutions, particularly with other constituents of the University of Osijek, we suggest that the future strategy should focus more on promoting the spirit of ecumenism, especially with the Orthodox churches, fostering Christian spirituality and responding more adequately to social needs.

The Action Plan for the Implementation of the Faculty Development Strategy should include annual development action plans designed by topics, responsibilities and performance indicators. Annual Report as well as the annual action plan for strategic development should be published on the web.

The Strategic Programme of Academic Research 2015-2020 lists tasks and indicators but provides no information on roles, i.e. who is responsible for performing the various tasks. Page 19 is not complete and there is no self-assessment. Also, the Programme is not arranged around academic years. It is necessary to state the tasks, responsibilities and indicators for the distinct academic years.

The Action plan for the implementation of the Development Strategy from 2016 to 2021 contains various initiatives, indicators and activities. It is necessary, however, to specify the responsibilities for the initiatives in the new action plan and to set completion deadlines in order to ensure the implementation of the action plan. The action plan should be divided on the basis of academic years.

The Faculty should take advantage of its regional significance and improve its social impact by developing new internship programmes and offering more Lifelong learning programmes in accordance with the Faculty's mission and the needs of society. Representatives of alumni and external stakeholders should be included in the Faculty's Committees (e.g., Committee for Study Programmes, Committee for Lifelong learning, etc.) where possible.

Quality grade

Satisfactory level of quality

II. Study programmes

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

Analysis

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

The licensing of HE provision at university level and, for “regulated professions” aspects of the curriculum, are overseen by the state. The key documents of relevance to the operation of CFT and UNIOS are Article 78, paragraph 3 of the Act on Research Activity and Higher Education (Official Gazette nos. 123/03, 198/03, 105/04, 174/04, 2/07 OUSRH, 46/07, 45/09, 63/11, 94/13, 139/13 and 101/14-O and RUSRH) (document Z2) and Article 12 of the Ordinance on the Content of Licence and Conditions for Issuing Licence for Performing Higher Education Activity, Carrying out a Study Programme and Re-accreditation of Higher Education Institutions (Official Gazette 24/10) (Z3) 30 March 2015.

At university level, CFT’s integrated Masters Programme in Philosophy and Theology (IMPT) operates under the regulations of UNIOS which include P11 Studies and Studying, P14 Postgraduate Studies, P16 Assessment Procedures, P18 QA Systems and Structure, P20 QA Handbook and P30 Diplomas and Certificates¹. All CFT’s own local procedures and handbooks are based on these regulations.

At the stakeholder level, IMPT implements a curriculum authorised by the archdiocese of Đakovo for the training of Catholic priests and secondary school Religious education teachers. These requirements are not set out within the documentation supplied to the Panel, but are considered with CFT staff and fed into the curriculum review processes.

The Panel dedicated one day for conversations with staff on the course portfolio, teaching and delivery (02 December 2020), but many of the themes re-emerged in the day spent with students, alumni and stakeholders (03 December 2020).

¹ Titles abbreviated.

In the detailed analysis offered further below, the Panel considered evidence that the programmes were in line with the mission and goals of CFT and typical workplace requirements (2.1); the Programme Learning Outcomes (hereafter: PLOs) were consistent with the qualifications gained (2.2); the achievement of the PLOs had been evidenced (2.3); the Faculty consulted students, employers, professional organisations and alumni on matters of programme and portfolio development (2.4); that modular ECTS allocation was adequate (2.5) and that practical experience was integrated where applicable (2.6).

The Panel's finding was that in this overall area of activity CFT was performing satisfactorily, although with some variation across the sub-criteria 2.1-2.6 as detailed below. However, at the level of this summary, a number of points and recommendations can be made that give a feel for some of the major themes coming out of our discussions.

Recommendations for improvement

In addition to planned new provision, the Panel would encourage CFT to explore further flexibility in the use of IMPT material and/or innovative delivery modes for new types of non-traditional student (see §2.1 in the detailed analysis below).

The Panel suggested sharpening some of IMPT's PLOs to better reflect the strong commitment of CROQF to criticality; there were a number of suggestions about further simplified and/or summary documentation that might assist future international panels and others (see §2.2 in the detailed analysis below).

The Panel suggested improving the documentation of actual alumni and stakeholder views on likely future graduate skills and showing how these had influenced curriculum planning (see §2.3 and 2.4 in the detailed analysis below).

The Panel suggested exploring how work-based learning might be expanded to capitalise on CFT's commitment to practical theology, attract and equip new types of student and further improve graduate employability (see §2.6 in the detailed analysis below).

Quality grade

Satisfactory level of quality

III. Teaching process and student support

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

Analysis

At CFT, one study programme is currently offered: an integrated Masters programme in Philosophy and Theology (IMPT), lasting five academic years. The conditions for enrolment or continuation of studies are clearly published and available to the public through various media (the Faculty website, printed materials, etc.). In addition to formal requirements such as evaluating achievements from high school, passing the State Matura and a medical certificate proving ability to study, the Faculty conducts a motivational interview with candidates that introduces a dimension of personality and individuality into the application process. Criteria for continuing studies are also clearly defined and published. The Faculty conducts an analysis of the quality of enrolled students, evaluation of programmes by recent graduates and research into the causes of inefficient and unsuccessful studies. The results of all surveys as quality indicators can be found on the Faculty's website (<http://www.djkbf.unios.hr/hr/indikatori-kval>). In accordance with the results obtained, outstanding student achievement is encouraged and recognised and assistance provided to those students who have encountered difficulties in their studies. The Faculty encourages different approaches to teaching as appropriate for the intended learning outcomes (individual and group work, research learning, fieldwork) and encourages creative and critical thinking, supported by introducing a number of written papers and midterms according to the recommendation from the previous reaccreditation.

Extraordinary care for the needs of students and their support is shown at all levels: from the equipment of the Faculty buildings, library, student dormitories, financial and material assistance, to the encouragement of numerous extracurricular activities. Particular attention is paid to students from vulnerable and underrepresented groups. Teachers are forthcoming and provide students with support within the mentoring system. Above all, it is commendable that professors meet up with students experiencing difficulties beyond purely formal requirements, which creates a pleasant friendly atmosphere in which staff gain the trust of students. The Faculty offers full support to all students who apply for Erasmus+ outgoing mobility programmes and provides the basic conditions for achieving incoming mobility.

The criteria and methods of evaluation and assessment are clear and published before the start of the academic year and are an integral part of every course description provided in the programme implementation plans for each academic year. Also, all teachers in the introductory session for each course outline the content, reading, the criteria and methods of assessment to the students. The consistency and objectivity of professors in grading is monitored by regular student surveys. In accordance with all prescribed regulations, graduates are issued a diploma and a supplementary certificate of study in Croatian and English, which is free of charge. The Faculty takes care of the employability of students by harmonizing enrolment quotas with the situation in the relevant labour markets, encouraging continuing education after graduation, organizing

Career Week and maintaining good relations with members of the Community of Friends of CFT.

Recommendations for improvement

A significant reduction in the number of enrolled students should be avoided by more active promotional measures at the state level, such as open days, summer schools, seminars related to the culture of the area in which the Faculty is located. More thoughtful use of various social networks could facilitate promotion and mean the Faculty could reach a larger population not only in the Republic of Croatia, but also beyond.

In the context of improving the teaching competence of professors, the Faculty could better connect with the University Centre for Teacher Competences or appoint a commissioner to promote teacher competences so that professors can acquire these skills formally. Several academic years have passed since the attempt to organize the learning of foreign languages (English, French, Italian and Latin) as part of the extracurricular programme. The Faculty should re-survey students about their interest in such programmes and see if there is a renewed demand for such activities.

The Faculty should recognize the proximity to surrounding countries (Hungary, Serbia, Bosnia and Herzegovina, Austria, etc.) as an advantage and pursue cooperation with theological faculties in those countries.

In order to ensure a sufficient level of objectivity, it is recommended that CFT introduces more written midterms during the semester, which would make it easier for students to achieve the learning outcomes. In addition to classically designed midterms, oral and written final exams and written papers, it is recommended that CFT introduces different, more creative forms of testing students' knowledge.

Encouraged by the changing situation in society and the fact of low employability of graduates, the Faculty should consider introducing new, more attractive study programmes, upon completion of which graduates would be easier to find professional employment.

Quality grade

Satisfactory level of quality

IV. Teaching and institutional capacities

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

Analysis

The Faculty has high-level teaching and institutional capacities. After the last external evaluation, the Faculty succeeded in forming a sufficient and capable permanent teaching staff, and now it relies almost entirely on its own teachers. The number and qualifications of teachers meet the formal requirements for the study programmes. According to the Self-Evaluation (p.69), there are 25 full-time teachers at the Faculty, of which 19 have a doctor's degree. The teachers are well qualified for their courses, and have international academic experience, as most of them studied and defended their doctoral theses abroad. Most teachers have good practical experience in areas related to their academic interest and taught courses, which ensures a strong connection between theoretical knowledge and practical experience. The average age of the teaching staff is 40-50.

The teacher – student ratio is: 1:5.5 in the institution as a whole and 1:8 for the study programme under review. This allows an individual approach, close monitoring of the progress of students, and thus improves the overall quality of the student experience. Results of student surveys and Expert Panel meetings with students revealed the high level of student satisfaction with the quality of teaching and academic support. Overall, the breakdown of an individual teacher's workload indicates an appropriate balance between teaching, research activities, professional and personal development and administrative duties. However, many teachers have other pastoral, ecclesiastical and didactical responsibilities besides their work at the Faculty, which requires additional monitoring from the administration in order to maintain a high quality of teaching and research.

Teacher recruitment, advancement and re-appointment procedures are carried out at the Faculty according to objective procedures, following national and University standards, and are based on the evaluation of excellence of candidates. The research and didactic progress of teachers is monitored and evaluated annually according to the standards of the University. The University and Faculty has a system for encouraging and supporting teachers' professional development. The research activity by teachers is encouraged by the University by funding the publication of papers, research projects, outgoing mobility, the popularization of research, training, learning of foreign languages, etc. All teachers have the right to apply for a sabbatical year. Teachers have Erasmus+ and various other opportunities for international mobility.

The institution has high-level material conditions for study and research activities. The Faculty campus comprises three buildings: the main Faculty building, the Central Library and the Student Dormitory. All Faculty premises used for teaching and research are equipped with the appropriate technical equipment and are well maintained. The Library has all the required resources (including international databases), which are well-organized and continuously supplemented by new volumes. The Faculty continuously invests in the maintenance or repair of facilities and the buying of new or upgrading existing equipment. There is a sufficient number of staff assigned for these tasks.

The Faculty is mainly state-funded, with 94.2% of revenues coming from the state budget. Information acquired from SER and interviews allows the conclusion that the Faculty is sustainable, and manages its finances well.

Recommendations for improvement

Since many teachers have pastoral, ecclesiastical and didactical responsibilities besides their academic work, the Faculty should pay close attention to potential dangers of burn-out, loss of motivation, and reduced quality of staff performance.

The Faculty should continuously analyse the students' feedback to prevent possible problems and keep strengthening good practices. An important outcome of analysis should be strategic choices for the annual staff professional training plans. Staff surveys on various training possibilities should be conducted regularly (preferably once per year).

The Faculty should consider taking greater advantage of Erasmus+ exchange opportunities, especially in area of incoming mobility. During the interviews a lack of English proficiency of some teachers and students was indicated as a hindrance for wider use of Erasmus+ programmes by teachers. It is recommended that the Faculty finds a successful formula for including in its annual plans an English proficiency training course for teachers and students and get positive results.

Because of dropping student numbers, it is recommended that the Faculty plans in advance on wider use of the campus facilities for retreats, seminars, educational and spiritual events to generate additional income.

Quality grade

High level of quality

V. Academic research/artistic activity

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

Analysis

The Standard of academic research/artistic activity is primarily defined by the Strategic Programme of Academic Research 2015-2020 (TD10). The purpose of the programme is to support and encourage independent research work, as well as the transfer of knowledge through cooperation between the Faculty and other domestic and foreign academics and institutions. The Faculty Council of CFT in Đakovo adopted the Strategic Programme on 2 March 2015 under item 7 of the agenda at the 5th regular session. The CFT provided the necessary evidence that largely demonstrates the implementation, particularly the Annual Reports on the Implementation of the Strategic Programme of Scientific Research of the CFT submitted every year to the Faculty Council by the Vice-Dean for Science and Inter-Faculty Cooperation (I17, I18, I19, I20, I49), the Annual reports on the research activity of the Catholic Faculty of Theology in Đakovo (Summary of annual teacher reports: A49-A54), the Dean's Annual Reports on the Work of the Faculty (I48, I5, I6, I7, I8), the Annual reports on the implementation of the Strategic Programme of Academic Research, and the annual reports to the University on earmarked research funding (I21, I22, I23). All three types of annual report in the period covering the academic years 2014/2015 to 2018/2019 show continuous development of research activity.

The Strategic Programme has recently (after the last re-accreditation process in 2014) been modified according to the Decision on Earmarked Financing of Science (1 July 2015) (013) and the New Decision on Assisting Teachers of the Catholic Faculty of Theology in Đakovo to Participate in Scientific Conferences (3 December 2018) (012).

In the previous period of five years, according to its own strategic documents, the Faculty mainly developed its research activity by achieving two general goals: 1) strengthening the scope, transparency and quality of academic and research work in order to achieve competitiveness and international recognition of the Faculty; 2) further development of the Faculty's publishing activity in order to contribute to the development of teaching, research, educational and other activities and to foster in them a creative spirit. Through this analysis, it will be seen that these goals have been achieved in part: some goals have been attained with a high level of quality, while others need major or minor improvements. In any case, the Faculty has a good potential to develop and achieve in the future those research goals that it failed to achieve in this period.

Unfortunately, despite a few attempts at revitalisation (the last in 29 September 2015 – in evidence n. 06), mainly because of financial unprofitability connected with reduced number of enrolled students, CFT initiated the procedure for the cancellation of the postgraduate specialist study in Pastoral Theology with specializations in Family Pastoral, Crisis Pastoral and Parish Pastoral contexts. During the meetings with the Management of CFT and other stakeholders, and in accordance with evidences provided with the Self-Evaluation, it was emphasized that there was a plan to initiate or to continue with an accreditation of the following study programmes: Postgraduate specialist university study in Crisis Pastoral Care, Postgraduate specialist university study of the Spiritual Dimensions of Hospital Spiritual Care and Palliative Medicine; Joint university doctoral programme in Ecumenical Theology and Religious Pedagogy and Catechetics (Self-Evaluation 2020, p. 34).

Based on the Strategic Programme from 2015, the Decision on Earmarked Financing of Science (1 July 2015) (013), New Decision on Assisting Teachers of the Catholic Faculty of Theology in Đakovo to Participate in Scientific Conferences (3 December 2018) (012), CFT achieved most of the set goals in this review period, especially those related to improving research productivity through publishing academic papers and studies, organizing domestic and international academic conferences at all levels, encouraging professors to participate in international and domestic academic conferences and establishing a good system for monitoring the quality of research activities. Regular support for the realization of basic research activity has also been established. Through the analysis of the documents submitted, it is evident that CFT has started the process of systematization of its research activities through the development of projects, but in this area we might have expected to see additional improvements which will be detailed further below.

Recommendations for improvement

It is recommended, that, in drafting a new strategic document and plan for future research activities CFT continues to work intensively on the establishment of the sustainable and recognizable postgraduate (specialist) study implementing in its goals the possibilities of the dissemination of results and development of doctoral theses, plus those elements of standards related to project development and teamwork that will actively include cooperation with various stakeholders, different departments and chairs within CFT, different faculties (especially theological) and universities in Croatia and abroad, Alumni of CFT, undergraduate, graduate and postgraduate students, etc.

In the future, when preparing the Self-Evaluation, more attention needs to be paid to clarity and precision in presenting the achieved results. Just to mention a few examples for the 5th standard: it should have given more detailed descriptions of individual projects focusing on what is required in the standard, it was not clearly stated that an outdated project was designed with the active participation of students and therefore no data were presented on the outcomes of the particular project (e.g., evidence of the written papers

in collaboration with students on the project), for some projects, the outcomes achieved could also be stated, which would show their social and academic relevance and similar examples; if some data was/were mentioned earlier in the document of the Self-Evaluation, it is important clearly to refer to that with additional refinements. This would give a better impression of the realization of certain standards.

Quality grade

Satisfactory level of quality

DETAILED ANALYSIS OF EACH STANDARD, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH STANDARD

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

1.1. The higher education institution has established a functional internal quality assurance system.

Analysis

The Faculty has established a functional internal quality assurance system as can be seen from the following documents: Quality Policy; Quality Handbook; Development Strategy of the Catholic Faculty of Theology in Đakovo (2016-2021); Annual reports on the implementation of the Development Strategy in 2016, 2017, 2018 and 2019; Strategic Programme of Scientific Research; Annual reports on the implementation of the Strategic Programme of Scientific Research for 2015, 2016, 2017, 2018 and 2019; The Dean's Annual Reports on the Work of the Catholic Faculty of Theology in Đakovo (2014/2015, 2015/2016, 2016/2017, 2017/2018, 2018/2019); Annual reports on the work of the Committee for Quality Assurance and Improvement of Higher Education from the academic year 2014/2015 till the academic year 2018/2019.

Recommendations for improvement

It is recommended that CFC seeks to improve its involvement with the University of Osijek, including cooperation on issues of mutual interest and especially research and other projects.

Representatives of alumni and external stakeholders should be included in the Faculty's Committees membership, especially the Committee for Study Programmes and the Committee for Lifelong learning.

Quality grade

Satisfactory level of quality

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

Analysis

The Faculty has implemented most of the recommendations. On the basis of the Report of the Expert Panel on the Re-Accreditation of the Catholic Faculty of Theology in Đakovo, J. J. Strossmayer University of Osijek (11 June 2014), the Faculty brought out its Development Strategy of the Catholic Faculty of Theology in Đakovo (2016-2021) as well as the Action Plan for the Implementation of the Development Strategy of the Catholic Faculty of Theology in Đakovo for the Period 2016-2021 (29 February 2016)

and the Internal operational plan for the implementation of the Development Strategy (with responsibilities) (TD14). The Faculty also designed the Strategic Programme of Scientific Research (2 March 2015) and made Annual reports on the implementation of the Strategic Programme of Scientific Research for 2015, 2016, 2017, 2018 and 2019. The Faculty conducted an Internal Audit in 2018.

Recommendations for improvement

No recommendations

Quality grade

High level of quality

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

Analysis

The Faculty prevents all types of unethical behaviour, intolerance and discrimination based primarily on university documents such as the Code of Ethics of the J. J. Strossmayer University of Osijek (23 April 2011); the Ordinance on Disciplinary Responsibility of Teachers and Associates of the Josip Juraj Strossmayer University of Osijek (2 February 2018); the Ordinance on Disciplinary Responsibility of Students of the Josip Juraj Strossmayer University. The role of the Ethics Committee is to initiate and implement procedures in case of violation of the Code of Ethics (including plagiarism and copying) of Osijek (9 July 2010). The Student Union proposed the creation of a Student Ombudsman (first appointed on 18 June 2019). The Faculty uses Turnitin software, made available to teachers and students to detect plagiarism. Other relevant Faculty documents are: the Quality Policy (29 May 2017 – 2.0) and the CFT Statute, consolidated text, Art. 50-52 (9 February 2018).

Recommendations for improvement

No recommendations.

Quality grade

High level of quality

1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, academic research/artistic and social).

Analysis

The Faculty publishes all newly available data on the Faculty's website – enrolment criteria, enrolment quotas, study programmes, learning outcomes and qualifications, forms of support available to students. In addition to the official website, the Faculty uses a Facebook profile and a You Tube channel. There are no documents promoting the

Faculty in high schools, Faculty open days or other promotional projects such as student scholarships, etc.

Recommendations for improvement

No recommendations.

Quality grade

Satisfactory level of quality

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

Analysis

Students' extracurricular activities can be recognized upon request and listed in the Diploma Supplement document as set out in the Decision on Criteria and Manner of Evaluating Extracurricular Activities of Students from 6 May 2015. The mission of the Faculty encourages the development of its social role. The Faculty organizes and provides the use of equipment, infrastructure and space for research and/or professional and popularization events – professional meetings of religion teachers, guest lectures for the general public, and provides spaces for the needs of the local community. The list of memberships of teachers in associations, organizations, participation in popularization activities, their social and civic roles as well as the research, teaching and professional achievements of teachers are listed in the annual Summary of the Contents of Annual Teacher Reports on Scientific, Teaching and Research Work (for 2015, 2016, 2017, 2018 and 2019). Teachers cooperate with the Archdiocese of Đakovo-Osijek in the organization and implementation of informal educational programmes. Student volunteers can work in the Faculty's charity, creative groups or associations, and help students of lower social status or vulnerable groups in the civil society.

Recommendations for improvement

Representatives of alumni and external stakeholders involved in social and humanitarian work should lead educational bases and workshops, encouraging students' cooperation and launching internship programmes that would be beneficial for all; appropriate taught courses should be provided for students so that they can best benefit from their internship.

Quality grade

Satisfactory level of quality

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

Analysis

The Faculty carries out one lifelong learning programme. The programme is carried out in cooperation with the Archdiocese of Đakovo-Osijek and the Professional Development Centre – Kindergarten “Sunshine – Nazareth”. Two new lifelong learning programmes are also being prepared, and for the needs of the Archdiocese of Đakovo-Osijek will be formalized as: the Theological-Catechetical Lifelong learning Programme for Animators of Parish Catechesis and Pastoral Work and the Pastoral Lifelong learning Programme for Deacons. Since the mission of the Faculty focuses on the common good of the community, these programmes are aligned with the strategic goals and the mission of the higher education institution and the needs of society. There is certainly a much greater need for lifelong learning programmes that the Faculty can organize, according to its mission and social needs.

Recommendations for improvement

More Lifelong learning programmes should be offered in accordance with the Faculty’s mission and the needs of society. Representatives of alumni and external stakeholders should be included in the Faculty’s Committee for Study Programmes, the Committee for Lifelong learning.

Quality grade

Satisfactory level of quality

II. Study programmes

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

Analysis

The general goals of the integrated five-year Master's programme in Philosophy and Theology (IMPT) offered by CFT/UNIOS – for which the Programme Learning Outcomes (PLOs) are given in doc. TD13 – are in line with the mission and strategic goals of the HEI as set out in the Mission, Vision and Values statement on its website, and in its most recent Development Strategy (2016-2021) (TD8).

As pointed out in the Self-evaluation, p.34, the mission and strategic goals of CFT are somewhat wider than those that might otherwise be implied by the programme aims of the IMPT alone and in view of this, CFT offers a developing portfolio of short, continuing

professional development and other lifelong learning courses, and has plans for new stand-alone Masters provision, joint-major integrated Masters with other Osijek faculties and a new doctoral programme.

The IMPT, however, remains an important core offering in CFT's commitment to its principal stakeholders and implements a curriculum authorised by the archdiocese of Đakovo for the training of Catholic priests, but which is also used for those preparing to be Religious education teachers within the Croatian secondary school system. It is important for CFT that its core provision offers a gateway to "regulated professions" in this way². However, the IMPT is also open to an increasingly important stream of international and other candidates seeking to pursue theology and philosophy to university level for their own reasons and in relation to the more general jobs market for Humanities graduates. A link to the latest employability data for recent graduates showing the success in preparing students for these various working contexts was supplied (Self-Evaluation, p.36, A25).

Recommendations for improvement

The Panel commends CFT's plans for development of further courses, but would encourage the team to embed enough flexibility in their provision via innovative design, development and delivery modes (including distance and e-learning) to allow a rapid response to potentially fast-changing patterns of market demand, student finance and stakeholder needs. We particularly saw some opportunity in the re-use of components, elements and material from the IMPT within the hitherto separate lifelong learning provision, and indeed, vice-versa.

Quality grade

Satisfactory level of quality

2.2. The intended learning outcomes at the level of study programmes delivered by the higher education institution are aligned with the level and profile of qualifications gained.

Analysis

CFT provided the Panel with a full set of programme learning outcomes for the IMPT (TD13 Learning Outcomes at the Level of the Study Programme), and it was the view of the Panel that these aligned well with the mission and strategic goals of the HEI as set out in the Mission, Vision and Values statement on its website, and in its most recent *Development Strategy (2016-2021)* (TD8). The learning outcomes of individual courses (or modules) were provided in the combined text of the course (module) specifications

² In this sense, besides aligning with the general requirements for integrated master degrees established by UNIOS (*Self-Evaluation*, p.34), it is also compliant in relation to ordination training and Catholic teaching via the archdiocese's requirements and also government requirements, as set out in the Act on Scientific Activity and Higher Education and the Ordinance on Licensing in Higher Education (*ibid.*).

given in TD15 Learning Outcomes at Course Level and cross-tabulated with the Programme Learning Outcomes (PLOs) in the supplementary document Supplements to the Self-Evaluation: Supplement to Learning Outcomes (Table 2.1). This was deemed satisfactory at the last re-accreditation, and we assume modifications and new course specifications since then would have been approved individually.

We were asked to confirm that the PLOs are aligned with the CROQF, EQF (and FQ-EHEA) level descriptors as appropriate for an Integrated Master's course spanning the first and second Bologna cycles. CFT provided a clear statement in §2.2 of their Self-Evaluation (p. 37) of the end-point location of the programme at level 7.1 within the CROQF. Since the basic compliance of the supplied PLOs for the IMPT have been previously approved at the last accreditation, it is assumed that this should stand in this iteration of the process. However, some comments are offered here on improvements to the current statement of the PLOs on both academic and vocational fronts.

Thus, although the “academic” PLOs clearly reference “knowledge”, “critical understanding”, “analysis”, “synthesis”, “appropriate methodologies” and “interdisciplinarity”, it is noted that they do not quite do justice to CROQF's insistence that Level 7 should include “highly specialized knowledge, some ... at the forefront of the field ... providing the basis for ... academic research” (knowledge), nor the premium placed upon “Critical ... and creative thinking [around] complex problems... in unpredictable situations” (cognitive skills).

Similarly, the more vocationally oriented PLOs, which speak of “reflecting upon”, “recognising”, “transmitting”, “providing”, “promoting”, “representing”, etc. also do not quite catch the energy of CROQF's language of “problem solving ... collaboration across diverse social groups ... innovation and strategic leadership in ... complex and unpredictable situations” et sim.

It is therefore suggested that in the next iteration of documentary revisions, CFT might consider sharpening the language of the IMPT's PLOs to better reflect the emphasis on academic and professional criticality and creative energy of the CROQF statements for level 7, perhaps even providing cross-referencing to show how and where the various qualities are visible.

In terms of the alignment of the PLOs with the professional requirements, CFT pointed out that whilst in principle the state could determine an “occupational standard” for Theology graduates, it had not yet done so (Self-Evaluation, p. 38). However, in terms of stakeholder organisations, the Panel notes that the continued acceptance of the IMPT by the archdiocese of Đakovo for the two principal contexts of Catholic ministry and secondary education constitutes de facto evidence of such fulfilment for at least these two employment tracks (Self-Evaluation, p.37). Although this curriculum is thus “approved” by this particular employer, there is still plenty of room for CFT to develop

fresh, relevant and challenging material. We would encourage CFT to continue to gather evidence concerning the growing number of students potentially heading to other, perhaps as yet unknown occupations demanding broader humanities competencies nevertheless developed to “internationally recognized professional standards”.

Finally, this section requires some comment on the parity of “profile” for the qualifications gained. This principally refers to the algorithms used to determine progression and final classification from the range of courses (modules) taken. Compliance and consistency are ensured here via a common grading system defined by the Ministry of Science and Education via a common scale (*izvrstan*=excellent [90+%, 5 grade points], *vrlo dobar*=very good [80+%, 4gp], *dobar*=good [70+%, 3gp], *dovoljan*=sufficient [51+%, 2gp], *nedovoljan*=fail [0-50%, 1gp]), which is used to express attainment in individual items of work and courses (modules). From these, the final degree classification is calculated via a grade point average with a full breakdown set out in the European standard Diploma Supplement. More broadly, “profile” can also refer to any additional rules about core and optional elements within the curriculum and designated pathways. Although the information was almost certainly present in one or other of the documents supplied, it would have been helpful if a simple document could perhaps have shown the core/option status of individual courses and the rules governing their selection for each of the successive years of the course.

Recommendations for improvement

For future reaccreditations, it would be helpful if the intended level and/or year of study (*razina/godina*) could be indicated clearly within the English translation of the course (module) specifications (in TD15), so that foreign members of the Panel could see these at a glance and judge the learning outcomes appropriately. At present, the informal designations *Osnovna* = “introductory”, *Srednja* = “intermediate” and *Visoka/Viša* = “advanced” appear across various different years and thus are not indicative of academic “level” in any absolute sense. It would thus be useful in the future if course specifications could also contain the CROQF/EQF level designators.

In a similar vein, although this information is present on the CFT website and in the annual Academic Year Schedule (*Raspored akademske godine*, provided in Croatian only), it would be helpful for future reaccreditations if a simple curriculum map could be provided in translation that showed the core/option status of individual courses, their ECTS ratings (similar to that shown on the Diploma Supplement), but also showing the respective years in which courses were taken, the rules governing their selection, their typical sequence and the required credits for each year.

As also noted above, it is recommended that in the next iteration of documentary revisions, CFT considers sharpening the language of the IMPT’s PLOs to better reflect the general tone of the CROQF statements.

Finally, in terms of the vocational dimensions of the PLOs, we would encourage CFT to continue to gather evidence concerning the growing sector beyond Catholic ministry and education by including references to broader humanities competencies and “internationally recognized professional standards”.

Quality grade

Satisfactory level of quality

2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.

Analysis

In terms of the demonstration of the achievement of intended learning outcomes via appropriate evidence, this can be understood in relation to two broad areas of activity (1) the operation of the academic system itself and (2) the fitness of graduates for professional roles.

(1) At the purely academic level, this includes: (a) the mapping of PLOs to course LOs, (b) the approach to assessment, (c) the academic administration system and finally, (d) student achievement.

(a) An appropriate mapping between programme and course-level (modular) learning outcomes has been demonstrated in §2.2 above.

(b) CFT provided copies of the UNIOS’ Quality Handbook (P20), CFT’s own Quality Handbook (P21) and various assessment-related regulations (P11, P25, 26) that together provide assurance of the sound design and operation of the assessment system and the determination of final awards. In so far as the rules allowed some flexibility in the use of different assessment methods, such as coursework, written examinations, presentations and oral examinations (Self-Evaluation, p. 39), CFT colleagues gave a good account to Panel members in a number of meetings as to how these various methods continued to be reviewed and that the balance was being pulled back towards a greater proportion of written work, compared to an earlier, perhaps over-reliance on oral examinations (ibid., as per recommendations of the 2014 re-accreditation). This process of adaptation seemed well managed and would hopefully lead to greater alignment with contemporary norms across the humanities as well as a greater consistency of student experience on a course-by-course basis.

(c) CFT provided all of the relevant annual QMS operation plans (Supplements I.25-30), QMS committee and system performance reports (Supplements I.9-13, I.31-35). In the meetings in which we met academic administrators, the team was adjudged particularly strong and demonstrated expertise and diligence in the

various procedures and checks required including the use of the ISVU system and liaised well with both full-time and temporary/part-time teaching staff. This allowed full confidence that evidence for the achievement of learning outcomes was being correctly collected, collated and monitored.

(d) Copious data on student progression and attainment were provided (Supplements A26-40). A typical progression rate of over 90% could be seen across the various years reported on, which would seem very reasonable for the sector. In addition, a full analysis of non-continuation data was supplied for each cohort, backed up by detailed questionnaires completed by the students concerned (Supplements A17-19). These allowed CFT to monitor patterns of contexts and difficulties associated with non-completers effectively.

(2) Evidence for the fitness of graduates for later professional roles can also be determined from information provided by (a) alumni and (b) employers.

(a) Surveys of alumni about later employment, including questions as to how the training at CFT had fitted them for their professional roles, are taken every year, both directly and via the Community of Friends (Self-Evaluation, p.35). Data is returned to the Central Applications Office of the Agency for Science and Higher Education and the Croatian Employment Service respectively, and not provided directly to the Panel. However, in the relevant meeting, alumni were clear that study at CFT had been relevant and useful and equipped them well for their later careers. We were also informed that alumni were routinely consulted on matters of curriculum and wider CFT development (see Self-Evaluation, p.41 and further below).

(b) The single largest employer needing to evaluate the equipping of graduates is the archdiocese of Đakovo, which makes its own determinations in this regard, but which were not provided to the Panel. That the IMPT continues to receive the archdiocese's approval would appear to suggest that it is functioning properly in this regard. In the stakeholders meeting, which included representatives from Caritas and other local charities working with families and children, we received ample assurances that graduates were indeed being appropriately prepared. As with alumni, stakeholders were routinely consulted on matters of curriculum and wider CFT development (see Self-Evaluation, p.41 and further below).

Recommendations for improvement

The huge number of supplementary documents provided shows that CFT has a meticulous approach to the collection and use of data of any and every kind. The Panel would encourage the Faculty to continue in this way, but for any future reaccreditation, perhaps include more or more easily accessible digests of comments from alumni and stakeholders *in translation* that would allow a better grasp of their understanding of the

skills graduates will increasingly need in the future and how this informed CFT provision. But otherwise, all seemed to be fine.

Quality grade

Satisfactory level of quality

2.4. The HEI uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes.

Analysis

The CFT Quality Handbook P21, §2.4, based on the UNIOS handbook, P20, requires that programme development, approval, monitoring and periodic review should involve both student and stakeholder interests and that external stakeholders and employers should be informed about “specific audit activities”. The Self-Evaluation §2.4 (pp.41-42) describes how CFT consults with students, employers and professional organisations within these processes.

The more general way that this type of consultation occurs is via the requirement that all new programmes and indeed modifications affecting more than 20% of a programme’s contents are approved by the UNIOS Senate, which is bound by its own rules in this matter (Self-evaluation, p. 41). Since the last re-accreditation, CFT have made two sets of programme modifications above the 20% threshold that have required such approval (Self-evaluation, p. 35).

In addition, however, CFT has regular consultations with alumni, the Friends of CFT, the Croatian Employment Service and the archdiocesan Catechetical Office over curriculum development issues (Self-evaluation, p. 41). Written evidence of stakeholder surveys or minutes of meetings in which development ideas were shared were either not present or not clearly highlighted amongst the supplied documents. However, in the meetings with alumni and stakeholders, that this did routinely happen was confirmed by those we spoke to. Input from the archdiocese has been particularly important in relation to the proposed development of new specialised masters’ programmes in Pastoral Care and Hospital Chaplaincy, as well as lifelong learning programmes such as that for pre-school educators.

Recommendations for improvement

Input from alumni and stakeholders was discussed at some length in the relevant Panel meeting, and it was felt that although such consultation was going on in general terms, the conversations were not, at least for foreign members of the Panel, very well documented. In future, it would be very helpful to have a digest of specific suggestions and notes as to exactly how alumni and stakeholders had fed ideas into curriculum development. Thus, when participants were asked about whether their own interests in

the rapidly changing youth and family scene, the refugee, asylum and trafficking crises, and missional engagements with post-Christian Europe had led to specific developments in the curriculum (including via empirical practical theology, for instance), responses were somewhat muted. This may have been happening very effectively, but a bit more evidence for this *in translation* would have been very helpful. In other regards, we simply encourage CFT to respond to new sector challenges, demands and innovations in as tight a cycle as possible and thus by timely and effective curricular modifications and offerings remain strongly relevant in a rapidly changing social context.

Quality grade

Satisfactory level of quality

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

Analysis

The use of the ECTS system by CFT, by which the “volume” and level of individual courses (modules) are determined and documented to allow comparability and study transfer within the European Higher Education Area was well documented. For an example of ECTS awareness throughout the main report, cf. Self-evaluation, pp. 37, 39, 42, 43, 48, 60, and 62. In the relevant meeting with academic admin staff, we learned that this important area was overseen by a particular colleague. The academic admin team were in turn responsible for monitoring course “volume” and assessment loading against official ECTS ratings, surveying students experience to ensure that modules were not suffering from creeping or unrealistic expectations (via A21-24 et sim.), and liaising with teaching staff as and when problems are detected and/or a case for rating revision becomes apparent.

Recommendations for improvement

This area of CFT’s activity seemed to be going very well, and there are no special recommendations.

Quality grade

High level of quality

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

Analysis

The documentation makes it clear that the IMPT does not involve work-based learning (WBL) at the level of entire ECTS-rated placements (placement “modules”), although there is some work-based learning in one final year module for those training to be religious education teachers, RPK03/9 Didactics and Methodology (practice). In this, students must observe and participate in a set number of religious education classes

during their final year (Self-evaluation, p. 44). These total 14 hours and aim to provide experience of different age groups across both primary and secondary groupings. This appears to be well organised with a tutorial coordinator within CFT helping to organise placements and orient students to what is required, together with a teacher-mentor looking after students inside the school and who contributes to student evaluation. The key stakeholder, the archdiocesan Catechetical Office has an important role in quality assurance of the placement schools and in choosing and supporting mentors, and the documentation noted a number of ways student experience on this module could be improved.

Recommendations for improvement

This area of CFT's activity needs only be present "where applicable" and so appears only in a very limited way for one specialist track within the final year of the IMPT. What is being done seems to be handled well, and there are no special recommendations other than for CFT to follow up on their own suggestions for enhancing the role of stakeholders such as the archdiocese in setting up and monitoring placements (Self-evaluation, p. 44). The "minimum" level recorded below is not intended to reflect any inadequacy in the running of this small element of work-based learning, but merely that work-based learning assumes only a minimal volume within the IMPT programme.

In international HE terms, work-based learning features to a surprisingly small extent, given the very practical and vocational nature of both Christian ministry and school teaching. It is recognised that this professionally engaged element is more strongly reflected in CFT's lifelong learning provision, and may also be a result of the government's and/or archdiocese's approach to teacher and ministerial training respectively, in which immersive supervised practice occurs during the job proper and not so much while at university.

Nevertheless, the Panel did wonder whether it might be worth for CFT to look at expanding this aspect of the course by the provision of one or more generic placement "modules" within the IMPT, to allow those not specifically heading towards priesthood or teaching to benefit from supervised work in a charity, social or business context (including tourism and heritage, for instance). That the IMPT, as CFT's flagship course, should prepare all student to be "reflective practitioners" in this way would seem to fit very well with the vocational aspects of the PLOs, CFT's evident research interests in practical theology and contribute to a stronger and broader support for graduate employability.

Quality grade

Minimum level of quality

III. Teaching process and student support

3.1. Admission criteria or criteria for the continuation of studies are in line with the requirements of the study programme, clearly defined, published and consistently applied.

Analysis

Enrolment criteria for the IMPT programme are defined and published on the Faculty's website, the "Become a Student" system, and can be found in printed promotional materials issued by the Faculty itself, and directly through Faculty and alumni representatives in organised meetings in secondary schools and the Fair of the University. In the academic year 2017/2018 the conditions for enrolment have been changed and after the change they include the evaluation of secondary school grades (average of all grades), the level of compulsory State Matura exams (Level B of State Matura for Croatian, Mathematics and Foreign or Classic language) and additional conditions – a medical certificate of health for the study and motivational interview. The motivational interview with faculty representatives provides individual and direct approach with potential students and provides an opportunity for open discussion about their ambitions, engagement in the social and church community, motivation and expectations regarding studies and vision of their own accomplishments in the theological profession. The criteria for continuation of studies are clearly defined and published on the Faculty's website and the Academic Year Schedule, and procedures and examples of implementation of recognition of prior learning at the transition are determined (Decision on Appointment of the Committee for the Recognition of Exams for Student Transfers) (O9). In 2014, the Faculty Council established the Committee for the Recognition of Exams for Student Transfers, which conducts the procedure for the recognition of exams in the transfer of students from related studies between faculties in the Republic of Croatia. In the case of foreign students, the Faculty relies on the Quality Handbook of the UNIOS – Recognition of Foreign Higher Education Qualifications and Study Periods (Procedure 7.1.15) (P20).

Recommendations for improvement

Migrations of the younger population from the area of Slavonia and Baranja to other parts of the Republic of Croatia, but also Europe, were reflected in the number of enrolled students. Namely, the Faculty records a decrease in the number of enrolled students every year. This decline is especially noticeable in the academic year 2018/2019, during which only 10 students were enrolled. Although the Faculty made all the information about the study programme, enrolment and criteria available by participating, for example, at the University Fair in Osijek, it remained focused exclusively on students from its own region. One of the possibilities for tackling the problem of declining enrolment could be to shift the focus of the Faculty's promotion from a narrowly regional to a national area in order to attract students from different parts of Croatia. More active promotional measures at the state level, such as open days, summer schools, seminars related to the

culture of the area in which the Faculty is located, would reach a larger number of students. Prerequisites for projects of this character exist (well-equipped premises of the Faculty and Library, Student Dormitory). More active and thoughtful use of various social networks could make it easier to promote the Faculty, which would reach a larger population in the Republic of Croatia and beyond.

Quality grade

High level of quality

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

Analysis

CFT conducts a quality analysis of enrolled students, evaluation of programmes by graduates and research into the causes of inefficient and unsuccessful studies. A comprehensive analysis of student quality and study success takes into account the number of applicants compared to the number of enrolled in the first year of study, the success of enrolment in the next year of study, average grade of study, average length of study, the number of students who repeat the year and those who lose their right to study, study drop-out rate and the number of students who quit, employability and success in passing exams. The results of all surveys as quality indicators can be found on the Faculty's website (<http://www.djkbf.unios.hr/hr/indikatori-kval>). The decrease in the number of enrolled students affected the higher pass rate and excellence of students (in 2018 the share of excellent students was 80%). Teaching in small groups enables more direct contact with professors and better student work. The Faculty encourages student excellence by awarding and giving recognition to the most successful students of all years of study and for the best graduate thesis every year on Faculty Day.

Recommendations for improvement

No recommendations.

Quality grade

High level of quality

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

Analysis

CFT encourages different ways of teaching in accordance with the anticipated learning outcomes (individual and group work, research learning, fieldwork, etc.) and encourages creative and critical thinking, which was achieved by introducing a number of written papers and colloquia, according to the recommendation from the previous reaccreditation. Students' independent work is also encouraged. For students who are in specific circumstances (disability and/or long-term illness), adaptation of

performance and teaching methods are arranged. Evaluation of teaching and teacher competence is carried out using the Unified University Student Survey, the Internal Student Survey, the 2019 Self-Evaluation of Teachers survey, the Internal Survey of the Student Standards Board of the CFT Student Union and individual self-initiative evaluation surveys of subject teachers. The results of the Unified University Student Survey conducted at the university level are an indicator of the excellent work of the Faculty's teachers. The results of these surveys help in further designing and planning the professional training of teachers and improving their teaching competence in methodological, didactic, psychological or pedagogical areas within Lifelong learning. The Faculty also encourages training in the field of teacher competence through Erasmus programmes.

Recommendations for improvement

It is commendable that the Faculty adheres to the quality and training of teachers through various lectures and workshops, and that the plan is to offer additional education on teaching methods and critical thinking in the future, i.e. the dissemination of acquired knowledge in the professional development via the Forum for Freedom of Education lasting 80 hours. In this context, the Faculty could better connect with the University Centre for Teacher Competences or appoint a commissioner to promote teacher competence so that professors can acquire these skills formally.

Quality grade

Satisfactory level of quality

3.4. The higher education institution ensures adequate student support.

Analysis

The Faculty provides suitable facilities for teaching, extracurricular activities and for the work and learning of students. The Faculty's buildings are broadly adapted for people with disabilities. The Faculty Management takes care of newly enrolled students by providing them with support and assistance in the new environment through various meetings, workshops where they are introduced to student rights and duties and organises a tour of the Faculty, library and Student Dormitory. The students are also introduced to extracurricular activities in which they may participate. Every student at CFT is entitled to accommodation in the Student Dormitory based on the points earned in the competition procedure for each academic year, based on the criteria of the Ministry of Science and Education and additional criteria adopted by the Faculty Council annually. Since the academic year 2009/2010, the Faculty has operated a mentoring system with students, with the aim of providing support for learning and the overall organization of the student body.

The Faculty offers lots of student extracurricular activities: a journalism group (CTF TV and radio show), Bible, drama and charity groups, a student journal called "Teofil", a

Mixed Student Choir and a student singing group called “Ruah”. Every year, Christmas charity activities are launched, and the collected donations are directed to the needs of communities, institutions, associations and organizations caring for adults and children with special needs, children without parental care, the sick and socially disadvantaged (UNICEF, Mary's Meals, SOS Children's Village Ladimirevci, etc.) In accordance with the Regulations on Financial Assistance for Students of Poor Socio-Economic Status (14 January 2019) (P29), the Faculty strives to take into account the financial possibilities of students and to provide adequate financial support. The Faculty also provides material support to students for participation in student events (e.g., student project “Teologijada” held in Zagreb in the academic year 2018/2019) and in volunteer and extracurricular work of students. Students also have at their disposal psychological support from professors of psychology and psychotherapy who work at the Faculty. In the academic year 2017/2018 a student chaplain was appointed, while additional support for students is also provided at the University level (Office of Student Affairs and Students with Disabilities, Student Professional Counselling Service and Psychological Counselling Centre). Teachers are available to students for consultation and students are informed about the time of their consultation (or how to arrange it) in the course descriptions on the Faculty's website and at the announcement boards.

Recommendations for improvement

The Faculty provides students with a specific form of mentoring system that includes meetings between professors and students dedicated to specific topics, pilgrimages and study trips. In the SWOT analysis, students showed their dissatisfaction with the mentoring system (too few or irregular meetings, uninteresting topics of meetings) and the Faculty was in agreement that professor-mentors should harmonise the system with student requirements.

Quality grade

High level of quality

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

Analysis

The Faculty Office for Students and Studies regularly monitors and collects data on students with disabilities after their enrolment. Through knowledge of the specific needs of each student from underrepresented and vulnerable groups, CFT seeks to provide counselling, material and financial assistance based on the student's personal requests and the rules contained in the Regulations on Financial Assistance for Students of Poor Socio-Economic Status (14 January 2019) (P29). According to the records of the Office for Studies and Students and the instructions of the Vice-Dean for Teaching and Students, teachers should adjust the teaching process to take into account special circumstances and difficulties of study (underrepresented and vulnerable groups,

shorter absences, maternity leave, long sick leave, etc.). The Faculty strives to broadly adapt to students from vulnerable and underrepresented groups. Application and enrolment procedures are adapted to suit persons from vulnerable and underrepresented groups, and teaching and testing of knowledge and skills are individualised as needed and adapted to persons from these groups. Accommodation for students with physical disabilities is provided in the Student Dormitory with spatial adjustments and accessibility is ensured in all other buildings (Faculty and Library). CFT invests in infrastructure, providing access to buildings within the campus by maintaining and servicing elevators.

Recommendations for improvement

The Faculty cares for students from vulnerable and underrepresented groups in a variety of ways. To students with physical disabilities, in addition to individual approaches, spatial adaptations in all Faculty buildings and examination technology, help could be provided in the form of peer support, which could be treated as an elective course with the corresponding number of ECTS credits. Such a form of support would also contribute to strengthening solidarity among students.

Quality grade

High level of quality

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

Analysis

CFT organises an Erasmus+ Info Day (I1-I4) in collaboration with the University Service for International and Inter-university Cooperation, in order to acquaint students with basic information and disseminate the experiences of students who have returned from the exchange. Exchange students are recognised for all ECTS credits earned in three different areas: as compulsory courses, elective courses or seminars, extracurricular subjects, or extra ECTS credits outside the study programme based on the Faculty Rules in the Student Mobility Recognition Procedure (29 February 2016) (P24). From the academic year 2014/2015 until 2018/2019 15 CFT students participated in the Erasmus+ individual mobility programme at various theological faculties across Europe (Prague, Münster, Graz, Augsburg, Leuven, Freiburg, Paderborn, etc.). With a special agreement for the execution of the exchange with Switzerland, mobility was achieved during the entire academic year 2018/2019 at the Faculty of Theology, University of Lucerne (SEMP - Swiss-European Mobility Programme). At the beginning of the academic year 2014/2015 as part of extracurricular activities, the Faculty hired professional lecturers, organised and offered students courses in different languages (English, German, French, Italian and Latin) with the aim of expanding the competence of using foreign literature in learning and improving student experience of the Erasmus

exchange programme. Unfortunately, these activities did not arouse interest among students and their implementation did not even begin.

Recommendations for improvement

Several academic years have passed since the attempt to organise the learning of foreign languages (English, French, Italian and Latin) as part of extracurricular activities. The Faculty should re-survey students about their interest in such programmes and see if there is a renewed demand for such activities.

Quality grade

Satisfactory level of quality

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

Analysis

The Faculty's website offers all basic information in English and German. Promotional materials (videos and brochures) are also available in English. In the academic year 2016/2017, in order to attract students from abroad, the Faculty offered the full integrated undergraduate and graduate programme of philosophical-theological studies via English medium. CFT also provides places for international students in the Student Dormitory. All teachers of the Faculty actively use at least two world languages (German, English, French, Italian) and in that sense there are no obstacles to teaching foreign languages. So far, incoming student mobility has not been accomplished.

Recommendations for improvement

Although there are prerequisites for studying in a foreign language, unfortunately, foreign students do not show enough interest in coming to CFT. The Faculty should recognise the proximity to surrounding countries (Hungary, Serbia, Bosnia and Herzegovina, Austria) as an advantage and use it to cooperate with theological faculties from those countries.

Quality grade

Minimum level of quality

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

Analysis

Criteria and methods of evaluation and assessment of student achievements are clear and published before the start of the programme and are an integral part of every course description that is adopted in the implementation plans for each academic year. All teachers outline to students the content, reading, criteria and methods of assessment in

the introductory class to the course. The consistency and objectivity of professors in assessment is monitored by student surveys (Unified University Student Survey, Faculty Internal Student Survey, personal surveys of individual professors at the end of the course). Professors adjust the assessment procedures, taking into account the special circumstances and difficulties of studying, and adjust the examination technology individually according to the student's abilities, without jeopardizing the achievement of the intended learning outcomes. With the help of the mentioned surveys, students showed satisfaction with the fairness of teachers in grading with a high grade. The Statute of the University (Art. 160) (TD6), that is, the Ordinance on Studies and Studying at the J. J. Strossmayer University of Osijek (P11) (Art. 59 (7)) ensures the publicity of the exam, and the oral exam is taken in the presence of two or more students, whom the Faculty consults in the case of any objection or appeal against the grade. In the previous reaccreditation procedure of the Faculty, the introduction of several written papers was proposed and the required programme changes were made in that direction (several studies and seminar papers were introduced, a series of continuous written tests at the level of individual courses as part of the exam in the 3rd and 4th year of study).

Recommendations for improvement

In order to ensure a sufficient level of objectivity, it is recommended to introduce more written midterm exams during the semester, which would make it easier for students to achieve the set learning outcomes. In addition to classically designed midterms, oral and written final exams and written papers, it is recommended to introduce different, more creative forms of testing students' knowledge (debates, independent research papers, etc.).

Quality grade

Satisfactory level of quality

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

Analysis

All graduates are issued with a diploma and a supplementary study document in Croatian and English, which is free of charge, and is in accordance with the Ordinance on the Content of Diplomas and Diploma Supplements (NN 78/08 and 149/11), the MSES document, Diploma Supplement. Instructions, Rules, and Examples (Second Amended Edition), Zagreb, 2013 (Z4), and the Regulations on the Layout of Diplomas and Diploma Supplements, the Layout of Certificates and Credentials of the J. J. Strossmayer University of Osijek (6 February 2008) (P30). Extracurricular activities are evaluated on request, which are also entered in the supplementary study document based on the Decision on Criteria and Manner of Evaluating Extracurricular Activities of CFT Students (6.7.2015) (O2) according to the procedure prescribed in the CFT Quality Handbook (2.6.3.4.) (P21).

Recommendations for improvement

No recommendations.

Quality grade

High level of quality

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

Analysis

Enrolment quotas are harmonised with social needs and labour market needs, as well as the resources of the Faculty (in the previous period the enrolment quota was reduced by 10% and amounts to 45 positions, of which 43 for full-time students and 2 positions for foreign students). Once a year, the Faculty proposes students to the Grand Chancellor for further education (for postgraduate studies based on their excellence), and on request for the needs of the Archdiocese Đakovo-Osijek. The Catechetical Office of the Archdiocese of Đakovo-Osijek in cooperation with the Agency for Education, organises professional trainings for religious education teachers, religion class Olympics and other forms of meetings where students can get acquainted with work in the field of education. In the academic year 2018/2019, for the first time at the UNIOS, a Careers Week was organised. As part of Careers Week, activities were held for final year students of integrated undergraduate and graduate programmes of philosophical and theological studies to acquaint them with the possibilities of developing their careers in different directions. The Faculty maintains contacts with alumni, and in 2010 the CFT Friends Association was established, which has about two hundred full members.

Recommendations for improvement

Although the Faculty takes certain measures related to employment, according to the reports of the Croatian Employment Service and surveys conducted by the Faculty, the number of unemployed graduates is still quite large. Encouraged by the changing situation in society and the fact of low employability of graduates, the Faculty should consider the introduction of new, more attractive study programmes, upon completion of which graduates would more easily find employment in their profession. The Faculty is encouraged to consider the introduction of a programme for which it has the prerequisites and necessary resources. For example, in cooperation with other components of the University, the Faculty may focus on introducing two-subject study programmes, reintroducing specialising in Crisis, Parish and Family Pastoral or other attractive programmes that will focus on current societal problems in the Faculty area, introducing new university postgraduate specialist studies, introduction of a dislocated department of the Faculty to Osijek, introduction of new lifelong learning programmes, part-time studies, professional studies, a separate undergraduate and graduate study

programme (3 + 2) in addition to the existing integrated one to provide students with the possibility of broader education and greater employment opportunities.

Quality grade

Satisfactory level of quality

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis

Since the last self-evaluation, the Faculty has put a lot of effort into the development of sufficient and capable teaching staff. Although the data in the Self-Evaluation is not entirely consistent, nevertheless, it is evident that the number and qualification of teachers meet formal requirements. The Faculty relies almost entirely on its own teaching staff. According to the Self-Evaluation (p.69), there are 25 full-time teachers at the Faculty. 19 have a doctor's degree, most of whom studied and defended their doctoral theses abroad, which has significantly broadened their experience and ability to offer broader context-based lectures, assignments and teaching materials. Only four are visiting lecturers from other higher education institutions. The average age of the teaching staff is 40-50.

The teacher – student ratio for the IMPT is 1:8. During the meeting with the Expert Panel, both teachers and students emphasized the advantages of such a ratio, namely, it allowed an individual approach, close monitoring of progress, and improved the overall quality of student experience. All teachers are qualified to teach their courses. The results of student surveys demonstrate a high level of satisfaction with the quality of teaching. This was confirmed at the Expert Panel meeting with students.

Most teachers have other obligations of a pastoral or educational kind besides teaching at the Faculty. The Self-Evaluation indicates that in 2018/2019, Faculty staff taught at about 10 other institutions of higher education, including other faculties within the University of Osijek. Such teaching commitments outside the Faculty are approved by the Dean at the beginning of each study year and are declared by every teacher in the annual report on research-teaching activities, which allows the Faculty to monitor teachers' overall workload.

Recommendations for improvement

The various pastoral responsibilities and ecclesiastical activities of teachers ensure a strong connection between theoretical knowledge and practical experience. This is a valuable feature. Nevertheless, the administration of the Faculty must be vigilant to ensure that high levels of pastoral involvement do not diminish teachers' motivation and

opportunities to develop didactically and academically. If such cases of conflicting involvements are noticed, the administration should discuss this matter with any teacher concerned, and help negotiate (if possible) the redistribution of tasks with the colleague's ecclesiastical superiors.

Quality grade

High level of quality

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

Analysis

Teacher recruitment, advancement and re-appointment procedures are carried out according to an objective procedure and following national and University standards. According to the policy of the University, after terminations of employment, empty job positions are filled by the same number of new employees. For each election, an expert committee is appointed to carry out the election procedure. The fulfilment of employment criteria by candidates is verified by the permanent body of the Faculty Council – the Committee for the Verification of Conditions for the Election to Titles and the Conditions of the Rector's Assembly. The evaluation of the excellence of new candidates is an important part of the election. The academic and didactic progress of teachers is monitored and evaluated via a standard university procedure which is also used effectively in cases of re-appointment of teachers. Besides the usual academic quality requirements (e.g., academic research, participation in academic conferences, publications in indexed journals, didactic experience, etc.), there are additional requirements for full-time teachers and staff who are clergy, that originate from the ecclesiastical character of the Faculty. These requirements do not conflict with the national or University rules.

Overall, the methods for the selection of the best candidates for teaching positions and the promotion of teachers into higher positions are appropriate, well defined, and clear.

Recommendations for improvement

No recommendations.

Quality grade

High level of quality

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

Analysis

CFT teaching and non-teaching staff enjoy numerous opportunities for professional development, provided by the University and ecclesiastical institutions. Teachers are well informed about such opportunities (via bulletin boards, mailing lists, personal communication, etc.) and are encouraged to apply and participate. The initiative to participate in professional development seminars, workshops and conferences come from teachers themselves. The University and Faculty has a system for encouraging and supporting teachers' professional development. The research activity of teachers is encouraged by the University by earmarked funding for the publication of papers in high and highest level academic journals, conducting research projects, outgoing mobility, popularization of research, training, learning of foreign languages, etc. All teachers have the right to apply for a sabbatical year (e.g., in 2018/2019 two teachers of the Faculty were granted this opportunity). In addition to University support, the Faculty covers travel costs and registration fees from its own funds for attending one domestic and one international academic event per year for all teachers.

Erasmus+ mobility programme opportunities are also available for teaching and non-teaching staff and are used for both professional development and teaching visits. The number of outgoing Erasmus+ visits is appropriate for a small faculty. However, there were only a few incoming Erasmus+ mobility visits in 2015-2020. Even though the data in Self-Evaluation and Analytic supplements lacked consistency, during the interviews it was made clear that, besides the Erasmus+ programme Faculty staff have opportunities for academic mobility by other (e.g., ecclesiastical) means.

Recommendations for improvement

After the last external evaluation, the Faculty made a breakthrough in developing a high-quality permanent teaching staff. It is noticeable that, according to student surveys and Expert Panel interviews, students are highly satisfied with the teaching quality at the Faculty. It is recommended that CFT continues to analyse student feedback in order to keep strengthening good practice and plan staff training accordingly.

Based on the expressed interest of teachers in the Teacher Self-Evaluation Survey conducted in 2019, the Faculty included training related to teaching methods in its annual professional training plan for 2020 (Self-Evaluation, p.76). This shows how Faculty can benefit from such an annual survey for teaching and non-teaching staff about the need for training in different areas of professional work.

The Faculty should consider taking greater advantage of Erasmus+ exchange possibilities, especially as far as incoming mobility is concerned. By inviting incoming teachers, the Faculty has an opportunity to broaden its international relations, to raise the interest and

motivation of students, to create new inter-institutional opportunities and thus to become a more successful international player.

During the interviews, a lack of English proficiency was indicated as one of hindrances to wider use of Erasmus+ programmes by teachers. It is recommended that the Faculty considers including in its annual plan an English proficiency training course for teachers (and students). Another possibility is to seek Erasmus+ cooperation with those foreign faculties that are open to teaching in languages other than English or can provide translation. In the case of incoming mobility, the Faculty could provide translation of lectures by incoming teachers if a particular group of students doesn't have a sufficient knowledge of English (e.g., in the first study year).

Quality grade

Satisfactory level of quality

4.4. The space, equipment and the entire infrastructure (laboratories, IT services, work facilities, etc.) are appropriate for the delivery of study programmes, ensuring the achievement of the intended learning outcomes and the implementation of academic research/artistic activity.

Analysis

Due to the pandemic, the Panel couldn't visit the Faculty campus *in corpore*. Nevertheless, a detailed video presentation of facilities and equipment, provided by Faculty together with the description in Self-Evaluation allowed the Panel to come to well informed conclusions.

Thanks to the collaboration between the Archdiocese of Đakovo-Osijek, the Ministry of Science and Education and the University, the Faculty enjoys a high level of material conditions for study and research activities. The campus comprises three fairly new or renovated buildings: the main Faculty building, the Central Library and the Student Dormitory. All Faculty premises used for teaching and research are equipped with the necessary technical equipment. Also, the Faculty owns equipment needed for extracurricular activities (e.g., sound equipment, digital cameras, computers, etc.). All premises are equipped with quality furniture, IT equipment and have Internet access. All classrooms and offices meet formal space and hygiene requirements. The Faculty continuously invests in maintaining or renovating facilities, and buying new or upgrading existing equipment. There is a sufficient number of technical and support staff assigned for these tasks. Student surveys and opinions expressed during interviews show that both students and teachers are very satisfied with their study and research conditions, even though the Teacher Self-Evaluation Survey (A16) shows that some improvements to the equipment of facilities could still be made (see standard 5.5 (a) of this Report).

Recommendations for improvement

No recommendations.

Quality grade

High level of quality

4.5. The library and library equipment, including the access to additional resources, ensure the availability of literature and other resources necessary for a high-quality study, research and teaching.

Analysis

The Faculty has its own library, located close to the main Faculty building and the dormitory. The reading room has 60 seats and has all the required technical and IT equipment. The library and the reading room are open to all students, teaching and non-teaching staff as well as external visitors. The library resources contain materials specific to the area of specialization from the 15th to the 21st century, including a rich collection of old books and manuscripts. In accordance with the strategic plan and the recommendations of the previous re-accreditation procedure, a detailed plan for modernizing and updating CFT's theological literature was developed and completed by the Faculty thanks to significant funding from the Archdiocese of Đakovo-Osijek. Today the library contains 146 628 books (not counting journals) and is being constantly supplemented by new volumes. Teachers can order new books needed for research and teaching for the Library via a routine University procedure. The borrowing and cataloguing system was fully digitalized in 2016 and is easy to use. The Library provides inter-loan services in case a book is not available. The Library offers free access to more than 20 national and international databases (JSTOR, ATLA, EBSCO, etc.). In 2015, a digital repository was established to store and provide access to the academic output of the Faculty, including students' final theses.

Recommendations for improvement

No recommendations.

Quality grade

High level of quality

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

Analysis

Information acquired from Self-Evaluation and interviews allows the conclusion that the Faculty is well funded, sustainable, and manages its finances well. 94.2% of the total Faculty revenue comes from the state budget and is administrated according to routine university regulations. This revenue is spent on salaries, operating expenses, construction and investment maintenance. Five percent of the total income consists of other public

budget revenues received and administered under special regulations. The remaining 0.8% is generated by the Faculty itself from tuition, rent, sale of electricity and interest. The latter part is used to fund professional development, education, business trips, and various study-related or extracurricular activities for students. The annual presentation of revenues and expenses are an integral part of the Dean's Annual Report on the Work of the Faculty, which is approved by the Faculty Council and submitted to the University Senate and the Grand Chancellor. It should be noted that some of the Faculty's activities may be partially or fully covered by partner institutions, especially those of ecclesiastical kind.

Recommendations for improvement

The location and the quality of the Faculty facilities seem to offer a good opportunities for generating additional income if used for retreats, seminars, educational and spiritual events, etc. It is recommended that the Faculty explore these opportunities (if possible, with help of marketing professionals) and make use of them where appropriate.

Quality grade

High level of quality

V. Academic research/artistic activity

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

Analysis

- a. Regarding the publication of an adequate number of high-quality research publications in the last 5 years, the Faculty teachers have published 115 papers in academic journals (59 of them in Scopus and 13 in WoS), they authored 31 books (2 of which are foreign), 25 book chapters, and edited 28 books; they also authored 58 papers presented at academic and professional conferences, as well as 13 papers published in professional publications.

The following elements of the standard are adequately demonstrated: Lists of publications categorized in accordance with the current Regulations on the Conditions for Election to Scientific Titles for the field and in the field (authored and edited books, papers in a1 and a2 journals, papers in proceedings) (158).

- b. CFT assures quality academic publishing on the part of their teachers by encouraging them for this purpose. In this regard, CFT has brought the Decision on Earmarked Financing of Science, which on an annual level provides financial resources for the purpose of publishing research papers, authored, edited and

professional books, project management, mobility, popularization of research, training and learning of foreign languages. The amount of support is divided into three categories according to titles: teaching (1,000.00 HRK), associate (1,500.00 HRK) and research teaching (2,500.00 HRK).

CFT demonstrates this element of the standard with: Regulations on the Publishing Activity of the CFT in Đakovo – consolidated text, (P34) and Decision on Earmarked Financing of Science (1 July 2015) (O13).

- c. The quality of scientific publishing is also provided by the Faculty's own academic journal "Diacovensia" and its series "Biblioteka Diacovensia" which contains studies, manuals and histories of high academic quality: a strict procedure is followed for the publication of each issue, as set out in the Faculty's Regulations on Publishing Activity (P34), in order to keep the high standards of respect for the legality and the academic quality of "Biblioteka". In the last 5 years, 9 studies and 1 handbook have been published and in 2017 "Diacovensia" was, via the new Ordinance on the Conditions for Election to Scientific Titles of the National Council for Science, Higher Education and Technological Development (NN 28/17) (Z11), included in the list of most valuable journals in the Republic of Croatia in the field of humanities (category a1). The journal is indexed in SCOPUS and, recently among others, the C.E.E.O.L database. CFT teachers mainly publish their academic articles in this journal.

The following elements of the standard are complied with: Regulations on the Publishing Activity of the CFT in Đakovo – consolidated text, (P34), Ordinance on the Conditions for Election to Scientific Titles of the National Council for Science, Higher Education and Technological Development (NN 28/17) (Z11), and List of Faculty publications (I70).

- d. CFT accurately records data on publications by regularly collecting all information on the research, teaching and professional work, as well as community and popularizing activities of teachers who are obliged once a year at the calendar year level, in December of the same year, to submit a report by completing a faculty form. The results are published on the Faculty website and are publicly available. Based on the collected information, lists of excellent publications (citation, H-index, quartiles) are prepared for publication on the University website, following their instructions.

The following elements of the standard are also complied with: citation of publications, total H-index (Reports on earmarked research funding; Analytic Supplement to Self-Evaluation – Table 4.4.) (I21-I23).

- e. Unfortunately, because of the lack of any postgraduate study programme, CFT did not bring any evidence of research activity in PhD theses written by their students in the previous five-year period. This element of the standard is missing, but it is

not clear why CFT did not provide any evidence that their professors were acting as mentors and/or co-mentors in the preparations of doctoral theses at other theological faculties in the Republic of Croatia.

Recommendations for improvement

The efficient development of the research activity of the higher education institution is largely connected with the postgraduate study programme which provides the dynamics of mutual teaching and learning, the creation of new researchers, the development of new research achievements through doctoral theses and the implementation of new discoveries in existing study and research programmes.

Our encouragement and recommendation for CFT is to continue with the process of establishing a sustainable postgraduate study programme(s) that could be established in cooperation with other higher education institutions in Croatia and abroad. We suggest that the Faculty explores the possibilities, real needs and sustainability of one of the proposed programmes of postgraduate specialist study.

In addition to the positive elements of the standards presented, we recommend that the publication of high-level academic papers should be further encouraged, especially wherever possible through collaboration and teamwork with other authors.

Since, according to the current regulations and requirements on the annual records of teaching and research activities of professors employed at higher education institutions in the Republic of Croatia, a clear record of research activities within projects is required, we recommend that the Faculty should incorporate as many of its research activities in the new strategic plan through different project models. This would preserve the essence of theological research specially developed at the Faculty, and it would integrate it into the requirements for research activity within projects. In addition, it would strengthen and enhance the spirit of teamwork.

Also, we recommend that in the future, the Faculty provide evidence about professors who act as mentors for PhD theses at other faculties and universities. This would provide clearer indicators of compliance with this standard. Also, with the announced establishment of a postgraduate specialist study at CFT, this standard has a good development perspective.

Quality grade

Satisfactory level of quality

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

Analysis

CFT tries to monitor the needs of wider society and the labour market in planning its research activities, especially that considers theological and pastoral matters. CFT cooperates with the public sector, particularly with schools and educational institutions, partly and occasionally with other public institutions like hospitals, nursing homes, children's homes and civil organizations. They also collaborate with media, the teachers occasionally write newspaper articles, commentaries, reviews, give interviews, participate in radio and television shows, participate in book presentations, roundtables and Panel discussions of a public nature.

In period of 5 years, 236 papers were published in professional journals (excluding editorials and book reviews) and 149 in popular journals (weeklies, monthlies). In addition to the written works popularizing their academic research, Faculty teachers participated in 372 other popularization activities and public appearances. The popularization is mostly intended in pastoral and ecclesiastical sense.

CFT teachers and associates are involved in numerous professional, public and advisory bodies, committees, and boards in the private and public sectors at a national and international level and are members of various regional and local professional and civic initiatives, which is proven with list of memberships.

The following elements of the standard are complied with: The list of publications in professional journals (I61), The list of popularization articles (I62), The list of memberships in international, national, regional, local, professional and civic, civil and humanitarian associations (I63), The list of workshops, forums and media public appearances, columns and other popularization activities (I64), All lists are available publicly in the List of contents of teacher reports – the Supplement to the Summary of the contents of annual teacher reports on teaching, academic and research work (A49-A54) and on the University's website and Cooperation agreements (P36).

Recommendations for improvement

In addition to the journalistic and media activities on which the Faculty relied mostly in achieving the strategic programme for the development of its research activity, for the future we recommend that the strategy document of research activities includes, when it will be established, a postgraduate specialist study and develop a clear vision of its social relevance, ways of knowledge transfer and labour market needs. It is also recommended to use the opportunity to establish cooperation with various stakeholders of civic society through professional and possibly other projects. During the re-accreditation process, in meetings with various civil society stakeholders, it was noted that there is a good will for

such cooperation with the Faculty. We believe that this would facilitate the realization of this standard.

Quality grade

Satisfactory level of quality

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

Analysis

- a. In its Self-Evaluation, CFT admits that their teachers are not recipients of any international or national awards and recognitions. In spite of that, an award for social contribution from the City of Đakovo is mentioned and acknowledged by the University. This element of the standard is thus demonstrated in: List of awards and recognitions (165).
- b. CFT has completed several academic research and professional projects. In its Self-Evaluation CFT mentions two University projects: a) *Strossmayerana* in English Sources: An Epistolographic Analysis, 1860-1892 (in this project two CFT teachers were collaborators) – the project period April 2016 – April 2017; b) “Cor ad cor loquitur”. The Essence of Philosophizing According to John Henry Newman (in this project a CFT teacher was the project leader) – the project period February 2015 – February 2016.

CFT mentions cooperation, participation and partnership in three professional projects: Digitization of the »*Glasnik Đakovačke i/li Bosanske i Srijemske biskupije* [Courier of the Diocese of Đakovo and/or Bosnia and Syrmia]« / »*Vjesnik Đakovačko-osječke nadbiskupije i Srijemske biskupije*« (the agreement on joint cooperation with the Archdiocesan Ordinariate of the Archdiocese of Đakovo-Osijek; duration: 20 April 2018 – 20 April 2022); Working Group on Theater Studies and Theatralia Digitization, WG Theatralia as part of the DARIAH-EU ERIC 1 Consortium (Initial International Fund) with a financial donation (April 2018 – April 2022.; but at the meeting it was clarified that this project was no longer in operation) and European Social Fund – Expanding the network of social services in the community – Phase I – “Slavonian Mobile Team for Providing Psychosocial Services in the Community” – project partnership with Special Hospital for Psychiatry and Palliative Care, St. Rafael Strmac (at the meeting it was clarified that this project was waiting to be approved).

The Self-evaluation also mentions the participation of CFT teachers in several non-institutional projects: the Croatian Standard Bible Translation produced by the Croatian Bible Society in collaboration with the United Bible Societies in London (one CFT teacher); Values and Decisions at the End of Life (one CFT teacher, duration: from 1 September 2017 – 1 September 2020); the national programme of *Živjeti zdravo* / Living Healthy,

Element 1 Health Education – sub-element Sexual Health; one teacher of the CFT is a collaborator on two projects and conductor of one research project of the Catholic University of Croatia in Zagreb; one teacher is associate on the project *Evangelium und Kultur 1989* – Associazione *Evangelium und Kultur*, project held by prof. Massimo Grilli (Pontificia Università Gregoriana, Rome – Italy).

The following elements of the standard are also complied with: List of projects (I66).

- c. Teachers and associates of CFT endeavour to promote research achievements at national and international conferences. Over the last 5 years CFT teachers delivered 292 lectures, 112 of which at international research symposia and 8 at national symposia with international participation, 76 at academic conferences, 26 lectures at professional conferences, three of which were international, and 70 on professional conferences, 7 of which were international. In the previous five-year period, the Faculty organized 81 academic events. In 2015 CFT established „*Lectio Strossmayer*“ as a series of guest lectures by important international recognized theological-philosophical academics.

The following elements of the standard are complied with: List of participations of teachers and associates in academic research / artistic / professional conferences (I59), List of conferences (academic research / artistic / professional) organized by the Faculty (I60) and List of invited lectures (I67).

- d. Teachers and associates are members of the academic and professional boards of conferences and editorial boards of academic journals. This is demonstrated in Tables 5.4 and 5.5 in the Analytic Supplement to the Self-Evaluation which provide an overview of the work in the 98 organizing boards of academic events, of which 46 were organized or co-organized by CFT staff. Also 6 CFT teachers are members of the editorial board of the academic journal *Diacovensia*, 3 teachers are members of the editorial board of the international journal *Communio*, 3 are members of the professional journal for pastoral orientation *Vjesnik đakovačko-osječke nadbiskupije*, and one teacher is editor-in-chief for each of these journals. There is one teacher who acts a member of the editorial board of each of the following journals: *Biblija danas*/Bible Today, *Služba Božja*/Divine Service, and the professional-popularizing journals *Živo vrelo*/Live Spring and *Katehetski glasnik*/Catechetical Gazette, as well as the editorial board of the Institute of Scientific and Artistic Work in Đakovo of the Croatian Academy of Sciences and Arts. Faculty teachers are also members of academic councils for various journals, particularly *Bogoslovska smotra* (WoS/Q1) of the Catholic Faculty of Theology, University of Zagreb.

The following elements of the standard are complied with: Analytic Supplement to Self-Evaluation 5.4. and 5.5., List of invited lectures (I67) and List of memberships in academic research/artistic boards of conferences and editorial boards of journals (I68).

Recommendations for improvement

In addition to the above positive elements, which are unquestionable, we realized that significant improvements could be made to this part of the standard, which will then affect the effectiveness of other standards.

During the re-accreditation process, we were informed that, with respect to the given data presented in the Self-Evaluation, there was a reorganization of the basic organizational units (departments) of the Faculty and now there are three instead of four mentioned in the Self-Evaluation. The need, but also the possibility, of establishing further, better cooperation within individual departments in the process of research activity was also stated several times during the meetings by various representatives of the Faculty. We would focus here and suggest that, due to issues related to the possibility of achieving research activity through projects, special attention should be paid to teamwork through the developments and the implementation of various project models (internal, faculty, university, interfaculty, etc.). We recommend that such a possibility of developing research activity in departments should be included in the goals of the future strategic document of research activity of the Faculty. The strategy for achieving this standard will have to be clearly elaborated in the new strategic document and plans for the development of research activity.

Furthermore, we recommend that the Faculty in its strategic plan for the development of research activities especially include the need for stronger networking and connections with other theological faculties in Croatia and abroad with the aim of achieving joint projects.

The Faculty has shown that it knows how to and indeed can implement recommendations from the previous reaccreditation in its own way and in accordance with its own capabilities in its strategical documents (cf. Strategic Programme of Scientific Research 2015-2020, TD 10), and we hope that this time it will find a suitable way how to implement these recommendations in accordance with their own capabilities and their own visions of the development of research activity.

Quality grade

Minimum level of quality

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

Analysis

- a. CFT mainly and explicitly seeks to develop and implement its research activity in accordance with the Strategic Programme of Scientific Research (TD10; 2 March 2015). In addition to the Strategic Programme, they amended the Regulations on

Awards and Recognitions in new one on 9 July 2018 (P26), where is regulated the awarding of teachers: the Faculty Charter for teachers elected to the title of full-time professor with tenure; the Award for Outstanding Contribution to Science; the Young Scientist Award; the Award for Teaching, and the Faculty Certificate of Appreciation. The awards also include a monetary amount, which is determined annually according to the financial capacity of CFT.

The following element of the standard is complied with: Regulations on Awards and Recognitions (9 December 2015 – 8 July 2018) and Regulations on Awards and Recognitions of the Catholic Faculty of Theology in Đakovo from 9 July 2018 (P26). The list of given awards and recognitions (List of contents of teacher reports – Supplement to the Summary of contents of annual teacher reports on teaching, academic and research work) (A49-A54).

- b. CFT continuously improves its research activities by equipment and appropriate literature. In accordance with the strategical plan and the recommendations of the previous re-accreditation procedure, a detailed plan for modernizing and updating the theological literature was made through the funding from the Archdiocese of Đakovo-Osijek (in the last 5 years 275,594.05 HRK was invested):

During the academic year 2018/2019 students were granted access to 21 foreign journals and 370 books were obtained dealing with current and contemporary theological issues. During the academic year 2017/2018 students were granted access to 21 foreign journals and 348 books were obtained dealing with current and contemporary theological issues. During the academic year 2016/2017 students were granted access to 22 foreign journals and 623 books were obtained dealing with current and contemporary theological issues. During the academic year 2015/2016 students were granted access to 21 foreign journals and 470 books were obtained dealing with current and contemporary theological issues. During the academic year 2014/2015 students were granted access to 21 foreign journals and 450 books were obtained dealing with current and contemporary theological issues. In 2019, in collaboration with the Catholic Faculty of Theology of the University of Zagreb we have access to the ATLA Religion Database® (ATLA RDB®) with ATLASerials® (ATLAS®) database:

<http://ww16.web.b.ebsco-host.com/ehost/search/selectdb?vid=0&sid=eac5f77b-ebca-49e1-bb5d-499e3b6c3596%40p-%20dc-v-sessmgr01&sub1=20210114-0911-0595-bf9b-ef3a41dd119a>

In 2018, access was provided to 21 databases: APS Journals; CAB Abstracts; Cambridge Journals; EBSCO About Database Package (Academic Search Complete, Business Source Complete, SocINDEX with Full Text, CINAHL with Full Text, Master File Premier); EconLit; Emerald eJournals Premier; Evidence Based Medicine Reviews (EBMR); FSTA; GeoRef; HeinOnline (Academic Core, Foreign and International Law Resources Database, Kluwer Law International Journal Library, Index to Foreign Legal Periodicals); INSPEC; IOPscience extra; JSTOR collections Arts & Sciences I – XI; MathSciNet; Project Muse Basic

Research Collection; PsycINFO and PsycARTICLES; RSC Gold; Scopus; Springer Nature Journals Complete Collection; Taylor & Francis Subject Collections; WoS Core Collection, WoS Citation Connection, WoS ESCI Backfiles, JHCD.

From 2015 to 2017, occasional and temporary access was provided for the following databases: Annual Reviews; eBook Academic Collection; Oxford Journals; JSTOR – Free access to eBooks; ATLA Religion Database with ATLA Serials and Religion & Philosophy Collection; ProQuest; CAB Abstracts and Global Health; Cambridge Journals Online; EBSCO – Thematic Databases; Taylor and Francis Journals; The Royal Society database; Nature Publishing Group & Palgrave Macmillan; Palgrave Connect eBook Collection; Cambridge Companions Online – Religion and Philosophy; Oxford Biblical Studies Online.

The Library does not currently use database services which require membership fees.

The digital repository of CFT was established on 27 October 2015, and it represents a digital collection that gathers, permanently stores and provides free access to academic research, intellectual and creative production created through the work of the institution, that is, its employees and students. The repository can store students' final and graduation theses, dissertations, pre-print papers, academic and professional papers, research data, books, teaching materials, pictures, video and audio materials, presentations and digitized material.

The following elements of the standard are complied with: Strategic Programme of Scientific Research (TD10) (2 March 2015); The Regulations on the Work of the Central Archdiocesan and Faculty Library (P32), which were amended and adopted on March 4, 2019; Borrowing Policy and Reading Room Guide; Analytic Supplement to Self-Evaluation – Table 4.10; <https://repositorij.djkbf.hr/>; List of available and open databases (I69).

- c. The Faculty encourages teacher training in the area of teaching competences through ERASMUS programmes. CFT provides the necessary support in developing and training teaching competences. Also, CFT covers the costs of postgraduate tuition fees for all employees in associate titles under the provisions of the Collective Agreement for Science and Higher Education, and language training and shorter stays abroad for the purpose of professional training are covered for all teachers through Erasmus and the Decision on Earmarked Funding of Science (O13). CFT encourages and intensifies lectures and workshops for teachers to improve their teaching competences of a methodological, didactic, psychological or pedagogical character, which teachers expressed in the 2019 Self-Evaluation of Teachers survey, based on which a professional training plan will be developed in 2020.

This is demonstrated by the document: Decision on Earmarked Financing of Science (O13).

Recommendations for improvement

The proposal is to continue to implement the strategic research agenda in future research activities, to develop a new sustainable strategic document that will implement, in accordance with the possibilities, the recommendations already made in this report.

Quality grade

High level of quality

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

Analysis

- a. Regarding the space and equipment that enhances the teaching process, it is of good standard and mostly in accordance with CFT needs: besides being adequately arranged and equipped for unimpeded teaching process, all classrooms are equipped with IT equipment and other aids, like geographic maps, etc. In addition to classic classrooms with a maximum capacity of 45 seats, CFT also has one hall (the Bishop J. J. Strossmayer Hall) as well as several, so called, smaller, seminar halls where classes and lectures are tailored to the number of these halls. Finally, CFT also provides offices for professors where they pursue their academic research and hold oral exams. CFT has a total of eight (8) offices for teachers and associates. These comprise a total area of 163.68 m² (average square meters per office – 20.46 m²). The average area in m² per teacher and associate is 9.35 m². Each office is equipped with quality furniture, IT equipment and Internet access. The immediate vicinity of the library located in the courtyard alleviates any shortcomings in the number of offices intended for professors: currently a total of 25 CFT professors share just 8 offices.

The following elements of the standard are complied with: Table 4.8. of the Analytic Supplement to Self-Evaluation.

Due to a coronavirus-induced pandemic, the Expert Panel was unable to visit CFT. But in their Self-Analysis (cf. 2019 Teacher Self-Evaluation Survey (A16)), the professors put forward several suggestions for equipping the Faculty: the need to purchase better and newer IT equipment, to equip classrooms with computers, to equip classrooms with smart boards, to provide maps for the purpose of teaching history, to equip lecture halls with window blinds, etc. Since the Faculty has 25 teachers and 8 offices between them, teachers were asked by the Expert Panel if they were satisfied with that provision and if this led to any difficulties in performing extracurricular research activities. Several professors assured the Panel that they were more than satisfied with office facilities and could perform their duties smoothly in them.

- b. In the attached self-analysis documentation, the Faculty pointed out that in the previous period, students (mainly undergraduate and graduate levels) participated in some of the academic and professional activities of the Faculty, publishing academic articles in co-authorship with professors (11 articles in total; mainly via publishing graduation theses) and through co-authorship in publishing professional papers (4 in total; mainly via publishing graduation theses). On 9 April 2019, students and teachers participated in the University Research Festival, an event aimed at bringing academic research closer to the public, during which researchers and students through popular lectures, workshops, panels, exhibitions and other events contribute to the popularization of research and the motivation of young people to do research and acquire new knowledge. Several lectures were organized by CFT as part of the 2019 Research Festival on the topic "COLORS". Although the Faculty does not currently carry out postgraduate studies, it does involve students in research work, and in the previous period 1 student was involved in an internal university project, and 3 specialised small research projects. Students have also been given opportunities to participate in the editorial process of the academic journal *Diacovensia* through professional collaboration in publishing (up to and including 2019). Also, students are involved in other academic activities of CFT especially adapted to the needs of undergraduate and graduate students: the Philosophy Summer School by *Matica hrvatska*, which was attended by CFT students, the 1st *Teologijada* in Zagreb, in 2019 (the academic-educational meeting of theology students in Croatia; the second meeting will be held at CFT), 3 students participated from 5 to 8 October 2017 in the 2nd International Theological Student Meetings, a symposium with an international and inter-religious character on the topic of Faith and the Modern World, organized by the Faculty of Orthodox Theology, University of Belgrade, Serbia, and sponsored by the Konrad Adenauer Stiftung Foundation (KAS).

The following elements of the standard are complied with: Self-Evaluation 2020, p. 95-96.

Recommendations for improvement

Most elements of this standard have been met. However, we point out here some elements that are missing or to which more attention might have been paid. Thus, in relation to the part of the standard that speaks about the involvement of undergraduate, graduate and postgraduate students in an HEI's academic and professional projects (cf. 5.3.b in this report), unfortunately CFT failed to submit evidence for this. It is recommended that in the forthcoming period, CFT keeps a clearer record of the standard achieved on this point (e.g. by maintaining a list of students at all levels who have been involved in projects, providing clear data on completed projects). This will be especially important in the period in which the Faculty wants to establish specialist postgraduate programmes, because it is to be assumed that some postdoctoral students will be participants in a project closely related to their thesis.

In the Self-Evaluation it is not clearly stressed how teaching at undergraduate, graduate and doctoral levels reflects the academic research and professional activities and achievements of CFT staff. It is recommended that this should be taken into account in future analyses.

Also, we recommend that the Faculty (if it has not already done so) take into account some staff recommendations concerning the purchase of equipment that came up in the teachers' self-analysis (e.g., the need to purchase better and newer IT equipment, to equip classrooms with computers, to equip classrooms with smart boards, to provide maps for the purpose of teaching history, to equip lecture halls with window blinds, etc.). On these and other suggestions, cf. 2019 Teacher Self-Evaluation Survey (A16).

Quality grade

Minimum level of quality

APPENDICES

1. Quality assessment summary - tables

<i>Quality grade by assessment area</i>				
<i>Assessment area</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
<i>I. Internal quality assurance and the social role of the higher education institution</i>			X	
<i>II. Study programmes</i>			X	
<i>III. Teaching process and student support</i>			X	
<i>IV. Teaching and institutional capacities</i>				X
<i>V. Academic Research/artistic activity</i>			X	

<i>Quality grade by standard</i>				
<i>I. Internal quality assurance and the social role of the higher education institution</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
1.1. The higher education institution has established a functional internal quality assurance system.			X	
1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.				X

1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.				X
1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, academic research/artistic and social).			X	
1.5. The higher education institution understands and encourages the development of its social role.			X	
1.6. Lifelong learning programmes delivered by the higher education institution are aligned with the strategic goals and the mission of the higher education institution, and social needs.			X	

<i>Quality grade by standard</i>				
<i>II. Study programmes</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
2.1. The general objectives of all study programmes are in line with the mission and strategic goals of the higher education institution and the needs of the society.			X	
2.2. The intended learning outcomes at the level of study programmes delivered by the higher education institution are aligned with the level and profile of qualifications gained.			X	
2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.			X	

2.4. The HEI uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes.			X	
2.5. The higher education institution ensures that ECTS allocation is adequate.				X
2.6. Student practice is an integral part of study programmes (where applicable).		X		

<i>Quality grade by standard</i>				
<i>III. Teaching process and student support</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
3.1. Admission criteria or criteria for the continuation of studies are in line with the requirements of the study programme, clearly defined, published and consistently applied.				X
3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.				X
3.3. The higher education institution ensures student-centred learning.			X	
3.4. The higher education institution ensures adequate student support.				X
3.5. The higher education institution ensures support to students from vulnerable and under-represented groups.				X
3.6. The higher education institution allows students to gain international experience.			X	

3.7. The higher education institution ensures adequate study conditions for foreign students.		X		
3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.			X	
3.9. The higher education institution issues diplomas and Diploma Supplements in accordance with the relevant regulations.				X
3.10. The higher education institution is committed to the employability of graduates.			X	

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

to additional resources, ensure the availability of literature and other resources necessary for a high-quality study, research and teaching.				
4.6. The higher education institution rationally manages its financial resources.				X

<i>Quality grade by standard</i>				
<i>V. Academic research /artistic activity</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
5.1. Teachers and associates employed at the higher education institution are committed to the achievement of high quality and quantity of academic research.			X	
5.2. The higher education institution provides evidence for the social relevance of its academic research / artistic / professional research and transfer of knowledge.			X	
5.3. Scientific/artistic and professional achievements of the higher education institution are recognized in the regional, national and international context.		X		
5.4. The academic research / artistic activity of the higher education institution is both sustainable and developmental.				X
5.5. Academic research /artistic and professional activities and achievements of the higher education institution improve the teaching process.		X		



agency for science and higher education

2. Protocol of the re-accreditation of the *Catholic Faculty of Theology in Đakovo J. J. Strossmayer University of Osijek*

Reakreditacija

*Katoličkog bogoslovnog fakulteta u Đakovu
Sveučilišta J. J. Strossmayer u Osijeku
Adresa: Petra Preradovića 17, Đakovo*

Re-accreditation of the

*Catholic Faculty of Theology in Đakovo
J. J. Strossmayer University of Osijek
Address: Petra Preradovića 17, Đakovo*

Link ZOOM: <https://zoom.us/j/98685938825> - jedan link na sve sastanke / one link for all meetings!

Petak, 27. studenoga 2020.		Friday, 27 th November 2020
10:00 – 11:00 (CEST)	Testno spajanje na poveznicu (link) ZOOM – Stručno povjerenstvo, KBF, prevoditeljica i AZVO	Testing the link for joining the ZOOM meeting – Expert Panel, CFT, translator and ASHE

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

	Ponedjeljak, 30. studenoga 2020.	Monday, 30 November 2020	Ime i prezime sudionika/funkcija Name and surname of the participants/position
8:45 – 9:00 (CEST)	Spajanje članova Stručnog povjerenstva na poveznicu (link) ZOOM	Joining of the Expert Panel members to the ZOOM meeting via link	
9:00 – 10:00	Sastanak s Upravom	Meeting with Management	Dugalić Vladimir, dean Vuletić Suzana, Vice-dean for Teaching and Students Radić Stjepan, Vice-Dean for Science

			and Inter-Faculty Cooperation Ilić Zdenko, Vice-dean for Finances and Business Organization Vidović Petar, Secretary of the Faculty
10:00 – 10:15	<i>Pauza</i>	<i>Break</i>	
10:15 – 11:15	Sastanak s predstavnicima Povjerenstva i Ureda za unaprjeđenje i osiguravanje kvalitete visokog obrazovanja	Meeting with the representatives of the Committee and Office for Quality Assurance and Improvement of Higher Education	Vuković Davor, President of the QA Committee Pranjковиć Antonija, Head of the QA Office
11:15 – 12:00	Analiza dokumenata	Document analysis	
12:00 – 14:00	<i>Interni sastanak Stručnog povjerenstava</i>	<i>Internal meeting of the Expert Panel members</i>	

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

Srijeda, 2. prosinca 2020.		Wednesday, 2nd December 2020		Prezime i ime sudionika Surname and name of the participants
8:45 – 9:00 (CEST)	Spajanje na poveznicu (link) ZOOM	Joining ZOOM meeting via the link		
9:00 – 10:00	Sastanak s prodekanicom za nastavu i studente	Meeting with the Vice Dean for Academic and Student Affairs cation and students	Vuletić Suzana	
10:00 – 10:15	<i>Pauza</i>	<i>Break</i>		
10:15 – 11:15	Sastanak s voditeljima odsjeka	Meeting with the Heads of the departments	Šokčević Šimo Šota Stanislav Vulić Boris	

11:15 –	<i>Kratka pauza za ručak,</i>	<i>Short lunch break,</i>	
12:45	<i>Interni sastanak Stručnog povjerenstava</i>	<i>Internal meeting of the Expert Panel members</i>	
12:45 –	Sastanak s nastavnicima u stalnom radnom odnosu	Meeting with full-time employed teachers (except	Andrić Ivo Bošnjaković Josip Čatić Ivica Fužinato Silvana Grbešić Grgo Japundžić Antun Pažin Ivica Pažin Zvonko Raguž Ivica Tukara Drago Vuković Davor
13:45	(osim onih na rukovodećim mjestima)	those in managerial positions)	
13:45 –	<i>Pauza</i>	<i>Break</i>	
14:00			
14:00 –	Organizacija dodatnog sastanka o otvorenim pitanjima	Organisation of an additional meeting on open	
14:30	– prema potrebi	questions - if needed	

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

Četvrtak, 3. prosinca 2020.		Thursday, 3 rd December 2020		Prezime i ime sudionika Surname and name of the participants
8:45 –	Spajanje na poveznicu (link) ZOOM	Joining ZOOM meeting via the		
9:00				
(CEST)				

9:00 – 10:00	Sastanak s: <ul style="list-style-type: none"> • Voditeljem Ureda za studente i studije • Djelatnicima u poslovima vezanim uz znanost, projekte, međunarodnu suradnju i cjeloživotno učenje 	Meeting with: <ul style="list-style-type: none"> • Head of the Office for Students and Studies • Employees in jobs related to Science, Projects, International Cooperation and Lifelong Learning 	Drmić Lidija, Head of the Office for Student and Studies Landeka Ankica, Head of the Library (Science) Pranjković Antonija (Science, Projects and International Cooperation) Bošnjaković Josip, Pažin Ivica, Šota Stanislav (Lifelong Learning programmes)
10:00 – 10:15	<i>Pauza</i>	<i>Break</i>	
10:15 – 11:15	Sastanak sa studentima	Meeting with students	Balažević Dušan, V. Cvenić Ana, I. Čeke Aron, II. Došlić Dajana, V. Dragomirović Maria, I. Ferbežar Iva, II. Ferić David, III. Gačarić Ksenija, III. Ganjto Martina, IV. Klemen Nikola, V. Knežević Franjo, II. Kokić Klara, V. Kovaček Ena, IV. Kristić Antonia, IV. Kukuruzović Brigita, V. Lončar Vjekoslav, III. Marošević Luka, I. Megloba Mihaela, IV. Mikić Luka, I. Mikulić Marija, III. Miličić Matea, IV. Pekić Antonio, IV. Rakoš Anamarija, II. Sabo Vladimir, IV. Tadić Marina, I. Tica Lucija, II.

			Tustanovski Petar, III. Zagorščak Florijan, V. Zaoborni Antonia, V.
11:15 – 11:30	<i>Pauza</i>	<i>Break</i>	
11:30 – 12:15	Sastanak s alumnijima (bivši studenti koji nisu zaposlenici Visokog učilišta)	Meeting with Alumni (former students who are not employed by the CFT)	Bassi Ivan Gilja Zlata Lukačević Mišo Matošević Suzana Radinski Leonnel Rezo Teuta Šantić Nataša Šerić Vanesa
12:15 – 12:30	<i>Pauza</i>	<i>Pauza</i>	
12:30 – 13:15	Sastanak s vanjskim dionicima – predstavnicima strukovnih i profesionalnih udruženja, poslodavci, stručnjaci iz prakse, organizacijama civilnog društva...	Meeting with external stakeholders - representatives of professional organisations, professional experts, external lecturers, non-governmental organisations...	Aračić Pero Burek Marija Čurić Mirko Francem Robert Gilja Zlata Lacković Rahela Lukačević Mišo Matošević Suzana Ramljak Tomislav Rezo Teuta
13:15 – 13:45	Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi	Organisation of an additional meeting on open questions – if needed	

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

	Petak, 4. prosinca 2020.	Friday, 4 th December 2020	Prezime i ime sudionika Surname and name of the participants
8:45 – 9:00 (CEST)	Spajanje na poveznicu (link) ZOOM	Joining ZOOM meeting via the link	

9:00 – 10:00	Sastanak članova Stručnog povjerenstava s prodekanom za znanost i međufakultetsku suradnju	Meeting with the Vice Dean for Science and Inter-faculty Cooperation	Radić Stjepan
10:00 – 10:15	<i>Pauza</i>	<i>Break</i>	
10:15 – 11:00	Sastanak s voditeljima znanstvenih projekata	Meeting with the Heads of research projects	Raguž Ivica Šokčević Šimo Vuletić Suzana Vulić Boris
11:00 – 11:15	<i>Pauza</i>	<i>Break</i>	
11:15 – 12:00	Sastanak s asistentima i poslijedoktorandima	Meeting with Teaching Assistants and postdoctoral researchers	Benaković Ivan Crnjak Tadija Dogan Ilija Jakobfi Igor Marković Drago Maslač Suzana Zubac Ivan
12:00 – 12:30	<i>Interni sastanak članova Stručnog povjerenstva</i>	<i>Internal meeting of the Expert Panel members</i>	
12:30 – 13:00	Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi	Organisation of an additional meeting on open questions – if needed	
13:00 – 13:15	Završni sastanak s Upravom	Exit meeting with the Management	



SUMMARY

The Catholic Faculty of Theology in Đakovo, Josip Juraj Strossmayer University of Osijek continues a tradition of studying philosophy and theology in Đakovo that goes back to 1806. It is the only faculty of Theology in the region of Slavonia. The Faculty has an ecclesiastical status and yet operates within the state university. This constitutes the Faculty's uniqueness, as it is run in accordance with both secular and ecclesiastical provisions, and conducts its activities both in both contexts.

Today the Faculty has all the resources needed for conducting high quality teaching and research and is continuously improving in most areas of performance. Most of the teachers have international experience, are experts in their field and are employed full time by the institution. Students seem to be motivated and are well taken care of. Academic research output is high. Facilities are very good. The Faculty has all the support it needs from the University and the archdiocese of Đakovo, and maintains good relationships with external stakeholders. Overall, the atmosphere at the Faculty seems to be one of collaboration, communal encouragement and collegial support. The Faculty took seriously the recommendations of the previous external evaluation and proved that it could adapt to changing conditions, reorganize if needed and grow its potential. Its Self-Evaluation report was well written, despite some inconsistencies and occasional lack of clarity. During the online meetings the Expert Panel was impressed by the honesty and willingness to cooperate on the part of the administration and staff and the positive feedback from students. Alumni had only good impressions of their studies, and external stakeholders expressed support for the Faculty's mission. All this reveals that the Faculty is performing well, and has great potential for further development.

As every HEI with a vision and mission based on high standards and wide range of activities, the Catholic Faculty of Theology in Đakovo can and should improve in a number of areas. The Panel's recommendations are given in the detailed analysis section of this Report. The greatest challenge for the Faculty is the rapidly decreasing numbers of applicants. This is an issue of utmost priority that requires immediate attention and careful decision making. The Faculty has a significant and positive impact on the spiritual, cultural and educational life of Đakovo and the whole region of Slavonia. Therefore, the Expert Panel expresses the hope that the Faculty will succeed in using its experience, expertise and external relationships to overcome these obstacles, find the best solutions for development, and continue its Mission.