



Sveučilište u
Zagrebu

SAMOANALIZA



1

**SVEUČILIŠTE U ZAGREBU
HRVATSKI STUDIJI**

UNIVERSITY OF ZAGREB
CENTER FOR CROATIAN STUDIES

SELF-EVALUATION

Zagreb, 2014.

www.unizg.hrstud.hr

Name of the evaluated institution of higher education:

CENTRE FOR CROATIAN STUDIES OF THE UNIVERSITY OF ZAGREB

Year of establishment:

1992

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The Scientific–educational Council of the Centre for Croatian Studies, at the meeting from 28 May 2013, appointed a Commission for reaccreditation process of the Centre for Croatian Studies. A change in the appointed members was made by the Decision of the Head of the Centre for Croatian Studies from 5 November 2013. Acting members of the Commission:

- Danijel Labaš, Associate Professor (President)
- Tomislav Bracanović, Associate Professor
- Jasminka Despot Lučanin, Full Professor
- Jelena Jurišić, Assistant Professor
- Šime Demo, Assistant Professor
- Mario Grčević, Associate Professor
- Marko Pranjić, Full Professor
- Vanja Šimičević, Associate Professor
- Marinko Šišak, Assistant Professor
- Renata Burai, PhD
- Josipa Franjčić Ljutić, MA
- Anna Kocsis, student
- Ivan Fedor, student

Main responsibilities by chapters of the document:

1. Higher education institution management and quality assurance (Josip Talanga, Head of the Centre for Croatian Studies)
2. Study programmes (Danijel Labaš, Commissioner for study programmes and students)
3. Students (Danijel Labaš, Commissioner for study programmes and students)
4. Teaching Staff (Josip Talanga, Head of the Centren for Croatian Studies and Marinko Šišak, General Secretary of the Centre for Croatian Studies)
5. Research and professional activity (Pavel Gregorić, Commissioner for research, international and institutional relations)
6. Mobility and international cooperation (Pavel Gregorić, Commissioner for research, international and institutional relations and Danijela Vnučec Grdović, ISVU Coordinator and officer for international relations)
7. Resources: administrative and support services, space, equipment and finances (Marinko Šišak, General Secretary of the Centre for Croatian Studies)

Coordination of the Commission for reaccreditation: Josipa Franjčić Ljutić

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Contents:

1. HIGHER EDUCATION INSTITUTION MANAGEMENT AND QUALITY ASSURANCE.....	5
2. STUDY PROGRAMMES.....	33
3. STUDENTS	79
4. TEACHERS	94
5. RESEARCH AND PROFESSIONAL ACTIVITY	123
6. MOBILITY AND INTERNATIONAL COOPERATION	165
7. RESOURCES: ADMINISTRATIVE AND SUPPORT SERVICES, SPACE, EQUIPMENT AND FINANCES.....	183
8. APENDICES	211

1. HIGHER EDUCATION INSTITUTION MANAGEMENT AND QUALITY ASSURANCE

a) State a short description of development of your HE institution and important events in the past 10 years (organisational changes, relocations, significant problems in operation).

The Centre for Croatian Studies of the University of Zagreb was founded on the 16 November 1992, as a two-semester university comparative study of Croatian philosophy and society. During the first year of the programme it was transformed into a regular four-year study programme, with three study programmes: the comparative study of Croatian culture (CROATICUM), the study of Philosophy and the Study of Society. After the study programme of Philosophy and Religious Culture of the Faculty of Philosophy of the Society of Jesus was added, these study programmes and curricula proposals were accepted by the Scientific-educational Council of the University of Zagreb on 28 September 1993, and the Ministry of Science and Technology approved the enrolment quotas for these study programmes. From that time on, the institution is officially known as the Centre for Croatian Studies. The study programme of Croatian culture, in all of its aspects—language, literature, history, philosophy, society etc.—that is the study programme of Croatology, is conceived as the pivotal study programme around which the institution will develop.

On 24 November 1995, the Senate of the University of Zagreb adopted the *Regulations on the structure and activities of the Croatian Studies*. In accordance with the Regulations the Croatian Studies was established as a university centre with the legal status of a branch of the University of Zagreb. On this basis, the Croatian Studies was registered at the Commercial Court in Zagreb on the 16 January 1996.

Having regulated its legal status and initiated the process of adoption of the four-year undergraduate study programmes during the 1996 (Philosophy, Croatian Culture, Journalism, History, Sociology, plus Philosophy and Religious Culture offered by the Jesuit Faculty of Philosophy, and then in 1997 Psychology), the Centre accomplished the second phase of its development and was constituted as a university centre at its present scope. The first faculty appointments at the Centre were made in July 1997, after which the Academic Council of the Centre was constituted.

At this stage of development, the Centre followed the founding idea that university research institutes should participate in the creation and implementation of university study programmes which offer an alternative to those which were then offered at other constituents of the University of Zagreb. However, research institutes that used to be parts of the University of Zagreb, including those which participated in the study programmes at the Centre, became independent institutions (public research institutes) by a state act from 1993. This had direct repercussions for the status of the Centre. What initially began as a university-based cooperation between the University constituents, for the greatest part turned into collaboration with institutions outside of the University of Zagreb.

The cooperation with the Faculty of Philosophy of the Society of Jesus was secured through agreement with the Jesuit Faculty of Philosophy, signed on 16 October 1997. This agreement regulates the election of the teachers from the Jesuit Faculty of Philosophy into scientific-educational titles and their employment as teachers holding positions at the Centre for Croatian Studies. All matters of scientific-educational advancement and approval of the curricula are decided upon by the Scientific-

educational Council of the Centre of Croatian Studies. Personnel services of the Centre take care of the matters related to staffing competitions and advancement, while all teachers from the Jesuit Faculty of Philosophy sign employment contracts with the Head of the Croatian Studies, who serves as the representative of the University of Zagreb.

On 12 September 2005, the Academic Council of the Centre for Croatian Studies adopted the *Regulations on the structure and activities of the Centre for Croatian Studies*, which were approved by the Senate of the University of Zagreb. By the *Decision on the structure and activities of departments of the Croatian Studies* (2009), adopted by the Scientific-educational Council of the Croatian Studies (which had acted as the Academic Council of the Centre prior to 2005), research and teaching activities of the Centre were organized through nine departments: Department of Philosophy, Department of Croatian Latinity, Department of Communication Studies, Department of Croatology, Department of History, Department of Psychology, Department of Sociology, Department of Educational Sciences and Teacher Education, and the Department of Philosophy and Religion Sciences (comprising teachers from the Jesuit Faculty of Philosophy).

According to the Statute of the University of Zagreb from 25 February 2005, the Centre for Croatian Studies has the status of a research and teaching constituent of the University that organizes and conducts research, teaching and professional activities, and coordinates such activities within the University.

In 2005, together with the Jesuit Faculty of Philosophy, the Centre for Croatian Studies initiated the process of ratification of 13 undergraduate, 12 graduate and 5 postgraduate doctoral study programmes. Following the recommendation of the National Council for Higher Education, the Ministry of Science, Education and Sports granted permissions, or conditional permissions, for all the proposed study programmes:

Undergraduate university study programmes

- Philosophy (double major)
- Communication Studies (single major and double major)
- Croatology (single major and double major)
- History (single major and double major)
- Psychology (single major)
- Sociology (single major and double major)
- Philosophy and Latin (along with the Jesuit Faculty of Philosophy)
- Philosophy (single major) (at the Jesuit Faculty of Philosophy)
- Philosophy and Religion Sciences (at the Jesuit Faculty of Philosophy)

Graduate studies

- Philosophy (single major); research-oriented or teaching-oriented
- Communication Studies (single major); research-oriented
- Croatology (single major); research-oriented or teaching-oriented
- History (single major); research-oriented or teaching-oriented
- Psychology (single major); research-oriented
- Sociology (single major); research-oriented or teaching-oriented
- Philosophy (at the Jesuit Faculty of Philosophy)
- Religion Sciences (at the Jesuit Faculty of Philosophy)

Postgraduate university studies

- Philosophy
- Croatology

- History
- Philosophy (at the Jesuit Faculty of Philosophy)
- Religious Sciences (at the Jesuit Faculty of Philosophy).

The graduate university study of Croatian Latinity was initiated and ratified in 2011.

All the study programmes have been continuously implemented since their introduction. Apart from its faculty, the Centre for Croatian Studies seeks to engage leading Croatian experts in their fields as external teaching associates for its study programmes, and for that purpose they are elected into nominal scientific-educational titles. Thus the Centre maintains high quality of its study programmes.

The initial problems with facilities have been largely resolved by moving to the University campus Borongaj in 2007, where the Eastern Campus of the University of Zagreb will be built. The Centre for Croatian Studies is involved in planning of the Eastern Campus and actively participates in the preparation of the documentation required for the project.

The Centre for Croatian Studies has been operating for 21 years. During the establishment of the Centre, the University authorities carried out the policy of employing external teaching associates from the University constituents and public research institutes. The first teachers were hired only five years after the founding of the Croatian Studies, that is in 1997. Since this concept of operation began to pose increasing problems for the functioning of the Centre, in 1998 the *Regulations on the internal structure and classification of positions* were adopted, allowing employment of full-time teachers. However, this process has been slow. In early 2000, there was an attempt to address this issue through cumulative employment (e.g. 50% at another constituent of the University or research institute and 50% at the Centre), but this attempt failed. Following this, the hiring of teachers in full-time employment began, but went at a slow pace, insufficiently to cater for all the Centre's needs. The main cause of slow full-time employment was the unresolved issue of the facilities and the legal-formal status of the institution within the University of Zagreb. Not until 2004 was a more serious approach taken to the employment of teachers, especially assistants and junior research assistants. Hiring external teaching associates has a number of advantages, primarily the fact that it allows part-time employment of expertly qualified teachers in particular fields and the fact that this type of engagement was significantly cheaper for the Centre. Thus a number of experts and academics from various institutions have been engaged to teach individual courses in the previous period. In most cases they taught classes within a single course. However, the downside of this arrangement is that the number of teachers is thus inflating and the ratio between full-time employees and part-time external associates becomes disproportional.

b) Make a diagram of the internal organisational structure of your HE institution (council, departments, chairs and other). State the number of full-time employees per each organisational unit. Describe as an addendum the composition and function of individual elements of the structure. Specify which elements of the management structure involve other stakeholders (students, employers and other) and comment on their role and contribution.

Scientific-educational Council (53 members)		
41 members employed at the Centre (38 members holding sc.-ed. titles [assist. prof., assoc. prof., full professor], 2 representatives of employees holding assoc. titles [assistant, senior assistant, junior research assistant], 1 representative of employees holding educ. titles [lecturer, senior lecturer, lector], + 7 members employed at the Faculty of Philosophy of the Society of Jesus + 5 student representatives (10% of the total number of members of the Council)		
Board		Administration
Head of the Centre, 8 heads of the Departments, General Secretary + Dean of the Faculty of Philosophy of the Society of Jesus, who serves also as the Head of the Department of Philosophy and Religion Sciences		Head, 3 Commissioners, General Secretary
TEACHING STAFF*		NON-TEACHING STAFF
* the situation from 1 Feb 2014; quot. 0,5 = 50% cumulative employment		
Departments		Organizational units
<i>Department of Philosophy</i> 9,5 employees	<i>Department of Communication Studies</i> 10,5 employees	<i>The Secretariat</i>
tenured full professors 1	associate professors 2	a) General Secretary 1
full professors 1	assistant professors 2 + 0,5*	b) The secretary in the office of the Head of the Centre 1
associate professors 2	assistants 4	c) Office for Administrative, Legal and Personnel Services 2
assistant professors 0,5*	senior lecturers 1	d) Office for Accounting and Finance 1
senior assistants 3	lecturers 1	e) Office for Teaching and Student Affairs 5
assistants 2	*cumulative employment: 50% at the Department of Philosophy, 50% at the Department of Communication Studies	f) Office for IT, Technical and Maintenance Services 5
*cumulative employment: 50% at the Department for Philosophy, 50% at the Department of Communication Studies		

		g) Office for Publishing Activities 1
<i>Department of Croatian Latinity</i> 6 employees	<i>Department of Croatology</i> 11 employees	<i>Library</i> 1
tenured full professors 1	tenured full professors 2	Quality Assurance Office 0
associate professors 1	associate professors 2	Office for International Relations 0
assistant professors 1	assistant professors 4	
assistants 2	senior assistants 2	
lectors 1	assistants 1	
<i>Department of History</i> 9 employees (1 vacant)	<i>Department of Sociology</i> 7 employees	
tenured full professors 1	associate professors 4	
associate professors 1	assistant professors 1	
assistant professors 3 + 1*	senior assistants 2	
senior assistants 3		
assistants 1		
[* competition in progress]		
<i>Department of Psychology</i> 13,5 employees (2 positions vacant)	<i>Department of Educational Sciences and Teacher Education</i> 4 employees	
full-time professors 1	full tenured professors 1	
assistant professors 4 + 5x0,5* + 1** + 2x0,5**	assistant professors 1	
senior assistants 2	senior assistants 1	
assistants 4	assistants 1	
* 5 assistant professors employed 50% at the Centre, 50% at the Faculty of Humanities and Social Sciences		

Since the matters regarding the teaching staff are discussed in other sections of this and of other chapters, here we shall only briefly (i) comment on the functioning of the managing bodies in the internal organizational structure of the Centre, and (ii) point to an insufficient number of administrative staff.

[** 3 vacant positions at the rank of assistant professor (1x100% + 2x50%), competition in progress]		
<p style="text-align: center;">TEACHING STAFF</p> <p style="text-align: center;">total employees</p> <p>63 (prior to 31 December 2012)</p> <p>66 (prior to 31 December 2013)</p> <p>68 (since 1 January 2014)</p> <p>73* (since 1 February 2014)</p> <p>*3 positions vacant (2x100% + 2x50%)</p>	<p style="text-align: center;">TEACHING STAFF TO NON-TEACHING STAFF RATIO</p> <p>63 : 17 = 78,75% : 21,25%</p> <p>66 : 17 = 79,51% : 20,49%</p> <p>68 : 17 = 80% : 20%</p> <p>73 : 17 = 81,11% : 18,89%</p>	<p style="text-align: center;">NON-TEACHING STAFF</p> <p style="text-align: center;">total employees 17</p>

- (i) The Scientific-educational Council is the highest body of the Centre that makes all the final decisions regarding the teaching, research and personnel issues, as well as regarding material and financial matters of essential importance to the functioning of the entire institution. The relatively large number of members of the Scientific-educational Council (53) does not yet present an obstacle to holding effective sessions, held once a month. As for the Board, as a managing body, for the time being its functioning is very effective in its current form (11 members).
- (ii) The ratio of administrative staff at the Centre (19%) is well below the average of the University of Zagreb. There is a pressing need for at least two additional positions in the administration. One position is required in the Office for Accounting and Finance, because currently all the work is performed by a single person of exceptional ability and diligence. At best she receives some aid from a colleague from the Personnel Services and from the secretary of the Head of the Centre. Hiring another administrative person with the background in accounting would be optimal. The other urgent position is in the IT Office, because all tasks are currently performed by a single person. An additional position would go a long way to meet the complex IT-related needs that every modern HE institution has. Further hiring is necessary in the Office for International Relations and the Quality Assurance Office, as well as in the Library.

c) Specify the structure of your institution's management (dean, vice-deans, heads of departments and other) and briefly describe their roles and election procedure.

The Centre for Croatian Studies is run by the Head of the Centre, the Commissioners, the Scientific-educational Council, the Board, Heads of the Departments, Departmental Councils, and the Council for Postgraduate Studies.

The **Head** of the Centre for Croatian Studies presides the institution. In terms of responsibilities, membership in the Senate and other bodies of the University of Zagreb, the Head of the Centre is equal to the faculty Deans. The difference is that the Head of the Centre is elected by the Scientific-educational Council of the Centre for Croatian Studies but appointed by the Rector of the University with consent of the Senate. Although the Head of the Croatian Studies is formally appointed by the Rector, the process of nomination and election is the same as at the other constituents of the University, and so are the responsibilities of the Head and of the other bodies of the Centre towards the University. Any difference between the rights and duties towards the Senate and the Rector stems from the fact that the Centre is not a legally autonomous body.

The Head of the Centre for Croatian Studies also serves as the chairman of the Scientific-educational Council. The competence of the Head of the Centre is regulated in the *Regulations on the structure and activities of the Croatian Studies of the University of Zagreb* (2008): the Head organizes and manages the activities and affairs of the Centre, particularly in terms of representing and presenting the Croatian Studies; he is responsible for the legality of the Centre's affairs; convenes and chairs meetings of the Scientific-educational Council; makes decisions on business affairs in accordance with the regulations; serves as a member in the Research Area Council; implements the decisions of the Scientific-educational Council, the Senate and of the Research Area Council; makes proposals on the classification of jobs and positions to the Scientific-educational Council; proposes new regulations of the Centre; proposes to the Scientific-educational Council measures aimed at improving the performance of the Centre; submits to the Scientific-educational Council proposals and opinions on issues from his scope of responsibilities; performs other activities that are defined by Statute of the University, by these and other regulations of the Centre for Croatian Studies. The Head may make business decisions on behalf of the Centre when the value of the underlying transaction is up to HRK 500,000. Transactions in the value from HRK 500,000 to 3,000,000 and above are subject to additional approval by the Scientific-educational Council or the Senate, respectively.

The Head of the Centre is elected for two years, which can be extended for another term of two years. The Head of the Centre is responsible for his work to the Scientific-educational Council and to the Rector, submitting to them an account of affairs of the Centre in form of an official Report on activities and operations, which includes a proposal for the budget of the Centre and the report on the execution of the budget.

According to the *Regulations on the structure and activities of the Croatian Studies of the University of Zagreb* the Head of the Centre may appoint one or more **Commissioners** who will assist him in the work, as well as a Deputy, who may be one of the Commissioners and who is appointed with the approval of the Rector. The commissioners are also appointed for two years.

In accordance with his responsibilities, the current Head of the Centre appointed three commissioners (or vice-deans):

- the Commissioner for study programmes and students, who serves as the Deputy Head of the Centre;
- the Commissioner for research, international and institutional relations;
- the Commissioner for postgraduate studies.

The **Commissioner for study programmes and students** coordinates activities related to the proposals, adoption and implementation of undergraduate and graduate study programmes. He is in charge of the admissions to the Centre, student issues related to their studies and the activities outside their studies. He communicates with the competent university authorities for education and students.

The **Commissioner for research, international and institutional relations** coordinates research projects, international relations and cooperation with various research and higher education institutions. In particular, the Commissioner is in charge of the European mobility programmes for teachers and students, as well as proposing new forms of cooperation with the institutions at home and abroad. He informs the teachers and associates of new research project calls, grant programmes, on the criteria of research excellence, and the conditions of advancement. The Commissioner also coordinates the organization of conferences and guest lectures, informs of the conference calls, and supervises publishing activities.

The **Commissioner for postgraduate studies** coordinates activities related to the proposals, adoption and implementation of postgraduate study programmes. He also organizes enrolment into postgraduate study programmes, and keeps track of the courses and students' progress. By virtue of his position, the Commissioner is the Chairman of the Council for Postgraduate Studies.

So far the Centre has not had a Commissioner for operations, but as the Centre's scope of activities increases, it may soon be necessary to make that appointment. Since the University still does not grant the vice-dean bonus to the Commissioners of the Centre for the demanding work that they perform, the Centre awards them from its own revenue, which reduces the possibility of using these resources to increase teaching quality, student standard and working conditions.

The Commissioners report to the Head of the Centre and to the Scientific-educational Council. They are not part of the Board, but they meet daily with the Head of the Centre, discuss decisions and propose solutions to current issues.

The **Board** is the managing body of the Centre for Croatian Studies. Its members are the Head of the Centre, Heads of Departments, and the General Secretary. The meeting sessions of the Board are convened and chaired by the Head of the Centre, who proposes the agenda. The Commissioners may and normally do participate in the work of the Board, but have no vote. If necessary, the Head of the Centre may invite other employees in order to facilitate the preparation of decisions. The Board discusses and assists the Head in making decisions on the day-to-day operations and prepares meetings of the Scientific-educational Council.

The **Scientific-educational Council** is the chief academic body of the Centre for Croatian Studies, equivalent to faculty councils at other constituents of the University. The members of the Scientific-educational Council are all full-time employees of the Centre elected to scientific-educational titles, one representative of employees with cumulative employment in each Department, leaders of research projects registered with the Centre, one representative of employees holding educational titles, two representatives of employees holding junior associate titles, and an appropriate number of student representatives, so that undergraduate and graduate students make up 10% and postgraduate students 5% of all members of the Scientific-educational Council.

The Council has the following responsibilities: it discusses and makes decisions on the issues relating to teaching, research and professional activities; adopts regulations of the Centre; conducts the election process for members of the Research Area Councils; proposes the nominee for the Head of the Centre; approves the annual report of the Head; adopts the budget and the financial statement of the Centre; ensures the quality of the study programmes and research; adopts study programme proposals; adopts syllabuses; elects the Senate members from the ranks of employees elected to scientific-educational titles; initiates and implements procedures of election to scientific-educational and other titles according to the law, the Statute of the University and the Regulations on the structure and activities of the Centre; is in charge of the election of teaching and associate staff to appropriate scientific-educational, educational and junior associate positions; issues approval to the Head of the Centre to take legally binding actions on behalf of the Centre when the value of proposed transaction is more than HRK 500,000 and up to HRK 3.000.000; appoints members of permanent and *ad hoc* committees and work groups; makes decisions on specific issues of interest for students; performs other activities stipulated by the applicable Act, the Statute of the University, the Regulations on the structure and activities of the Centre, and other acts of the Centre.

Meeting sessions of the Scientific-educational Council are convened and chaired by the Head of the Centre once a month, and the current practice is to meet on first Tuesday in a month at 12am, preferably a week before the meeting session of the University Senate. The Head informs the members of the Scientific-educational Council of the upcoming session in writing at least three days before the scheduled date. The notice of the meeting includes the agenda and materials on issues that are to be discussed. Each member of the Scientific-educational Council has the right to propose an amendment to the proposed agenda in the beginning of the meeting. The agenda is adopted by the Scientific-educational Council at the beginning of the session. The Scientific-educational Council can make decisions or conclusions if the session is attended by a majority of members and it reaches decisions and conclusions by a public majority vote of the members present. Student representatives in the Council have the right to veto when issues of special concern for students are to be decided on.

The **General Secretary** is the coordinator of professional services of the Centre for Croatian Studies. His duties are to implement the decisions of the Head of the Centre and conclusions of the Scientific-educational Council.

Departments are basic organisational units of the Centre, carrying out research, teaching and professional activities. Departments are managed by their Heads and Deputy Heads. Members of each department propose and the Scientific-educational Council appoint Head of the Department for the period of two years, with the prior approval of the Head of the Centre. The Head of department oversees the teaching process and coordinates all related activities, and convenes the respective department council as needed. (The Dean of the Faculty of Philosophy of the Society of Jesus assumes the duties of the Head of Department for the departments that belong to that faculty.)

The **Department Councils** consist of the full-time employees of the Centre who work at a particular department, up to 2 representatives from external associate faculty elected to nominal scientific-educational positions, and one student representative for each level of study. The meetings of a

Department Council are used to discuss issues related to research, teaching and professional activities of the Department, and to propose decisions to the Scientific-educational Council. Department councils submit to the Scientific-educational Council proposals for candidates for the Head and Deputy Head of the Department, curricula and syllabi related to their scope of activities along with their possible amendments. Department councils ensure the quality of teaching, research and professional activities of the departments and submit opinions and proposals to the Scientific-educational Council and to other bodies of the Centre, and they monitor the work and progress made by students, appoint supervisors, and propose amendments to the regulations concerning the rules of study.

Department councils work in meetings convened and chaired by the Head of the Department or his Deputy. Decisions of the Department Councils are valid if more than a half of its members is present in the meeting. The decisions and conclusions are reached by vote of a simple majority of the members taking part in the meeting and forwarded for approval to the Scientific-educational Council.

d) If your institution is a constituent of a university, list the integrated elements.

The Centre for Croatian Studies is a constituent of the University that conducts research, teaching and professional activities. It is a university centre with the status of a branch of the University (in accordance with Articles 38 and 46 of the Statute of the University of Zagreb). In accordance with the transitional provisions of the Statute, the Centre is equal to other research and teaching constituents of the University of Zagreb. As a research and teaching constituent which acts as a branch of the University, not as a faculty with legal personhood (for it does not have a tax ID number (OIB) nor a bank account separate from the University, as the faculties and art schools do), the Centre is integrated into the University and it is in position to organize and conduct inter- and multidisciplinary of university studies by connecting different research and teaching institutions within and outside of the University. The potential of the Centre to use its special status as a part of the University to organize and coordinate innovative inter- and multidisciplinary study programmes has not been sufficiently realized. This is largely due to the fact that the University has been hesitant to organize and implement fully integrated study programmes taught by the employees of several different constituents on an equal footing. Such hesitancy has many adverse effects, from the lack of rational use of available human resources in the interest of achieving excellence in teaching and research, to inconveniences such as the need for different constituents of the same University to sign agreements in order to enable students of one constituent to take courses at another. The Centre is currently a research and teaching constituent of the University with exactly the same obligations towards the University as any faculty, but suffering limited autonomy in proposing new study programmes and decreased efficiency in human resource development, because it lacks legal personhood that is granted to the faculties and that is, in present circumstances, instrumental to their efficiency and prosperity.

e) Specify core values and methods of monitoring ethical behaviour in your activities related to research, teaching and student relations.

In its public, research and teaching activities, the Centre for Croatian Studies requires all its employees to adhere to professional ethics, it promotes research integrity, and encourages excellence among teachers and students. The Centre also strives to be a socially sensitive institution, ensuring equal opportunities for people who meet the minimal criteria of success yet experience certain difficulties in fulfilling their academic obligations.

Violations of positive acts and regulations are covered by the *Regulations on the disciplinary responsibility of the employees of the Croatian Studies* (2009) and the *Regulations on the disciplinary responsibility of the students of the Croatian Studies* (2003). These regulations specify the bodies in charge of appropriate procedures. In cases of questionable moral action that is not *prima facie* considered an obvious violation of positive regulations, the damaged party has the right to appeal to the *Ethics Committee of the Croatian Studies*.

Adherence to academic ethics is ensured by the *Ethics Code of the University of Zagreb* (2009) and the *Ethics Code of the Committee for Ethics in Science and Higher Education* (2006). The Centre recommends to its employees and students the international codices of research integrity, such as the *European Code of Conduct for Research Integrity* (2011) and the *Responsible Conduct in the Global Research Enterprise*.

Particular care is given to transfer of research integrity to students. A “Check-list to avoid plagiarism” was introduced in 2011 and dispensed to students with their written assignments. Also, the practice of signing a Declaration of authorship of graduate dissertations was introduced in early 2013. Such a declaration is a document stating the student's obligation to observe the propositions of ethics standards in graduate dissertations. It should be noted that the Centre is one of the few institutions in Croatia which processed a complaint for plagiarism of a doctoral dissertation and, following an inquiry in 2008, revoked the PhD title and retracted the dissertation.

More on research integrity at the Centre for Croatian Studies can be found in section **p)** of Chapter 5.

f) Briefly describe mission and vision in line with the strategy of your HE institution and evaluate its implementation in activities carried out by your institution (study programmes, employment policy, international dimension, scientific and artistic activity, students, quality assurance, business activities, etc.)

The Mission of the Centre for Croatian Studies

The Centre organizes, carries out and coordinates research and teaching in the field of humanities as well as in the relevant interdisciplinary fields of science related to the study of Croatian culture and history.

The Centre carries out and coordinates activities that fall within the scope of the University of Zagreb and other higher education institutions in the Republic of Croatia and public research institutes, as well as institutions focusing on research of Croatian society, promotion of Croatian culture, education and science, and it is engaged in establishing and connecting related institutions in the Republic of Croatia and abroad.

The Centre aims to connect various courses and study programmes related to Croatian language, culture and history, which are conducted at various institutions in Croatia and abroad, coordinates their joint activities and advances the profession of Croatology. In doing so, the Centre coordinates the activities of the University of Zagreb related to the scientific research and affirmation of the Croatian culture in the country and abroad.

The Vision of the Centre for Croatian Studies

The Centre is a higher education and research institution of the University of Zagreb which performs and coordinates teaching and research activities in the areas of humanities, social sciences, and in the interdisciplinary field of science, in particular in the research of the Croatian society and in the field of study and affirmation of Croatian science, education and culture in the Republic of Croatia and worldwide.

The Strategy of the Centre for Croatian Studies

The Centre adopted the *Development Strategy for the Centre for Croatian Studies of the University of Zagreb 2011-2015*. This strategic document sets forth: the mission and the vision of the Centre, the strategic goals and tasks for the realization of the goals and the performance indicators for their implementation, the documents that the Centre will adopt for the purpose of implementing the strategy, persons and bodies in charge of the implementation, action plans for the realization of tasks, the way of monitoring the implementation of the strategy and the workflow schedule of activities on the implementation of the strategy.

The most important parts of the *Development Strategy* elaborate:

- (i) five strategic goals with numerous detailed tasks and performance indicators (pp. 9-21)
- (ii) action plans for achieving individual tasks (pp. 23-75).

The five strategic goals, and the extent of their realization, are as follows:

- (1) To establish the Centre as a constituent of the University of Zagreb recognized for its teaching and research.

Realized: increased number of courses in foreign languages; increased percentage of students who complete their studies and reduced number of students who drop out of their studies; doubling of the number of doctoral dissertations defended; maintain continuity in the number and quality of conferences organized; journals *Kroatologija* and *Prolegomena* published regularly; increased overall scientific production.

Not realized: although the Centre recently met the only previously unfulfilled condition for obtaining permanent permissions for some of its study programmes (the condition of sufficient number of full-time employees with scientific-educational titles engaged in teaching the programme)—undergraduate and graduate study programmes in Psychology, the graduate study programme of Communication Studies, and the single-major undergraduate study programme of Sociology—the permissions were not yet obtained because the competent authority has not yet been constituted; the database of mentors at the postgraduate study programmes has not been created; double-major graduate studies

based on learning outcomes have not been fully developed; the study module *Croatian Diaspora* will enter the proposal phase in the beginning of 2014.

- (2) Improvement of human, material and organizational resources of the Centre for Croatian Studies.

Realized: increased the ratio of full-time teachers and students; assistants encouraged to participate in conferences and the required financing provided from the Centre's own revenue; lecture rooms fully equipped with IT equipment and furniture; suitable access and elevator constructed for persons with disabilities.

Not realized: personal portfolios for all employees are not created because the requisite forms still need to be harmonised across the University; measures and activities to raise the employees' personal standard not undertaken due to the lack of funds; although the Library managed to be equipped with recent literature, the lack of funding prevented it from achieving an optimum in this regard.

- (3) Development of a quality assurance system at the Centre for Croatian Studies.

Realized: knowledge assessments conducted on a regular basis in almost all courses; a survey conducted on the implementation of the Bologna process and the quality of teaching at the Centre, in collaboration with the Centre for Social and Educational Research.

Not realized: the Quality Assurance Manual of the Centre not developed, but the Regulations on the Quality Assurance are adopted; failed to establish the criteria for teaching work and the criteria for internal application and evaluation of research projects; the database of the Centre's graduates and their future employment not created.

- (4) To maintain and further develop the existing and to establish new partnerships of the Croatian Studies with interesting national and international institutions of higher education and scientific research, particularly with the organizations that are working on programmes dedicated to the Croatian society, language and culture.

Realized: increased number of incoming and outgoing students and teachers; increased number of signed bilateral and multilateral agreements with universities in Europe; signed bilateral agreements with the International University of Sarajevo and the Faculty of Philosophy of the University of Belgrade; increased number of bilateral and multilateral agreements with higher education and research institutions in Croatia; established cooperation with the Croatian diaspora organizations in Canada and Australia; continued cooperation with Croats in Bosnia and Herzegovina through the University of Mostar.

Not realized: the inclusion of non-teaching staff into international mobility programmes, primarily because of their workload.

- 5. The development of institutional cooperation between the Croatian Studies with the subjects outside the higher education and science system of institutions.

Realized: enrolment quotas partly amended in accordance with the market needs.

Not realized: agreements with institutions outside of the system of research and education institutions are not established; the total share of the Centre's own revenue is far below the target of 40% of total revenue; the fund for student scholarships and loans is not established.

g) Explain why is your institution important and unique when compared to other institutions in Croatia working in your scientific field.

The Centre for Croatian Studies differs from all other higher education institutions in the Republic of Croatia which operate in the field of humanities and social sciences in that it was the first to introduce topics not discussed prior to Croatian independence, some of which still do not receive enough attention in the courses and programmes at all levels of university study.

With the study programme of **Philosophy**, the Centre was first to introduce courses on the history of Croatian philosophy. A big part of the study programme, at all three levels, is aligned with the methods and contents characteristic of analytic philosophy that dominates philosophy departments in the world today. The Centre has never had much liking for the Marxist approach to philosophy, which is, together with some influences from the German speculative philosophy and postmodernist thought, still predominant at the University of Zagreb. The institution that is the most competent to teach Croatian philosophical tradition, the Institute of Philosophy in Zagreb, took part in the creation of the new study programmes at the Centre, and the members of the Institute to this day work here as external associates. The comparison with the University of Zagreb notwithstanding, a comparable study programme of philosophy to the one at the Centre, in terms of focus and orientation, can be found at the University of Rijeka. There is a long-standing cooperation with colleagues from the Department of Philosophy in Rijeka.

The study programme of **Sociology** at the Centre has from the very beginning been focused on the empirical study of Croatian society. In this it differs from the study programmes of Sociology at the Faculty of Humanities and Social Sciences of the University of Zagreb, which was until very recently theoretical in nature, largely applying Marxist theory to the study of society. A comparable approach to sociology to the one at the Centre can be found only at some public research institutes, namely those that were engaged in designing and implementing the study programme of Sociology at the Centre (the Institute of Social Sciences "Ivo Pilar", the Institute for Social Research, Institute for Migration and Ethnic Studies, the Institute of Ethnology and Folklore Research). Unfortunately, empirical sociological research in the Republic of Croatia is almost exclusively represented at research institutes, and hence the necessity to reduce the number of external associates which would otherwise be recruited from these institutes, may negatively affect the study programme of Sociology at the Centre.

The study programme of **Croatology** is unique in Croatia. The programme was conceived as a comprehensive study of Croatian culture, providing students with sufficient competences in Croatian language and literature. In this manner it does not merely provide a unique education programme in the field of humanities, but allows them to achieve the learning outcomes and competences which enables them to perform modern curricula in elementary and high schools which emphasise cultural and historical context of language and literature. At the postgraduate level, the study programme trains future experts on various aspects of Croatian language, literature and culture.

The study programme of **Communication Studies** is one of a kind in Croatia, consistently one of the most attractive study programmes at the Centre. The study programme of **Croatian Latinity** is unique in Croatia. Despite the reduced interest for classical studies in recent generations, this study is well received among enrolled students. It is valuable because it prepares future specialists for many years of work on the under-researched heritage of Croatian authors who wrote in Latin, which is among the largest in Europe. The study programme of **History**, conducted at all three study levels, incorporates topics which have been poorly represented in the Croatian historiography. This study programme was designed with assistance from the Croatian Institute of History whose employees remain engaged in the design and delivery of courses as external associates. This cooperation remains as strong as the new circumstances of reduced hiring of external associates allows it. But there is a greater potential for future collaboration in organising a doctoral study programme of History which would be conducted by the Centre together with the Croatian Institute of History, possibly with participation of some other institutions.

There are six undergraduate and graduate programmes in psychology offered in Croatia, and the study programme of **Psychology** at the Centre for Croatian Studies is among the most attractive ones. This is because the programme is practically oriented, interdisciplinary in character and methodologically widely based, because its graduates are employable, and because it boasts high quality of students and teachers who regularly involve their students in research projects. Apart from the employees of the Centre, the programme is carried out by a significant number of external associates from the three relevant research institutes (the Institute of Social Sciences "Ivo Pilar", the Croatian Institute for Brain Research, The Institute for medical research and occupational medicine), other constituents of the University of Zagreb (School of Medicine, Faculty of Science, Faculty of Catholic Theology), and 5 clinics and 2 polyclinics located in Zagreb.

h) Comment on potential overlaps of your work with the work of similar institutions within the same university.

The Centre for Croatian Studies offers some study programmes which nominally overlap with other study programmes at the University of Zagreb, notably at the Faculty of Humanities and Social Sciences (FHSS) and, to a lesser extent, at the Faculty of Political Sciences (FPS). The study programmes of **Philosophy** at the Centre and at the FHSS differ greatly in substance. The learning outcomes and the acquired competences are very much different. In contrast with the study programme of **Sociology** at the FHSS, the study programme at the Centre is more oriented on practical research of contemporary Croatian society, although there is some overlap in the foundations of the profession. The study programme of **Croatology** at the Centre is unlike the study of Croatistics at the FHSS, which is more philological in nature, focusing on topics relating to the Croatian language and literature. It does not provide students with insight into the wider issues and other aspects of Croatian culture, so these two programmes result with rather different learning outcomes and competences. The study programme of **Communication Studies** at the Centre cannot be compared with the study of information and communication sciences at the FHSS, and only partially overlaps with the study of journalism at the FPS. The study programme of **Croatian Latinity** at the Centre and the study programme of Latin language and literature at the FHSS share the core competences in Latin and classical philology, but the

programme at the Centre has a strong focus on the vast corpus of Latin texts written by Croatian authors of different epochs, thereby aiming to educate future experts who will explore and present this heritage to academic and wider public in Croatia and abroad. There are overlaps between the study programmes of **History** at the Centre and at the FHSS dictated by the need to educate future school teachers of history, with shared core curriculum. However, differences emerge from a stronger focus on Croatian history in the programme at the Centre. The programme is intertwined with the study programmes of Croatology and Croatian Latinity, so that the learning outcomes and competences are distinct and important for an understanding of Croatian culture and national identity. The study programme of **Psychology** at the Centre is practically and clinically oriented, focusing on the three fields in which psychologists are most likely to be employed (health care, education, human resources). The programme thus offers more courses, especially practical ones, than the programme of psychology at the FHSS and elsewhere, yielding significantly different outcomes and competences.

According to the decision of the Croatian Government from June 2000, the National Council for Higher Education was mandated, in the six months following its constitution, to assess the extent to which the study programmes at the Centre for Croatian Studies overlap with other study programmes. The National Council evaluated all the programmes within the University of Zagreb and reached the conclusion that the studies were not overlapping, but rather contributing to the positive effects of competition. The overall conclusion was that in relation to some nominally overlapping studies at the University of Zagreb, the study programmes of philosophy, sociology, psychology and history at the Centre for Croatian Studies were “not identical, but grant equivalent diplomas upon graduation. The proposal of the National Council is to start issuing diploma supplements along with the diplomas as soon as possible.”

j) Attach the document on strategy and procedures for quality assurance of scientific and teaching activities at your HE institution, assess the level of its implementation and comment on the annual reporting procedures.

For several years now the Centre has been working on the development and spreading of the culture of quality among its employees. In 2008 it appointed the *Committee for Quality Assurance*, whose work is based on the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*. One of the main activities of the Committee during its first term was to investigate the attitudes of students towards their institution with the aim of improving the quality of their studies. In 2010 the *Regulations on the Quality Assurance* were adopted and there are plans to introduce a new independent organizational unit, the Office for Quality Assurance, whose task would be to provide administrative support in the implementation of the measures and activities of quality assurance.

Article 2 of the *Regulations on the Quality Assurance* states that the quality assurance of the Centre encompasses the measures and activities aimed at the systematic management, planning, evaluation and improvement of the quality of teaching, research and professional activities at the Centre, at promoting high professional standards and at fostering excellence in teaching, research and professional work conducted at the Centre.

The Committee for Quality Assurance submits periodic reports on its work and on the measures and activities related to quality assurance, which are forwarded for adoption to the Scientific-educational

Council and submitted to the Office for Quality Management of the University of Zagreb. Since the academic year 2013/14, the University of Zagreb has introduced new forms for submitting annual reports and action plans, which we have duly submitted to the Office for Quality Management (attached).

All junior research assistants submit a report on their work regarding their research and teaching. The reports from the leaders of research projects are considered and approved by the Scientific-educational Council of the Centre each year.

j) List the bodies which continuously work in the field of quality assurance. Assess their work in the past 5 years.

The quality assurance system at the Centre for Croatian Studies is managed by the Scientific-educational Council. The competent body, along with the Council, is the Committee for Quality Assurance, which comprises eight members who are elected by the Scientific-educational Council at the proposal of the Head of the Centre. The Committee is an advisory and professional body of the Scientific-educational Council and its members are: the Commissioner for study programmes and students, 4 representatives of employees holding scientific-educational, educational and associate titles, 2 student representatives, and one representative of administrative and technical staff. Quality assurance also falls within the competence of the Board, which discusses many issues related to improving the quality at the Centre.

In order to meet the Croatian and European standards of internal quality assurance, in the academic year 2009/2010 the Centre appointed the *Committee for drafting the Development Strategy of the Centre for Croatian Studies* for the period 2011 to 2015, which defined long-term goals, tasks and benchmarks, and also developed action plans for achieving the set tasks and goals.

By adopting the *Development Strategy of the Centre for Croatian Studies (2011-2015)* (attached) the Centre became one of the few constituents of the University of Zagreb with elaborated guidelines and elements of its development for a five-year period. The development strategy was prepared in accordance with the principles of strategic planning. A lot of effort and attention went into the creation of the *Development Strategy*, so that long-term developmental goals would be expressed in the form of specific tasks, and time-specific, measurable and realistic performance indicators. Thus structured, the *Development Strategy* represents a real framework for fulfilling the mission of the Centre, emphasising further development of international cooperation, but also the preservation of the national identity, culture and language, as well as the development and spreading of the culture of quality in teaching, research and professional activities of its faculty.

Upcoming developmental priorities in this area, following the adoption of the *Regulations on the Quality Assurance System* in 2010, are to design and publish the Quality Assurance Manual, and to draft long-term and annual planning documents.

Undergraduate study programmes were subjected to internal examination in 2008. As a result of such examination, learning outcomes of some courses were adjusted, as well as the expected student work-load of courses, as expressed in ECTS. During the academic year 2009/10 the process of internal evaluation of the graduate study programmes commenced. As a result of such evaluation, new plans of the study programmes were produced based on learning outcomes and with clearly defined general and specific competences. Proposals for double-major graduate studies are being drafted. The priority for

further development in this area is to improve the methods of institutional evaluation and of monitoring study programmes to ensure better adjustment to recent developments of the relevant research fields.

In the academic year 2011/12 the Centre suggested the project titled *Encouraging and spreading the culture of quality at the Croatian Studies of the University of Zagreb*, which was approved in the competition for the development projects of the University of Zagreb, within the "Excellence" programme. This project contributed to further development and improvement of the functioning of the institutional quality management mechanisms at the Centre toward spreading and nurturing the culture of quality at our institution.

As can be seen from the *Action Plan of the Committee for Quality Assurance at the Croatian Studies in the academic year 2013/2014* (attached), created in accordance with the workflow of activities which is included in the *Development Strategy of the Centre for Croatian Studies (2011-2015)* and the action plan of the Head of the Centre for the same period, a number of activities will be undertaken within the quality assurance system at the Centre. In terms of study programmes, the process of issuing unconditional permissions for the undergraduate and graduate study of Psychology, for the graduate study of Communication Studies and for the single-major undergraduate study of Sociology (Task 1.1. of the Strategy) shall be continued, as well as the work of the Committee for Quality Assurance towards completing the proposal for the double-major graduate studies based on learning outcomes (Task 1.4. of the Strategy), drafting the module *Croatian Diaspora and Croatian Minority Communities Abroad* as part of the university graduate study (Task 1.6. of the *Development Strategy*), and procuring accreditation for an additional study programme of teacher education. Furthermore, the Committee for Quality Assurance will carry out an analysis of the proposal of the Head of the Centre, from January 2013, for a reduction of hiring of external associates in teaching. The Committee is expected to deliver conclusions as to how this will affect different aspects of quality for each individual study programme. Additionally, the Committee will conduct an analysis of the so far established changes to the study programmes from the moment of obtaining permissions and examine possibilities for improvement, as well as whether this can be used to develop uniqueness of certain study programmes (Task 1.3. of the Strategy); it will also analyse the possibilities of cooperation with other constituents of the University of Zagreb (Task 1.5. of the Strategy) and increase the competences delivered by some study programmes at the Centre. As for the study programme of Psychology, cooperation with teachers from several constituents of the University has already been established (School of Medicine, Faculty of Catholic Theology, Faculty of Education and Rehabilitation Sciences, Faculty of Science), but the only contractually formalized cooperation so far is that with the School of Medicine. Based on the analysis of (1) the proposal of the Head of the Centre for the reduction of external associate positions, (2) the changes introduced in the study programmes so far, (3) the employment trends and demands in Croatia, (4) the possibilities of cooperation with other constituents of the University of Zagreb, and (5) the overall potentials in this self-evaluation for the purpose of the reaccreditation process, individual departments will be presented with guidelines for introducing possible changes to their programmes.

In order to ensure and improve quality, in accordance with the *Action Plan of the Committee for Quality Assurance at the Centre for Croatian Studies in the academic year 2013/14*, the implementation documents regarding the study programmes at undergraduate, graduate and postgraduate level shall be amended and adopted, in addition to the regulations on evaluating and rewarding teachers for the exceptional quality of their teaching, as well as the general act concerning student demonstrators, which

shall be adopted in the academic year 2013/14. The *Decision concerning rewards for publications of high international visibility* was also adopted.

The project *Bologna process at the Centre for Croatian Studies* (attached), a survey of undergraduate and graduate students, commissioned in the academic year 2012/2013 by the Centre and conducted by the Centre for Social and Educational Research (CEDI), was of particular value. The study in question was conducted in order to analyse and evaluate the implementation of the Bologna process and the quality of teaching at the Centre. It included a total of 815 students (524 undergraduate and 286 graduate students). Given the size of the sample, the obtained results can be generalized. Obtained results clearly reflect the efforts to identify and explicate indicators of the quality of study programmes and of the implementation of the Bologna process by the students. The survey contained 57 questions and it was completed in April and May 2013. According to the survey, the students of the Centre are generally satisfied with the quality of their studies. The percentage of students who shared this opinion was 66.7%. About one tenth of students (9.2%) stated that they were exceptionally satisfied with the study quality, which is a testament to the high level of student satisfaction with the quality of the study and to the extent in which it had met the student expectations. The quality of teaching generally satisfied more than half of the students (57.7%), while 9.6% of students expressed they were exceptionally satisfied with the quality of teaching. About a quarter of the students (24%) stated that they were "neither satisfied nor dissatisfied". In terms of the practical forms of teaching (seminars, exercises, etc.), about a third of the students (34.5%) was generally or exceptionally dissatisfied, and an almost identical number of students (34.1%) was generally or exceptionally satisfied with the quality of the practical forms of teaching.

With regard to the extent to which the students were informed about the Bologna process, about a third of students (34.7 %) considered themselves to be generally informed, but one-fifth (20.1%) considered themselves to be generally or exceptionally uninformed about the Bologna process. The extent to which the students were familiar with the ECTS and how they were awarded with respect to the workload is very low (10.2%), which is an incentive to inform them of that.

It is very encouraging that more than half of the students (56.5%) were satisfied with the teachers' utilisation of the ISVU system, which is a high score in relation to the results at other constituents of the University of Zagreb. Likewise, as many as 71.5% students would opt to study at the Centre again, based on the knowledge and experience that they have today, while studying at the Centre.

If we compare the results obtained for undergraduate and graduate study programmes, then it should be said that two-thirds of students at the undergraduate level (67%) were generally satisfied with the quality of their studies, and an almost identical percentage (66.3%) were satisfied at the graduate level as well. However, a fifth of the students (19.71%) at the graduate level were not satisfied with the quality of the study, which suggests that, among other things, double-major studies must be introduced as soon as possible.

As for the administration and operation of the Student Services, more than a half of the students (55.3%) were generally or exceptionally satisfied with the quality of the services, while a fifth (20%) expressed their general or exceptional dissatisfaction with it.

To conclude, the implementation of the Bologna process and the quality of teaching at the Centre for Croatian Studies has its positive and not-so-positive aspects. In general, students seem to be satisfied with the quality of teaching and their choice of study programmes, and if they were to choose again, a majority would enrol again at the Centre. Most students of the undergraduate and graduate studies were

generally satisfied with the quality of studies. Twice as many undergraduates, compared to graduate students, found that their studies fully met their expectations. This has subsequently led to the overall success of the students, a sizeable number of them obtaining grade point averages between 4.00 and 5.00. Furthermore, the number of excellent students at both study levels is high. As for the facilities, the students find them satisfactory. There is enough room for everyone in the lecture rooms, they are equipped with projectors and computers at disposal to teachers and students, online databases are accessible. For some time already students have access to wireless Internet connection in the Centre's buildings, which is now being extended to the entire campus. Completion of courses by passing continuous assessment tests is made increasingly possible, which brings the entire system closer to the Bologna model (currently slightly less than a half of the courses demands that students sit a comprehensive exam at the end of semester). The obligatory class attendance applies to a vast majority of students, which is another step in achieving compliance with, and full implementation of, the Bologna study model. Teacher evaluation was seen as generally objective, and a high percentage of students feel that they are encouraged to do research on their own.

The elements that should certainly be continually improved include wider informing about the Bologna process and its implementation, the mobility schemes, the use of literature in foreign languages, student participation in decision-making and the like. Similarly, students have not yet fully developed the habit of evaluating the work of their teachers, and the teachers still do not receive adequate feedback on their work, which is important for improving the teaching process. This weakness has been observed at the University level, and from the academic year 2013/14 all constituents have once again started to conduct surveys in the traditional way ("pen-and-paper"), which will certainly lead to a higher percentage of students who fill out the questionnaires and thus get involved in the process of ensuring the quality of teaching.

k) Specify and briefly explain the main strategic goals which the management plans to achieve in its current mandate and any difficulties it encounters in their realisation (in relation to study programmes, employment policy, international dimension, scientific and artistic activity, students, quality assurance, business activities, etc.)

In the first decade of its existence, the Centre functioned as a university branch that coordinated alternative study programmes delivered by experts from different constituents of the University of Zagreb and from public research institutes. The classes were held practically without a single full-time teacher. The former management of the University and the Ministry of Science encouraged this approach. Over time, however, difficulties arose and from 2004 the Centre was put in the position that required it to recruit teachers at an accelerated rate. The first reason for this was the new legal framework for research and higher education institutions, which required that a study programme can receive a permanent permission only under the condition that it is conducted by at least 50% of teachers employed full-time at the institution offering the programme. The other reason was internal in nature. Namely, in time it became apparent that a certain number of full-time teachers was required to take care more effectively of a larger number of students. Though part-time external associates gave good courses, they dedicated more time to their research institutes than was needed to teach and supervise larger groups of students. The Management of the University and the Ministry of Science at the time recognised the

quality of the study programmes at the Centre for Croatian Studies, and intended to address the surfacing difficulties and to foster quality of the study programmes by gradual recruitment of teachers with full-time employment at the Centre. The current Management of the Centre took over their responsibility for the institution in the midst of this process, making the recruitment of new teachers its main strategic goal.

In the academic year 2011/12 almost 65% of the courses were performed by part-time external associates, in 2012/13 about 55% and in 2013/14 about 45%. The costs of hiring external associates in the academic year 2011/12 amounted to HRK 6.2 million, in 2012/13 it was reduced to HRK 4.2 million, and in 2013/14 the sum will be further reduced to HRK 2.3 million. From the very beginning, the Ministry of Science covered the external associate appointments of the Centre with monthly payments. According to the agreement with the Ministry, new full-time positions will be financed from the amount spared by reducing external associate appointments. The first reduction, from HRK 6.2 to 4.2 million per year, funded a total number of 11 full-time positions (2 at the Department for Communication Studies and 9 at the Department of Psychology, 5 of which are assistant professor positions with cumulative employment arrangement of 50% at the Centre and 50% the Department of Psychology of the Faculty of Humanities and Social Sciences; 2.5 assistant professor positions at the Faculty of Humanities and Social Sciences, financed with about HRK 0.45 million a year, is thus financed from the funds allotted for external associate appointments at the Centre for Croatian Studies). The Ministry of Science showed much understanding for the structural changes that take place at the Centre, and approved the plan to finance 9 more full-time positions (2 of them in cumulative employment arrangements of 50%) with a further reduction of external associate appointments from HRK 4.2 to 2.3 million. The Management of the Centre agreed with the Ministry of Science on a further reduction of external associate appointments from HRK 2.3 million to about 0.5 million, which would match the expected volume of external associate appointments at the level of the University. The funds would suffice for 3 or 4 four positions at the rank of assistant professor and 10 assistant positions. The Ministry granted its tentative approval for such reorganisation, but the Rector of the University withheld his consent. Consequently, the main strategic objective of the current Management of the Centre remains only partially realized.

Another important strategic objective is the formation of double-major graduate studies which should increase employment opportunities for graduates of the teaching-oriented study programmes. The other strategic objectives are: to connect the research potential of the Centre with the international research infrastructure, that is to encourage the Centre's faculty to seek international partnerships and apply for European research funds; to establish joint courses and, in the future, joint study programmes with foreign partners, e.g. with the University of Graz; to apply for research grants from the Croatian Science Foundation; to increase mobility of teachers for periods longer than a month; to take care of student standard and encourage quality in teaching; to develop comprehensive programmes of lifelong learning and distance learning.

1) State your opinion about main advantages and disadvantages of the programme, staff and material potentials of your HE institution.

potentials	advantages	disadvantages
<i>programme-related</i>	Although the study programmes are conducted in various fields of the humanities, social sciences and interdisciplinary fields, the cooperation between departments in the execution of study programmes is at a high level	Although the study programmes are designed in accordance with the highest standards, they are not sufficiently aligned with the needs of the labour market and new skills which are required by employers and civil society
<i>staff-related</i>	younger teachers on average, and the age distribution of the teachers forms a proper truncated pyramid; external associates involved with a majority of study programmes are leading experts	uneven distribution of expertise across different areas of specialization at some departments; too high ratio of external associates to full-time teachers at some departments
<i>material</i>	although the facilities of the Centre previously had other purpose, they have been suitably adapted for most of the current activities of the Centre	own revenue depends on tuition fees

m) If your institution has already been subject to some form of external evaluation, comments on the recommendations given and the improvements implemented so far.

In accordance with the aforementioned decision of the Croatian Government from June 2000, the National Council for Higher Education appointed an evaluation team that conducted an analysis of all study programmes at the Centre for Croatian Studies and compared them to similar study programmes at the University of Zagreb and elsewhere in Croatia. Based on the analysis of the curricula, interviews with an extensive questionnaire, and external reviews of the study programmes, the evaluation team reached the conclusion, accepted by the National Council, that all the study programmes conducted at the Centre for Croatian Studies differ from others in the same areas, and, where they appeared to be parallel to some extent, that this contributed to the positive effects of competition. For the study programme of Croatology, the National Council ruled that it is completely unique.

n) If there is one, please mention foreign higher education institution you would compare to and explain the criteria for comparison.

There is no foreign institution of higher education with which the Centre for Croatian Studies could be compared on the whole, though individual study programmes are comparable to some foreign programmes, as presented in other chapters of this document.

o) Specify when and how you reacted to and/or participated in making decisions of public interest.

Through its representatives in the Senate of the University and the Research Area Council for the Humanities and Social Sciences, but also through its representatives who are members of other bodies of the University or committees appointed by the Ministry of Science, the Centre for Croatian Studies is involved in the decision-making processes of public interest. The Centre has regularly responded to the requests of the competent institutions in regard to proposing candidates for the various councils, committees and commissions whose decisions and recommendations are of public interest. The competent authorities and individuals have regularly participated in discussions on the proposals of legal acts which would regulate the operation of the Centre, as well as in the discussions about the strategic documents of the University of Zagreb and the Ministry of Science, Education and Sports. Some teachers/employees have contributed to public discussions on a wide range of topics of public interest, and a few can be described as public opinion-makers.

p) Specify to what extent you are satisfied with the current situation and propose possible improvements.

Advantages

- The cooperation with public research institutes and clinical institutions allows students to gain insight into the practical application of the competences that they acquire in the courses which aim to introduce them to the theoretical foundations of the profession. The advantages of this approach may be realized not only in the study of Psychology, but also in the study of History, Croatology and Croatian Latinity, where students have the opportunity to learn from experienced researchers from the institutes and acquire skills which will enable them to apply their knowledge in practice.
- According to the age distribution, the structure of teachers at the Centre forms a truncated pyramid, which means that the teaching staff is predominantly of younger age. The base of the pyramid, the assistants and junior research assistants, are the foundation of the future development of the Centre.
- The study programmes of the Centre for Croatian Studies are of high quality, as they are conducted by full-time teachers with participation of the leading experts from research institutes and other constituents of the University, appointed as external associates. A radical reduction in external associate appointments, if not followed by employment of full-time faculty, is likely to impair the quality of the study programmes at the Centre.
- According to all previous student surveys and independent research, the students of the Centre are very satisfied with their teachers and study programmes.
- The Centre for Croatian Studies ensures that the working groups at lectures are manageable. Smaller working groups provide for more successful interaction between teachers and students, better control of the professional competence acquisition and easier achievement of learning outcomes. Possible integration of some study programmes offered

by the Centre with similar ones at the Faculty of Humanities and Social Sciences, as has been proposed by the competent bodies for the study programme of Psychology without a thorough analysis and risk assessment, would have a number of adverse effects, e.g. unique and valuable features of the study programme at the Centre would be lost, it would be unclear how and which courses would be kept and how they would fit the structure of the other programme, it would be difficult to say whether the acquired skills and competences would be expanded or reduced, etc. Therefore the Centre is of the opinion that even if some study programmes do overlap to some extent, it is better to encourage several alternative study programmes in the same field at the same university, fostering their differences, unique features, and competition among them, than to integrate them into a single study programme.

- By moving to the future East campus Borongaj, the Centre solved its long standing problem with facilities. Now the Centre has a main building with an adequate number of lecture rooms, and a library building which is adequately furnished and equipped.

Disadvantages

- Having a large number of external associates is advantageous in some ways, but at the moment it is more of a weakness than an advantage, for several reasons. (i) First, it causes an unfavourable teacher-student ratio, which negatively impacts the quality of studies. (ii) Some external associates have been appointed simply in the absence of full-time teachers in respective areas. (iii) A large number of external associates poses a burden on administration and generates a low administrative staff-faculty ratio, which is now lower than at any other constituent of the University. (iv) Considering that there are twice as many external associates participating in the teaching process as full-time teachers employed at the Centre, the quality of studies can be monitored to some extent, but it still happens that disproportionate criteria are applied to some courses.
- This is why the Centre today faces a dilemma: either (a) to reduce the number of external associate appointments and convert the spared funds to finance new positions, grow further and demand legal personhood as a constituent of the University in order to be manageable; (b) or to stick to the original mission and reconcile itself with the status of a university branch which coordinates alternative and joint university studies performed by different constituents and public research institutes? All normative acts adopted by the Government, the Ministry of Science, Education and Sports and the University of Zagreb suggest that the model with the original mission and status cannot be maintained much longer within the existing legislative solutions and in present economic circumstances. Everything points towards the fact that the Centre for Croatian Studies must move towards becoming an independent research and teaching constituent, with its own full-time staff and authority to elect them. Hence, solution (a) is preferable for the Centre in the long run: (1) because the Centre is already a higher education institution of medium size in terms of full-time employees and students, and it would serve better purpose to carry on with its study

programmes the quality of which has been recognised; (2) because the original mission of the Centre, namely to incorporate into the study programmes contents that had been seen as ideologically unacceptable before Croatian independence, is no longer viable, which implies that it would be pointless to reduce the function of the Centre to coordinating the treatment of neglected topics important for Croatian national identity; (3) because the natural course for the Centre would be to forge a network with eight other faculties at the future Eastern campus of the University of Zagreb, fostering interdisciplinarity and striving to become a place of excellence in the humanities and social sciences.

- Not all departments are evenly staffed, nor are all areas of specialization within particular research fields evenly covered within every department. Hence the Centre will, to the best of its abilities, try to strike a balance between achieving the required number of full-time faculty, which is a prerequisite to receive the permission for a study programme, and keeping the best external associates engaged in teaching, adding to the quality and competitiveness of our study programmes.

- Except for inquiring about the most general, mainly statistical data from the Croatian labour exchange, the Centre has not systematically explored the needs of the market for intellectual skills, learning outcomes and competences granted by the study programmes of the Centre. One of the main tasks of the current management, should its term be extended for the following two years in 2014, will be to monitor the needs of the market for individuals with education in the humanities and social sciences. For this purpose contact with employers will be established. However, it should be noted that study programmes in the humanities and social sciences do not aim to training professions which produce direct economic benefits, but rather to training students for a wide array of different jobs. In this sense, such study programmes cannot be conceived narrowly, be strictly specialised or pragmatic in purpose. Hence it is difficult to expect a direct correlation between our study programmes and the needs of future employers, though it is important to be informed of the needs of the economy and educational possibilities will certainly be beneficial. The results of such research should not lead to an overall reduction in the enrolment quotas, as the need for increasing the overall education level of the Croatian citizens remains an imperative of the educational policy; rather, the results should lead to a reform of the existing study programmes and a redefinition of the learning outcomes in accordance with the market needs. One of the future proposals, which was not explicitly stated in the *Development Strategy*, will be to organise a general undergraduate study programme in the field of humanities and social sciences broadly conceived, with a parallel study in the English language. Many jobs in modern companies require general intellectual skills which are aligned with the principles of university study and research, but which at the same time provide students with fundamental insights into critical thinking, consistent logical argumentation and reasoning, culture, language, literature, history, empirical research of society, communication and analytical skills, the functioning of the economy and entrepreneurship, etc. The students would be offered modules which would result in

bachelor degrees of general social and humanistic competencies. What would increase the competitiveness of such studies would certainly be a professional, exclusively practically-oriented study of English (or at a later stage of another world language). This professional study of language would not be philologically oriented nor research based, such as it is at the Faculty of Humanities and Social Sciences, but would instead enable students primarily to adopt language competences in a way that they would be able to use them in Croatian or English at their workplace. It would therefore be a general humanistic university study at the undergraduate level, combined with a professional study of the English language, ostensibly a double-major university and professional study.

- Insufficient mobility of the faculty and participation in international research projects. Connecting the research potentials of the Centre with colleagues from reputable international institutions would increase the competences of our faculty and improve the quality of both their research and teaching. Also, receiving competitive international research grants would provide financial means and independence required for excellent research.

Table 1.1 Internal quality assurance

Type of activity	Responsible for the activity (name of the body or persons)	Frequency of the activity (number of annual meetings or activities)	Number of reports made in the course of specific activity in the last 5 years	Practical results of activities (description in the text)
Thematic sessions on teaching quality	Scientific-educational Council	Scientific-educational Council meets at least 11 times a year and often more frequently. It discusses questions and makes decisions concerning all issues related to teaching at all levels		
	The Board	At its meeting sessions, the Board prepares all the mentioned activities and their outcomes in the form of corresponding decisions. It is convened at least once a month.		
	Department Councils	In accordance with its responsibilities pursuant to the <i>Regulations on the structure and activities of the Centre for Croatian Studies</i> , department councils propose decisions to the Board and the Scientific-educational Council. They meet occasionally, at least four times a year.		
Activity of the Board for Teaching Quality Monitoring	Quality Assurance Committee	Planning the activities within the quality assurance system	Preparing the annual operative programmes and action plans for the Head of the Centre	Overview of the planned activities
		Reporting on the activities within the quality assurance system	Yearly reports on the work to the Head of the Centre	Review of realized activities
		Producing relevant documents for the	2	Regulations and Manual for the

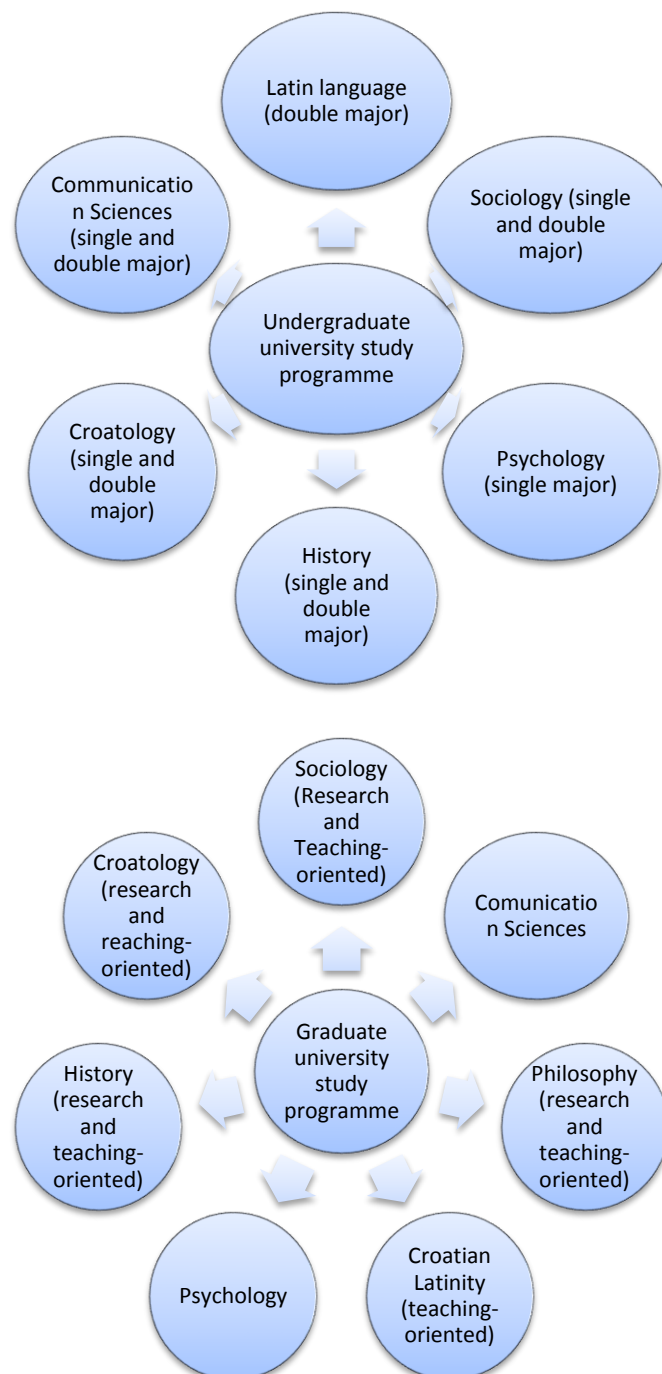
		quality assurance system		quality assurance system produced
		Education	<p>Final report on the project <i>Encouraging and spreading the culture of quality at the Centre for Croatian Studies</i></p> <p>Summary of the seminar <i>Observing and improving the teaching process</i></p> <p>Summary of the workshop <i>Communication Skills: receiving and giving feedback</i></p>	Self-Evaluation Chapter 5
		Activities for the implementation and improvement of the quality standards in accordance with ESG	<p>Collecting all the learning outcomes and grading criteria for all the courses and study programmes of the Centre for;</p> <p>Informing about the Croatian Qualifications Framework;</p> <p>Informing about the European University Association</p>	<p>Collected learning outcomes and grading criteria;</p> <p>Croatian Qualifications Framework presentation;</p> <p>European University Association presentation</p>
Student questionnaire (implementation, processing, informing students, teachers' responses)	Scientific-educational Council		6 session meetings of the Scientific-educational Council	Announcements of the questionnaire, information and implementation of the questionnaire, proposals for improving the implementation of the questionnaire.
	Persons responsible for the questionnaire implementation	Make preparations for the implementation of the questionnaire, including motivational talks across the years of study, answer questions regarding the questionnaire, prepare information and suggestions for the implementation of the questionnaire for the Scientific-educational Council.		
	Heads of Departments	Receive the results of the questionnaire for the departmental teachers conduct the necessary conversations with them.		
SWOT analysis at the level of the institution	Committee for devising the development strategy of the Centre and Committee for Quality Assurance at the Centre	<p>Head of departments survey (1)</p> <p>SWOT analysis (1)</p>	<p>Conducted in the academic year 2009/10</p> <p>Conducted in the academic year 2010/11</p>	<p>Presentation of the results of the head of departments survey</p> <p>The chapter on the results of the SWOT analysis in the <i>Development Strategy of the Centre for Croatian Studies</i></p>

	Scientific-educational Council	External collaboration	Discussion in several sessions of the Scientific-educational Council (12 in total)	External collaboration analysis
Other forms of evaluation	Scientific-educational Council	Evaluation of study programmes, accreditations, re-accreditations	Several sessions of the Scientific-educational Council (10 sessions)	Information, discussion, conclusions
	Department councils	Evaluation of the teaching process at the study programmes of sociology Evaluation of the study programmes of psychology continuously	Conducted in the academic years 2008/09 and 2009/10 Conducted since the academic year 2011/12	Evaluation results presentation; Evaluation of the teaching process at the study programmes of Psychology
	Committee for Postgraduate Studies	Study evolution, student selection, mentor appointment	Every month during the academic year	Corresponding decisions
	Committee for Quality Assurance	First-year student survey	Conducted in the academic years 2010/11, 2011/12 and 2012/13	Report on the results of the first-year student survey
		Non-teaching staff survey (1)	Conducted in the academic year 2010/11	Analysis of the non-teaching staff of the Centre survey results
	Committee for Quality Assurance and Centre for Social and Educational Research	Survey on the implementation of the Bologna process at the Centre for Croatian Studies (1)	Conducted in the academic year 2012/13	Presentation of results of the survey on the implementation of the Bologna process at the Centre for Croatian Studies

**Regulations on the content of license and conditions for issuing license for carrying out activities of higher education, carrying out study programmes and re-accreditation of higher education institutions (Official Gazette, no. 24/10)*

2. STUDY PROGRAMMES

a) Provide a diagram with configuration of all study programmes along the vertical line (undergraduate, graduate, integrated and postgraduate) with their possible branching into specialisations or orientations. If you also carry out professional study programmes, show their configuration as well. Explain the functional reasons for such configuration, especially from the standpoint of achieving optimal educational results (employability, study continuation, mobility) in relation to the projected enrolment quota. Specify which study programmes are dislocated and comment on their justification.



The Centre for Croatian Studies offers undergraduate, graduate, and postgraduate study programmes in the areas of the humanities and social sciences, as well as in the interdisciplinary area of science (Croatology, Croatian Latinity), arranged according to the Bologna model: all undergraduate studies last for 2 years (6 semesters) and all graduate studies last for 2 years (4 semesters). Students who completed their undergraduate studies at another institution of higher education can enrol in graduate study programmes at the Centre, subject to passing differential exams if such are required.

At the undergraduate level, some study programmes can be enrolled only as double major programmes (Philosophy and Latin) and some as double major and single major programmes (Communication Studies, Croatiaology, History, Sociology), with the exception of the study programme of Psychology which is, due to its specific nature, solely a single major programme. At the graduate level, all study programmes are single major programmes, but students with excellent marks can enrol in an additional study programme, subsidised by the Centre, in order to acquire broader education, receive additional competencies and skills, and achieve a higher level of competitiveness on the labour market. Preparations for introducing double major graduate study programmes (teaching-oriented) are under way. The set of optional common core subjects (in Croatian: TZP) should also be mentioned, such as *Academic English*, *Informal Inference Strategies*, or other courses available to all study groups. Therefore, students of Psychology are required to obtain 25 ECTS credits in courses from study programmes.

Students who have successfully completed another study programme in the humanities or social sciences, or a different graduate level study programme in Croatia or abroad, can enrol in a postgraduate study programme (Philosophy, Croatiaology, or History) at the Centre.

There are no dislocated study programmes at the Centre for Croatian Studies.

b) Specify overlaps of your study programmes with similar study programmes at other constituents of your university, if such exist. Explain steps undertaken to avoid future overlaps.

The study programmes at the Centre cover some areas of the humanities and social sciences taught at other constituents of the University of Zagreb. However, the Centre's study programmes are for the most part significantly different from the other programmes.

The study programmes of Philosophy (undergraduate, graduate, and postgraduate) at the Centre for Croatian Studies are parallel to those offered by the Faculty of Humanities and Social Sciences of the University of Zagreb (the FHSS) and the Faculty of Philosophy of the Society of Jesus (FPSJ). All three study levels at the Centre differ from the study programmes at those two institutions in important ways. The undergraduate study programme at the FHSS lasts 4 years and the graduate programme only 1 year, the undergraduate study programme at the Centre lasts 3 years and the graduate programme 2 years. A glance at the course titles, required or elective, offered by the three institutions (at all three study levels) suffices to show that the study programmes of Philosophy at the Centre differ greatly, with few courses that bear the same name. The substantial differences between these study programmes becomes even more obvious when one compares the required readings cited in the syllabi. The study programmes of Philosophy at the Centre differ from the study programmes at the FHSS and the FPSJ in almost 80% of the required course literature – in fact, they differ so much that one gets an impression that the three

programmes are designed for students of different academic disciplines. There are also significant differences in other respects: in ECTS credit values for comparable courses, the ratio of the required to the elective courses, the significance of particular courses within the respective study programme, the possibility of single or double major studies (at the Centre, philosophy can be studied only as a double major at the undergraduate level and as a single major at the graduate study level, whereas at the FHSS and the FPSJ it can be studied both as a single and a double major study programme at the undergraduate level, and as a double or a single major at the graduate level at the FHSS). Philosophy study programmes at the Centre are designed as overviews of various philosophical disciplines and problems, in line with the Anglo-Saxon (“analytic”) tradition, and in stark contrast with the study programmes at the FHSS and the FPSJ, which are designed mostly as historical approaches – the former in the spirit of continental-speculative tradition, and the latter in the spirit of Christian Neo-Scholastic tradition. As to the postgraduate level study of philosophy at the Centre and the FHSS, the most visible differences are the following: the Centre offers more elective courses, more seminar-oriented courses, students interact more intensively with teachers during the first year of their study, they have to present much more of their own research (in graduate seminars), while the criteria for acquiring ECTS credits for extracurricular research and individual activities are stricter and more precise. The study programmes of Philosophy at the Centre are designed to avoid overlaps and to point out the distinctions, as well as similarities, between the various philosophical problems, disciplines, and traditions. In addition, in preparing their seminars and, especially, when carrying out their undergraduate, graduate, or postgraduate theses, students are encouraged to make use of the interdisciplinary contacts between philosophy and various fields of science.

The study programmes of Communication Studies (undergraduate and graduate) at the Centre is the only programme in Croatia of that name and dedicated to that field. With the reform of the then existing undergraduate study programme of Journalism, the study programmes of Communication Studies at the Centre were launched in the academic year 2005/06 at the undergraduate, and in 2008/09 at the graduate level. The then existing unique study program of Journalism has been thoroughly modified in the sense that it now includes an interdisciplinary approach to communication and its diverse aspects. In effect, this means that journalism is now only one – though most important – among many fields of communication taught at the Centre. This is also the most significant distinctive feature of the Communication Studies study programmes when compared to the study programmes of Journalism at the Faculty of Political Science of the University of Zagreb, where journalism is mainly taught and studied within the framework of political science. This difference is evident both in the titles of courses as in their contents. The rare exceptions – the nominally identical courses offered by both study programmes – are typically courses which cover, and are named after, general areas of study.

There is some overlap between **the study programme of Croatology** at the Centre and the study programme of Croaticistics (Croatian language and literature) at the FHSS. The overlap is rather insignificant because Croatology is designed to be a comprehensive study of Croatian culture, the Croatian language being just one – although the most important – component of culture, and therefore just one module of the study programme. Unlike Croatology, the study programme of Croaticistics at the FHSS is focused almost entirely on Croatian language and its various aspects. Unlike the students of Croaticistic, Croatology students are required to take courses in Croatian history, ethnology, archaeology,

geography, music, visual arts, and other fields of humanities important to the formation and preservation of cultural/national identity.

Interdisciplinary postgraduate study programme of Croatology is unique not only at the University of Zagreb but at the national level too. Being designed by the most prominent Croatian philologist and linguist, and one of the most distinguished international scholars of Slavic languages and a full member of the Croatian Academy of Arts and Sciences, Professor Radoslav Katičić, this study programme combines diachronic and synchronic approaches to the study of Croatian culture. Its basic presupposition is the continuity of Croatian culture from the early Middle Ages to the present and its openness to and interaction with other cultures.

As for the **undergraduate study programme of Latin** and the graduate study programme of Croatian Latinity, there are understandable overlaps with the undergraduate and graduate study programme of Latin Language and Literature at the FHSS. However, these programmes are considerably different. The undergraduate programme of Latin at the FHSS lasts 4 and at the Centre 3 years. Elective courses at the FHSS typically have a more general focus, in contrast to the ones at the Centre which are more career-oriented. The FHSS study programmes include the entire Latin language and culture (without a special focus on Patristics), while the Centre study programmes include only Classical Latinity (including Patristics). The study programme at the FHSS includes 4 obligatory courses per year, all dedicated to the narrow field of study, while the respective study programme at the Centre includes 6.3 of such courses per year. The required literature for specific courses also differs significantly. The graduate study programme at the FHSS lasts for 1 year, and it is a double major programme, while the corresponding study programme at the Centre lasts for 2 years and it is a single major programme. The FHSS study programme does not include any required courses from the narrower field of study (only 1 elective and 1 course on the methodology of teaching), while the Centre's study programme contains 11 such courses. Finally, the differences in the structure of the elective courses and the respective literature at the undergraduate level extend to the graduate level. As to the future development of Latin and Croatian Latinity study programmes, they will be appropriately adjusted – both in their contents and structure – in order to complement other study programmes of Croatian culture, or components thereof, at the Centre, instead of developing in the direction of a general study of Latin language and culture. In this way, potential overlaps with the similar study programmes at the University of Zagreb will be avoided.

There are two institutions at the University of Zagreb with **study programmes in History**: the Department of History at the FHSS and the Department of History at the Centre. The study programmes of History at the Centre have undergone several changes as part of the process of adjustment, beginning in the academic year 2005/06, to the Bologna system. During this period the study requirements were maximally adapted to students' needs and abilities. Equivalent to the study of history at the FHSS, the study of history at the Centre consists of a 3-year undergraduate and a 2-year graduate study programme. Upon completing the 3-year undergraduate study programme, students receive the academic title *Bachelor of Arts in History*, and upon completing the 2-year graduate study programme they receive the academic title *Master of Arts in History* or *Master of Arts in History Teaching*, depending on whether they took the research- or teaching-oriented programme. Undergraduates of History at the Centre acquire

general knowledge in history and their studies consist of a large number of general courses which are taught chronologically, from prehistory to the present. There are several features of the undergraduate study programme in History at the Centre that makes it different from the corresponding study programme at the FHSS: (1) a greater number of elective courses offered at the Centre; (2) a minimum of 30 ECTS credits which students of History at the Centre (unlike students of History at the FHSS) are required to obtain from the cluster of courses *Theory of History, Historiography, and Methodology*; (3) a different distribution of courses with similar content (e.g., history of the ancient world at the Centre is covered by three distinct courses: *Prehistory and First Civilizations, History and Culture of Ancient Egypt, and History and Culture of the Greek and Roman World*; at the FHSS the similar subject being covered by courses *History of Early Civilizations, Greek and Roman World, and Croatian Historical Area in Prehistory and Classical Antiquity*); (4) different structure of obligatory and elective courses: the obligatory courses at the Centre are organised exclusively as lectures, while the thematically related elective courses are organized as seminars and exercises, providing students with more choices, a higher degree of specialization, and specific skills necessary for historical scholarship; (5) specific content of courses related to regional histories.

The two year graduate study programme in history at the Centre has few common features with the corresponding study programme at the FHSS. The former is divided into two basic sub-programmes: one focused primarily on research, the other on teaching. Both of these sub-programmes enable students to specialize in thematic fields corresponding to their interests. The compulsory part of the study programme consists of the following courses: *Political History, Cultural History, Social History, Economic History and Theory of History*. Along with the thematic approach to history, and in contrast to the chronological approach fostered by the graduate study programme at the FHSS, the graduate study programme in History at the Centre leans heavily on elective courses and specialized research groups. This is due to its principal goal to provide graduate students with methodological tools required by modern historiography and thus enable them to specialize in different research fields. This kind of approach makes it unique and distinct from any other study programme at the national level. For example, a brief look at the basic organizational structure of the graduate study programme in History at the FHSS – being organized in five modules: (1) Ancient History Module, (2) Middle Ages Module, (3) Modern and Contemporary History Module, (4) Teaching Module, and (5) the Joint Study Programme of Teaching History and Geography – shows that there are few similarities to the corresponding study programme at the Centre.

As to the postgraduate study programme in History at the Centre, it is also unique in Croatia. It combines the thematic approach of the graduate study programme with the chronological approach applied at the undergraduate level. Apart from that, the postgraduate study programme in History at the Centre has several other specific features: (1) its students take part in teaching at the lower levels of study, (2) they are required to pay a visit to a foreign university, and (3) over 80% of their programme is dedicated to independent but supervised research. In contrast to such integrated and research oriented postgraduate study programme in History at the Centre, at the FHSS there are three postgraduate study programmes in history: Medieval History, Early Modern History, and Contemporary History. Thus, it is only the former study programme that enables students to obtain a doctorate in the area of Ancient History. Last but not least, the fact that the Centre successfully cooperates with many research institutes in Croatia has many advantages for the study of history, especially at the postgraduate level.

The **study programmes of Psychology** (undergraduate and graduate) are carried out at two institutions of the University of Zagreb: at the Centre and at the FHSS. Considering that psychology is a profession regulated by law, the study of Psychology is to some extent liable to regulations of the European Diploma in Psychology (EDP). This necessitates certain overlaps. However, there are also significant differences between the two study programmes in psychology. As to the undergraduate study programme in Psychology, there are noticeable differences between the Centre and the FHSS. (1) Some 20% of the required courses are completely different, and only 20% of the elective courses in psychology offered at the Centre exist at the FHSS. At the first year of undergraduate study at the Centre, there is a group of elective core courses (TZP) that grant at least 25 ECTS credits. In introducing this group of courses, the Centre has followed both the EDP recommendation about the amount of non-psychological courses at the undergraduate study level in psychology, and the interdisciplinary orientation of the Centre as an institution dedicated to education in the humanities and social sciences. This does not exist at the FHSS. (2) the amount of ECTS credits per course is lower at the Centre (average 4.18) than at the FHSS (average 5.46). This is due to the fact that the undergraduate study programme of Psychology at the Centre contains 6 more obligatory courses than the corresponding study programme at the FHSS. (3) the content taught at the Centre is organised more specifically than at the FHSS, i.e., according to the areas of study. The difference in approach to the content is reflected in the fact that the study programme in Psychology at the Centre is better harmonised with the minimal requirements of the EDP concerning the distribution of ECTS credits across various categories of courses. Differences in the content are increased by the status of similar/identical courses (required/elective), the types of courses (lectures/seminars/exercises), the schedule of courses, and the order in which the courses appear in the course of the study. (Some undergraduate level courses at the Centre appear at the FHSS only at the graduate level.) (4) Over 50% of the required course literature, as well as the additional/recommended readings, are different at the two institutions.

As for the graduate study programme in Psychology, over 35% of the required courses are completely different; of the remaining courses, over 50% partially differ in the content taught, schedule, bibliography, and the way they are presented to the students. Less than 16% of the elective courses in psychology offered at the Centre exist at the FHSS. There is also an important difference in the concept of the programme: elective courses at the Centre are categorised according to the requirements of the EDP: as theoretical courses, methodological courses, or courses related to specific and professional skills; in contrast, the study programme in psychology at the FHSS is not categorised. This difference is reflected in different competences of students completing the respective study programmes. The observed overlap can be reduced even further by: (1) making appropriate changes – mainly at the graduate level – in elective courses: in the number of courses offered and by “re-directing” the elective courses towards border areas of psychology and its associated disciplines; and (2) modulating the undergraduate and graduate study programmes in Psychology through elective courses to the effect of broadening students’ competences.

Similarities and overlaps between the undergraduate **study programmes in Sociology** at the Centre and the FHSS can be identified in the content of several courses and in the required literature. However, there are no significant overlaps in the titles of courses, their scope, structure, and their value of ECTS

credits. Considering the common ground of the study programmes in Sociology offered by the two institutions (the Centre and the FHSS) – their history, theoretical perspectives, authors, and methodological traditions – it is hardly surprising that there are similarities between the contents of certain required courses. *Systematic sociology 1* and *2*, and *Sociological Theories 1* and *2* at the Centre overlap in approximately 60% of the content taught and literature with the corresponding courses at the FHSS: *Classical sociological theories 1* and *2*, *Contemporary Sociological Theories*, and *Theory Construction in Sociology*. However, there is less overlap in scope, structure, teaching methods, or ECTS credits. *Sociology of Croatian Society 1, 2, 3, 4* at the Centre, despite the nominal similarity, has no overlaps with the courses *Croatian society 1* and *2* at the FHSS. Methodological courses *Introduction to research methods 1* and *2*, *Statistics in Social Research*, and *Application of Statistics in Social Research* at the Centre, overlap in about 50% of its contents with the courses *Quantitative Research Methods*, *Qualitative Research Methods*, *Data Processing and Analysis*, *Basics of Sociological Statistics 1*, and *Basics of Sociological Statistics 2* offered at the FHSS, but they differ in scope, structure, teaching methods, and the value in ECTS credits. Elective courses related to special sociologies at the Centre and the FHSS overlap in approximately 50% of their titles, but again overlaps in scope, structure, teaching methods, or value in ECTS credits is less prominent. As to the graduate study programme, there are even fewer overlaps.

Concerning teacher education at the Centre, there are several institutions at the University of Zagreb which offer a similar type of education – e.g., the FHSS, Faculty of Teacher Education, Faculty of Catholic Theology, Faculty of Science, Academy of Arts. Speaking of similarities between the study programmes of these institutions, it should be noted that the Croatian Primary and Secondary School Education Act determines what is to be considered as “pedagogical competence” – which skills a person has to acquire in order to work in an institution of primary or secondary education. These competences concern 4 areas: pedagogy, psychology, didactics, and teaching methods. Taking this into account, it is unavoidable that there are some overlaps between teacher education programmes at different institutions. However, as far the Centre is concerned, there are specific elements of its teacher education programme which make it different from the FHSS, Faculty of Teacher Education, and other institutions offering similar contents: (1) the Centre has unified teacher education for all its study programmes in a single Department; (2) it offers original textbooks and, for the most part, original Power Point presentations for basic courses (*General Pedagogy*, *Didactics*, and *Teaching Methods*); (3) the course *Legal Grounds and Pedagogical Documentation*, which does not exist in any other teacher education curriculum in Croatia, has been included in the compulsory teaching module; (4) there are major differences in the elective courses, more than 20 of them being offered at the Centre, divided into four modules: Pedagogy Module, Psychology Module, Communication Studies Module, and Interdisciplinary Module; (5) there are major differences in the exercise courses, which are divided into Practical and Correlative – a division which does not exist at the other institutions; (6) students at the Centre are required to prepare parts of teaching units and entire teaching units before they are sent to schools where they either assist teachers or autonomously carry out the prepared teaching units.

c) For each of the following types of study; undergraduate, graduate, integrated and postgraduate (separately for postgraduate specialist study programmes) as well as professional study programmes (if any) answer the following:

- *Specify the criteria you take into account when proposing enrolment quotas for undergraduate (or integrated undergraduate/graduate) study programmes, as well as professional study programmes (if any). Assess the suitability of the enrolment quotas with regard to social needs and the number of unemployed, possibility of the higher education institution to provide quality education in groups and the number of capable students motivated for efficient studying in line with the given programme.*

In determining the enrolment quotas two criteria are taken into account: the number of teachers at the Centre and space requirements. Unfortunately, Croatia has only a partially developed system for determining enrolment quotas based on the needs of the society and demands of the labour market. A majority of students who have completed their undergraduate studies at the Centre enrol in graduate study programmes at the same institution. A smaller number of students come from other institutions of the University of Zagreb or from other Croatian universities. A certain number of students change their study programme at the graduate level, which is possible on the condition of passing differential exams. The Croatian labour market offers very few opportunities for persons with a university bachelor degree. This is the main reason why most students continue their studies at the graduate level. The procedure of determining the graduate study enrolment quotas takes this fact into account. It should be noted here that the current undergraduate level studies at the Centre are predominantly oriented toward graduate level studies, so the latter can be seen as a kind of justification for the former. One of the goals of the future reform of the Centre study programmes will be to offer undergraduate studies as self-contained educational units corresponding to labour market demands. As such, they will not necessarily lead to graduate level studies, at least not for all students. For example, a general undergraduate study in the humanities and social sciences, with a parallel three-year study in professional English, could offer better opportunities at the labour market.

The large number of candidates for undergraduate studies at the Centre affect the determination of the enrolment quotas. Undoubtedly, the present situation at the labour market is not promising for a majority of professions produced at the Centre, the most disadvantaged being future teachers of philosophy, sociology and history. However, one should bear in mind that such professions qualify prospective job seekers for accomplishing a wide range of tasks related to very diverse career opportunities (e.g., in science, culture, media, tourism, state administration, non-governmental organizations, publishing, but also in the business sector where efficient problem-solving, critical thinking, quick learning and adapting to new situations, together with cultural knowledge and communication skills, often make up for the objective disadvantages of the mentioned professions). So, educating new experts in these fields seems crucial for creating a competitive labour market, especially in respect to the rapid development of information and communication technologies in the 21st century followed by an equally rapid development of the humanities and the social sciences and their connectedness with other areas of knowledge. In the academic years 2011/12 and 2013/14 the Centre reduced enrolment quotas in some study programmes in order to achieve a better ratio between the number of teachers and the number of students and thus increase the quality of teaching.

- *Analyse the pass rate in the first year of study (undergraduate, integrated and professional) and relate it to the enrolment criteria. Reflect on the types of high schools your candidates are coming from and their average high school grade.*

The average pass rate in the first year of undergraduate study programmes at the Centre, at the level of individual courses, is somewhat lower than 77%, with noticeable differences between the average point grades pertaining to individual courses. Candidates for study programmes offered by the Centre typically come from comprehensive and vocational high schools, with average grades between 3.5 and 5.0. The enrolment is a result of a selection process that takes into account three elements: high school marks, results of the state graduation exam (*matura*), and performance in a test of abstract thinking.

- ***State which methodology was used to set learning outcomes when planning study programmes. Use one study programme as an example of linking obligatory courses and competencies. Use one study programme as an example of linking obligatory courses and competencies.***

As a first step in planning a study programme, a special work group is established at each department with the task of (a) identifying the courses that contribute most significantly to the study programme's being globally recognized as state-of-the-art of the respective discipline; (b) determining the learning outcomes at the level of individual courses, thereby avoiding potential overlaps between the learning outcomes in individual courses and the overlaps between the lists of required and supplementary readings; (c) specifying the learning outcomes at the programme level and the way in which individual courses contribute to these outcomes; (d) comparing the learning outcomes at the programme level with the outcomes of the study programmes of distinguished international universities and correlate them with the learning outcomes of individual courses; (e) making the appropriate adjustments at the micro-level (the level of individual courses) and macro-level (the level of study programmes). In determining and articulating the learning outcomes the relevant manuals and documents were used (Dublin descriptors, Bloom's taxonomy), following the guidelines of the Croatian Qualification Framework (Official Gazette 22 from 2013). One of the most important manuals is *Learning Outcomes – Handbook for University Teachers* (Croatian: *Ishodi učenja – priručnik za sveučilišne nastavnike*) by Sanja Lončar-Vicković and Zlata Dolaček-Alduk (University of Osijek, 2009). All course teachers were involved in the process of determining learning outcomes.

Let us take the study programme of History as an example. The learning outcomes of were determined according to the manuals which define the terms of learning outcomes and competencies according to the Bologna Process Guidelines as well as the guidelines at the national, university, and faculty levels. The methodology applied in this process included: defining the terms of learning outcomes and competencies, understanding the role of learning outcomes in curriculum development and the Bologna Guidelines, analysing the learning outcomes at different levels of study (undergraduate, graduate, postgraduate), articulating learning outcomes at the course level and the study programme level, comparing and discriminating between specific and generic skills, and evaluating study programmes from the aspect of successful application of learning outcomes.

In the study programme of History the knowledge gained through obligatory courses is supplemented by knowledge acquired from a large number of elective courses which allow graduate students of history to acquire all the necessary competences, both specific and generic, which increase the level of their competitiveness at the labour market (see the attached tables).

At the study programme level, the obligatory courses enable the students to: (1) define the historical processes inherent to different historical periods; (2) summarize the basic information from the Croatian

and world history; (3) name persons and institutions that marked the Croatian and world history; (4) compile a list of relevant literature across individual periods; (5) show clearly and concisely the basic course of historical events from the ancient times to the present day, (6) describe historical processes; (7) explain the causal relationship between historical events and historical processes; (8) identify the main problems concerning the interpretation of historical events and process; (9) define historical interpretation; (10) discuss the context of historical events; (11) write essays on a specific historical period; (12) express their opinion about historical events and historical processes; (13) produce independent conclusions about specific events and processes; (14) point out the necessity of interdisciplinary observation of certain historical topics; (15) analyse the process by which conclusions about historical processes and events are drawn; (16) compare historical processes in different periods; (17) distinguish the relevant from the irrelevant in interpretations of historical events and processes; (18) differentiate the specifics of particular historical periods; (19) interpret historical sources; (20) connect various historical processes; (21) assess the value of specific historical interpretations.

The graduate study of history (research- and teaching-oriented) enables students to acquire a number of generic and specific competencies.

As part the acquired GENERIC competencies, graduates in History shall be able to: (1) follow and adequately reproduce written and oral presentations of complex academic and non-academic topics; (2) in written and oral form present complex academic and non-academic topics in a clear and innovative manner; (3) consider and evaluate the validity of diverse theoretical and practical proposals, taking into account specific characteristics of various areas of life and work environments; (4) cooperate successfully with individuals and groups in discussions and provide answers to various theoretical and practical issues; (5) formulate and evaluate arguments for and against opposed positions; (6) coordinate discussions and provide explanatory comments on a number of social, cultural or political issues; (7) critically evaluate diverse descriptive and normative beliefs and attitudes; (8) clearly present diverse information and positions, and critically evaluate the credibility of claims, assumptions and arguments exposed by the media; (9) think in an interdisciplinary manner and take into account diverse scientific methodologies and views on specific issues; (10) resolve conflicts peacefully and rationally by showing respect for opposing sides and their specific points of view; (11) promote and defend crucial ideas and principles on which contemporary democratic societies are based.

As part of the acquired SPECIFIC competencies, graduates in History shall be able to: (1) define and describe the disciplines of contemporary historical scholarship, the history of their development, and their central problems; (2) use terminology typical for historical scholarship; (3) apply methods of explaining and interpreting historical processes; (4) interpret and evaluate various historical points of view, including those held by Croatian historians, in the context of historical scholarship; (5) identify and interpret theoretical suppositions common to various historical disciplines; (6) rationally defend personal historical insights and attitudes; (7) autonomously conduct research in the field of historical scholarship and write papers in a clear and organised manner; (8) integrate different conceptual models typical for various historical disciplines into a single capacity of historical thinking; (9) identify and interpret the interdisciplinary nature of historical scholarship by linking its specific elements with the corresponding elements of other disciplines, both of the humanities and the social sciences; (10) pinpoint the aspects of contemporary historical scholarship that are also present in other disciplines of the humanities, social and natural sciences; (11) encourage further development of historical scholarship as

a profession based on the principles of scientific rationality, international recognisability, excellence, and integrity.

As part of their SPECIFIC competencies, the students of the teaching-oriented graduate study programme of History shall be able to independently transfer knowledge related to history in a didactical and methodical manner appropriate to primary and secondary school levels.

- *Specify most important goals you used to set learning outcomes. Assess to what extent have the goals you had in mind when creating new study programmes (undergraduate, integrated undergraduate/graduate, and professional, if any) been achieved.*

The Centre periodically harmonizes the learning outcomes of its study programmes with all relevant guidelines, especially the recommendations of the Agency for Science and Higher Education and of the Office for Quality Management of the University of Zagreb, which periodically organizes workshops on the subject. The most important objective in determining learning outcomes at all study levels was to provide students with exit competences comparable to the exit competences of students who completed the same or related studies not only in Croatia, but also at distinguished international universities, and thus increase students' competitiveness in the Croatian and European labour market. An equally important goal was to stimulate students' horizontal mobility (their participation in similar study programmes abroad as part of Erasmus or similar exchange programmes) and to encourage them to continue their studies, at graduate or postgraduate level, at some foreign university. By designing and initiating the undergraduate, graduate, and postgraduate study programmes and by applying Bologna principles and methodologies to the development of new programmes and courses, the above mentioned objectives have been achieved to a great degree. For example, by designing courses as semestral, and by introducing periodic evaluations of learning outcomes through tests and preliminary exams, it has become significantly easier for students to complete a relatively large number of courses per year, as it has become easier for teachers to track student performance. Likewise, by attributing specific learning outcomes to each course it has become easier to coordinate annual lesson plans, evaluate elective course proposals, and avoid overlaps in study matter and literature across different courses. It has also become easier and faster to match the Centre's study programmes to those of other institutions, both in Croatia and abroad.

- *Describe methods and comment procedures for adjustments of allocated ECTS credits with realistic assessment of student workload.*

The courses of the study programmes are assigned credit points based on the evaluation of the student workload according to the formula: 1 ECTS credit = 30 hours. Measures were taken at each department to simplify the procedure of determining the number of ECTS credits according to student workload. The Department of Philosophy, for instance, classified each course into one of three groups with a corresponding amount of credits. The obligatory introductory courses at the undergraduate level thus have a minimal workload of 2 or 3 ECTS credits, the obligatory courses devoted to the basic philosophical disciplines have the highest workload of 7 ECTS credits, while the obligatory and elective courses in the third year have a medium workload level of 4 or 5 ECTS credits. At the graduate level, all obligatory lectures are assigned 5 ECTS credits, while all obligatory seminars and elective courses

have 4 ECTS credits. All elective courses in foreign languages are generally assigned 5 ECTS credits. This methodology of ECTS credit assignment – ranking of courses into three credit groups and taking care that the courses in the same credit group be assigned the same workload according to their respective duration, scope and literature has proven useful. Judged by students' opinions expressed in quality assurance surveys, the distribution of ECTS credits across courses is realistic. Therefore, there seems to be no urgent need to revise the ECTS credit value for most of the courses.

In determining student workload the following documents were taken into account: *Regulations on Undergraduate and Graduate Studies* of the University of Zagreb (2008), *Regulations on Studying at the University of Zagreb*, and *Croatian Qualifications Framework*. In the process of ECTS credits assignment at the Department of History, which is here cited as an example, a student workload scheme was developed according to the following criteria: (1) lecture attendance: 1 hour of listening and taking notes (max. 5 standard pages of text) = a total of 1 hour; (2) participation in work groups: 1 hour of listening and taking notes + 2 additional hours of preparation = a total of 3 hours; (3) writing a (seminar) paper: one standard page (1800 characters) = 4 hours of work (2.5 hours of research + 1.5 hours of writing per standard page); (4) reading assignment: 1 hour per 10 pages of difficult text, 1 hour per 15 pages of simpler text; (5) learning from course literature: 1 hour per 6.25 pages of difficult text, or 1 hour per 7.8 pages of simpler text; (6) study excursion (1 day = 10 hours). Expressed as ECTS credits (1 ECTS credit = 29-30 hours of workload), the following workloads are worth 1 ECTS credit each: (1) 29 hours of lecture attendance (max. 140 standard pages of text); (2) 10 hours of listening and taking notes, and additional 19 hours of preparation; (3) writing papers of 7 standard pages of length (1800 characters); (4) reading 290 pages of difficult text or 435 pages of simpler text; (5) learning 185 pages of difficult text or 230 pages of simpler text; and (6) three-day study trip or other activity (depending on the study programme requirements).

Students' opinion concerning the appropriateness of their workload in individual courses is voiced by the student representative in the department council, as well as through evaluation surveys at the end of semesters. Depending on the feedback, and in cooperation with course teachers, respective adjustments are made in course descriptions. Should these also require changes in respective syllabi (e.g., change of course type), such adjustments must be confirmed by the Scientific-educational Council.

- *Assess competences of experts who graduate from your higher education institution with a similar study programme at prominent HEIs in Europe and the world and state to what extent your programmes follow recommendations of European or international professional organisations.*

In developing the study programme of Philosophy, similar study programmes from several European and American universities were used as models. The two most important such programmes were the study programme of philosophy at New York University (USA) and the corresponding study programme at Oxford University (UK). The most important similarities between these two study programmes and the study programme in philosophy at the Centre can be recognized in the following characteristics: (1) the specific system of categorizing and designing elective courses; (2) emphasis on relatedness of philosophical problems and arguments to various scientific fields and disciplines; (3) insistence on thematic rather than historic approach to the subject of study. So, to a certain degree, the exit competences of graduates of philosophy from the Centre are comparable to the competences of graduates of philosophy from the two mentioned universities. Philosophy being a very broad and diversified field of study, there are no strict standards and no unique guidelines by professional associations as to how study programmes in the field as a whole should be designed. However, in the case of particular courses and groups of courses offered by study programmes in Philosophy at the Centre – e.g., *Logic 1 and 2*, *Plato and Aristotle*, *Philosophy of Science 1*, *Philosophy of Language* – guidelines and standards of distinguished international associations could be applied – e.g., Philosophy, British Society for the History of Philosophy, European Society for Analytic Philosophy, Philosophy of Science Association, and European Philosophy of Science Association. It should be added that all these associations, as many others too, insist on strict compliance with the regulations pertaining to academic integrity. Therefore, in carrying out study programmes in Philosophy at the Centre, a special attention is given to these regulations.

An important guideline in designing the study programmes in Communication Studies, at both undergraduate and graduate levels, was the idea that the exit competences of students should be comparable to the exit competences of students of similar study programmes throughout Europe (Germany, Austria, Switzerland, France, Italy, Russia, etc.). This idea is in line both with the Bologna process and the recommendations of relevant international professional associations (ECRE, IACMR, ICA and UNESCO).

The study programmes in Croatology are interdisciplinary programmes devoted to various aspects of Croatian cultural and national identity. As such, they exist solely at the Centre and for that reason can be compared to few other study programmes. One of the first study programmes of this kind was the interdisciplinary Jewish Studies carried out at several universities in several countries. It should be stressed that the study programme of Croatology was originally designed as the central educational core around which the concept of the Centre was to be developed.

In designing the study programme of Latin Language and Croatian Latinity, the authors looked for universities with distinguished programmes in Latin language (e.g., the University of Heidelberg, the University of Leipzig, University of Coimbra). As to the Croatian Latinity component, the study programmes offering comprehensive courses in neo-Latinist texts were also considered (e.g., KU in Leuven, University of Münster). Apart from that, recommendations of EuroClassica, the European umbrella association for classical languages and cultures, were also considered. In particular, the European Curriculum for Classical Languages, issued by this association, was consulted in designing course syllabi.

The study programmes in History at the Centre can be compared to similar programmes carried out at European and American universities. Among these, two deserve to be mentioned: the study

programme in History at the University of Amsterdam and the corresponding study programme at the University of Leiden (both in the Netherlands). A comparison between these two and the study programme in History at the Centre reveals that history students at all three institutions achieve similar competences which make them competitive in labour market. The study programmes of History at the Centre, at all three study levels, complies with guidelines of most important European professional associations.

The competences of students who complete their studies at the Department of Psychology of the Centre are comparable with those from similar European institutions. The study programmes at this department comply with the most relevant requirements and principles of the European framework for Education of Psychologists (EuroPsy) and with the standards for education of psychologists prescribed by the European Diploma in Psychology (EDP). Therefore, in regard to professional expertise and competences, all students may be assured that their earned diplomas will be fully recognized in the European Union.

The study programmes of Sociology were modelled according to similar study programmes offered by several European and American universities, e.g., the study programmes in Sociology at the University of Chicago and the corresponding study programme at Johns Hopkins University. The competences of students who complete their studies in Sociology at the Centre are therefore comparable with the competences of sociology students completing their studies at the aforementioned universities. Besides, the recommendations of relevant international professional associations, such as the International Sociological Association (ISA), were used in designing the two study programmes in Sociology, undergraduate and graduate, at the Centre. The similarities between the study programmes in Sociology at the Centre and the corresponding study programmes at the two mentioned universities is visible in the way how required courses are categorized and organized, as well as in the relations established between sociology and other disciplines. The fact that study programmes in Sociology at the Centre is comparable with the majority of corresponding study programmes at European universities, facilitates teacher and student exchange.

The competences of teachers who acquire their teacher education at the Centre are comparable with those from similar teacher education programmes in the world, such as the ones carried out at universities of Zurich, Vienna, Graz. Besides, they are comparable with the distinguished teacher education programmes in our country (e.g., at the University of Rijeka). Teacher education at the Centre is designed in accordance with the recommendations of professional associations of teachers, such as DLV (Germany), LCH (Switzerland) or CLV (Austria).

- *Describe your procedure of monitoring and improvement of study programmes, and their adaptation to new research. Specify any changes you made to the accredited Bologna study programmes, together with the decision-making process and the purpose of those changes.*

STUDY PROGRAMS IN PHILOSOPHY. The study programmes are monitored and improved through mutual consultations and exchange of views and experiences during teacher meetings and through talks with students. Students' criticisms and suggestions expressed in quality insurance questionnaires are also taken into consideration. The study programmes offer education in the field of philosophy that is structured according to standard philosophical disciplines and therefore compatible with higher education in philosophy offered by best universities around the world. When introducing innovations

into required courses teachers typically follow latest research results in their subject areas and, taking into account the respective study level at which they teach, they implement new contents in class. Innovative philosophical fields, especially the interdisciplinary ones in which philosophy is related to various fields of sciences and social sciences, are typically introduced through elective courses. These changes have the purpose of familiarizing the students with the latest philosophical insights and with the world trends in the respective subject areas. The decisions concerning modifications of present courses and introduction of new ones undergo the prescribed formal procedure for proposals and their adoption (teachers propose changes or new courses to the Department Council, which in turn forwards them as parts of annual curricula to the Scientific-educational Council of the Centre). Compared to the study programmes originally adopted in the period of adaptation to the Bologna process (2005), most of the changes have been smaller in scope (e.g., adjusting the credits with student workloads, changing the semester in which a course is conducted, adding new texts to the required or supplemental readings, minor changes in course titles, etc.). A more sizeable change was implemented in the academic year 2012/13 when the course *Kant* was introduced as a required course in the third year of undergraduate study. In the same academic year the elective course *History of Croatian Philosophy* has been transferred from graduate to undergraduate study programme for the purpose of adjusting the study programme in Philosophy with that of Croatology in which the same course has been taught. In order to inform students about the latest research in philosophy, a selection of elective courses is regularly appended by one or two new courses dealing with the most actual issues of philosophy of science, epistemology, philosophy of mind, ethics, etc.

STUDY PROGRAMS IN COMMUNICATION STUDIES. Since their introduction, the delivery of both study programmes in Communications Studies has been monitored and both students' and teachers' opinions and criticisms have been taken into account by introducing required changes. The initial modifications, introduced in accordance with regulations which were then in force, have been eventually adopted by the Senate of the University of Zagreb. After the regulations changed, minor modifications have been introduced in the following years. Changes to the study programme are mostly initiated in order to keep the students informed about actual trends in the world of media and the public relations sector together with the political and ethical consequences of these developments. For the most part, the changes affect the elective courses – the offer of these courses is constantly updated in the sense that courses which fail to attract enough students two years in a row are replaced by new ones. The latest changes, adopted before the start of the academic year 2013/2014 were conditioned primarily by new regulations requiring that most of the classes be performed by full-time employees.

STUDY PROGRAMME IN CROATOLOGY. The study programme in Croatology, dating back from 2005, has undergone minor changes in several of its syllabi. The changes mostly affect elective courses expanding their offer in accordance with the needs of the study programme and the research interests of the instructors. The required courses have been changed to a lesser extent. The study programme has been enriched with several required courses, e.g., the graduate level courses *Word Formation in Croatian Language* or *Croatian Writers with European References*. Taking into account the overall required workload expressed in ECTS credits, the cluster of courses entitled "Elective courses I" was introduced to supplement the required courses and thus increase the quality of the study programme.

Elective courses in their narrow sense are defined as “Elective courses II”. At the course level, changes are typically introduced with the intention of updating course literature, enable better monitoring of learning outcomes, expanding course contents etc. In general, all changes to the study programme have been introduced to improve the quality of study.

STUDY PROGRAMMES IN LATIN LANGUAGE AND CROATIAN LATINITY. Becoming aware over the years that only a small number of students opt for the study programme in Latin in combination with the study programme in Philosophy at the FPSJ (the original study programme was made with this combination in mind) and that most students enrol in the Latin study programme in combination with other study programmes offered by the Centre, the curriculum has been gradually adjusted to these new combinations so that study programmes better complement one another. The modifications were introduced with the intention of improving the original programme. For this purpose, some overly extensive courses were divided into smaller units – a change that proved useful in terms of student achievements.

STUDY PROGRAMMES OF HISTORY. The undergraduate study programme of History, in line with the Bologna reform, has been launched in the academic year 2005/06. It was found that the student pass rates in the basic courses *Ancient History* and *Ancient History in Croatia* – both in the first year of undergraduate study – were low. These courses covered a vast chronological span from human origins to the late Roman period and the period of great migrations. For this reason, members of the Department decided to split these courses into three new ones (*Prehistory and First Civilizations*, *History and Culture of Ancient Egypt* and *History and Culture of the Greek and Roman World*) with the same total workload of 10 ECTS credits. This change took place in the academic year 2012/13. By the end of that academic year the student pass rate for these courses increased from 20-25% to 75-85% in the first year of study (depending on the course). In addition to these relatively significant changes, the study programmes underwent some minor changes at the initiative of course teachers, including several new elective courses. Some of these new courses were held in English and thus open to foreign students (from South Korea, Latvia, Poland, Hungary, etc.).

STUDY PROGRAMME OF PSYCHOLOGY In order to increase the competitiveness of psychology graduates, regular monitoring and improving of study programmes (undergraduate and graduate) has been introduced. The changes have mostly affected the structure of elective courses. The main purpose of introduced changes was: (1) adapting to new trends in employment policy; (2) informing student about current insights in relevant fields of psychology; (3) reducing the unnecessary overlaps in the content of akin courses and adjusting the conditions for successful teaching of individual courses; (4) compliance with the quality standards in higher education in accordance with the Bologna concept. Due to the specific focus of the study programme on applied psychology and the corresponding involvement of a considerable number of teachers from clinical, educational and governmental institutions and from successful companies – all being members of the Croatian Chamber of Psychology and the Croatian Psychological Association – several elective courses have been introduced over the last eight-years (mostly at the graduate study level) with the aim of matching the exit competences of graduates to labour market demands. For the same reason existing courses at both study levels have been enriched by new

relevant topics – from mainly applied psychology – and already existing topics have been newly elaborated. On the other hand, in a majority of courses (especially in those where teacher changed) the content and literature have been updated in line with recent research from the associated fields of psychology. Furthermore, after first 3-4 years of execution of the programme, several problems were noticed and addressed (primarily at the initiative of student representatives) – e.g., repetition of same content across different courses and the order of appearance of courses in the programme. Finally, the programme underwent changes at the implementation level (forms of instruction within individual courses have been redistributed, assessments of acquired knowledge and skills have become more frequent, e-learning has been introduced, foreign language classes have been made available, individual courses have been more aptly elaborated in course descriptions) in line with the fundamental principles of the Bologna concept and the quality standards in higher education. In order to monitor and improve the study programmes, in 2011 an internal quality analysis of these programmes has been carried out (a special document was adopted by the Council of the Department of Psychology at the Centre and presented to the Scientific-educational Council of the Centre, the Rector of the University of Zagreb and the presidents of the umbrella professional psychological associations), appended by a survey of a representative sample of psychologists who have completed their study at the Centre. As a consequence, the following changes took place: change of course teacher or teaching associate, change of semester in which a course is held, updates in course literature, redistribution of forms of teaching within a course, changes in student obligations and evaluation of learning outcomes, improvements in defining learning outcomes both at the course level and the programme level, improvement of teaching methods, adjustments in course contents in line with recent discoveries and insights, redistributing ECTS credits within a course. Some minor changes and adjustments also took place (e.g., change of course status from required to elective or vice versa, change of ECTS credits, introduction of new courses, etc.), all in accordance with the regulations.

STUDY PROGRAMME OF SOCIOLOGY. The study programme of Sociology was launched in 2005 and has been undergone changes to a lesser extent. At the proposal of the Department of Sociology these changes were adopted by the Scientific-educational Council of the Centre. The changes concern mostly the elective courses, the selection of which has been expanded in accordance with the needs of the study programme. At the course level, the implemented changes concerned the introduction of new relevant literature, more adequate monitoring of learning outcomes and the continuous assessments of knowledge, expanding course content, etc.

TEACHER EDUCATION The teacher education curriculum at the Centre has been radically altered after the enactment of the new Act on Education in Primary and Secondary Schools. The old concept of teacher education covered barely 4% of the curriculum, while the new one has been increased by 5 times and now amounts to 20% of the curriculum for those students who opt for teaching professions. Correspondingly, the theoretical knowledge related to prescribed and complementary areas of study has been expanded. Most importantly, the number of hours invested in practical exercises was increased, implying more time for teaching practice and for individual and group preparations for this practice. The changes to the programme were mainly determined by teachers complaints about the lack of specific theoretical knowledge and practical skills in the field of educational sciences. The introduction of the

Bologna process and the enactment of new regulations concerning primary and secondary education induced major conceptual changes in teacher education at the Centre and Croatia in general.

- *For professional and specialist graduate professional study programmes: explain their justifiability/reason for carrying them out at your HE institution.*

the Centre does not offer any professional or specialist studies, but accreditation of a specialist study of teacher education is underway (see section i) below)

d) Specify methods of checking class attendance and your opinion about them.

Monitoring attendance of lectures, seminars and exercises is defined by *Regulations on the Undergraduate and Graduate Study Programmes at the Centre of the University of Zagreb* (Article 52). The criteria by which the teacher determines the regularity of class attendance are public and listed both in the course syllabi and the study programme. The attendance of lectures, seminars and exercises is typically recorded and controlled through an attendance lists which the students are required to sign at the beginning of each class.

e) Describe and assess teaching methods, implementation of practical work (internship) and field classes. Particularly, reflect on problems and possible improvements.

The teaching process at the Centre uses classical and modern teaching aids supported by information technology. Likewise, a variety of individual and group methods are used in the teaching process, such as lectures and seminars, presentations and simulations, case studies, critical analyses, reviews, essays, individual projects and research assignments, minute papers, preliminary exams, repetitions, practicing skills, team work, independently finding and analysing information from different sources, etc. Students are encouraged to participate in all study activities so the classes are oriented towards conversation and interaction. Occasionally, guest lectures are organized, e.g., in applied psychology classes. Too many students in some elective courses, and too few in others may present a problem. Departments are encouraged to adjust elective courses proposals to student interests and needs. If the workload of teachers weighted by the number of students is considered, it becomes clear that the number of students per teacher holding a scientific-educational title is smaller for some teachers than for others. Such differences mostly result from inadequate planning in the preceding years and should be evened out wherever possible. As the first step in this direction some departments have changed the course teachers in accordance with their human resources potentials.

Field education is conducted in historical, archaeological and other relevant locations both in Croatia and abroad. This kind of activities complement theoretical education. For instance, each generation of students enrolled in the study programme of Latin have an opportunity to visit Rome in the organization of the Centre and with expert guidance.

Although the basic level of e-learning has been provided for all courses, this segment of education can be improved through increased training of teachers. Most teachers at the Centre apply classical forms of teaching usually supported by IT applications (PowerPoint presentations, simulations, demonstrations, audio-video records, computer animation, etc.). Teachers communicate with students

by various means – from classical consultations and e-mail to various forms of e-learning (e.g., <http://www.academia.edu>).

The teaching methods are typically adapted to the form of teaching and the number of students. Theoretical classes take the form of lectures, often for larger groups of students, combining classical (*ex cathedra*) and modern forms of teaching (power-point presentations, internet, electronic media, etc). Students are often encouraged to actively participate in class – by asking questions, participating in quizzes, questionnaires, etc. Seminars are taught in smaller groups where students are required to prepare and present seminar papers individually or in groups. The purpose of seminars is to teach students how to access and use course literature, encourage critical thinking through discussions and debates, engage them in problem analysis and case studies. Exercises are performed in smallest possible groups which are suitable for utilizing theoretical knowledge acquired at lectures and seminars. The purpose of this form of education is developing skills through specific assignments and problem solving tutorials. In all the teaching methods the interdisciplinary approach is applied.

f) Describe and assess quality of teaching in workplaces outside your institution (workshops, farms, internship and other). Explain the system of monitoring internship attendance. Particularly, reflect on problems and possible improvements.

The students of education-oriented study programmes at the Centre have an obligation to take part in teaching practice as part of the course *Correlation Exercises in the Subject Oriented Methodology of Teaching*. Teaching practice is carried out in primary and secondary schools (comprehensive and vocational) under the guidance of selected supervisors (school teachers). Students are obliged to attend at least two classes held by their supervisor, to hold a sample class, three trial classes, and a final class evaluated by the supervisor in collaboration with a teacher from the Centre. The dates and titles of lessons held by student-teacher as part of his/her teaching practice, the final assessment with a comprehensive opinion of the supervisor are written in a standard form which is then sent to the Centre. The supervisor has an obligation to assist the student in preparing for the school class (formulating objectives and outcomes of teaching and learning, selecting teaching methods, forms, tools and aids), help him/her with writing the lesson plan, and to instruct the student in keeping the class record book. One of the problems arising in the process of student teaching practice is the tight schedule of supervisors (school teachers) who often do not have time to thoroughly prepare students for a classroom environment in which they need to hold their classes. Likewise, supervisors hardly find time for detailed analyses of classes held by students. Another issue is the small number of attended and held classes as part of teaching practice. Solution for this problem cannot easily be found because the supervisors are reluctant to dedicate five class hours per student from the total annual number of class hours available to them, which is usually around 70. Still another issue is that the teachers from the Centre who teach the course *Exercises in the subject oriented methodology of teaching* have to find supervisors by themselves and ask school principals to admit students from the Centre to teaching practice (the provision of the *Act on Education in Primary and Secondary Schools*, according to which schools can receive the status of a “practice school”, i.e. school in which students are admitted to practice their teaching skills, has not yet been regulated). If a school were to acquire the status of a practice school, which would according to the said *Act* require special working conditions and criteria of its financing,

this would certainly facilitate finding supervisor for the university constituents which conduct teacher education, and make it less difficult for the supervisors to prepare students for their prospective educational careers.

Students of Communication Studies occasionally encounter difficulties in the practical part of their education due to the small number of media and agencies where students can acquire the necessary working experience. The Centre tries to solve this problem by making legal arrangements with a variety of relevant institutions (which is a permanent on-going effort). In addition, by applying for university developmental projects, the Department has tried to establish a radio and television practicum at the Borongaj campus.

Students of Psychology at the Centre also attend lectures at other locations, as part of their elective courses, e.g. at the Faculty of Medicine or at the Institute for Brain Research.

g) Assess availability and quality of the content of your study programmes which is offered online.

The availability and quality of the study programme content offered online is optimal and consistent with the needs of students and teachers of most study programmes. Each department has made available on its web pages (being part of the Centre website), in Croatian and English (partly or fully) the following contents: (a) comprehensive descriptions of department's study programmes; (b) annual syllabi; (c) descriptions of courses held in the current academic year; (d) CVs of all teachers (full-time and part-time) with e-mail addresses and consultation hours; (e) links to more extensive biographies and bibliographies of teachers; (g) links to comprehensive teaching materials (lecture notes, collections of texts), if any are available; (h) relevant regulations and other the Centre documents, documents of other institutions (e.g. professional and student associations) and regulations concerning ethics in science, teaching and academic integrity; (i) news, trivia and links to external content related to study programmes. The websites of individual departments are maintained by an administrator who regularly, using the Word Press platform, updates their contents. In addition to their availability on websites of individual departments, annual syllabi with course descriptions are also available separately at the main the Centre website or through *Studomat* kiosks (for students). Through the Teacher Portal all teachers are able to independently update information regarding their courses or exams.

h) Comment on the overall study programmes at your institution and specify any plans and proposals for their change in the near future, together with reasons for it.

The Centre has a special incentive for: (a) distinguishing its research and teaching profile, in the sense of being both complementary and competitive in relation to similar courses offered elsewhere at the University of Zagreb; (b) stimulating excellence in research in the fields of the humanities and social sciences to which the Centre's study programmes belong; (c) establishing interdisciplinary connections within its own study programmes, primarily those which are relevant for the study and promotion of Croatian culture; (d) fostering academic integrity and responsible conduct of research.

The important innovation currently discussed by the governing bodies of the Centre is the introduction of double major graduate study programmes (except for Psychology). The key reason for this is to increase the attractiveness of studying at the Centre in comparison with similar – typically

double major – studies at the University of Zagreb and elsewhere, but also in its immediate surroundings. Another reason for introducing these changes is to enable students of undergraduate study programmes at the Centre (which are almost all double major studies) to continue studying their selected majors, acquire both titles after graduation, and achieve greater competitiveness in the labour market.

i) Specify lifelong learning programmes carried out at your institution, enter the number of programmes with and without ECTS credits and their duration in the table.

The Centre, as the youngest constituent of the University of Zagreb, until now has not been sufficiently staffed to prepare, organize and carry out additional programmes. However, after recent improvements, a study programme in teacher education has been designed and is currently undergoing evaluation and approval. The need for teacher education is increasingly expressed by those who have already completed graduate studies in research-orientated study programmes (i.e. those lacking teacher education component). The same need is shared by junior researchers holding assistant positions, as well as many teachers who are engaged in university studies without adequate teaching qualifications or with insufficient training. This program aims to accommodate all these categories of professionals and their needs. The programme itself addresses the crucial need of all schools as well as other educational institutions in which teachers and external associates are required to possess teaching competences in accordance with the latest Croatian legislation. The knowledge and skills acquired through this programme will also be useful to publishing houses issuing textbooks and handbooks, didactic and teaching aids, as well as to those who work in newspapers and electronic media involved in educational programmes. In addition, the programme may prove useful to those teachers who might like to refresh their knowledge and/or acquire additional knowledge in the field of pedagogy, didactics and teaching methods (in terms of lifelong learning) as well as to lecturers, associates and professors working in public or private educational institutions.

j) Explain the system for recognition of prior learning (informal and non-formal education). Explain the system for academic recognition of foreign higher education qualifications.

The competences acquired in extra-curricular activities are acknowledged by recording them in the diploma supplement.

Pursuant to the *Act on Amendments to the Act on Recognition of Foreign Educational Qualifications* (2006), the recognition of foreign higher education qualifications and the recognition of periods of study spent at a foreign higher education institution for the purpose of continuing education in the Republic of Croatia is carried out by the higher education institution in the Republic of Croatia at which a person wishes to pursue further higher education. This also includes the Centre. The request for recognition of the foreign higher education qualifications and the period of study spent at a foreign higher education institution for the purpose of continuing education at the constituents of the University of Zagreb is based on individual's application supported by valid documentation. The ensuing procedure establishes the extent to which the learning outcomes are covered by the programme and by required

courses. As the result of the procedure student is issued a decision about the recognition of his/her academic achievements.

k) Specify and describe formal mechanisms for approval, review and monitoring of your programmes and qualifications.

The study programmes of the Centre undergo periodic initial and qualitative evaluation carried out by the University of Zagreb, in accordance with the *Regulations on The Procedure of Evaluation of the University Undergraduate, Graduate, Integrated Undergraduate and Graduate, and Professional Study Programmes at the University of Zagreb*, which regulate the procedure of evaluation of study programmes and the conditions that the constituents of the University of Zagreb must meet for organizing and carrying out of their study programmes, and in accordance with other regulations adopted by the Ministry of Science, Education and Sports and the Agency for Science and Higher Education. All study programmes of the Centre pass through regular stages of approval, such that the Scientific-educational Council appoints a commission which submits a programme proposal. The Scientific-educational Council may then approve, require amendments, or reject the programme. If the programme is approved, a request for its approval is forwarded to the University, which then initiates the adoption process.

l) If your institution can self-accredit own study programmes, explain the procedure and criteria applied.

The Centre cannot self-accredit its own study programmes.

m) Specify to what extent you are satisfied with the current situation and propose possible improvements.

DEPARTMENT OF PHILOSOPHY. The teaching process at the study programmes at all levels is satisfactory to a high degree. The following improvements would be possible and desirable: (1) Introducing a double major study of Philosophy at the graduate level in combination with other graduate programmes of the Centre, and, if possible, in combination with studies from other constituents of the University of Zagreb. This would allow a greater number of high-quality students to continue their studies of philosophy at the graduate level in combination with their second major from the undergraduate level (on enrolment to graduate studies the students would no longer have to give up one of their majors, and this would also, due to the acquisition of the second qualification, improve their employability and competitiveness in the labour market). (2) Establishing additional interdisciplinary relations between the study programme in philosophy with other study programmes offered at the Centre and other institutions of the University of Zagreb. This particularly applies to study programmes in other disciplines. (With this in mind, the corresponding agreement with the Department of Biology of the

Faculty of Science, University of Zagreb, is in the process of being signed and similar agreements are being considered with other departments of the same faculty.) (3) Intensifying the dissemination of information about the study of philosophy of the Centre among high-school graduates who – potential candidates for admission to the study programme in Philosophy. This goal will be achieved by creating special information packages about the study and disseminating them in high schools. In addition, the Department of Philosophy will organize professional colloquia and counselling for high-school teachers of philosophy and logic together with their students. (4) Motivating students to avail themselves more of the opportunities to visit foreign departments of philosophy based on the agreements on mobility and exchange (e.g. Erasmus+), which the Department of Philosophy regularly establishes and renews with a number of distinguished European universities.

DEPARTMENT FOR COMMUNICATION STUDIES. A major problem for the Department of Communication studies is a lack of qualified personnel. Although many former students of the Department of Communication Studies have achieved successful careers in the media or public relations, there are few experts who hold scientific-educational titles in this field. In recent years the Department was able to make up for this deficiency by employing a vast number of external associates as course teachers. Thanks to their engagement, together with the engagement of its full-time employees, the Department was able to maintain a high level of teaching and gain recognition from colleagues from similar departments, both in Croatia and abroad. Another problem is the lack of equipment for practical education, especially in journalism. The external associates, media and public relations agencies who accept communication studies students as trainees have greatly contributed to successful practical education at the Department. Despite the mentioned problems, the quality of Department's study programmes has gained international recognition. One of the indicators of this recognition is the fact that each year new partners from abroad express their readiness to establish Erasmus agreements with the Department. Notwithstanding the need to recruit new teachers, the Department is aware of its obligation to continuously adjust its study programmes to keep in touch with the rapid development of new media.

DEPARTMENT OF CROATOLOGY. The Department is generally satisfied with the existing condition because the interdisciplinary study of Croatology functions well and produces expected results, both at the undergraduate and graduate study levels. A serious problem for graduates pursuing master degrees in Croatology are outdated *Regulations on Qualifications and Pedagogical-Psychological Education of Teachers* (OG 37/96, 56/01), which prevent Department's graduate to work as teachers in primary schools, while other regulations make it possible for them to work in high-schools. Our former students have expressed numerous complaints in this regard, the outdated regulations putting them in difficult and absurd situations. On the one hand, they are allowed to embark on internships in primary schools, but cannot take vocational examination afterwards. Although the Centre has repeatedly warned the University and the Ministry of Science, Education and Sports about this situation, nothing has been done to change it. On the contrary, new *Regulations on the Conditions for Election of Lectors for Croatian Language and Literature at Foreign Universities* (OG 2/2010) have been adopted, which prevents graduate croatologists to apply for these positions. It should be emphasized that professional competences and learning outcomes acquired by croatologists graduating from the Centre meet all the

requirements of the Croatian language curriculum in primary and secondary schools. In fact, these curricula present Croatian language and literature in a broader historical and cultural context.

DEPARTMENT OF CROATIAN LATINITY The factors that hinder better development of the study programme include insufficient public affirmation of Croatian Latinity as an area of study, low number of courses in a foreign language and overburdened teachers. By acting to additionally promote the study, undertaking joint lobbying efforts with other faculties on the Borongaj campus, increasing the selection of courses in foreign languages and hiring additional teachers, these problems could be eliminated or minimised. Some of the students show great progress and achieve excellent results in their studies, which gives us great satisfaction. We wish to particularly emphasize that our students are engaged in extracurricular activities and some very successfully participate in academic conferences and workshops. Since the first generation of students will be graduating in 2014, we cannot yet tell what their success in the labour market might be.

DEPARTMENT OF HISTORY The Department of History of the Centre is satisfied with the results achieved by the students in their research, as evidenced by the fact that our former students now work in almost all higher education institutions of the Republic of Croatia, museums, archives and institutes. However, the Department is not satisfied with our lack of recognition, particularly in terms of international cooperation and insufficiently utilized opportunities for mobility of students and teachers (Basileus, Tempus, Erasmus, etc.). Hence, improvements in this respect will be in the Department's focus. The Department has been affected by the current economic situation in the country that prevents us from recruiting new assistants or junior research assistants and from filling the necessary working positions which would facilitate further development. In the future, the Department has to increase the number of research projects led by its employees.

DEPARTMENT OF PSYCHOLOGY The Department is not satisfied with the limitations to external collaboration and engagement of prominent practitioners in the teaching, which hinders one of the main objectives of this study and orientation towards applied psychology. The Department is pleased with the recruitment of new teachers which began in 2011/12 and is still on-going. There is also find satisfaction with the interest of candidates for the study of Psychology, which remains consistently very high. The Department sees possibilities for improvement precisely in the aforementioned popularity of contemporary psychology among the young and the need to use psychological knowledge in many areas of human activity, which underlays the social need to see the study of psychology further developed and modernised. The modernization of the study programmes, undergraduate and graduate, is carried out by changing the selection of elective courses, as well as through introducing minor changes to individual courses, especially by updating the content, literature and teaching methods. There is also room for improvement of the graduate study programme in strengthening interdisciplinary collaboration, in particular toward programme modularity in collaboration with other constituents of the University of Zagreb, such as the School of Medicine, and toward specific areas, such as cognitive neuroscience, for which there is a need at the labour market, as well as interest among students.

DEPARTMENT OF SOCIOLOGY The basic limiting factor of the study of Sociology since its establishment until today has been regarding staff. There is a visible lack of professional staff at the labour market and distribution of obligations of the employees of the University and of research institutes is unequal. The Department of Sociology lacks staff so it could provide better scientific-research and educational process. It is therefore necessary to open positions in order to solve this problem. This refers primarily to the lack of teachers in courses dedicated to methodology and statistics. To a lesser extent it relates to theoretical and special sociologies. The current comparative advantages in comparison to all other studies of sociology at Croatian universities refer to the systematic and planned increase of knowledge from the areas of current theoretical developments. Furthermore, the particular nature of elective courses should be noted, 50% of which are not offered by any other institution of higher education in Croatia. It should be especially emphasized that, along with regular classes, the students may attend various professional seminars that serve to further raise and widen their professional competences (e.g., training for work in the civil sector).

DEPARTMENT OF TEACHER EDUCATION The new concept of teacher education has greatly improved teacher education and eliminated many sources of discontent that plagued the previous concept and the practice that followed from it. The mentality of some mentors persists as a problem, since they acquired their teaching skills according to the old concept and their training mainly through their own effort and finding their way independently, which was not always synchronised with the contemporary pedagogical, psychological, educational, and methodological principles. We believe that some schools should urgently provide their teachers with additional training in this sense in order to allow vertical flow of innovations in the field of permanent teacher education, but most of all the knowledge and skills of the employees at the agencies which are responsible for teacher education should be refreshed.

Table 2.1. Structure of enrolled students and interest in the study programme in this and the past two years

Undergraduate study programme name

Year	Full-time students					Total*					
	Applied	First choice	Second choice	Enrolment quota	Enrolled to the first year	Comprehensive secondary education		Vocational secondary education		Other schools	
						Number	Average grade	Number	Average grade	Number	Average grade
2013/2014	380	59	55	30	24	15	3,49	4	3,39	5	3,33
2012/2013	170	14	20	40	22	8	3,67	2	3,39	12	3,41
2011/2012	403	34	52	40	39	22	3,51	11	3,53	6	3,33

*Considering that the Croatian Studies does not enrol part-time students, this part of the table has been left out.

Year	Full-time students					Total					
	Applied	First choice	Second choice	Enrolment quota	Enrolled to the first year	Comprehensive secondary education		Vocational secondary education		Other schools	
						Number	Average grade	Number	Average grade	Number	Average grade
2013/2014	227	45	29	30	29	24	3,87	2	4,05	3	3,43
2012/2013	206	46	19	30	29	21	4,08	0	0	8	3,95
2011/2012	710	73	75	30	28	17	4,01	5	4,30	6	3,75

COMMUNICATION STUDIES (double major)	Full-time students					Total						
	Year	Applied	First choice	Second choice	Enrolment quota	Enrolled to the first year	Comprehensive secondary education		Vocational secondary education		Other schools	
							Number	Average grade	Number	Average grade	Number	Average grade
2013/2014	367	55	72	30	28	19	3,72	3	3,84	6	3,72	
2012/2013	223	29	36	30	30	21	3,08	2	3,93	7	3,54	
2011/2012	770	79	78	30	30	24	4,00	5	4,37	1	3,98	

CROATOLOGY (single major)	Full-time students					Total						
	Year	Applied	First choice	Second choice	Enrolment quota	Enrolled to the first year	Comprehensive secondary education		Vocational secondary education		Other schools	
							Number	Average grade	Number	Average grade	Number	Average grade
2013/2014	144	35	16	26	25	15	3,65	9	3,68	1	3,23	
2012/2013	154	28	17	15	12	6	3,75	4	4,06	2	3,48	
2011/2012	210	12	15	15	13	10	3,92	2	4,50	1	4,67	

CROATOLOGY (double major)	Full-time students					Total						
	Year	Applied	First choice	Second choice	Enrolment quota	Enrolled to the first year	Comprehensive secondary education		Vocational secondary education		Other schools	
							Number	Average grade	Number	Average grade	Number	Average grade
2013/2014	155	12	22	14	13	9	3,72	3	3,63	1	4,37	
2012/2013	217	38	33	25	24,5	19,5	3,85	1,5	3,75	3,5	3,62	
2011/2012	459	29	60	27	25,5	19,5	3,76	4	4,06	2	4,02	

LATIN (double major)	Full-time students					Total						
	Year	Applied	First choice	Second choice	Enrolment quota	Enrolled to the first year	Comprehensive secondary education		Vocational secondary education		Other schools	
							Number	Average grade	Number	Average grade	Number	Average grade
2013/2014	91	4	16	10	4,5	3	3,19	1	3,57	0,5	3,37	
2012/2013	81	5	12	10	10	8,5	3,73	0,5	3,91	1	4,12	
2011/2012	121	3	19	25	18,5	9,5	3,33	5	3,39	4	3,21	

HISTORY (single major)	Full-time students					Total						
	Year	Applied	First choice	Second choice	Enrolment quota	Enrolled to the first year	Comprehensive secondary education		Vocational secondary education		Other schools	
							Number	Average grade	Number	Average grade	Number	Average grade
2013/2014	238	32	22	15	13	10	3,98	1	3,33	2	3,58	
2012/2013	129	19	15	15	15	8	3,94	0	0	7	3,75	
2011/2012	249	29	25	15	13	6	3,52	4	3,81	3	3,68	

HISTORY (double major)	Full-time students					Total						
	Year	Applied	First choice	Second choice	Enrolment quota	Enrolled to the first year	Comprehensive secondary education		Vocational secondary education		Other schools	
							Number	Average grade	Number	Average grade	Number	Average grade
2013/2014	310	37	60	25	23	13,5	3,61	4,5	3,51	5	3,79	
2012/2013	196	23	33	35	20	11	3,72	1	3,13	8	3,66	
2011/2012	406	44	49	35	35,5	24	3,64	7	3,88	4	3,60	

PSYCHOLOGY (single major)	Full-time students					Total						
	Year	Applied	First choice	Second choice	Enrolment quota	Enrolled to the first year	Comprehensive secondary education		Vocational secondary education		Other schools	
							Number	Average grade	Number	Average grade	Number	Average grade
2013/2014	266	69	87	50	49	46	4,39	1	4,97	2	4,79	
2012/2013	279	64	70	50	49	38	4,22	0	0	11	4,18	
2011/2012	1146	141	208	50	51*	45	4,44	2	4,37	4	4,26	

SOCIOLOGY (single major)	Full-time students					Total						
	Year	Applied	First choice	Second choice	Enrolment quota	Enrolled to the first year	Comprehensive secondary education		Vocational secondary education		Other schools	
							Number	Average grade	Number	Average grade	Number	Average grade
2013/2014	92	18	7	13	12	7	3,53	1	3,70	4	3,51	
2012/2013	82	11	4	15	12	7	3,80	0	0	5	3,53	
2011/2012	388	29	41	25	23	16	3,80	4	3,68	3	3,76	

SOCIOLOGY (double major)	Full-time students					Total						
	Year	Applied	First choice	Second choice	Enrolment quota	Enrolled to the first year	Comprehensive secondary education		Vocational secondary education		Other schools	
							Number	Average grade	Number	Average grade	Number	Average grade
2013/2014	115	19	25	25	15	7,5	3,86	0,5	2,98	7	3,33	
2012/2013	101	5	17	25	10,5	2,5	3,68	0	0	8	3,72	
2011/2012	552	15	38	15	15	12,5	4,16	1	4,46	1,5	3,93	

Graduate study programme name

PHILOSOPHY	Full-time students				
Year	Applied	Enrolled	Enrolment quota	Number of students transferred from other HEIs	Average grade
2013./2014.	8	7	30	1	3,65
2012./2013.	21	21	30	1	3,84
2011./2012.	18	18	30	1	3,82

CROATIAN LATINITY	Full-time students				
Year	Applied	Enrolled	Enrolment quota	Number of students transferred from other HEIs	Average grade
2013./2014.	11	10	15	0	3,50
2012./2013.	10	7	15	0	3,84
2011./2012.	14	14	20	3	3,85

HISTORY	Full-time students				
Year	Applied	Enrolled	Enrolment quota	Number of students transferred from other HEIs	Average grade
2013./2014.	50	44	50	2	3,96
2012./2013.	46	59	50	3	4,07
2011./2012.	56	56	60	2	4,00

CROATOLOGY	Full-time students				
Year	Applied	Enrolled	Enrolment quota	Number of students transferred from other HEIs	Average grade
2013./2014.	27	25	45	1	3,76
2012./2013.	45	40	45	1	4,01
2011./2012.	46	45	42	3	3,84

COMMUNICATION STUDIES	Full-time students				
Year	Applied	Enrolled	Enrolment quota	Number of students transferred from other HEIs	Average grade
2013./2014.	65	52	60	11	3,85
2012./2013.	96	68	70	20	3,99
2011./2012.	76	69	72	5	4,13

PSYCHOLOGY	Full-time students				
Year	Applied	Enrolled	Enrolment quota	Number of students transferred from other HEIs	Average grade
2013./2014.	48	46	55	0	4,39
2012./2013.	55	55	55	1	4,16
2011./2012.	55	54	57	0	4,20

SOCIOLOGY	Full-time students				
Year	Applied	Enrolled	Enrolment quota	Number of students transferred from other HEIs	Average grade
2013./2014.	33	31	40	2	4,00
2012./2013.	59	40	40	6	4,00
2011./2012.	39	39	42	1	4,11

Postgraduate study programme name

Postgraduate doctoral study of Croatology	Full-time students				
Year	Applied	Enrolled	Enrolment quota	Number of students transferred from other HEIs	Average grade
2013/2014	3	3	15	1	4,23
2012/2013	12	12		5	4,23
2011/2012	9	7		6	4,04
2010/2011	8	7		6	4,30

Postgraduate doctoral study of History	Full-time students					
	Year	Applied	Enrolled	Enrolment quota	Number of students transferred from other HEIs	Average grade
	2013/2014	13	12	15	6	4,19
	2012/2013	21	10		8	3,80
	2011/2012	16	11		8	4,07
	2010/2011	17	11		11	3,90

Postgraduate doctoral study of Philosophy	Full-time students					
	Year	Applied	Enrolled	Enrolment quota	Number of students transferred from other HEIs	Average grade
	2013/2014	12	8	15	4	4,65
	2012/2013	4	3		1	4,17
	2011/2012	2	2		2	4,47
	2010/2011	8	4		5	4,19

Table 2.2. Pass rate at the study programme

2.2.1 UNDERGRADUATE UNIVERSITY STUDY OF SOCIOLOGY-SINGLE MAJOR

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2007/2008	43		2	1	36	4	4,222
2008/2009	36	2	1	2	27	4	4,155
2009/2010	31		2	1	26	2	4,270
2010/2011	25		1	4	14	6	4,047

2.2.2 UNDERGRADUATE UNIVERSITY STUDY OF SOCIOLOGY-DOUBLE MAJOR

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2007/2008	19	1			17	1	4,129
2008/2009	27			2	21	4	3,875
2009/2010	28	2	1	3	17	5	3,964
2010/2011	30			8	15	7	4,082

2.2.3 UNDERGRADUATE UNIVERSITY STUDY OF PSYCHOLOGY

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2007/2008	62	1	1		56	4	4,391
2008/2009	52		1		46	5	4,325
2009/2010	50			2	47	1	4,357
2010/2011	62		8	17	34	3	4,467

2.2.4 UNDERGRADUATE UNIVERSITY STUDY OF HISTORY-SINGLE MAJOR

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2007/2008	26	1			23	2	4,108
2008/2009	16	3			12	1	4,070
2009/2010	18		1		13	4	4,256
2010/2011	16	1	1		12	2	4,089

2.2.5 UNDERGRADUATE UNIVERSITY STUDY OF HISTORY-DOUBLE MAJOR

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2007/2008	27	2	1		19	5	3,954
2008/2009	60	3	2	1	43	11	4,090
2009/2010	47	2		3	35	7	4,114
2010/2011	64	2	14	15	17	16	3,943

2.2.6 UNDERGRADUATE UNIVERSITY STUDY OF COMMUNICATION STUDIES-SINGLE MAJOR

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2007/2008	42	1	2	1	37	1	4,120
2008/2009	29	3	1	1	22	2	4,305
2009/2010	42	1	1	1	32	7	4,043
2010/2011	31		3	8	17	3	4,131

2.2.7 UNDERGRADUATE UNIVERSITY STUDY OF COMMUNICATION STUDIES-DOUBLE MAJOR

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2007/2008	50	1	1		48		3,982
2008/2009	80	2		6	67	5	3,997
2009/2010	56			1	47	8	4,016
2010/2011	60		4	19	27	10	3,987

2.2.8 UNDERGRADUATE UNIVERSITY STUDY OF PHILOSOPHY-DOUBLE MAJOR

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2007/2008	34	1		1	27	5	4,045
2008/2009	47	4	1		33	6	3,627
2009/2010	52	5	4	5	28	10	3,881
2010/2011	54	3	13	17	11	10	3,552

2.2.9 UNDERGRADUATE UNIVERSITY STUDY OF LATIN-DOUBLE MAJOR

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2007/2008	19				16	3	3,827
2008/2009	27		1	2	16	8	3,606
2009/2010	30	1	3	3	13	10	3,823
2010/2011	8	2	6				3,064*(no graduates)

2.2.10 UNDERGRADUATE UNIVERSITY STUDY OF CROATOLOGY-DOUBLE MAJOR

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2007/2008	49	1		1	45	2	3,926
2008/2009	59	1		4	52	2	4,011
2009/2010	61	2	2	3	48	6	4,042
2010/2011	48	1	9	13	14	11	3,955

2.2.11 UNDERGRADUATE UNIVERSITY STUDY OF CROATOLOGY-SINGLE MAJOR

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2007/2008	22		1	1	18	2	4,039
2008/2009	9				9		3,960
2009/2010	15	1		1	10	3	4,001
2010/2011	17		2	1	11	3	3,625

2.2.12 GRADUATE UNIVERSITY STUDY OF CROATOLOGY

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2008/2009	31		1		29	1	4,300
2009/2010	47		1	6	40		4,266
2010/2011	40		1	7	32		4,174

2.2.13 GRADUATE UNIVERSITY STUDY OF SOCIOLOGY

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2008/2009	41	3		3	35		4,365
2009/2010	31	1		1	28	1	4,386
2010/2011	39	1	1	5	32		4,399

2.2.14 GRADUATE UNIVERSITY STUDY OF COMMUNICATION STUDIES

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2008/2009	68	4	1	7	56		4,339
2009/2010	71	2		13	54	2	4,255
2010/2011	69	1	1	10	55	2	4,148

2.2.15 GRADUATE UNIVERSITY STUDY OF HISTORY

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2008/2009	26				26		4,388
2009/2010	31			3	28		4,442
2010/2011	42		2	8	32		4,181

2.2.16 GRADUATE UNIVERSITY STUDY OF PSYCHOLOGY

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2008/2009	41	1			40		4,401
2009/2010	50			1	49		4,462
2010/2011	53		1	6	46		4.184

2.2.17 GRADUATE UNIVERSITY STUDY OF CROATIAN LATINITY

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2008/2009	0						
2009/2010	0						
2010/2011	0						

2.2.18 GRADUATE UNIVERSITY STUDY OF PHILOSOPHY

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2008/2009	10	1		3	5	1	4,393
2009/2010	22	2	1	6	13		4,309
2010/2011	14			6	8		4,121

Table 2.3 Assessing learning outcomes

Specify structure in the method of passing written exams at the undergraduate, graduate (including integrated undergraduate and graduate*) as well as postgraduate specialist study programmes carried out by your institution (number of courses in relation to the total number, expressed in percentage). Comment in tables if necessary.¹

Study programme name	Final exam only			Practical work and the final exam	Only mid-term/preliminary exams/homework	Mid-term/preliminary exams/homework and the final exam	Seminar paper	Seminar paper and the final exam	Practical work	Other forms***
	Final written exam	Final oral exam	Final written and oral exam							
Philosophy										
a) undergraduate	0%	0%	4%	0%	4%	28%	20%	15%	0%	28%
b) graduate	0%	2%	4%	0%	13%	13%	15%	23%	0%	31%
c) postgraduate	0%	0%	0%	0%	0%	2%	4%	33%	0%	40%
<i>Total Phil.</i>	0%	1%	3%	0%	6%	15%	14%	26%	0%	36%
Croatology										
a) undergraduate	0%	3%	0%	0%	2%	31%	12%	24%	5%	22%
b) graduate	4%	6%	4%	0%	2%	19%	8%	12%	2%	44%
c) postgraduate	0%	0%	0%	0%	0%	0%	0%	50%	0%	50%
<i>Total Cro.</i>	2%	4%	2%	0%	2%	22%	8%	23%	3%	35%

¹ * Although a large number of courses does not assess the achievement of learning outcomes through preliminary exams/homework, seminar paper and practical work, it would be unjustified to say that the learning outcomes are assessed exclusively through the final exam. A significant number of such courses uses 'other forms' (see ***).

** Courses that are included in these two categories are carried out in all the above-mentioned study programmes with the exception of those that concern particular study programmes. For example *Methodology* [philosophy] and *Methodology* [history] and *German language for historians* and *Speaking and Presentation Skills in German* for students of Communication Studies.

*** The form for course description, based on which the analysis was done, in addition to the categories in Table 2.3. contains the following categories: attendance, experimental work, essay, research, report paper, project and the possibility of specifying some other categories (recorded as: activity in class, homework assignments, portfolio, quizzes, field trips, literature reading). For these reasons 'other forms' are prevalent.

Methodology for Table 2.3. involves the following steps:

- (1) Based on data from the course description, the amount of forms of learning outcome assessment is entered for each study programme, or group in which the programme belongs.
- (2) For each study programme (as well as for the whole group) the sum of recorded assessment forms is calculated.
- (3) The final values in percentages are obtained by calculating the share of values from (1) in the values from (2).

Comm. Stud.										
a) undergraduate	4%	1%	5%	4%	4%	8%	8%	23%	13%	29%
b) graduate	0%	0%	22%	0%	0%	11%	11%	11%	0%	44%
<i>Total Com. Stud.</i>	4%	1%	7%	4%	4%	8%	8%	21%	12%	31%
Latin language										
a) undergraduate	0%	0%	10%	0%	15%	21%	10%	13%	3%	28%
b) graduate	0%	0%	10%	0%	0%	38%	10%	5%	5%	33%
<i>Total Lat.</i>	0%	0%	10%	0%	10%	27%	10%	10%	3%	30%
History										
a) undergraduate	7%	13%	11%	0%	5%	11%	2%	25%	4%	22%
b) graduate	9%	14%	5%	0%	0%	7%	2%	32%	7%	23%
c) postgraduate										
<i>Total His.</i>	8%	14%	8%	0%	3%	9%	2%	29%	5%	23%
Psychology										
a) undergraduate	4%	0%	0%	0%	14%	22%	23%	8%	9%	22%
b) graduate	1%	4%	0%	0%	19%	4%	17%	12%	9%	33%
<i>Total Psych.</i>	3%	2%	0%	0%	16%	13%	20%	10%	9%	27%
Sociology										
a) undergraduate	9%	2%	7%	0%	16%	15%	18%	9%	0%	24%
b) graduate	2%	2%	0%	0%	9%	18%	22%	11%	2%	40%
<i>Total Soc.</i>	5%	2%	4%	0%	12%	16%	19%	10%	1%	31%
Teach. Education**	20%	0%	0%	2%	3%	5%	2%	5%	12%	51%
Foreign languages**	0%	10%	40%	0%	0%	0%	0%	0%	0%	50%

Table 2.4 Specify the number of research papers in academic journals published by doctoral candidates as part of their dissertation.

Name of the doctoral programme (specialisations)	Number of doctoral dissertations defended in the last 5 years	Number of published papers required for dissertation defence	Number of papers of doctoral candidates published in foreign academic journals which are relevant for appointment into scientific grade	Number of papers of doctoral candidates published in Croatian academic journals which are relevant for appointment into scientific grade
Postgraduate doctoral study of Philosophy	10	-	4	19
Postgraduate study of Philosophy (course-exempt)	2	-	2	8
Postgraduate doctoral study of Croatology	5	-	2	6
Postgraduate doctoral study of Croatology (course-exempt)	4	-	0	2
Postgraduate doctoral study of History	17	-	3	42
Postgraduate doctoral study of History (course-exempt)	10	-	4	32

Table 2.7 Lifelong learning programmes (up to 60 ECTS credits)

Lifelong learning programmes	Duration	Accredited (yes/no) and by which institution	ECTS credits (if allocated)
Pedagogical-psychological-didactic-metodological teacher education (PPDMN)*	One year	University of Zagreb	60 ECTS

* This study programme is now in an advanced phase of approval at the University of Zagreb.

3. STUDENTS

a) Comment on the quality and structure of the students who applied and students who enrolled undergraduate, graduate and integrated undergraduate and graduate study programmes as well as professional study programmes, if any (numerical data in table 2.2.). Based on your experience, comment on the consistency and adequacy of their prior learning.

The Centre for Croatian Studies can generally be satisfied both with the quality and the structure of students who applied for and enrolled in all study programmes. In cases of high school subjects that students had as part of their G.C.E. examination there are objective indicators of student knowledge acquired in high school, but it remains rather uneven with regard to other subjects. There are particularly visible differences between students who come from comprehensive secondary education and those who come from vocational high schools. This difference is reflected in their prior learning and partially in their pass rates. Teachers take special care that the differences in the prior learning do not affect the quality of their studies in higher years. Increasing the level of knowledge that students carry over to the higher years of study is achieved through working in small groups, and a lot can be achieved with the help they receive from older students (selected demonstrators) as well as through regular consultations with teachers.

Concerning students who enrol in the graduate study programmes at the Centre, a far greater homogeneity can be observed since the vast majority (about 90%) completed some undergraduate study programme at the Centre and so acquired a more uniform level of knowledge. For students who have not completed an undergraduate study programme at the Centre and who wish to enrol in a graduate study programme, as well as for students from other institutions (other constituents of the University of Zagreb or other universities) who wish to pursue graduate studies at the Centre, according to the *Regulations on studying at undergraduate and graduate studies*, there is a possibility of assigning differential exams to be taken from the undergraduate study level during the first three semesters of graduate study, in order to acquire the necessary competences defined by particular graduate study programmes. Most students who come from other institutions have enrolled in the graduate study programme of Communication Studies.

b) Comment data on the pass rate (numerical data in table 2.3.) Reflect on the enrolment quota, student motivation and organisation of teaching.

Although the implementation of the Bologna Declaration has contributed to an increase in the pass rate, the efficiency of study and the graduation rate in all the departments and study programmes of the Centre, we still cannot be entirely satisfied with the number students who manage to register for their next academic year in time nor with the total number of students complete their graduate study in due course. **The pass rate of students** is continuously monitored and all necessary measures are taken in order to increase it, at the same time maintaining student grading criteria. Since we have access to technical means to analyse all the difficulties associated with the pass rate and mastering the study

matter, we shall take steps to investigate all factors that affect poor pass rates in some courses and to suggest improvements.

In determining **the enrolment quotas** only those criteria such as the sufficient number of teachers, adequate space for classes and, to some extent, the current demand for particular professions in the labour market are taken into account. Given the interest in the study programmes of the Centre, the enrolment quotas are justified. In order to improve the quality of the study programmes and the pass rate, the enrolment quotas have in recent years been reduced to a lesser extent.

Although the interest of students for enrolment in and **the motivation** for studying at the study programmes of the Centre for Croatian Studies have been satisfactory, it is necessary to take additional measures in order to enrol better and more motivated students in the future. Future students can be motivated to enrol through better collaboration between our student associations and secondary schools and through organizing popular and informative lectures and workshops. The current students can be further motivated through their involvement in various research and professional projects, summer schools and similar activities, which is something we are already doing.

When it comes to **the organization of teaching**, in technical terms very good conditions for studying have been secured for the students, although some improvements would still be welcome. We endeavour to organise the class schedules across all the study programmes in a way that each student has ample time for individual work and study. Similarly, students can participate in a form of field and practical training, in accordance with individual study programmes. Although we have limited spatial capacity and our classes are held throughout the day (from 8am to 8:35pm), they are organized optimally and cannot be considered to negatively affect student pass rate.

We are satisfied with the results achieved by the students, enrolment quotas correspond to our current capabilities and the students' interests (though we have been forced to reduce them partly due to staffing difficulties), and the classes are organized in optimal conditions with regard to the number of students attending lectures, seminars, exercises and other types of classes. Certainly, there is a segment of the student population that is not sufficiently motivated for studying. After some time, some students request to terminate their enrolment at the Centre, whereas others have failed to meet the conditions for enrolling into the next year of their study programme.

c) Specify how you inform the potential students about your institution and study programmes that are offered (qualifications, competences, possibilities of further education and employment) – information packages, web pages, brochures, leaflets etc.

Providing information on the study programmes of the Centre to prospective students traditionally begins with the University of Zagreb Student Fair. For purposes of presentation of the Centre at the Fair in the previous academic years, former students of Communication Studies created a film (<http://www.youtube.com/watch?v=JBb66Dt1-ag>). Another film was created by our current students. Student associations at the Centre have prepared leaflets which promote their associations and departments, books and journals which they publish each year. Every year the Centre prepares an updated brochure with information on the conditions of enrolment and competences to be acquired upon

completion of each study programme, as well as promotional giveaways for prospective students (pens, key chains, t-shirts, cups, etc.). The students recruited for the promotion of our study programmes at the Fair are usually higher year students. Teachers and students participate in academic and professional conferences, workshops, sporting and cultural events and all student organizations publish their journals and organize conferences (e.g. *Dies historiae*, conferences of students of philosophy, Croatology and psychology, *Breakfast at Krleža's* manifestation, drama group *Wet Mushrooms*, etc.), participate in radio and television shows, give interviews in printed media, participate in the work of civil society associations, and thus contribute to the promotion of the Centre throughout the year. Students themselves - either individually or in collaboration with their associations supported by the Centre - spread information about the Centre, e.g. by organizing individual projects or charity events and through social networks (Facebook, Twitter, Instagram, etc.). Leaflets with information on enrolment conditions at the Centre are distributed in a majority of high schools in the Republic of Croatia. The Centre regularly participates in presentations of different institutions of high education that take place in certain Croatian cities (e.g. Karlovac and Kutina).

Information about the Centre's undergraduate and graduate study programmes is available to future students at its official website (www.hrstud.unizg.hr), as well as at the *Postani student* portal (www.postani-student.hr). More info on the University campus Borongaj can be found at: borongaj.unizg.hr/o-kampusu

Foreign students may seek out the information at the *Study in Croatia* portal (www.studyincroatia.hr/studying-in-croatia/institutions-and-programmes/institution/2223-croatian-studies), as well as on the website of the University of Zagreb, where we update our offer of courses in foreign languages every year (www.unizg.hr/homepage/study-at-the-university-of-zagreb/degrees-and-studies/studies-and-courses-in-english/).

Information about the curricula, the academic calendar, and the organizational structure of the Centre is available in the archives of the Higher Education Information System (www.isvu.hr/javno/hr/vu2223/nasprogarhiva.shtml) from 2007 when our institution started to use the ISVU system (from 2010 the materials are also available in English).

d) Describe reasons guiding you during design of assessment of learning outcomes (table 2.4.) Specify measures which assure objectivity and fairness during exams.

The Centre for Croatian Studies carries out continuous assessment of learning outcomes. The learning outcomes are elaborated for each course. In addition to written examinations, most courses incorporate some form of oral assessment, presentations, seminars and continuous tests. The aforementioned method of assessment of learning outcomes motivates students to work continuously throughout the semester. The continuous assessment contributes significantly to students' successful mastering the subject and to achieving better results during the course of their studies. A vast majority of assessments are conducted in the written form, and the impartiality and objectivity of examinations are guaranteed by publishing all of the activities and results on the notice board and/or the website of the Centre, or by sending them to student mailing lists.

The most important objective in determining the learning outcomes across all levels and study programmes was to provide students with competences that would be comparable to the competences of students who completed related studies at renowned universities in the world, and in that manner to increase their competitiveness in the Croatian and European labour market even further. Equally important is to facilitate their horizontal mobility (participating in mobility programmes such as Erasmus) and to facilitate as much as possible the continuation of studies at higher levels at universities abroad. Another important goal was to train students to perform their jobs and adapt as quickly and easily as possible to any jobs requiring the ability of critical thinking, the awareness of the need to apply interdisciplinary approach to problems, and the ability to clearly convey their ideas and arguments. By designing all the courses as one-semester courses, with particular emphasis on continuous assessment, it has become much easier for the students to pass a larger number of courses per year and for the teachers to monitor student performance. Attributing specific learning outcomes to each course has made it easier to coordinate annual curricula, evaluate proposals for elective courses, but also to avoid the repetition of study matter and literature across different courses. Furthermore, comparison with similar study programmes in Croatia and abroad has become easier and faster, which contributes to the national and international recognition of our study programmes.

e) State opinions of students about relations between students and teachers mentioned in student questionnaires and collected via other means, and comment on any problems and procedures for their resolution, as well as methods of informing the students about measures that you have undertaken.

Starting with the academic year 2010/11, at the end of each semester students are able to express their opinions on individual teachers via survey for evaluation of teacher work available through *Studomat* kiosks.

An important part of the evaluation process is related to students' opinions concerning the availability of teachers, their readiness to help, how motivated they seemed, what is their attitude to students, but also concerning the structure of their classes, use of teaching aids and IT, their communication skills and the general atmosphere in class.

The survey conducted in the winter semester of the academic year 2010/11 had a high response rate. Between 10 and 21 January 2011, 203 teachers were evaluated and 77,337 responses were collected. The average teacher score based on the entire sample and in terms of answers to all 13 questions for the institution was 4.4 (on the scale from the lowest 1 to the highest 5). The use of teaching aids and IT received a slightly lower score (3.9), as well as the extent to which the classes appeared interesting and dynamic (3.8). The students' perception of teacher competence and motivation to work with students was also at a high 4.5.

In the summer semester of the same academic year, the response rate was slightly lower, and 47,308 student answers were collected. There were 191 teachers evaluated, with the overall average score for all 13 questions a high 4.4. It is interesting that at the same time the students rated their own class attendance as low (2.7), as well as the initial motivation for the courses (2.4), and the expected final grades as very high (4.3).

In the academic year 2011/12 the response was similar to the previous year because participation in the evaluation was not obligatory. In that academic year, there was a slight increase in the assessment of the use of teaching aids and IT (4.1) and the overall rating of the motivation to work and the conscientious performance of teacher obligations, as well as the fair treatment of students, were still evaluated with a high score (4,7).

The assessment of the use of methods, examples and tasks that facilitate the achievement of learning outcomes, which was introduced into the survey for both semesters in the updated questionnaire from the Quality Assurance Office of the University of Zagreb, received a high score (4.3). In both semesters the total score for the entire sample for the Centre remained high (4.3).

The same year we sent a complaint to the ISVU support centre and the Quality Assurance Office of the University of Zagreb because the survey results were made available to the teachers through the Teachers' Portal. Although the survey was anonymous, there was a concern among the students that their assessment of teachers, as well as their comments on their teacher's work, would directly affect the examination results at the end of each semester, which coincided with the end of the survey's availability at the *Studomat* kiosks. Our complaint was adopted and the period when the results would be made available at the Teacher's Portal was postponed until the central processing of the survey was completed.

In the winter semester of the academic year 2012/13, from 17 December 2012 to 17 January 2013, there were 202 teachers evaluated with a high average score based on the responses to all questions (4.4), the teacher competence was rated at 4.3, the quality of class performance at 4.2, and the teacher motivation and attitude towards the students received as high as 4.6. On this occasion the response was much weaker than in previous years and 28,235 responses were collected. Using the methods, examples and tasks that facilitate the achievement of learning outcomes once again received a high score (4.2).

The impossibility to publish the results in the form of a ranking list of the best and worst rated teachers is considered by students as the greatest deficiency of this implementation of student evaluation of teachers (their main objections were directed precisely at the inability to see the results). However, considering that the results of the evaluation of the work of individual teachers were available to the Head of the Centre and the Commissioner for study programmes and students, there has consequently been some progress in the selection of external associates. Furthermore, some student comments were discretely pointed out to teachers and were subsequently heeded.

The project *Bologna process at the Croatian Studies* (attached, described in more detail in the Chapter 1 of this document), a survey of undergraduate and graduate students, commissioned in the academic year 2012/13 by the Centre for Croatian Studies and conducted by the Centre for Social and Educational Research (CEDI), was of particular importance in probing student opinion of their teachers, which was in turn of importance for improving the quality of study and as a preparation for the re-accreditation process. The study in question was conducted in order to analyse and evaluate the implementation of the Bologna process and the quality of teaching at the Centre, and it included a total of 815 male and female students (524 undergraduate and 286 graduate students).

f) Give your opinion on the problem of students' accommodation and nutrition. Specify and comment on the extra-curricular activities that you organize for students, if applicable (various courses, sport, recreation, etc.). Comment on the student standard offered at your higher education institution (according to data in table 3.2.) and assess the degree of use. If you are not satisfied with the existing situation, identify the reasons and propose possible solutions.

Most students of the Centre come from Zagreb. Those who are not from Zagreb have subsidised boarding in student dormitories (most of them in the student dormitory "Stjepan Radić") or in private accommodation. Because of the distance of student dormitories from the University campus Borongaj, such type of accommodation is not an optimal solution. The long term solution would be to build a student dormitory and other infrastructure at the University campus Borongaj.

Within the campus there is a student canteen "Borongaj". The canteen is part of the Student Centre in Zagreb, has two lines and daily prepares an average of 2,000 meals for students at the campus. Students have expressed their satisfaction with the quality of food and service.

Study area is provided within the reading room of the Library of the Centre. There are 60 sharing 50 computer terminals with access to the Internet, and there are further 40 seats available for study. The space is renovated, bright, spacious and air-conditioned. Within the Library premises there are lockers for storage. Students may use the study area during the regular working hours of the Library. Other areas may also be used for studying when the classes are not being held, but cannot be considered sufficient.

Students of the Centre have at their disposal rooms that are used for activities of student associations. Except for the rooms used by the Student Council (shared with the Association for the promotion of student activities), all other associations have additional rooms which they use together or separately: Association of students of philosophy *Scopus*, Association of students of Croatiaology *Cassius*, Association of students of communication studies *Komuna*, Association of students of history *Lucius*, Association of students of psychology *Feniks*, Association of students of sociology *Anomija*. All the associations hold at least once a year their scientific or professional gatherings and issue their own publications or journals. The association *Scopus* has been issuing a journal under the same name for 16 years. The Students of history association *Lucius* has been publishing their journal for 13 years and is currently the Centre's most active student association. Students use a total of five rooms in the building no. 60.

At the University campus there are poorly maintained and partly neglected outdoor sports facilities which are used informally. None of these sports facilities are used in the regular classes of the Physical Education and Sports. The current Vice-rector of the University responsible for spatial planning and facilities of the University, in collaboration with the deans of the faculties located on the campus Borongaj, has worked out a detailed plan for sports facilities on the campus.

g) Specify possible special measures you introduced in order to motivate students (awards, recognitions, etc.) and comment on the effectiveness of such measures.

Each year a specially appointed committee evaluates student written pieces submitted for the Rector's Award, the highest student prize.

Students also compete for the prize of the Head of the Centre, which is awarded on the Day of the Centre for Croatian Studies (16 November). The prize is awarded in two categories. In the first category, students of each department, at both undergraduate and graduate study level, are awarded for achieving outstanding results. The decision on the award is made by the department councils in accordance with uniformly defined criteria. The award in this category comes in the form of a money prize and a charter.

In the second category, students are rewarded for their extracurricular activities. Such activities include: editing student journals, organizing conferences and workshops, participation and presentation in roundtable discussions, participation and presentation at academic conferences, publishing in journals or conference proceedings, participation in classes in the capacity of a demonstrator, participation in fieldwork, participation in professional practice (schools) under mentorship, professional work in the field under mentorship (excavation, researching archives, internships, scientific research), participation in other extracurricular activities that contribute significantly to their professional development. The award in this category comes in the form of a charter.

All awards are highly valued among the students and every year an increasing number of successful students are rewarded. The students themselves increasingly recognize the importance of committed studying and serious investment of time, knowledge and skills in extracurricular activities.

h) Specify supportive measures that you provide to students (mentorships, career counselling, study aid, aid for students with special needs and for international students, legal and financial support, etc.).

The mentoring work with students takes place during the period of their completion of undergraduate and graduate theses. Teachers of the Centre offer consultation hours to students, announced on the website and on the notice boards. A good deal of mentoring and consulting takes place through e-mail exchange between students and teachers.

In addition to the Commissioner for study programmes and students, the heads and deputy heads of the departments who are ready to answer any queries that students may have regarding issues related to their studies, students can also address the employees of the Student Services (the Head of the Student Services, the ISVU coordinator, and other student service employees).

The Centre has the Counselling and Support Office for Students with Disabilities headed by a teacher from the Department of Psychology. The Centre's building is adapted for students with special needs (a lift and a specially adapted entrance access). The University of Zagreb founded the Office for Students with Disabilities as a reference centre where students can get information on the spot, as well as by phone, e-mail, leaflets and brochures. Through its activities, the Office offers the students direct help in solving specific problems that may occur during their studies, and in this manner serves as a mechanism for ensuring equal opportunities. The teachers and the administrators of the Centre have participated in workshops of the Tempus project "EduQuality" on providing equal opportunities for students with disabilities in higher education in Croatia. Participants of these workshops acquired the skills of working with different groups of persons with disabilities (e.g. students with visual or hearing impairment, physical disabilities, dyslexia) and get information about possible adjustments of the

academic environment to equalize the opportunities for students with disabilities. The Centre has carried out such adjustments of the space for teaching and learning, while some learning materials are, depending on the specific type of a disability in question, adapted to students with disabilities in cooperation with the Library of the Centre.

The Centre also has a student ombudsman who is elected from the body of students who meet the criteria required by the *Act on the Student Council and Other Student Organizations* regarding candidates in student elections. The student ombudsman is elected by a secret ballot by the Student Council of the Centre for Croatian Studies.

The Office for International Relations provides assistance, expert advice and support to the students who apply for various forms of international student mobility (Erasmus study stays, Erasmus professional practice, CEEPUS, bilateral agreement exchange schemes). Every year workshops for composing a Europass CV and the Language Passport is organized for students, in cooperation with the National Europass Centre Croatia. The Office also provides assistance and support to foreign students by connecting them with student associations and the Erasmus Student Network. More on the Office for international relations in Chapter 6 of this document.

On the basis of its acts, regulations and decisions, the Centre provides financial support for student projects, symposia, conference participation, journals and the like. It also allows full-time students to enrol into one additional study programme at the graduate level at their own expense (unless they meet the criteria of excellence which grant free enrolment of a parallel study programme; students of lower economic status are fully or partially exempt from participating in the costs of their studies).

i) Attach documents regulating the protection of student rights (appeal procedures, student ombudsman, etc.).

Students of the Centre enjoy all student rights in accordance with applicable laws and regulations. If a student wishes to appeal regarding any procedure or action, an appeal form is available in student administration offices of both undergraduate and graduate studies, as well as on the Centre's website; the form is filled in and submitted according to the study programme level. Based on the student's file and prior verification of all relevant facts, and in consultation with the Head of the Student Services and the Commissioner for study programmes and students, the Student Services issue an opinion and forward the appeal either to the Commissioner or to the Head of the Centre (depending on the addressee of the appeal) and the appeal is duly resolved. The appeals which require specific or detailed treatment are referred to the Scientific-educational Council or the Ethics Committee following prior consultation with the student ombudsman, if necessary. Likewise, students may address the Commissioner for study programmes and students through the student ombudsman, whose name and e-mail address can be found at the Centre's website. As specified by the *Regulations on the undergraduate and graduate studies at the Centre*, among other documents, students also have the right to appeal regarding their course and exam results.

j) Specify methods for reaching out to alumni and how you collect data on their employment, as well as other information relevant for improvements of your study programmes.

The Society of the Graduates of the Centre for Croatian Studies—*Almae matris alumni Croaticae - Studia Croatica* (AMAC SC)—was established on 28 June 2003 in Zagreb and is registered with the General Administration Office of the City Government of Zagreb on 14 October 2003. However, the Society ceased to be active after a while, until May 2013 when a group of employees of the Centre, also graduates from the Centre, decided to revitalize the work of the Society with the goal of connecting the growing number of graduates more efficiently. The current management of the Society comprises: Dario Pavić (president), Ifigenija Račić (vice president) and Iva Babić (secretary). The Society acts as a constituent of the AMAC/AMCA alliance of the societies of alumni and friends of the University of Zagreb, into which it was officially admitted at the convocation of the AMAC/AMCA alliance of the societies of alumni and friends of the University of Zagreb, held on 28 June 2013 in Zagreb.

The Society has a registered Internet domain and its website is currently under construction. The website will be the central point of communication for the alumni and a platform for access of new members. So far, the Society has made contacts with other alumni societies of the University of Zagreb, but also with other alumni societies in the world. The establishment of the website will strengthen the communication with former graduates in order to increase the membership and make it active in accordance with the objectives outlined in the Articles of Association of the Society.

In order to obtain feedback from all former graduates, all graduating students at their promotion ceremonies, along with their diplomas, receive a form for this purpose. The form takes most up to date information in order to allow the Society to get in touch with the graduates more easily.

In 2011., the Department of Psychology designed and conducted an on-line survey which included 34% of all the psychology graduates from the Centre (which is a large sample), and used the obtained results for the internal analysis of the quality of the undergraduate and graduate study programme of Psychology at the Centre.

k) Specify to what extent you are satisfied with the current situation and propose possible improvements.

There is general satisfaction with the current situation with the Centre's study programmes. The **Department of Philosophy** is generally satisfied with the way the majority of students at all levels of study approach their learning obligations and extracurricular activities (regular attendance of lectures, participation in seminars and exercises, academic integrity, publication of the student journal of philosophy *Scopus*, organizing student conferences and workshops, individual participation at conferences and round tables). There are reasons for dissatisfaction, however. Despite the high number of students entering the undergraduate study programme of philosophy, a certain number of students are not sufficiently interested in philosophy and motivated to study it, but instead enrol in the study programme of philosophy only as a necessary second major. Students who enrol in the undergraduate programme of philosophy also possess a relatively heterogeneous prior learning regarding philosophy,

which is due to the somewhat obsolete (in terms of historical content and methodology) and uneven approach to the teaching of philosophy at the secondary level of education that is not compatible with the approach to philosophical problems and disciplines nurtured at the Department of Philosophy of the Centre. Despite the large number of students who enrol in the first year of the study programme of philosophy, a relatively small number of students decide to write their bachelor theses in philosophy or to continue their study of philosophy at the graduate level. These deficiencies can be remedied through intensive popularization of the approach to philosophy which is nurtured at the Centre (organizing open days for high school students, preparing appropriate information packages and their distribution at the University of Zagreb Student Fair and in high schools, organizing workshops and seminars for secondary school teachers of philosophy) and through increased involvement of teachers and mentors aimed at providing timely encouragement to the third-year students to choose the topics of their bachelor theses in the field of philosophy. One of the necessary improvements, of which the students themselves have warned is the reorganization of the current graduate study of philosophy from a single-major into a double-major study (in combination with other study programmes of the Centre). This should provide additional motivation to prospective students to enrol in the undergraduate study programme of philosophy (i.e. if they could know in advance that they would be able to continue their studies in both of their majors at the graduate level, which would give them better chances for employment) and to the current undergraduate students to continue studying philosophy at the graduate level. The indicated changes would certainly have a positive effect on the oscillating number of students who enrol and complete their graduate studies in philosophy in due course. One of the factors that reduces the attractiveness of the study of philosophy at the Centre in comparison with other similar studies in Croatia (especially the Faculties of Humanities and Social Sciences in Zagreb, Zadar and Rijeka) is that philosophy can be studied at the Centre only in combination with a modest number of six majors offered by the Centre, while at the other institutions the number of combinations is much higher (and includes the very attractive combinations with studies of foreign languages). One possible solution to this problem could be the establishment of additional double-major studies jointly with other constituents of the University of Zagreb in the humanities and social sciences, but perhaps even natural sciences (for example, study programmes of philosophy and mathematics, philosophy and physics, philosophy and biology, etc.). Poor transport connections and infrastructure at the Borongaj campus is also one of the factors which in various ways reduces the motivation of students to study at the Centre. Improvements on this score, however, are expected to be undertaken primarily by the University of Zagreb and the Ministry of Science, Education and Sports.

The **Department of Croatology** is on the whole satisfied with their students and the results they achieve. However, the undergraduate study programme of Croatology enrolls a number of students who are not sufficiently motivated or who are motivated only for certain parts of the study programme. Teachers from the Department of Croatology strive to raise the interest of such students in a more interesting and rounded approach to the study.

The low position of the **study programme of Latin** on the list of student enrolment priorities is a result, on the one hand, of the general unpopularity of classical languages and, on the other hand, of objective difficulties in mastering the Latin language. However, in the course of the study, many students

do become interested in the programme and prove to be successful. Their prior learning tends to be heterogeneous, particularly with regard to their grasp of the grammar of Croatian and their knowledge of Latin (for those who had some Latin in high school). The teachers of the Department of Croatian Latinity are very dedicated in their work with students, not only as mentors, but also by inviting them to attend or participate at conferences, by taking them to excursions, by organizing extra-curricular activities such as translation projects, etc.

According to the available information and statistical data, it is evident that only a half of the students who enrol in the undergraduate **study programme of History** manage to complete it in due course. One of the reasons is that the lower grade point average which allows the students to enrol in our study programme of History affects their success in their subsequent course of study. At the Department of History the students from the first year of the undergraduate study are encouraged to undertake independent scientific research, publish reviews and papers in the student journal *Lucius* and other Croatian academic and professional publications. After graduation, very successful students are encouraged to continue their education and enrol in the postgraduate study programme in history. At the Department of History students have the benefit of specially provided support. It is organised by members of the student association *Lucius* in agreement with the leadership of the Department. The support is provided to the students of history by their peers with good communication skills. The Department of History is pleased with the number of students enrolled, but not completely satisfied with their pass rate.

There has always been a great interest for enrolment in the Centre's **undergraduate study programme of Psychology**. This allows selective enrolment of very knowledgeable and highly motivated freshmen of psychology. Because of relatively high completion rates and average student accomplishments, the quality of students who enrol in the graduate study programme of Psychology is also consistently high. This enables teachers of the Department of Psychology to work intensely with students and demand that the high requirements of the study programme are successfully met. Students of psychology are also engaged in a number of extracurricular activities. Possible improvements consist in encouraging a larger number of students to take a more active approach to their studies and engage them in research through work in smaller groups. Regulations do not foresee groups of less than 15 students, whereas courses in clinical psychology or neuroscience could be improved by having groups of 5 to 6 students.

Along with the study programme of Psychology, **Communication Studies** is traditionally one of the study programmes with a highest number of candidates for enrolment, although the quality of the candidates is uneven. Owing to personal approach and close cooperation with teachers, however, students achieve very good results. The interest in the graduate study programme of Communication Science is very high, given that it is open to a larger number of candidates who have completed their undergraduate studies at other constituents of the University of Zagreb and other universities in Croatia. Students are encouraged to combine theoretical and practical knowledge, and they can take advantage of both formal and informal cooperation with various media and public relations agencies that members of the Department foster. Gathered in the association of students of Communication Studies *Komuna*, students publish their magazine *Oprez!*, they organize the annual conference "Media in a different way"

with support of the Department, they host meetings and guest lectures from renowned experts in the field of media and journalism. Generally speaking, the situation could be further improved by hiring full-time teachers and keeping the best external associates, but also with the establishment of student radio and television on the Campus (we have repeatedly tried and suggested this to the University), which would be of benefit to the entire Campus. Improvements would also be achieved by establishing internship schemes with various media and PR agencies, but also by better transport connections between the Campus and the city.

Although the Bologna Declaration and its implementation have contributed to increasing the efficiency of studying at the **Department of Sociology**, we still cannot be entirely satisfied with the pass rate of students from the first to the second year of undergraduate study, or with the total number of students who complete their studies. The pass rate of students will be continuously monitored and all the necessary measures shall be taken in order to increase it, without compromising the current grading criteria. The good communication between students and teachers at the Department is especially manifest in the period of mentoring work with students, when they writing their bachelor and master's theses. If they write on more complex topics, especially when empirical studies are involved, students are provided with strong technical support from other members of the Department of Sociology, in addition to their mentors. Students of sociology are provided with very good conditions for studying, although better software programs which are used for statistical data processing should be made available. Students have the opportunity to take part in field work, which is largely related to the issues in the civil sector. The interest of students to enrol in the study programme of Sociology at the Centre is satisfactory, but the Department will take additional measures in order to enrol better and more motivated students in the future: (1) in collaboration with student associations and secondary school teachers it will organize popular lectures and various workshops, (2) include the already enrolled students in various research and technical projects, particularly through the dissemination of information on EU projects, (3) support student projects (e.g. the current Summer School of Sociology) and reward the best students for their achievements, (4) encourage the mobility of students, and (5) promote the culture of quality.

Table 3.1. Student structure
(situation as of 1 February 2014)

Study level	Study programme	Study orientation	Full-time students
undergraduate	Philosophy	double major*	79
	Communication Studies	double major	78,5
		single major	94
	Croatology	double major	70
		single major	58
	Latin	double major	28,5
	History	double major	82,5
		single major	44
	Psychology	single major	180
	Sociology	double major	47,5
single major		53	
graduate	Philosophy	research-oriented (29) and/or teaching-oriented (33)**	39
	Croatian Latinity	teaching-oriented	29
	Communication Studies	research-oriented	176
	Croatology	research-oriented (33) and /or teaching-oriented (91)	99
	History	research-oriented (68) and/or teaching-oriented (91)	111
	Psychology	research-oriented	142
	Sociology	research-oriented (90) and/or teaching-oriented (50)	90
TOTAL		1501 students	

* quot. 0,5 for double-major

** students might enrol into teaching-oriented or research-oriented programmes or both

Table 3.2. Student standard

	Area (in m ²)	Number of seating or active workplaces
Study area	400 m ²	100
Student restaurant (for X-card users)	800 m ²	400
Other restaurants	x	
Boarding	There are no on-campus boarding capacities	
Sports objects	Outdoor facilities: football, basketball, handball, tennis, athletics, bowling	
Facilities for student associations and cultural activities	300 m ²	5 rooms
Recreation facilities	x	

Table 3.3. Graduate employment

Study programme	Number of graduates in the past 3 years (2010, 2011, 2012) GRADUATE STUDIES	Number of unemployed graduates according to the statistics of the Croatian Employment Service
Philosophy	13	12
Communication Studies	96	18
Croatology	76	21
History	64	19
Psychology	101	21
Sociology	67	23
Croatian Latinity	0	0

Study programme	Number of graduates in the past 3 years (2010, 2011, 2012) UNDERGRADUATE STUDIES	Number of unemployed graduates according to the statistics of the Croatian Employment Service
Philosophy (double-major)	66	2
Communication Studies (single-major)	94	No data available
Communication Studies (double-major)	137	3
Croatology (single-major)	40	1
Croatology (double-major)	128	5
History (single-major)	41	1
History (double-major)	78	No data available
Psychology	150	No data available
Sociology (single-major)	82	2
Sociology (double-major)	48	1
Latin (double-major)	25	No data available

4. TEACHERS

a) Provide an overview of the structure of teachers and associates shown in table 4.1. Evaluate strong and weak points in the ratios of the numbers of full-time and part-time employees. Analyse the problems in the human resources policy.

The structure of the teaching and associate faculty of the Centre for Croatian Studies according to scientific-educational and educational titles (as of 1 February 2014), from the highest to the lowest one, can be represented as a truncated pyramid (8, 12, 22, 31).² Such structure reflects a good potential found among the lower titles and junior faculty. The average age in certain titles (62, 45, 39 and 32, respectively) corresponds to the inverted truncated pyramid, reflecting natural course of academic progress, but the average age in certain titles is not entirely satisfactory, being too high. There are several reasons for this disproportionality. The Centre has been acting as an institution for over 20 years and, according to the founders' ideas, its teaching process should be based on the recruitment of external associates from various University constituents and research institutes. Such concept of teaching has proven problematic in the long run, which was outlined in Chapter 1 of this document. Systematic employment of teachers, especially of assistants and junior research assistants, had not commenced until 2004. In some cases, external associates transferred from research institutes to full-time employment at the Centre, so the elections into scientific-educational titles were slow due to the adherence to the regulation that prevents advancement by skipping one or more titles. Similarly, hiring assistants and junior research assistants had its difficulties. In 1998 an attempt was made to boost systematic recruitment with the *Regulations on the internal structure and classification of positions*, and in 2000 there was an attempt to partially address the issue of employment through cumulative employment arrangements established with research institutes, the unclear legal regulations regarding the definition and limitations of external associate appointments, as well as the lack of strict control of the competent bodies over the overall research and teaching load, favoured the continuation of the practice of external associate appointments, not only at the Centre for Croatian Studies, but at all higher education institutions in Croatia. Briefly, part-time external associates from public institutes could not be motivated to enter full-time employment at the institutions where they held classes, because to them it implied a direct financial loss, or rather part-time teaching appointments, in addition to their full-time employment at public institutes, implied direct financial benefits. For these reasons, reducing external associate appointments at the Centre with the aim of employing teachers has been progressing very

² To hold a "scientific-education title" is to be qualified to perform independent research and teaching, according to two independent sets of criteria prescribed by different national bodies. The titles correspond to the ranks of Assistant Professor, Associate Professor, Full Professor, and Tenured Full Professor. To have an "educational title" is to be qualified to perform independent teaching tasks, and these titles roughly correspond to the ranks of Lecturer and Senior Lecturer. There are also "associate titles" in Croatian nomenclature for junior faculty – Assistant and Senior Assistant, depending on the possession of a PhD. "Junior research assistants" are employees funded through research projects of the Ministry of Science, usually PhD students. Junior research assistants automatically hold the associate title of Assistants,, becoming Senior Assistants after obtaining their PhD's.

slowly. In this respect both the Management of the University of Zagreb and the Ministry of Science, Education and Sports have failed to do more for the employment of younger faculty, and the number of approved assistant positions at the Centre—positions which would be incorporated into the overall structure of full-time working positions at a higher education institution—to this day remains quite small, amounting to only 4. The hiring of junior research assistants became possible only when the Centre employed a certain number of scholars with scientific-educational titles who were able to get research project grants through which junior research assistants could be employed.

The ratio between the full-time employees of the Centre for Croatian Studies and part-time external associates is unfavourable. The reasons for this ratio are obvious, but so are the major changes that have been taking place in the recent years. Here is a table with ratios of employees at the Centre and external associates, their teaching load, and annual costs of external associate appointments:

academic year	ratio between employees of the Centre and external associates	ratio of teaching load of employees of the Centre and external associates	yearly costs covering external associate appointments
2011/12	1 : 4	35% : 65%	HRK 6,2 million
2012/13	1 : 3	45% : 55%	HRK 4,2 million
2013/14	1 : 2	55% : 45%	HRK 2,3 million

In the last three years, the ratio has changed dramatically because, along with the reduction of the absolute number of part-time external associates, the number of full-time employees at the Centre has increased. The ratio of teaching load is somewhat more favourable, because each external associate is allowed to dedicate up to 30% of her time to teaching, and typically they dedicate less. However, the costs of external associate appointments do not change in proportion to other items. The reason for this is that the employment principle used by the Ministry of Science in the last three years for the purpose of approving new positions at the Centre for Croatian Studies. The Centre had to reduce the total cost of external associate appointments for the cost of each approved full-time position at the Centre. For example, the position of an assistant professor who is required to teach 300 class hours a year costs about HRK 170,000 per annum; if this position is to be compensated from the budget for external associate appointments, 300 class hours equivalent would be gained at a loss of 700 class hours delivered by external associates. It is obvious, then, that external associate appointments have a number of advantages, primarily in the fact that it allows part-time employment of experts in particular fields and that this engagement will be significantly cheaper than full-time employment at the Centre. Thus a number of experts, academics and regular university professors used to be engaged to teach individual courses in the previous period. In most cases they taught classes within a single course. Considering our past experience with external associate appointments, we take the view that the share of external associates in teaching is acceptable up to 30%, not only for financial reasons, but also as a good solution for some study programmes that encourage inter-institutional and interdisciplinary collaboration. In this way, if the Centre for Croatian Studies wishes to continue to develop the empirical and clinical approach

to psychology, it will have to rely on the practical work in clinics and the part-time external associates in the performance of biomedical courses. Since Communication Science, one of the Centre's most attractive study programmes, is to a significant degree interdisciplinary, the share of part-time teachers in the teaching process, especially in the courses that are devoted to practical work in the media, will remain higher than in other study programmes. In such cases it is better for an institution to rely on hiring part-time external associates. The Centre for Croatian Studies finds that the share of external associates teaching up to 30% of all classes is desirable, because it is financially advantageous for special forms of classes and creates opportunities to hire experts in particular areas.

b) Specify and comment on the teacher/student ratio and its trend in the last 5 years.

In order to provide a better insight into the ratio of teachers and students, we present the table which reflects the dynamics of teacher's employment over the past years:

year	2009	2010	2011	2012	2013	2014	2009-2014
Number of newly employed teachers	3	8	4	6	4	8	33

In the past five years, the number of newly hired teachers at the Centre for Croatian Studies has increased. The year 2014 was added for a more comprehensive insight into the dynamics of teacher employment, since the contracts and competitions which would come into effect on 1 February 2014 had already been signed and completed. In this period nearly 30 full-time positions were opened at the Centre. If cumulative employment arrangements are included, 33 new teachers were employed from 2009.

In line with the dynamics of teacher employment, the teacher-student ratio changed significantly. If we take into account the total number of full-time students in the past 6 years and the number of teachers with the scientific-educational, ratio trends are as follows:

academic year	2009 /10	2010 /11	2011 /12	2012 /13	2013 /14	as of 1 Feb. 2014
total number of students	1312	1607	1733	1604	1421	1421
total number of full-time teachers	46	54	58	63	68	73*
total number of full-time teachers with sc.-ed. titles	25	27	29	34	41	46

ratio of teachers with sc.-ed. titles to students	1 : 53	1 : 60	1 : 60	1 : 47	1 : 40	1 : 31
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* contracts for additional 3 positions will be signed after 1 February 2014.

It is obvious that the ratio between teachers and students at the Centre still does not meet the required standards, even though much progress has been made in the last five, and especially last two years. The number of full-time teachers is differently distributed across departments and their study programmes. If one considers the number of students enrolled in each study programme, different teacher-student ratios will be obtained. In the following table, which expresses the ratio across individual study programmes, we have listed three relevant teacher-student ratios: firstly, the ratio between students and teachers holding scientific-educational titles (from assistant professor to tenured full professor), then we added the faculty employed at the Centre holding educational or associate titles (lecturer, senior lecturer, junior research assistant, assistant, senior assistant) to the number of teachers, and finally we added part-time external associates. For assistants we used the coefficient of 0,5 (corresponding to their teaching load of 150 class hours per annum), and 0,3 for part-time associates (corresponding to the maximum teaching load allowed). As of 1 January 2014, the situation across individual study programmes is the following:

STUDY PROGRAMME	number of students	number of teachers with sc.-ed. titles	ratio between students and teachers with sc.-ed. titles	number of teachers with sc.-ed. titles, ed. titles, and assoc. titles [coefficient 0,5]	ratio between students / teachers employed at the Centre	number of external associates [coefficient 0,3]	total ratio between students and teachers
Philosophy	118	5	1 : 24	5	1 : 16	3	1 : 14
Communication Studies	348	4	1 : 87	6	1 : 50	14	1 : 31
Croatology	227	7	1 : 32	3	1 : 27	17	1 : 17
Croatian Latinity	58	3	1 : 19	2	1 : 14	3	1 : 12
History	238	5	1 : 48	3	1 : 37	19	1 : 20
Psychology	322	10	1 : 32	6	1 : 25	25	1 : 16
Sociology	190	5	1 : 38	2	1 : 32	19	1 : 11
Teacher education	(132)*	2	1 : 63	2	1 : 40	3	1 : 19
TOTAL [enrolled students]	1643	41	1 : 37	29	1 : 27	100	1 : 18

* teaching-oriented graduate study programmes

In some study programmes the teacher-student ratio remains very unfavourable. This applies particularly to the study programme in Communication Science. This ratio will be improved after 1 February 2014, when another assistant professor will be employed at the Department of Communication Science. If

everyone involved in teaching this study programme is taken into account, the resulting teacher-student ratio is acceptable. This means that the teaching process is stable, despite the unfavourable ratio of students to full-time teachers with scientific-educational titles. This unfavourable ratio has to change in the coming years, however, by increasing the number of full-time teachers who are responsible for a majority of required courses, have the best insight into the students' progress, must bear the main responsibility for the quality of the teaching, and bear the responsibilities regarding all forms of final exams. But considering that Communication Studies is to a large extent a practical, interdisciplinary oriented field of social science, its study programme requires a whole range of practical and technical skills that require a number of practical seminars and exercises. So it will remain necessary for this type of teaching to engage experts from various media who are best suited to transfer the skills required for such work to students. A large number of external associates engaged in this segment of the study programme of Communication Studies do not hold academic titles, although they greatly contribute to the quality of teaching. In order to ensure the quality of the study programme of Communication Studies, the Centre will continue to engage external associates of such profile, and their share in the teaching process is likely to remain higher than in most of the other study programmes. The study programme of History also has unfavourable teacher-student ratio. This ratio will be somewhat improved after 1 February 2014, when another assistant professor will be joint the Department of History. From the very beginnings, this study programme has relied heavily on external associates from research institutes, especially the Croatian Institute for History. Although part-time external associates today hold less than 50% of all classes in the study programme of History, they still teach some courses that contribute to the quality of the study, for example in the auxiliary historical sciences or on the subject of Roman legal tradition. A more favourable ratio of students and teachers should be achieved by hiring additional teachers at the Department of History, not only in order to reduce external associate appointments, but primarily for the purpose of improving the availability of teachers and their diligence in work with students. Similar reasoning may be applied to other study programmes as well, in which the basic ratio between the teachers and students has to be improved, especially in the study programmes of Psychology and Sociology. Both study programmes will hire several additional teachers with senior scientific-educational titles in the course of 2014. As highlighted before, hiring at the Department of Psychology should be aim to connect the study programme with biomedicine and clinical work. In this direction, two new positions at the Department of Psychology will be introduced as part of the cumulative employment arrangement with the Croatian Institute for Brain Research of the School of Medicine and with one clinic. The study programme of Sociology has been conducted at the Centre for many years in collaboration with the Institute of Social Sciences "Ivo Pilar", the Institute for Social Research, and the Institute for Migration and Ethnic Studies. Classes were initially held only by the employees of these institutes who had research projects in the field of sociology. The study programme of Sociology was therefore very much empirically oriented, which sets them apart from most of the university study programmes of Sociology at Croatian universities, which remain overly theoretically oriented, whereas empirical sociology is mostly pursued at research institutes. The long-term cooperation with research institutes on the execution of study programme of Sociology is a distinguishing feature worth preserving. Since the process of re-accreditation of public institutes is also under way, and the workload

of researchers on projects and their participation in teaching are planned to be redefined, we hope for better and clearer conditions of cooperation between the Centre for Croatian Studies and research institutes.

The upward trend of hiring new teachers at the Centre should have been more intense in 2013. The Ministry of Science, Education and Sports had been paying for external associate appointments of the Centre for Croatian Studies until the end of the summer semester 2012/13, in the form of monthly payments directly to the Centre. From the academic year 2013/14, the external associate appointments will be funded in a different way, through the University of Zagreb. The current Management of the Centre has agreed with the Ministry of Science, Education and Sports to transfer a part of the costs previously used for financing external association appointments at the Centre to the development of new full-time positions at the Centre. The difficulties have arisen when the current Management of the University of Zagreb denied its consent for the whole package negotiated between the current Management of the Centre for Croatian Studies and the Ministry. After some delay, the Rector has granted his consent for a set of new scientific-educational positions. However, the other set of 9 additional assistant positions is on hold, as the Rector withholds his consent and the Ministry refuses to interfere with internal affairs of the University.

c) Comment on the teaching workload of full-time and part-time teachers (according to the data in table 4.2.).

The ratio between the workload of full-time teachers employed at the Centre and part-time teachers (external associates), as in Table 4.2 which includes data for the current academic year 2013/14, is unfavourable in some study programmes, as noted earlier in this chapter. The share of external associates in the total of class hours delivered at the Centre amounts to about 45%, which is only just acceptable for university study programmes. The share varies according to study programmes. In the study programme of Philosophy, the share of external associates is only 20%. The ratio between the workload of full-time teachers and external associates is also positive in the case of the study programme of Croatology, where the share of external associates is around 40%, whereas in the study programme of Croatian Latinity it rises to about 44%. In the study programme of History, slightly more than 40% of the total class hours are delivered by external associates. The hiring process for two assistant professors at the Department of History is under way, which will improve this ratio. The ratio of full-time teachers and external associates is also unfavourable in the case of the study programme of Communication Studies, Psychology, and Sociology. Hiring process at these three Departments is also under way (5 positions in total), but the total teaching load included in these positions has not yet been determined.

In the current academic year, the ratio clearly looks more favourable compared to the last year. Great efforts have been undertaken to align the workload of the teachers of the Centre for Croatian Studies with the requirements in the Collective Agreement. Due to the overall lack of teachers, some teachers happen to have too great workload.

d) Specify formal procedures for monitoring part-time employment of your teachers in other institutions.

Due to the large workloads at the Centre, the teachers of the Centre for Croatian Studies rarely take part in teaching engagements at other institutions of higher education. All cases must be formally requested and granted by the Scientific-educational Council of the Centre. If an external engagement request does not conflict with the interests of the Centre, it is usually granted. Teachers of the Centre are more involved in certain doctoral programmes at the University of Zagreb and at other universities in the Republic of Croatia. According to the decision of the Senate of the University of Zagreb, teachers at one constituent may work at another constituent of the University of Zagreb, or at another higher education institution in Croatia, only in some cases. The conditions are that the institution at which the teacher wishes to be engaged as an external associate must have a signed cooperation agreement with the University of Zagreb; otherwise, a cooperation agreement must be concluded directly with the teacher's constituent, with prior approval of the Rector. The Centre for Croatian Studies fully respects this procedure and its teachers duly address the Scientific-educational Council of the Centre with their requests to enter part-time engagements with other constituents of the University or other institutions of higher education. Provided that the decision of the Council is positive, the approval of the Rector of the University of Zagreb is sought in order to proceed with the conclusion of the cooperation agreements with the higher education institutions that wish to engage the teachers of the Centre for Croatian Studies as their external associates. The employees elected to associate titles (assistant or senior assistant) cannot enter part-time engagements outside their home institution.

e) Specify the size of student groups for lectures, seminar, exercises and other forms of teaching and evaluate efficiency of teaching in the groups. Comment on the student opinions about this issue mentioned in questionnaires.

The size of student groups is determined in accordance with the spatial capacities and human resources of the Centre for Croatian Studies while trying to apply the standards prescribed by the Bologna model of studying. Lecture groups in some cases have about a hundred students, but the average group is between 40 and 50 students. Strict attention is paid, within the Centre's capabilities, that the work groups for seminars do not exceed 30 students, and for exercises 15 students. However, due to the insufficient number of full-time teachers, the number of students in seminars is on average between 30 and 40. In case of study programmes with a small number of students, e.g. Philosophy and Croatian Latinity, it is sometimes allowed to have groups smaller than prescribed by the standard, especially when the courses are elective or are of special importance, provided that these courses are performed by full-time teachers. In case of the courses held in foreign languages, smaller groups of 3 to 10 students are permitted.

Although the Collective Agreement for Science and Higher Education allows up to 150 students at lecture classes, whereas the average at the Centre for Croatian Studies is between 40 and 50, this type of teaching is becoming largely ineffective because the Bologna model of studying requires continuous assessments of knowledge and encourages interaction between teachers and learners. Smaller seminars and exercises which accompany some lectures with larger groups may correct the deficiencies of *ex*

cathedra teaching, but the availability of exam materials and the content of lectures, if unrevised, diminish the impact of such lectures over years. In line with this experience, it is necessary to put more emphasis on tutorial approach and work in smaller groups. Contrary to the spirit of the Collective Agreement for Science and Higher Education, which values most of all the classic *ex cathedra* lecturing, teaching experience in the humanities and social sciences has shown that very often a large number of introductory lessons can be held by junior faculty, while the challenging topics are best handled and presented to students by senior faculty, with more teaching experience and research expertise, in the form of interactive seminars and case-study exercises. According to the research report *The Bologna Process at the Centre for Croatian Studies* (2012/13), conducted by the Centre for Social and Educational Research, student surveys confirm the advantages of small interactive seminars and exercises. Students express a clear preference for working in such groups and emphasize that competences are more easily acquired and learning outcomes better achieved.

f) Specify indicators for assessing competences of your full-time and part-time teachers. Comment on the comparability of those indicators in Croatian and international context. State opinions of the students mentioned in questionnaires and their effects.

The main indicators of research competence of full-time teachers and external associates are their publications. These indicators are set out Chapter 5 of this document and Appendix 5.5. The evaluation of teaching competence of the Centre's teachers and external associates is conducted through regular student surveys, whereas an important indicator also is the student success rate, students awards, especially the Rector's Award, conference participations, student publications, etc.

External associates at the study programmes of the Centre for Croatian Studies are primarily recruited from research institutes with which the Centre for Croatian Studies has agreements on long-term cooperation. There are seven such institutes: Institute of Social Sciences "Ivo Pilar", Institute for Social Research, Institute of Philosophy, Institute of Croatian Language and Linguistics, Croatian Institute of History, Institute for Migration and Ethnic Studies, and Institute of Ethnology and Folklore Research. Researches from the Institute of Art History also take part in teaching at the Centre for Croatian Studies. Researchers hired part-time as external associates at the Centre are chosen according to the criteria of excellence in their respective fields. These are mostly scholars with large bibliographies and international references. In addition the scholars from research institutes, teachers from other constituents of the University of Zagreb and other Croatian universities are also engaged. The Centre has concluded cooperation agreements with the School of Medicine, the Faculty of Economics and Business, the Music Academy—all constituents of the University of Zagreb—and also with the Faculty of Philosophy of the University of Osijek. For teaching some courses in the study programme of Communication Studies and Psychology, the Centre engages teachers and specialists from clinical hospitals, specialized institutions and agencies in which the students gain practical knowledge in specific disciplines and professions. External associates are rated extremely well in surveys which are periodically organised among students of the Centre for Croatian Studies. The formal monitoring of external associates engaged in teaching is carried out mainly through contracts signed before each

semester, defining the duties of part-time teachers (external associates). Such duties include submitting a description of the course with the goals, learning outcomes, literature, forms of student assessment, etc. The contract stipulates that the teacher keeps records of the students in the ISVU and delivers approved exam lists to the Student Service. Each part-time teacher submits a monthly report on his or her teaching, recording the dates and times of the held classes, topics taught, and other notes. The records of classes held are separately kept and updated by the information/records service on issuing the keys to lecture rooms. Each part-time teacher is included in the student surveys which are carried out periodically at the Centre. Whether a part-time teacher shall be hired again depends on the results of the student surveys. Finally, representatives of external associates engaged at a time at each department, are members of department councils with the same rights and duties as full-time teachers employed at that department.

Students generally express their satisfaction with their teachers and their teaching competences in various surveys (70% of students are “satisfied” or “very satisfied” with their teachers, according to the research report *The Bologna Process at the Centre for Croatian Studies*; “very good” (B) is the average grade for teachers of the Centre in the regular student surveys conducted at the University level). The way of presenting course material has received a somewhat lower score. Obviously there is a small gap between the competences of the teachers and their transference of these competences to their students. Addressing this gap is a future task for improving the quality of teaching.

g) Specify methods of professional support to your full-time and part-time teachers in the field of training and improving teaching competencies. Specify methods of professional training of your full-time and part-time teachers at other Croatian and foreign HEIs and assess the scope and achievements of this process. Compare with other HEIs.

The Centre for Croatian Studies does not have special methods or mechanisms for training or improving teaching competencies of its full-time and part-time teachers, apart from the provisions incorporated in the system of quality assurance, as set out in Chapter 1, Sections **i**) and **j**). However, through the project “Promoting and spreading culture of quality at the Centre for Croatian Studies of the University of Zagreb”, financed by the Fund for Development of the University of Zagreb, a series of educational activities aiming to improve teacher competencies were conducted. Within this project, the teaching staff of the Centre holding associate titles (mainly junior faculty) completed the programme “Active learning and critical thinking in HE classes” which was a part of the international project “Reading and writing for critical thinking – RWCT”. More on this and other activities conducted through the project in Chapter 5, Section **I**) of this document.

Furthermore, in 2013 the University of Zagreb launched the Centre for Improvement of Teaching Competencies with the aim of addressing the need for systematic honing of teaching competencies of the teaching staff of the University. The Centre will start in early 2014 by offering intensive two-day workshops and four-day seminars on various tools and methods of teaching and assessment. At first, enrolment will be voluntary, though the University plans to make some seminars obligatory for new and for junior faculty members. The current Management of the Centre for Croatian Studies will strongly

encourage all its full-time and, if possible, part-time teachers employed at other institutions, especially juniors, to attend these workshops and seminars.

h) Specify special measures, if any, introduced by your HE institution to encourage better motivation and self-improvement of teachers (awards, acclaims, etc.) and comment on the effectiveness of such measures.

So far, the Centre for Croatian Studies has no regulations on awarding teachers with outstanding performance, though the current Management does plan to draft such regulations. However, the importance of publications in highly ranked international journals and with reputed publishers has been recognised with the adoption of the *Decision on rewarding publications of high international visibility* (2013). Similarly, an award for publication of special importance for the study and promotion of Croatian language and culture is in preparation by the Department of Croatology and the editorial board of the journal *Kroatologija*. Furthermore, publication of textbooks and lecture notes related to the study programmes is strongly encouraged. It should be noted that the Centre for Croatian Studies, within its capabilities, co-finances its full-time teachers to attend academic conferences in Croatia and abroad. The effectiveness of these measures is so far more apparent in research output and advancement in academic ranks, whereas the impact of these measures on teaching has yet to be assessed.

The current legislation regarding higher education does not regulate the workload of professors teaching at the postgraduate level. It is unfortunately that the entire system of postgraduate university education is left to self-financing through student tuitions, as the government agencies which fund higher education do not include doctoral studies in their schemes. The Centre for Croatian Studies shall offer to its teachers special incentives for rewarding excellent performance in teaching at the undergraduate and graduate level, and will at the same time find ways to relieve professors of international reputation of a part of their teaching load at the first two study levels so as to enable them to devote their time more to the close mentoring and tutoring of postgraduates. Postgraduate study programmes represent an important criterion of excellence of higher education institutions. The University of Zagreb has recognized this necessity and made visible progress in quality control and transparency of the functioning of postgraduate studies. However, no significant progress in addressing the issues of financing postgraduate studies and postgraduate teaching load has been made either by the University or by the bodies responsible for funding and legislation. The Centre for Croatian Studies is dedicated to making a small step in that direction by addressing the problem of postgraduate teaching load in the aforementioned way.

i) Briefly describe and rate the type and quality of teaching material prepared by your teachers and specify select textbooks of your teachers published in the last 5 years. Give your opinion on the coverage of your curriculum by appropriate literature.

By far the most active department in the publication of teaching material (such as the editions of the Centre for Croatian Studies) is the Department of Philosophy. So far it has published 2 textbooks by Croatian authors, 9 translations of foreign textbooks (4 of those in the last 5 years), 15 publications related to the teaching of philosophy, 9 manuals and collections of lecture notes, and 2 electronic

manuals available on the Centre's website. The Department of Communication Studies has released 4 publications related to their courses, the Department of Croatian Latinity published 2, and the Department of Sociology issued a single such publication. The Head of the Department of Teacher Education has published 3 textbooks which are used in the curriculum of teacher education.

As to the question of the coverage of curricula of the Centre for Croatian Studies by appropriate course literature, the answer depends on the research area. The study programmes which largely deal with the topics of Croatian cultural identity, such as Croatology, Croatian Latinity and History, as well as Sociology (to the extent it deals with Croatian society), can rely on the increased number of professional publications of the Centre for Croatian Studies. This issue is not systematically monitored, but there is a general impression that there is a lack of textbooks and manuals adequate for use in some courses. Due to the specific interdisciplinary nature of the area, it is difficult to expect a single textbook for Croatology, though this can be repaired by a series of manuals covering specific segments of Croatian culture. The study programme of Philosophy has done a lot to meet its needs for course literature, though a large part of literature is available to students in English. This is certainly an encouragement for students of philosophy to brush up their English.

The Department of Psychology has not yet been involved in the preparation of textbooks and manuals published by the Centre for Croatian Studies. The reason for this is that the study of Psychology had largely been conducted by part-time teachers from research institutes, until very recently, who were publishing papers that were related to their specific research projects at their home institutes or elsewhere, and were less motivated to produce teaching material at the Centre for Croatian Studies. However, the Department of Psychology is today well staffed and it is expected that it will make up for the lack of availability of professional literature in the near future. Although the Department of Psychology has not yet produced textbook materials of its own making, students of Psychology have at their disposal a large number of manuals (237), followed by textbooks (total of 188) - in the Croatian language (89), but also in foreign languages (99), and finally, research articles which are difficult to enumerate as almost all teachers tend to recommend to their students a large number of electronically available articles, especially in seminars.

A detailed list of course materials published by the Centre for Croatian Studies which were used for teaching in the academic year 2012/13, including the textbooks, manuals and course notes written by full-time teachers and external associates of the Centre, can be found in **Appendix 4.1**.

j) Specify to what extent you are satisfied with the current situation and propose possible improvements.

In the past five years, the total number of full-time teachers holding scientific-educational titles has been almost doubled at the Centre for Croatian Studies. This fact alone should cause great satisfaction. However, if we analyse the Centre as a whole, the structure of teachers remains unsatisfactory. Some departments do not cover all areas of specialization planned by the study programmes. New working positions are needed due to the lack of experts in poorly covered areas of specialization, but also in order to improve the teacher-student ratio. However, a much bigger problem will occur in several years when

the contracts with a majority of junior research assistants will expire. All those who receive their PhD's in due course and gain the status of senior assistants (many of them have already been elected to associate titles), have no prospect of employment because it is not clear to what extent the government will be able to finance new positions. The Centre for Croatian Studies as an institution faces additional problems. We have only 4 assistant positions envisioned by the documents specifying the structure of working positions. The rules dictate, quite reasonably, that an assistant who obtains a PhD becomes a senior assistant and then, if she gets a more senior position with a scientific-educational title, regardless of where she might find the position, the assistant position will be vacated and replacement will be sought through an open competition. However, the Centre for Croatian Studies has 25 junior research assistants (juniors employed through research projects of the Ministry) who undergo the identical educational process and have identical teaching duties, but after their contracts expire their positions will be closed. If the competent authorities of the University do not find a solution, the personnel truncated pyramid, which we mentioned at the beginning of this chapter, will lose its base in a couple of years. An attempt of the current Management of the Centre for Croatian Studies, with support and oral consent of the Ministry of Science, Education and Sports to redirect a part of the funds allocated for the coverage of external collaboration of the Centre for Croatian Studies towards financing 9 new assistant positions has failed because the current Management of the University has not given its approval for these positions.

Although additional positions are required, especially in those departments that have an unfavourable teacher-student ratio, the years of positive experience with external associates at the Centre should not be ignored, namely the ability to hire leading experts in the fields for part-time engagement, or to use less funds to cover the costs of teachers who could not be guaranteed a full teaching workload. We hope that the Ministry of Science will make cumulative employment arrangements possible for us through the announced restructuring of research institutes, and through defining the required research workload and possible room for teaching load of researchers employed at public research institutes. There are potentials at the research institutes which could be utilised at all study levels, based on well-devised cumulative employment agreements. The Centre for Croatian Studies has had years of experience in engaging external associates at all study levels. In addition, the Centre has several cumulative employment agreements in effect, and further ones will be concluded early in 2014. However, the greatest potential for collaboration with research institutes may be in joint postgraduate study programmes, provided a systematic approach is taken to solve the problem with the workload of both employees of the Centre and employees of research institutes who might take part in postgraduate study programmes at the Centre.

The teaching load of full-time teachers of the Centre is not always evenly distributed. The practice of small interactive groups, which as the heart of the Bologna reform, has not been fully realized, primarily because of the lack of teachers employed at the Centre. Lecture groups have 40 to 50 students on average, which is acceptable, although the classic type of "frontal lecturing" is losing its previous function. However, seminar groups of 30 to 40 students in average are not acceptable. This requires certain changes to be introduced. A definitive assessment of actual teaching load for each individual full-time teacher will systematically be explored in the course of the preparation of syllabuses for the

academic year 2014/15. Elements to be taken into account are the total number of students, the planned method of teaching, the method of knowledge assessment, and student accomplishment and satisfaction rates. Until recently, the Centre for Croatian Studies has not been systematically analysing and monitoring the workload of full-time teachers, but this will become a necessary means of quality control in the next period. Not only will this make the distribution of teaching load more even and fair, but it will also enable a realistic assignment of ECTS credits in relation to the expected student workload, which is necessary in order to comply with the Bologna reform and increase the mobility of students within and outside the Centre for Croatian Studies. Additional useful information about the elements that determine the quality of studies at the Centre will facilitate a realistic evaluation of the more demanding seminars and exercises, as well as to provide better insight into the possibilities of assigning special value to teaching at the postgraduate level.

Further two weak points have been pointed out, although they are mentioned elsewhere in this document. First, all opportunities for improving teaching competencies of full-time and part-time teachers of the Centre for Croatian Studies, especially of those younger ones, will have to be sought and realized in the coming years. Also, the Centre will work on developing mechanisms of monitoring teaching performance and encouraging excellence in teaching. Second, a more systematic approach to the preparation of teaching material in the form of textbooks, manuals and lecture notes should be applied, modelled after the efforts of the Department of Philosophy.

Table 4.1 Staff structure
(situation as of 1 February 2014)

Staff	Full-time staff		Cumulative employment		Full-time teachers with part-time engagement at other institutions	External associates	
	Number	Average age	Number	Average age	Number	Number	Average age
Full professors	8	61,7	-	-	4	34	55,72
Associate professors	12	45	-	-	2	20	53,27
Assistant professors	17	39,37	5	38.5	9	14	53.5
Educational titles (lecturers, senior lecturers, lectors)	3	46,5	-	-	-	31	42,71
Associate titles (assistants and senior assistants, excl. junior research assistants)	3/3	38,2	-	-	-	24/6	30
Junior researcher assistants [with PhD and senior assistant title]	25 [9]	32,38	-	-	-	-	-
TOTAL	73					123	
Professional staff (librarians)	1	37	-	-	-	-	
Technical staff	5	48,5			-----	3	41
Administrative staff	11	38.08	-		-----	2	36
Support staff	-	-	-	-	-----	2	38,5

Table 4.2: Teaching load of full-time and part-time teachers (i.e. external associates),

(Situation as of 1 February 2014)

PHILOSOPHY

Study programme	Lectures		Seminars and exercises	
	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers
undergraduate PHILOSOPHY	480	270	570	22,5
graduate PHILOSOPHY	270	90	405	67,5
total	750	360	975	90

COMMUNICATION STUDIES

Study programme	Lectures		Seminars and exercises	
	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers
undergraduate COMM. STUDIES	750	720	1,050	1,132.5
graduate COMM. STUDIES	420	420	465	697.5
total	1,170	1,140	1,515	1,830

CROATOLOGY

Study programme	Lectures		Seminars and exercises	
	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers
undergraduate CROATOLOGY	660	720	600	615
graduate CROATOLOGY	630	690	585	142
total	1,290	1,410	1,185	757

CROATIAN LATINITY

Study programme	Lectures		Seminars and exercises	
	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers
undergraduate LATIN	540	180	412.5	472.5
graduate CROATIAN LATINITY	30	120	217.5	157.5
total	570	300	630	630

HISTORY

Study programme	Lectures		Seminars and exercises	
	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers
undergraduate HISTORY	900	480	540	517,5
graduate HISTORY	330	360	737.5	487,5
total	1,230	840	1,277.5	1.005

PSYCHOLOGY

Study programme	Lectures		Seminars and exercises	
	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers
undergraduate PSYCHOLOGY	1,380	1,020	472.5	150
graduate PSYCHOLOGY	480	1,140	307.5	652.5
total	1,860	2,160	780	802.5

SOCIOLOGY

	Lectures		Seminars and exercises	
	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers
Study programme				
undergraduate SOCIOLOGY	630	1040	322.5	660
graduate SOCIOLOGY	540	480	472.5	248
total	1,170	1,520	795	908

TEACHER EDUCATION

	Lectures		Seminars and exercises	
	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers
Study programme				
TEACHER TRAINING MODULE	540	660	270	330

FOREIGN LANGUAGES

	Lectures		Seminars and exercises	
	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers
Study programme				
FOREIGN LANGUAGES	-	-	1,170	1,260

Table 4.3 List of teachers
(situation as of 1 February 2014)

	Teacher	Grade (Rank)	Academic Title	HEI which issued the qualification	Field	Date of last selection into grade (title)	Cumulative employment percentage	Workload on the employer institution in standardised teaching hours	Workload on other institutions in standardised teaching hours
1.	SPOMENKA BOGDANIĆ	Lecturer	MA	University of Zagreb – Faculty of Humanities and Social Sciences	Philology / English	27 May 2009	100%	540	0
2.	TOMISLAV BRACANOVIĆ* * Head of the Department of Philosophy	Associate Professor	PhD	University of Zagreb - Centre for Croatian Studies	Philosophy / Ethics	25 September 2013	100%	345	0
3.	MARIJA BRAJDIĆ VUKOVIĆ	Assistant Professor	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	Sociology	18 December 2013	100%	300	0
4.	IVAN BURIĆ	Assistant Professor	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	Sociology	18 December 2013	100%	300	0
5.	ANA BUTKOVIĆ	Assistant Professor	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	Psychology	26 September 2012	50%	150	150
6.	IRENA CAJNER MRAOVIĆ	Associate Professor	PhD	University of Zagreb – Faculty of Defectology	Sociology / Special Sociology	19 June 2013	100%	327,5	0

	Teacher	Grade (Rank)	Academic Title	HEI which issued the qualification	Field	Date of last selection into grade (title)	Cumulative employment percentage	Workload on the employer institution in standardised teaching hours	Workload on other institutions in standardised teaching hours
7.	ZVONIMIR ČULJAK	Full Professor	PhD	Universität Augsburg	Philosophy / Epistemology	10 December 2013	100%	255	0
8.	EVA ANĐELA DELALE	Assistant Professor	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	Psychology	20 February 2013	100%	300	0
9.	ŠIME DEMO	Assistant Professor	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	Philology / Classical Philology	3 March 2010	100%	360	0
10.	JASMINKA DESPOT LUČANIN* * Head of the Department of Psychology	Full Professor	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	Psychology / Clinical and Health Psychology	18 September 2012	100%	225	0
11.	VIKTORIJA FRANIĆ TOMIĆ	Assistant Professor	PhD	University of Split - Faculty of Philosophy in Zadar	Philology / Croaticistics	18 December 2013	100%	300	0
12.	MARIO GRČEVIĆ* * Head of the Department of Croatology	Associate Professor	PhD	Universität Mannheim	Philology / Croaticistics	20 February 2013	100%	277,5	0
13.	PAVEL GREGORIĆ* *Commissioner for research, international and institutional relations	Associate professor	DPhil	University of Oxford	Philosophy / History of Philosophy	21 September 2011	100%	266,5	0
14.	IVANA HROMATKO	Assistant Professor	PhD	University of Zagreb - Faculty of Humanities and Social Sciences.	Psychology	26 September 2012	50%	150	150

	Teacher	Grade (Rank)	Academic Title	HEI which issued the qualification	Field	Date of last selection into grade (title)	Cumulative employment percentage	Workload on the employer institution in standardised teaching hours	Workload on other institutions in standardised teaching hours
15.	TOMISLAV JANOVIĆ	Assistant Professor	PhD	Universität Mainz	Philosophy / Metaphysics	12 November 2009	100%	232,5	0
16.	ALOJZ JEMBRIH	Full Professor (tenured)	PhD	Universität Wien	Philology / Theory and History of Literature	8 June 2010	100%	292,5	60
17.	IVANA JUKIĆ	Assistant Professor	PhD	University of Zagreb - Centre for Croatian Studies	History / Early Modern Croatian and World History	14 December 2011	100%	217,5	0
18.	JELENA JURIŠIĆ* * Head of the Department of Communicology	Assistant Professor	PhD	Lomonosov Moscow State University	Information Sciences	8 February 2007	100%	322,5	30
19.	PAVAO KNEZOVIĆ* * Head of the Department of Croatian Latinity	Full Professor (tenured)	PhD	University of Skopje – Faculty of Humanities	Philology / Classical Philology	12 October 2012	100%	435	60
20.	MIJO KORADE	Full Professor (tenured)	PhD	Gregorian Pontifical University in Rome	History / Modern and Current Croatian and World History	13 March 2012	100%	360	0
21.	ADRIJANA KOŠČEC-ĐUKNIĆ	Assistant Professor	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	Psychology / Psychology of Work	6 July 2011	100%	270	0

	Teacher	Grade (Rank)	Academic Title	HEI which issued the qualification	Field	Date of last selection into grade (title)	Cumulative employment percentage	Workload on the employer institution in standardised teaching hours	Workload on other institutions in standardised teaching hours
22.	DANIJEL LABAŠ* *Commissioner for study programmes and students	Associate Professor	PhD	Salesianum Pontifical University in Rome	Information and Communication sciences / Communicology	11 July 2012	100%	255	90
23.	ANITA LAURI KORAJLIJA	Assistant Professor	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	Psychology	26 September 2012	50%	150	150
24.	ZDRAVKA MARTINIĆ JERČIĆ	Lector	MA	University of Zagreb - Faculty of Humanities and Social Sciences	Philology / Classical Philology	18 December 2013	100%	300	0
25.	RENATO MATIĆ	Associate Professor	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	Sociology	14 December 2011	100%	315	0
26.	LUCIA MIŠKULIN SALETOVIĆ	Senior Lecturer	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	Philology Anglistics / Germanistics	20 March 2013	100%	450	0
27.	MARJAN NINČEVIĆ	Assistant Professor	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	Pedagogy / General Pedagogy	18 December 2013	100%	300	0
28.	NINA PAVLIN BERNARDIĆ	Assistant Professor	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	Psychology	26 September 2012	50%	150	150
29.	DAVOR PISKAČ	Assistant Professor	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	Philology / Theory and History of Literature	12 November 2009	100%	Paid study visit to Canada	0

	Teacher	Grade (Rank)	Academic Title	HEI which issued the qualification	Field	Date of last selection into grade (title)	Cumulative employment percentage	Workload on the employer institution in standardised teaching hours	Workload on other institutions in standardised teaching hours
30.	TOMISLAV POPIĆ	Assistant Professor	PhD	University of Zagreb - Centre for Croatian Studies	History / Medieval History	18 December 2013	100%	300	0
31.	MARKO PRANJIĆ* * Head of the Department of Teacher Education	Full Professor (tenured)	PhD	Salesianum Pontifical University in Rome	Educational Sciences	13 December 2005	100%	225	150
32.	MLADEN PUŠKARIĆ	Associate Professor	PhD	University of Zagreb – Faculty of Law	Political Science	5 April 2005	100%	375	0
33.	VANJA ŠIMIČEVIĆ* * Head of the Department of Sociology	Associate Professor	PhD	University of Zagreb – Faculty of Economics	Economics / Quantitative Economics	25 September 2013	100%	300	105
34.	MARINKO ŠIŠAK	Assistant Professor	PhD	University of Zagreb - Centre for Croatian Studies	Interdisciplinary scientific area, field of Croatiaology	18 December 2013	100%	300	0
35.	BRANKA TAFRA	Full Professor (tenured)	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	Philology / Croatiaistics	13 July 2010	100%	315	0
36.	JOSIP TALANGA* * Head of the Centre for Croatian Studies	Full Professor (tenured)	PhD	Universität Bonn	Philosophy / history of philosophy	15 October 2013	100%	330	0
37.	MLADEN TOMORAD* * Head of the Department of History	Assistant Professor	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	History / Ancient History	16 March 2011	100%	337,5	0

	Teacher	Grade (Rank)	Academic Title	HEI which issued the qualification	Field	Date of last selection into grade (title)	Cumulative employment percentage	Workload on the employer institution in standardised teaching hours	Workload on other institutions in standardised teaching hours
38.	TAMARA TVRTKOVIĆ	Associate Professor	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	Philology / Classical Philology	25 September 2013	100%	300	0
39.	DARKO VITEK* *Commissioner for postgraduate studies	Associate Professor	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	History / Early Modern Croatian World History	22 May 2013	100%	302,5	0
40.	ANDREA VRANIĆ	Assistant Professor	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	Psychology / General Psychology	26 September 2012	50%	150	150
41.	MAJA VURNEK ŽIVKOVIĆ	Assistant Professor	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	Psychology	20 February 2013	100%	300	0
42.	SANJA VULIĆ	Associate Professor	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	Philology / Croaticistics	23 January 2013	100%	337,5	0
43.	NADA ZGRABLJIĆ ROTAR	Associate Professor	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	Information and Communication Sciences	20 February 2013	100%	350	0
44.	DUBRAVKA ZIMA	Assistant Professor	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	Philology / Theory and History of Literature	1 July 2009	100%	375	0
45.	MISLAV STJEPAN ŽEBEC	Assistant Professor	PhD	University of Zagreb - Faculty of Humanities and Social Sciences	Psychology / General Psychology	20 October 2010	100%	240	0

	Teacher	Grade	Academic Title	HEI which issued the qualification	Field	Date of last selection into grade (title)	Cumulative employment percentage	Workload on the employer institution in standardised teaching hours	Workload on other institutions in standardised teaching hours
46.	RUDOLF BARIŠIĆ	Junior Research Assistant (Assistant)	MA	University of Zagreb - Faculty of Humanities and Social Sciences	Research project no. 226-2263053-3067	1 August 2008	100%	150	0
47.	KLARA BILIĆ-MEŠTRIĆ	Junior Research Assistant (Assistant)	MA	University of Osijek - Faculty of Humanities and Social Sciences	Research project no. 226-2261681-1321	1 June 2012	100%	180	0
48.	SANJA BUDIMIR	Junior Research Assistant (Senior Assistant)	PhD	University of Zagreb	Research project no. 226-2263053-3067	1 March 2012	100%	206,5	0
49.	RONA BUŠLJETA	Junior Research Assistant (Senior Assistant)	PhD	University of Zagreb - Centre for Croatian Studies	Research project no. 226-2261681-0827	1 July 2012	100%	225	0
50.	ANA BUTKOVIĆ	Junior Research Assistant (Assistant)	MA	University of Rijeka - Faculty of Humanities and Social Sciences	Research project no. 226-0000000-3393	1 November 2010	100%	120	0
51.	KATARINA DADIĆ	Junior Research Assistant (Assistant)	MA	University of Zagreb - Faculty of Humanities and Social Sciences	Research project no. 226-2261681-0827	18 March 2008	100%	Employee on maternity leave	0
52.	DUŠAN DOŽUDIĆ	Senior Assistant	PhD	University of Zagreb - Centre for Croatian Studies	Department of Philosophy	1 March 2012	100%	245	0

	Teacher	Grade (Rank)	Academic Title	HEI which issued the qualification	Field	Date of last selection into grade (title)	Cumulative employment percentage	Workload on the employer institution in standardised teaching hours	Workload on other institutions in standardised teaching hours
53.	PETAR FABIJANIĆ	Junior Research Assistant (Assistant)	MA	University of Zagreb - Centre for Croatian Studies	Research project no. 226-2261681-1321	1 March 2008	100%	120	0
54.	EVA KATARINA GLAZER	Junior Research Assistant (Senior Assistant)	PhD	University of Zagreb – Catholic Theology Faculty	Research project no. 226-2261681-1321	1 March 2008	100%	240	0
55.	STIPICA GRGIĆ	Junior Research Assistant (Assistant)	MA	University of Zagreb - Faculty of Humanities and Social Sciences	Research project no. 226-2261681-1321	1 May 2008	100%	180	0
56.	IVANA HANZEC	Junior Research Assistant (Assistant)	MA	University of Zagreb - Centre for Croatian Studies	Research project no. 226-0000000-3393	1 November 2010	100%	127,5	0
57.	MARKO JERKOVIĆ	Junior Research Assistant (Assistant)	MA	University of Zagreb - Centre for Croatian Studies	Research project no. 226-2263053-3067	1 January 2012	100%	217,5	0
58.	MARTINA KNEŽEVIĆ	Junior Research Assistant (Assistant)	MA	University of Zagreb	Research project no. 226-0000000-3393	8 November 2013	100%	150	0
59.	MATILDA KOLIĆ STANIĆ	Junior Research Assistant (Assistant)	MA	Pontifical University of the Holy Cross in Rome - Faculty of Communication Sciences	Research project no. 226-0000000-3523	1 February 2010	100%	On maternity leave	0

	Teacher	Grade (Rank)	Academic Title	HEI which issued the qualification	Field	Date of last selection into grade (title)	Cumulative employment percentage	Workload on the employer institution in standardised teaching hours	Workload on other institutions in standardised teaching hours
60.	PETRA KOŠUTAR	Junior Research Assistant (Senior Assistant)	PhD	University of Zagreb - Centre for Croatian Studies	Research project no. 226-2261681-0672	1 September 2013	100%	150	0
61.	MISLAV KOVAČIĆ	Junior Research Assistant (Assistant)	MA	University of Zagreb – Catholic Theology Faculty	Research project no. 226-2261681-0672	1 February 2010	100%	142,5	0
62.	LUCIJA KREŠIĆ	Junior Research Assistant (Assistant)	MA	University of Zagreb - Faculty of Humanities and Social Sciences	Research project no. 226-2263053-3067	1 March 2008	100%	255	0
63.	LOVORKA MAĐAREVIĆ	Junior Research Assistant (Senior Assistant)	PhD	University of Zagreb - Centre for Croatian Studies	Research project no. 226-2261681-0827	1 February 2011	100%	217,5	0
64.	ANTONIJA MARIČIĆ	Junior Research Assistant (Assistant)	MA	University of Zagreb - Centre for Croatian Studies	Research project no. 226-2261681-0827	1 December 2008	100%	202,5	0
65.	ANELA MATELJAK POPIĆ	Junior Research Assistant (Assistant)	MA	University of Zagreb - Centre for Croatian Studies	Research project no. 226-2261681-0827	1 January 2008	100%	Employee on maternity leave	0
66.	DARIO PAVIĆ	Junior Research Assistant (Senior Assistant)	PhD	University of Zagreb - Centre for Croatian Studies	Research project no. 226-0000000-3393	1 February 2011	100%	232,5	0

	Teacher	Grade (Rank)	Academic Title	HEI which issued the qualification	Field	Date of last selection into grade (title)	Cumulative employment percentage	Workload on the employer institution in standardised teaching hours	Workload on other institutions in standardised teaching hours
67.	BRUNO PUŠIĆ	Junior Research Assistant (Assistant)	MA	University of Zagreb - Centre for Croatian Studies	Research project no. 226-0000000-3393	1 November 2010	100%	262,5	0
68.	IFIGENIJA RAČIĆ	Junior Research Assistant (Assistant)	Master of Arts in Journalism	University of Zagreb - Centre for Croatian Studies	Research project no. 226-0000000-3523	1 December 2008	100%	150	0
69.	ANĐELKA RAGUŽ	Junior Research Assistant (Assistant)	MA	University of Zagreb – Faculty of Political Science	Research project no. 226-0000000-3523	15 October 2012	100%	150	0
70.	DRAGANA SEKULIĆ	Senior Assistant	PhD	University of Zagreb - Centre for Croatian Studies	Department of Philosophy	1 October 2012	100%	225	0
71.	ANDREJA SRŠEN	Senior Assistant	PhD	University of Zagreb - Centre for Croatian Studies	Department of Sociology	1 April 2012	100%	225	0
72.	MARINA ŠTAMBUK	Junior Research Assistant (Assistant)	MA	University of Zagreb - Centre for Croatian Studies	Research project no. 226-2261681-0827	1 December 2008	100%	150	0
73.	VLATKA VUKELIĆ	Junior Research Assistant (Senior Assistant)	PhD	University of Zagreb - Centre for Croatian Studies	Research project no. 226-2261681-1321	1 January 2012	100%	262,5	0

Table 4.4 Dynamics of teachers' employment in the last 5 years

Year	Number of newly employed teachers	Number of teachers whose contracts expired
2013	4	0
2012	6	0
2011	4	0
2010	8	0
2009	3	2

Number of newly employed teachers from 1998. till 2012.

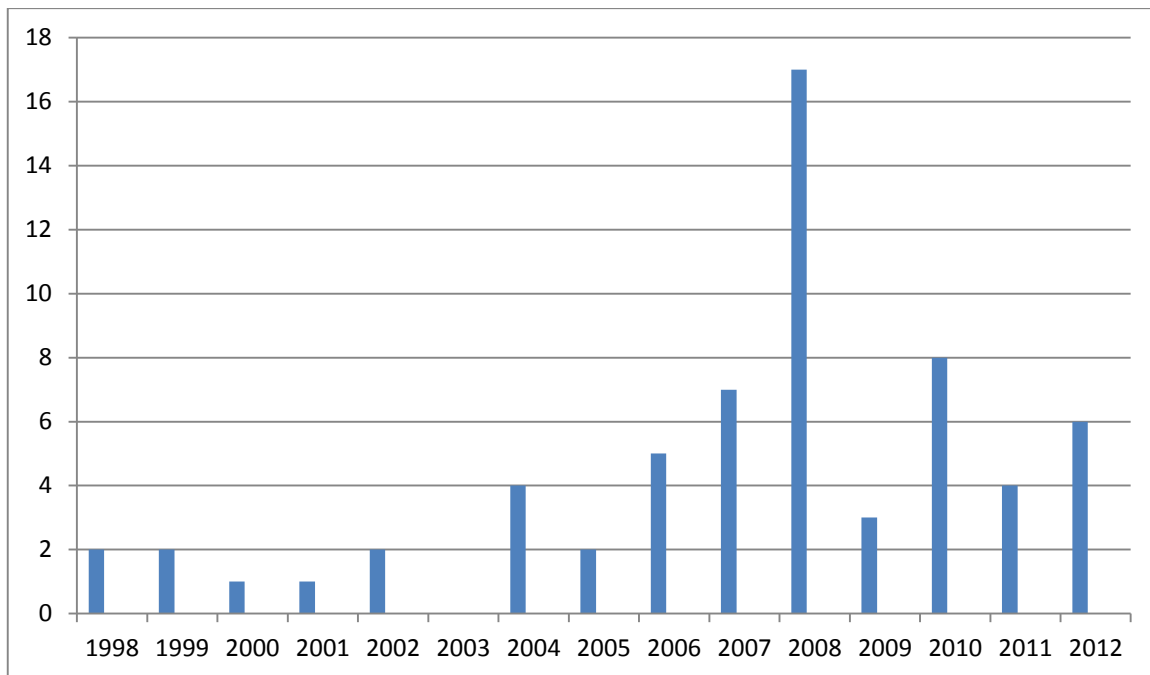


Table 4.5 Teaching materials used in academic year 2012/13

<i>Study programme name</i>	<i>Number of Croatian textbooks</i>	<i>Number of foreign textbooks translated into Croatian</i>	<i>Number of research papers related to teaching</i>	<i>Number of manuals</i>	<i>Number of instructional material related to the artistic field</i>	<i>Number of courses for which there are reviewed manuals on the institution's web site</i>	<i>Number of courses for which there is a web page with supplementary teaching materials</i>	<i>Number of e-courses</i>
<i>PHILOSOPHY</i>	5	10	36	9		2		
<i>COMMUNICOLOGY</i>	25	35	48	308		3	3	1
<i>SOCIOLOGY</i>			1	2		1		
<i>LATIN LANGUAGE / CROATIAN LATINITY</i>	4/2		42/53	4/3		1		3/3
<i>CROATOLOGY</i>	11	8	317	27		1	4	
<i>HISTORY</i>³	314	173	74	151	136	11 ⁴	19	
<i>PSYCHOLOGY</i>	45	44	200	237				

³ Number of used sources: 43

⁴ www.academia.edu

5. RESEARCH AND PROFESSIONAL ACTIVITY

a) Describe the strategy of scientific activity for at least a five-year period, concerning research in the scientific area for which your institution is registered in the Register of Scientific Organisations.

According to the *Development Strategy of the Centre for Croatian Studies of the University of Zagreb (2011-2015)*, the mission of the Centre in the field of research and professional activity includes:

- organizing, carrying out and coordinating research projects in the field of humanities as well as in relevant interdisciplinary fields of science with a special focus on the study of different components of Croatian society within and outside the Republic of Croatia and for their long-term sustainable and coordinated development;
- carrying out and coordinating activities from the scope of the University of Zagreb and other higher education institutions in the Republic of Croatia and public research institutes, as well as institutions focused on the research of Croatian society and promotion of Croatian culture, education and research;
- establishing and connecting related institutions in the Republic of Croatia and abroad.

In the area of research and professional activity, the strategic objectives of the Centre in the current period (2011-2015) are:

Strategic goal 1: To establish the Centre as a constituent of the parent University which offers high quality study programmes based on learning outcomes and results of current scientific research;

Strategic goal 2: To maintain and further develop existing partnerships of the Centre, and to establish new partnerships with relevant national and international institutions of higher education and scientific research, particularly with organizations working on programmes dealing with Croatian society, language and culture;

Strategic goal 3: To develop institutional cooperation with partners outside the system of higher education and science.

• The following tasks concerning scientific and professional activity are set with the *Strategic goal 1*:

- i) Establish a database of supervisors at the doctoral studies and their respective competences.

Not completed. The supervisor data base is in the initial phase.

- ii) Organize periodical international conferences in the fields of Croatology, History, Philosophy, Communication Studies and other fields from the scope of the Centre.

*International and national conferences are held in almost all of these fields (see **Appendix 5.1**). Notable among these are the international Zagreb Applied Ethics Conference (featuring renowned lecturers such as Peter Singer from Princeton, John Harris from Manchester, Ingmar Persson from Gothenburg), and international conferences in Croatology with distinguished lecturers (e.g.*

Radoslav Katičić from the Croatian Academy of Sciences and Arts, Jadranka Gvozdanić from Heidelberg, Georg Holzer from Vienna, Wayles Browne from Cornell, Bojan Bujčić from Oxford).

iii) Publish international scientific journals.

*The Centre publishes two scientific journals – **Prolegomena** and **Kroatologija** – both freely accessible through *Hrčak*, the portal of scientific journals of the Republic of Croatia (<http://hrcak.srce.hr>). The journals are discussed in greater detail in section **k**) below.*

iv) Increase research and professional output of the personnel of the Centre by the factor of two.

Research and professional output of the personnel increased dramatically over the previous five-year period, owing largely to a significant number of productive individuals who have joined the Centre since 2009.

• The following tasks concerning research and professional activities are set with the *Strategic goal 2*:

i) Increase outgoing and incoming mobility of the Centre's faculty.

*Both the outgoing mobility of the Centre's faculty and the incoming mobility of international scholars coming to the Centre has increased significantly over the past five years (see tables in **Chapter 6, Section d**).*

ii) Increase the number of bilateral and multilateral agreements with universities in the European Higher Education Area (EHEA).

*The number of bilateral agreements with universities in the European Higher Education Area has increased compared to the period before 2009, and it is rising year after year (see **Appendix 5.2**).*

There is only one multilateral agreement that includes research and professional activities — the agreement between the Centre for Croatian Studies, the Institute of Philosophy in Zagreb, and the Cardinal Stefan Wyszyński University from Warsaw (arranged in 2012 and signed in March 2013), pertaining to the field of philosophy.

iii) Increase the number of bilateral and multilateral agreements with higher education and research institutions in the Republic of Croatia.

*The number of bilateral agreements and contracts that include cooperation in research and professional activity with institutions of higher education and research in the Republic of Croatia has increased slightly compared to the period before 2009 (see **Appendix 5.2.a**). However, there has been a significant increase in the number of bilateral agreements and contracts with foreign higher education and research institutions outside the European Higher Education Area (see **Appendix 5.2.b**).*

The Centre has no multilateral agreements with higher education and research institutions in the Republic of Croatia.

iv) Establish cooperation with institutions connected with the Croatian diaspora.

This goal is met by concluding the cooperation agreement with the University of Toronto, which is of particular importance for the Croatian diaspora and is directly connected to the original mission of the Centre (more on this agreement in section I) below and in Chapter 6 of this report).

An arrangement has been made with a representative of the Centre at the Macquarie University in Sydney to begin cooperation by organizing an e-course in the History of Croatian Culture, student exchange, and an English edition of the journal Kroatologija.

• The following tasks concerning scientific and professional activities are set with the *Strategic goal 3*:

- i) Engage in partnership with institutions, professional associations and enterprises when designing study programmes.

This goal is achieved. Agreements concerning professional practice by the students, mainly in the fields of Communication Studies and Psychology, were signed with the following companies: Kaufland, Croatia Airlines, University Hospital Centre Zagreb, Department of Neurosurgery, Croatian Catholic Radio, Croatian Radio and Television, Federation of Croatian Psychoterapeutic Associations.

In addition, there are more comprehensive agreements, such as the agreement with the Zagreb Zoo (13 December 2010) on cooperation in the field of teaching and research activities through joint research, consulting activities, courses and conferences; the agreement on cooperation in research, professional and technical activities with the National Centre for External Evaluation of Education (26 April 2011); the agreement with the Forum for Freedom in Education (7 May 2012) on cooperation in research, professional and technical activities.

- ii) Increase the share of own revenues in the total revenues of the Centre to at least 40% of the total.

This goal has not been achieved.

b) List 10 world-renowned scientific journals in which your faculty publishes. Comment on the relevant impact factors.

During the last 5 years, the faculty of the Centre published their work in notable international journals, including the following periodicals listed in the Current Contents database:

Chronobiology International (PSY) [IF 4,35]

Classical Quarterly (PHI)

Collegium Antropologicum (COM, PSY) [IF 0,61]

Developing World Bioethics (PHI) [IF 0,833]

Društvena istraživanja (SOC, PSY, TT) [IF 0,15]

Ethical Perspectives (PHI)

Industrial Management and Data Systems (COM) [IF 1,674]

Journal of Biosocial Science (SOC) [IF 0,95]

Journal of Cross-Cultural Psychology (PSY) [IF 1,547]

Journal of the European Academy of Dermatology and Venereology (PSY) [IF 3,03]

Journal of Happiness Studies (PSY) [IF 1,462]
Journal of Neurosurgical Anesthesiology (PSY) [IF 1,667]
Medicine, Health Care and Philosophy (PHI) [IF 0,91]
Personality and Individual Differences (PSY) [IF 1,807]
Phronesis (PHI).

Two departments (Psychology and Philosophy) happen to be the most frequent contributors to prominent international journals, which is only to be expected, given that other departments focus mainly on the themes related to Croatia (Croatology, Croatian Latinity, and History) or are predominantly involved in subjects related to teaching and professional topics (Teacher Training, Foreign Languages).

Please note that Impact Factor of scientific journals in which the Centre's faculty publish is not an adequate measure for evaluating their output. A majority of departments of the Centre is dedicated to the fields in humanities, and Impact Factor is not calculated for journals in humanities. However, IF is calculated for journals in social sciences and interdisciplinary sciences, and in such journals the Department of Psychology contributes most. It is understandable that psychologists, especially those who deal with clinical psychology, publish in journals with higher IF's. Understandably, psychologists, especially those who take part in interdisciplinary research, have a chance to publish in journals in biomedicine, which tend to have a higher IF, as the list above indicates.

NOTE: For the way bibliometric data was calculated in this document, and for the output of individual employees with indications of the dates when they joined the Centre and specificities of their position where applicable, see Tables 5.5. and 5.6 below and **Appendix 5.5** with accompanying explanations.

c) List 10 most important papers of your institution in the last 5 years and provide explanations (for each scientific field in the scope of your institution). Specify and comment the citation of your papers according to the global databases (WOS, SCOPUS, Google Scholar). Compare the scope of your scientific achievements with comparable Croatian and international HE institutions.

Most important papers published by the faculty of the Centre in the last five years include:

- Vurnek Živković, Maja (PSY), co-author of the article "Psychological Burden of Anogenital Warts", *Journal of the European Academy of Dermatology and Venereology* 23/9 (2009), 1035-1038; a respected journal published by Blackwell (IF 3.03), cited 9 times in WoS and 11 times in Scopus, 12 times in Google Scholar.
- Hromatko, Ivana and Butković, Ana (PSY), sole coauthors of the article "Sensation Seeking and Spatial Ability in Athletes: an Evolutionary Account", *Journal of Human Kinetics* 21 (2009), 5–13; foreign journal (IF 0,48), cited once in WoS and once in Google Scholar.
- Bracanović, Tomislav (PHI), author of article "Respect for Cultural Diversity in Bioethics. Empirical, Conceptual and Normative Constraints", *Medicine, Health Care and Philosophy* 14 (2011), 229-236; a respected journal published by Springer (IF 0.91), cited 5 times in WoS, 6 times in Scopus, 7 times in Google Scholar.
- Gregorić, Pavel (PHI), co-author of article "Separability vs. Difference: Parts and

Capacities of the Soul in Aristotle”, *Oxford Studies in Ancient Philosophy* 39 (2010), 81-119; a respected serial publication issued by Oxford University Press, cited once in Scopus and 3 times in Google Scholar.

- Jurišić, Jelena (COM), co-author of article “Covert advertising as inadmissible presentation of information”, *Industrial Management and Data Systems* 114 (2013); a respected journal published by Emerald (IF 1.674).
- Pavić, Dario (SOC), the author of the article “Factors Affecting Sex Ratio at Birth in Croatia 1998-2008”, *Journal of Biosocial Science* 44 (2012), 357-364; a respected journal published by Cambridge University Press (IF 0.95).
- Tomorad, Mladen (HIS), “Shabtis from the Archaeological Museum in Zagreb (Croatia): A Typological Study”, *Advances in Egyptology* 2 (2011), 109-134; cited once in Google Scholar.
- Demo, Šime (LAT), “Time for a revision? The syntax of the simple sentence in Latin Grammar, by Gortan et al.”, *Systasis* 20 (2012); a foreign e-journal.
- Tafra, Branka and Košutar, Petra (CRO), sole co-authors of the article “Rječotvorni modeli u hrvatskom jeziku” (Word forming models of Croatian language), *Suvremena lingvistika* 67 (2009), 87–107; cited 9 times in Google Scholar.
- Grčević, Mario (CRO), author of the article “Jernej Kopitar kao strateg Karadžićeve književnojezične reforme” (Jernej Kopitar as a strategist of Karadžić’s reform of literary language), *Filologija* 53 (2009), 1–53; cited 5 times in Google Scholar.

In the field of humanities other forms of publishing are just as important, which is discussed in section **d)** below.

Due to the specific institutional character of the Centre for Croatian Studies, it is very difficult to compare it to similar national and international institutes of higher education. It cannot be compared to any institution of higher education either in Croatia or abroad and its comparison with entire faculties of humanities and social sciences of other Croatian or foreign universities would be inadequate as those faculties have many more departments and study programmes. However, for the sake of estimation we attempted to compare scientific production of three selected departments of the Centre with departments of comparable size, which are part of other Croatian universities and we used the same methods: (i) we compared the Department of Croatology of the Centre with the Department of Croatistics of the University of Pula; (ii) the Department of Philosophy of the Centre with the Department of Philosophy of the University of Zadar; (iii) the Department of History of the Centre with the Department of History of the University of Osijek. Outcomes of such a comparison and short comments are listed in **Appendix 5.4**.

Finally we should point out that there are several reasons why we are convinced that the number of citations in the last five-years in WoS and Scopus is not a suitable metric for assessing the output of the Centre’s faculty. First, WoS and Scopus include only journals, whereas books (both monographs and edited volumes) are at least as important a medium of scholarly exchange in humanities and some social sciences. Second, WoS and Scopus do not include a significant number of relevant journals in the field of humanities, especially those of importance for scholars studying Croatian culture and language. Third, first citations in social sciences, and especially in humanities, tend to occur later than in hard sciences,

and they tend to accumulate more slowly. For these reasons, we chose a more comprehensive citation analysis from Google Scholar, and we did not limit the period of citation measurement. Still, a large portion of Croatian scholarly output, especially in the form of monographs, edited volumes and conference proceedings has not been digitalized and therefore it is unavailable to Google Scholar, which renders the results of the supplied citation analysis tentative.

d) If your research field gives precedence to other types of publications (books, conference proceedings, etc.) list 10 most important publications of that type. Comment on the criteria for choosing them. Comment on the selection criteria.

In the humanities and social sciences, both in Croatia and worldwide, in addition to papers in scientific journals, the most frequent types of publications are monographs and edited volumes (including conference proceedings). From the monographs published by the Centre's faculty in the past five years, we can single out two that have been published abroad:

- Gregorić, Pavel (PHI), *Aristotle on the Common Sense*, Oxford University Press, Oxford, 2007, corrected paperback edition 2011; 9 reviews in foreign journals, cited 35 times according to Google Scholar.
- Knezović, Pavao (LAT), *Studij bogoslovije u Hercegovačkoj franjevačkoj provinciji 1860.- 1945. (School of Theology in the Herzegovinian Franciscan Province in 1860-1945)*, Hercegovačka franjevačka provincija Uznesenja BDM, Mostar, 2012, cited 3 times in Google Scholar.

There are also valuable monographs and university textbooks published in Croatia:

- Matić, Renato (SOC), *Mito i korupcija u hrvatskom društvu (Bribery and corruption in Croatian society)*, Redak, Split, 2010; cited 2 times in Google Scholar.
- Jembrih, Alojzije (CRO), *Gregor Kapucin (Juraj Maljevac): Epska trilogija*, Croatian Capuchin Province of St. Leopold Bogdan Mandić, Zagreb, 2010
- Zgrabljic Rotar, Nada (COM) and 4 co-authors, *Hrvatski medijski sustav prema UNESCO–vim indikatorima medijskog razvoja*, (Croatian media system according to UNESCO indicators of media development), Faculty of Political Science, Zagreb, 2011.
- Tafra, Branka (CRO), *Prinosi povijesti hrvatskoga jezikoslovlja*, (Contributions to the history of Croatian linguistics), Centre for Croatian Studies, Zagreb, 2012.
- Pranjić, Marko (EDU), *Na iskonima europskoga odgoja (On the origins of European upbringing)*, Matica hrvatska, Zagreb, 2013; monograph, university textbook.
- Tomorad, Mladen (HIS), *Staroegipatska civilizacija*, (Ancient Egyptian civilization), Centre for Croatian Studies, monograph, to be published in 2014.

From the edited volumes published in the last five years, one was published by a respected foreign publisher, with co-editors from abroad:

- Jurišić, Jelena (COM), Patriarhe, Geoffroy, Bilandžić, Helena and Jensen, Jakob Liina, editors, *Audience Research Methodologies: Between Innovation and Consolidation*, Routledge, London, 2013.

Of the edited volumes published in the same period by national publishers, the following may be mentioned:

- Knezović, Pavao (LAT) & Jerković, Marko (HIS), editors, *Zbornik o Petru Bakuli. Zbornik radova sa znanstvenoga skupa "Opus fra Petra Bakule" (Proceedings on Petar Bakula: Proceedings from the conference 'Fr. Petar Bakula's Opus')*, Centre for Croatian Studies, Zagreb, 2013.
- Knezović, Pavao, (LAT) & Jerković, Marko (HIS), editors, *Zbornik radova sa znanstvenog skupa "Mate Zoričić i prosvjetiteljstvo u redovničkim zajednicama tijekom 18. stoljeća (Proceedings from scientific conference "Mate Zoričić and Enlightenment in Religious Communities during the 18th Century")*, Centre for Croatian Studies, Zagreb, 2012.
- Labaš, Danijel (COM) & Polegubić, Adolf, editors, *Mediji i nova evangelizacija (Media and New Evangelization)*, Croatian pastoral office, Frankfurt a. M., 2012.
- Labaš, Danijel (COM), Ciboci, Lana & Kanižaj, Igor, editors, *Djeca medija. Od marginalizacije do senzacije (Children of the Media: From Marginalization to Sensation)*, Matica Hrvatska, Zagreb, 2011.
- Jembrih, Alojzije, editor, (CRO), *Osamsto godina pisanoga spomena Stubice: 1209.-2009. (Eight Hundred Years of Written Mention of Stubice: 1209-2009)*, Kajkaviana, Donja Stubica, 2011.
- Gregorić, Pavel (PHI) & Grgić, Filip, *Teofrast: Metafizika (Theophrastus: Metaphysics)*, KruZak, Zagreb, 2011.
- Čuljak, Zvonimir (PHI), editor, *Zbornik radova međunarodnog simpozija "Spoznaja i interpretacija" (Proceedings from the International Conference "Cognition and interpretation")*, Institute of Philosophy, Zagreb, 2010.

e) Specify the criteria for research productivity for mentors of doctoral dissertations at your doctoral study programmes and compare them with similar HE institutions in Croatia and abroad.

The criteria of research productivity for mentors of doctoral dissertations are defined by the Regulations on doctoral studies of the University of Zagreb and Regulations on the postgraduate studies of the Centre, according to which a mentor must be elected to a scientific-educational or scientific title, thereby also meeting the criteria of research productivity according to the Regulations on the conditions for election to scientific titles - Article 1: For election to a scientific title the applicant has to have published papers in international, foreign and equivalent national journals (a1), one part may be in other national scientific-research journals of merit (a2), (such papers may substitute only a part of the papers for the purpose of total). Consequently, the minimal requirements are a PhD and at least two papers at an international level (a1), a total of three papers (a1 + a2). Furthermore, a mentor must be a leader or a collaborator in a scientific research project, i.e. has to be an active researcher in the field of the dissertation he or she is supposed to supervise, and must have published at least five papers in the last five years that are related to the topic of the dissertation to be supervised.

f) Comment on your institution's policy for the development of young researchers.

At present, there is no formally defined and systematically presented policy for the development of young researchers at the Centre, but there is a clear framework from enrolment of doctoral students to support of junior faculty. The Centre has a significant number of postgraduate students (in the last three years 68

postgraduate students have been enrolled), who are closely supervised by their mentors. They are encouraged to take part in conferences, and in some of the postgraduate programmes there is a clause stipulating that the student has to spend one semester at a foreign university. The implementation of that clause has not been deemed satisfactory so far, but the increase of the number of Erasmus agreements aimed at mobility of doctoral students and lecturers in the past two years should improve the situation. By the end of 2013 a Regulation on subsidizing doctoral students was enacted, which will stimulate excellence of doctoral students, opening up opportunities for economically underprivileged students.

As for the recruitment of the best doctoral students and other candidates for junior positions at the Centre, so far this has been effected through the research projects financed by the Ministry of Science and Education (“zProjects”, see section **i**) below), by way of employing junior research assistants who then take over some teaching too. This model is terminated with 2013 and a new one, through the Croatian Science Foundation, is expected to take off in 2014. There is a total of 4 assistant positions at the Centre, all of them have obtained their doctorates and have been promoted into higher assistants, whereas one assistant position is vacant as a higher assistant was employed at the position of an assistant professor (which is partly financed from the budget for external associates). There are 25 junior research assistants, who take part in teaching and research. 9 of them have already obtained their doctorates and have been promoted into higher assistants, whereas the others have completed their postgraduate studies and have their dissertation proposals approved. Junior research assistants and assistants are encouraged to give papers and attend conferences abroad, for which they can get support from the Centre, financed from its own revenues. Junior research assistants and assistants regularly take part at conferences and workshops organized by the Centre and other institutions in Croatia. The Scientific-educational Council of the Centre oversees the development of junior research assistants by giving or withholding approval to annual reports on each individual’s progress.

g) Comment on the number of scientific publications produced within international cooperation of your teachers and associates, with foreign scientists and artists as co-authors. Compare those results with the practice of similar HE institutions.

Firstly, publishing of collaborative scientific papers occurs much less frequently in the humanities than in other areas of research. Secondly, due to the mission of the Centre, a significant share of scientists are focused on issues related to Croatia, which decreases the likelihood of their collaboration with scholars from abroad. However, there have been some exceptions in the last five years:

- Jelena Jurišić (COM) published with a renowned foreign publisher an edited volume in cooperation with 3 foreign colleagues.
- Pavel Gregorić (PHI) published 2 co-authored papers in international journals, one with a colleague from University of California—Berkeley, one with a colleague from Humboldt–Universität in Berlin. A co-authored paper in an international journal, with a colleague from CEU in Budapest, is in print.
- Ivana Hromatko (PSY) has published several papers in international journals, with a large number of co-authors, 10 of them from abroad.
- Ana Butković (PSY) published 2 co-authored papers in international journals with colleagues from abroad, one of them with a colleague of the Free University of Bozen-Bolzano and one with

a colleague from the University College London.

- Delale, Eva Andela (PSY), published a co-authored paper in an international journal with colleagues from abroad, following cooperation on a project with Indiana University School of Social Work, USA.
- Vanja Šimičević (SOC) published a co-authored paper in proceedings from a conference abroad, with 5 colleagues from abroad.
- Pavao Knezović (LAT) published 2 co-authored papers with a colleague from the University of Mostar.

h) Specify opinions of doctoral candidates about availability of the mentors of doctoral dissertations, i.e. time allocated for their introduction into methods of scientific or research.

An anonymous survey of students of the postgraduate studies of the Centre was conducted in 2013 for the purpose of institutional self-evaluation. One of the topics surveyed was availability of mentors for doctoral dissertations and the time they make themselves available to the doctoral candidates (see **Appendix 5.3**). Out of 41 doctoral candidates included in the survey, 36 of them expressed satisfaction with the availability of and cooperation with the mentor, and only five were dissatisfied with the availability and effort of the mentor. Positive evaluations for the most part expressed complete satisfaction (i.e. “excellent”, “completely available”, “can be reached at all times and is completely available”, “highly available”, “my mentor can be reached any time, she always replies to my e-mails, sometimes it is she who initiates our meetings”, “I was always informed that she would be away for at least a month in advance or that she would be on a business trip”). Negative opinions generally referred to a mentor's unresponsiveness and lack of interest in the topic of the doctoral dissertation (“does not reply to my e-mails”, “I can reach him only on his mobile phone, but it is of no much use,” “I tend to manage on my own because he is not really a person for my topic”, “mostly unavailable and disinterested”).

Doctoral candidates have given favourable grades for the time mentors allocate for the purpose of introducing students to the methods of scientific research. 27 of them expressed their undivided satisfaction with the mentor consultations while 14, a somewhat larger number of negative responses in this case, expressed dissatisfaction with the mentor's advice on methods of scientific research.

i) Specify the content and character of 10 most important scientific projects of your institution in the last 5 years (numerical data in table 5.2). State your opinion on the quality of work and results.

In the last five years, 6 research projects of the Ministry of Science, Education and Sports have been registered at the Centre (“zProjects”). Four zProjects were active since the beginning of 2007, and two since the beginning of 2008. All the six zProjects have been expired on 31 December 2013, together with all the other successful zProjects in Croatia. The leaders of 4 zProjects were employees of the Centre, while the leaders of 2 zProjects were external associates of the Centre. Also, 3 employees of the Centre are leaders of zProjects registered with other institutions (at which they were employed prior to their transfer to the Centre).

All zProjects of the group that started in 2007 were dedicated to the main mission of the Centre, which is research of Croatian cultural and linguistic heritage.

- (1) The project “Croatian Literary and Linguistic Heritage (16th-19th century) in Interrelation with the European Heritage”, led by Prof. Branka Tafra, explored the

historical base of the Croatian standard language, established the beginnings of supradialectal language standardization and the historical flow of that standardization. The results have contributed to the resolution of disputes among Croatists about the time of the start of the standardization of the Croatian language, they provided a new periodization of the history of the Croatian literary language and discovered many links between Croatian and West European science and culture.

Two researchers and two junior research assistants worked on the project, which resulted, inter alia, with publication of 7 books and some hundred papers and discussions that give us new understanding of the history of the Croatian literary language, Croatian linguistics and Croatian culture in general. Their result is also a new, interdisciplinary approach to research in Croatian culture that moves the borders of humanities disciplines, but also removes national borders by placing Croatian culture in the broader context (a list of all the works produced by the project is available at http://bib.irb.hr/lista-radova?sif_proj=226-2261681-0672&print=true).

Two junior research assistants are trained for independent research and teaching activities. One of the junior assistants has received her PhD ahead of schedule on a very demanding topic of “Croatian linguistics of 18th century in interrelation with the European”. She was elected to the scientific assistant title having superseded the prerequisite conditions for election more than two and a half times. The other junior assistant, who was employed later, plans to receive his PhD in 2014. Both have published papers in national and international scientific journals and gave papers at international conferences in Croatia and abroad.

- (2) The project “Intercultural Origins of Pedagogical Thought and Educational Activities among Croats”, led by Prof. Marko Pranjić, systematically investigated the origins of intra- and inter-cultural theories of science of upbringing and a wide variety of influences that have been present from antiquity to modern times. The range of the topics of the project is temporally and spatially very broad, ranging from ancient Greek vision of *paideia*, through the Roman and early Christian concepts of proper upbringing, then medieval, Renaissance, modern era, to finish with contemporary views on upbringing and education. Generally valid pedagogical concepts in upbringing emerged which would comprise the (supra)national, while being ultimately appropriate to a Croatian education subject facing inter-cultural intertwining both as his task and a challenge.

The project resulted in two monographs (one of them a university textbook), four book chapters (including 3 original scientific papers), and about 40 papers (4 dissertations and other scholarly articles in periodicals), followed by 10 other deliverables. A list of all the works produced by the project is available at http://bib.irb.hr/lista-radova?sif_proj=226-2261681-0827&print=true. 4 project members received their PhDs during the course of the project, while 3 of them presently work on their dissertations and are expected to complete them on schedule. The project may be considered very successful.

- (3) The project “Croatian Cultural Landscapes”, led by an external associate, Assoc. Prof. Damir

Matanović, from the University of Osijek, defined three basic areas of Croatian identity: Adriatic-Dinaric area, Highland-Kupa basin and the area between the rivers Sava and Drava. The existence of structural connections between individual Croatian cultural entities and the neighbouring regions was demonstrated by the methods of comparative analysis, i.e. the intensity of influence of central European cultural milieu and of the so-called West Balkans as a part of South-East Europe region on formation of identity in Croatian historical regions. The research utilized methods of the science of history, ethnology, linguistics and sociology.

The works produced by the project contributed to a more complete understanding of the complex problem of Croatian regions and the forms of their unity/disunity in terms of economy, culture and politics. As a result of the project, 3 books and dozens of papers have been published (a list of all the works produced by the project is available at http://bib.irb.hr/lista-radova?sif_proj=226-2261681-1321&print=true). 4 doctoral dissertations have been completed by junior research assistants.

- (4) The project “Literature and Language in Latinity of the Franciscan Heritage,” led by Prof. Pavao Knezović, carried out a thorough preparatory work for critical editions of a number of yet unknown Croatian Latinists, mainly by listing and describing the manuscripts found in Franciscan monasteries at the territory of Croatia and Bosnia and Herzegovina. Research results were presented at scientific conferences and in published proceedings, catalogues of manuscripts and critical editions of literary texts, multilingual lexica and, most importantly, manuscripts of cultural and historical influence.

One doctoral dissertation was prepared in the course of the project, while additional 3 are at final stages of completion. 6 conferences were organized by the project and a series of 6 proceedings were published in the series of the Library “Tihi pregaoci” (*Silent Creators*) publishing a total of 137 papers on 2.702 pages. Each of the “Tihi pregaoci” proceedings presents a share of the *editio princeps* of one or more pieces of work by a Franciscan on whom the proceedings were focused. Additionally, Appendices to the proceedings always featured selected parts of rare and hard to come by works of that particular author, i.e. “silent creator” (*tih pregaoc*). A list of all the works produced by the project is available at http://bib.irb.hr/lista-radova?sif_proj=226-2263053-3067&print=true.

Two zProjects initiated in 2008 were dedicated to topics of professional interest of the project leaders and team members - one was in the field of Philosophy, while the other was in the field of Communication Studies.

- (5) The project “Evolutionary Naturalism and the Problem of Moral Knowledge”, led by Assoc. Prof. Tomislav Bračanović, starts from the realization that in spite of numerous attempts at finding a solution, there are a number of unresolved questions on the possibility of moral knowledge, what is a human nature and in what way it should be researched. The hypothesis that was tested in the research included two basic assumptions. 1. Evolutionary naturalism, in comparison with classical philosophical, sociological and psychological approaches, does better descriptive and explanatory job when it comes to the question of the nature of human nature. 2. Evolutionary naturalism, with its notion of universal human nature, refutes attempts to deny the possibility of moral knowledge that are based on cultural and anthropological thesis about irreducible moral

disagreements between different cultures. By means of interdisciplinary research of project collaborators (philosophers, sociologists and psychologists), those assumptions are confirmed to a significant extent, but also additional associations were detected with a certain specific research in philosophy of mind, political philosophy, philosophy of science, applied ethics, social demography, developmental psychology and neuroscience.

Quality of the work and project results are optimal and consistent with initial plans. One monograph, 8 book chapters, 8 scientific and 5 other works in CC periodicals were published and two additional scientific papers are in process of editing for publication in CC periodicals, one scientific paper and 5 other works have been published in other scientific journals (a list of all the works produced by the project is available here: http://bib.irb.hr/lista-radova?sif_proj=226-0000000-3393&print=true). Two scholars defended their doctoral dissertations in the course of the work on the project - Dario Pavić, PhD, at the Department of Biology of the Faculty of Science of the University of Zagreb in 2011 and Martina Knežević, PhD on interdisciplinary university postgraduate study JEKON (Language and Cognitive Science - *Jezik i kognitivna znanost*) in 2013.

- (6) The project “Scientific Communication: The Role of the Scientific Community and Curriculum Development”, led by the external associate Blanka Jergović, PhD from the Croatian Radio-Television, explored various forms of participation of the Croatian scientific community in the media communication of science.

The results have been presented in relevant global and international conferences on scientific communication and other scientific fields (natural sciences, medicine, communication studies) and published (a list of all the works produced by the project is available at [http://bib.irb.hr/lista-q-Map-Projections-226-0000000-3523 & print = true](http://bib.irb.hr/lista-q-Map-Projections-226-0000000-3523-amp-print=true)). The obtained results were used in the creation of curricula (a programme for doctoral studies in communication of science at the Faculty of Science and Mathematics in Zagreb). No junior research assistant has finished their doctoral dissertation as yet, since the doctoral studies have not been completed so far.

3 employees of the Centre lead zProjects registered at other institutions:

- (7) The project “Civil Croatia of Early Modern Period: Sociological, Cultural and Political Relations”, led by Prof. Mijo Korade, until 31 December 2012 (taken over by Assoc. Prof. Tamara Tvrtković, from 1 January 2013) was registered with the Croatian Institute of History. The project explored various strands of the “civil Croatia”, as opposed to the “military Croatia” (Military Frontier). An emphasis was given to the socio-political, economic and cultural aspects of life in urban centres and smaller settlements, largely based on the previously unknown or unresearched sources (archives, manuscripts and less known printed material), tracing the rise and the development of the national awareness. Given that Latin was the official language in Croatia until the mid-19th century, historians and Latinists have closely collaborated on this project.

So far 2 books have been published through cooperation of researchers of both institutions and it is planned to publish another 2 or more books. An indicator of the quality of the work in the project is the state award for science in the field of humanities that was awarded for the book

Između znanosti i bajke – Ivan Tomko Mrnavić by Tamara Tvrković. Other papers related to the topic of the project contribute to the better understanding and clarification of the term “civil Croatia” as well. A list of all the works produced by the project is available at http://bib.irb.hr/lista-radova?sif_proj=019-0190611-0594&print=true. 4 junior research assistants (Šime Demo, Maja Matasović, Ivana Jukić, Ivana Horbec, Robert Holjevac) completed their doctoral dissertations on schedule, one (Mislav Gregl) is still pursuing his postgraduate studies. A number of junior research assistants got positions at the Centre (Mijo Korade, Darko Vitek and Ivana Jukić at the Department of History, Tamara Tvrković and Šime Demo at the Department of Croatian Latinity).

- (8) The project “Knowledge and Context”, led by Assoc. Prof. Zvonimir Čuljak, was registered with the Institute of Philosophy. Starting from an externalist thesis that knowledge is a function of external factors, the project tested the following assertions: (i) that externalism provides a more successful account of knowledge in general than internalism, (ii) that attributor contextualism does not refute non-sceptical, externalist invariantism, (iii) that attributor contextualism is not epistemologically neutral, i.e. it implies certain (implausible) conceptions of the structure and status of knowledge (relativism, pluralism) and of the epistemological methodology. Knowledge is, therefore, an invariant, whose concept can be successfully analysed in externalist terms. The normative and descriptive aspects of inference and inferential knowledge was investigated as well as whether and how the normativity is context-dependent as well as influence that context exerts on the reference and meaning of singular terms and, consequently, of statements, including epistemic statements. The research resulted in works that provide answers to certain questions concerning key philosophical and practical problems (of knowledge, of the nature of inference and logical relations as well as of linguistic meaning).

The project achieved the expected results. 2 junior research assistants, Dušan Dožudić and Dragana Sekulić, successfully completed their doctoral studies with flying colours, and they participated at national and international conferences. Assistant Dožudić published several papers in prestigious international journals and proceedings, and there are collaborative publications of assistant Sekulic in preparation. In total, 1 monograph and 1 edited volume were published, as well as 8 scientific papers, a number of articles and discussion notes and 11 talks at international conferences with published proceedings. A list of all the works produced by the project is available at http://bib.irb.hr/lista-radova?sif_proj=191-0091328-1103&print=true.

- (9) The project “Tradition in Croatian Political Communication”, led by Assoc. Prof. Nada Zgrabljic Rotar, is registered with the University of Zadar. This project researched the question of how Croatian politicians, given the different ideological orientations, relate to the concept of tradition. The concept of tradition that is linked to “time” and “space” and to the notion of cultural identity of a nation or a group is relevant for the post-modern era, which signifies virtual communication and global culture without “time and space”. The contemporary global society and Europe therefore leave the national traditions and strive towards consensus on shared

fundamental values. The research was directed at the values supported by the Croatian politicians, correlation between their understanding of traditional values, party affiliation and media competence in the use of traditional and new media.

The project has achieved the goals and plans set. Using an interdisciplinary approach, the researchers in their empirical analyses have contributed valuable results, which were presented at numerous conferences and published in scientific papers. These results can make an interesting teaching material and be used as an incentive for further research as well as templates for classes. In the course of the project, a total of 13 book chapters, one monograph and one edited volume have been published, as well as a number of masters' and graduate theses, up to two dozens of contributions to proceedings and a dozen works published in scientific journals (a list of all the works produced by the project is available at http://bib.irb.hr/lista-radova?sif_proj=269-0000000-3600&print=true). No junior-research assistants have been included in the projects, but only associates and researchers.

In September 2013, the employees of the Centre turned in 12 applications for short term financial support for research in 2013, awarded by the University of Zagreb. A total of 4 grants were approved, 3 in the amount of HRK 30.000 each (Z. Čuljak, “Knowledge, rationality and context”; B. Tafra, “European stimuli in Croatian linguistics in the 18th and 19th century”; M. Tomorad, “Popularization of ancient history with an emphasis on current research by the project team members and lifelong education of all age groups”), and one in the amount of HRK 28.000 (T. Bračanović, “Gender identity and ethics of surgical sex change”).

Employees of the Centre did not apply for research grants in the first round announced by the Croatian Science Foundation, which was open from 23 September to 3 November 2013. However, many were listed as collaborators on project proposals from other institutions.

j) Describe the ways in which scientific activities contribute to:

o teaching;

So far the research projects have contributed to teaching in two fundamental ways: (a) recruitment of junior research assistants who thereby become involved in teaching, and (b) introduction of courses that were directly related to the topic of the scientific research project.

- (1) Through the project “Croatian Literary and Linguistic Heritage (16th - 19th century) in Interrelation with the European Heritage”, led by Prof. Branka Tafra, 3 junior research assistants were employed at the Centre and 1 assistant moved to another project. The remaining 2 junior assistants were up to this point involved in teaching of a total of 12 courses, currently participating in teaching of 8 courses. 4 courses related to the project were given.
- (2) Through the project “Intercultural Origins of Pedagogical Thought and Educational Activities among Croats” led by Prof. Marko Pranjić, 7 junior research assistants were employed at the

Centre, all involved in teaching of more than 20 courses. 6 courses related to this project were given. Having obtained their PhDs, the junior research assistants designed and offered new study courses, which have been conducted under the auspices of their project leader as elective courses at the Department of Educational Sciences and Teacher Education beginning in the academic year 2013.

- (3) Through the project “Croatian cultural landscapes”, led by Assoc. Prof. Damir Matanović, 4 junior-research assistants were employed at the Centre, all involved in teaching of a total of 8 courses. 2 courses were directly related to this project.
- (4) Through the project “Literature and language in Latinity of the Franciscan heritage”, led by Prof. Pavao Knezović, 4 junior research assistants were employed at the Centre, all involved in teaching of a total of 7 courses. In direct connection with the research project, 2 new courses have been introduced (*Preparation of a Latin manuscript for publishing* and *Textology*) and additional 5 courses are partly related to the project.
- (5) Through the project “Evolutionary naturalism and the problem of moral knowledge” led by Assoc. Prof. Tomislav Bracanović, 5 junior research assistants were employed at the Centre. They were involved in teaching 19 courses at three different study programmes (Philosophy, Psychology, and Sociology). A total of 2 courses were related to this project in the academic year 2011/2012: one (*Philosophy of biology*) at the graduate study of philosophy and another (*Theory of evolution and moral psychology*) at the doctoral study of Philosophy.
- (6) Through the project “Scientific communication: the role of the scientific community and curriculum development”, led by Blanka Jergović, PhD, 3 junior research assistants were employed at the Centre (2 of them active, 1 spent most of the time on maternity leave), all involved in teaching of about 20 courses. As a direct result of the project, new study courses have been introduced at the Centre, the doctoral study of Oceanography at PMF and the doctoral study of Communication Studies at the University of Osijek.
- (7) Through the project “Civil Croatia of early modern period: sociological, cultural and political relations”, led by Prof. Mijo Korade, and Assoc. Prof. Tamara Tvrtković, 4 junior research assistants were employed at the Centre, 3 of which (Darko Vitek, Ivana Jukić and Šime Demo) entered into full-time employment arrangement. They have been involved in teaching of several mandatory and elective study courses in the study programmes of History and Latin.
- (8) The project “Knowledge and context”, led by Assoc. Prof. Zvonimir Čuljak, included 2 junior research assistants, both employees of the Centre as assistants. They have been involved in teaching 6 obligatory courses (*Metaphysics 1*, *Metaphysics 2*, *Philosophy of language*, *Strategies of informal reasoning*, *Logic 1*, *Logic 2*) and 2 elective courses (*Wittgenstein: Philosophy of*

language, and Reasoning and rationality). Related to the research project, 4 courses have been taught at the doctoral study of Philosophy at the Centre: *Epistemological contextualism* (2008/09), *Epistemology of testimony* (2010/11), *Reliabilism* (2012/13) and *Contextualism and invariantism* (2013/14).

- (9) Through the project “Tradition in Croatian political communication”, led by Assoc. Prof. Nada Zgrabljic Rotar, no junior research assistants were employed at the Centre and no study courses were introduced, since the project leader transferred from the University of Zadar in 2013.

○ *(ii) intellectual and technological contributions to society and economy;*

Popular-scientific meetings open to public can be considered an intellectual contribution to society. For instance, such events featured the Croatian Natural History Society, debates and public appearances, media appearances or articles of popular science in the periodical *Priroda*, where some of the works by students of the study course *Science and media* were published. The published works originated from the project “Scientific communication: the role of the scientific community and curriculum development”, led by Prof. B. Jergović.

○ *(iii) other institutional activities.*

The project “Croatian literary language heritage (16th - 19th century) in interrelation with the European heritage” initiated a series of international conferences on Croatology (three have taken place so far) and launched the science journal *Kroatologija* in 2010. Croatology is a recognized field of science in the interdisciplinary area, and it is at the core of the Centre’s mission.

Results of the project “Scientific communication: the role of the scientific community and curriculum development” were repeatedly communicated to the media and general public, so they contributed to the increase of the Centre’s public presence and recognition.

k) List your own journals and describe their importance (scientific/professional, composition of the editorial board, selection procedure, impact factor if any, etc.)

Prolegomena is an international semi-annual scientific journal of philosophy in circulation since 2002. The editorial board is Croatian (of the six members of the editorial board, 2 are employees of the Centre) and the advisory board is international. The journal is included in the following databases: *Arts&Humanities Citation Index*, *Current Contents/Arts&Humanities*, *Dietrich's Index Philosophicus*, *Humanities international index*, *International Bibliography of Book Reviews of Scholarly Literature in the Humanities and Social Sciences*, *International Bibliography of Periodical Literature in the Humanities and Social Sciences*, *The Philosopher's Index*, *Scopus*.

Approximately 70% of the original scientific articles and review papers in the last five years have been published in English, while about 15% was in German, and 15% in Croatian. The journal has a rigorous review process, publishing less than 50% of submitted manuscripts, and the large majority of authors of scientific articles published in the last five years come from abroad.

The entire content of all issues of the journal is freely available in digital format on the Portal of Croatian Scientific Journals: <http://hrcaj.srce.hr/prolegomena>. The journal has no impact factor (IF) because it is not calculated for journals in the humanities.

Kroatologija is a semi-annual scientific journal of Croatian culture in circulation since 2010. The journal is not international in character, but it is an important medium of communication among local scholars who study the topics of Croatian language and culture. The Editor-in-Chief, the Executive Editor and members of the Editorial board are all employees of the Centre, while the Editorial Council is international. *Kroatologija* is in the process of being added to the *Central and Eastern European Online Library* (<http://www.ceeol.com>), and to *EBSCO* (<http://www.ebscohost.com>).

The journal is published in Croatian, but all original research articles and review articles have summaries and keywords in English or German. The journal has a review process, publishing approximately 80% of received manuscripts, most of the published authors are not employees of the Centre, and some of the authors come from abroad.

The entire content of all issues of the journal is freely available in digital format on the Portal of Croatian Scientific Journals: <http://hrcak.srce.hr/kroatologija>. The journal has no impact factor (IF) because it is not calculated for journals in the humanities.

(1) Specify the content and character of professional projects of your institution in the last 5 years (numerical data in table 5.3). State your opinion on the quality of work and results.

2 such projects have been executed at the Centre in the last five years.

- (1) The project “Promoting and spreading culture of quality at the Centre for Croatian Studies of the University of Zagreb”, led by Assoc. Prof. Irena Cajner Mraović, was financed by the Fund for Development of the University of Zagreb and took place from 1 February to 30 November 2011. The aim of the project was to encourage all internal stakeholders of the Centre to participate in the construction and maintenance of the quality assurance system of the Centre in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area. Together with colleagues from other institutions - in particular from the Centre for Educational Research and Development and the Forum for Freedom in Education - a series of educational activities on the system of quality assurance at Centre were conducted. Since it was mostly the younger employees of the Centre who responded to invitations for participation in the activities of the project, mainly junior research assistants and assistants, educative workshops produced best results. It is safe to assume that the quality assurance system will continue to penetrate the fabric of the organization culture of the Centre as those younger members get positions and assume ever greater responsibilities at the Centre.

Within this project, the teaching staff of the Centre holding associate titles completed the programme “Active learning and critical thinking in HE classes”, which is a part of the international project “Reading and writing for critical thinking – RWCT”. These teachers were required to pass four two-day workshops of the programme, complete three tasks, implement some of the methods in their daily teaching work and hold one supervised hour,

all amounting to 60 hours. By the Certificate of the Forum for Freedom in Education that they received after completing the programme, they proved their ability to be facilitators in the learning process, to implement over 80 different techniques in the process of teaching and learning, to apply all three stages of the ERR framework (Evocation, Realization of Meaning and Reflection) for teaching and learning, and thus develop students' self-regulated learning, all of which is of great importance for further development of the quality of teaching at the Centre.

In the course of the project, learning outcomes for most of the subject courses on all the studies have been collected, organized and prepared for publication on the Centre's web site. Work on the document draft for monitoring and evaluating quality of research activities has begun. This could not be completed in the course of the project, because new Regulations on the conditions for election to scientific-educational titles, specifying the quantity and type of publications required for each title, has been in preparation in 2012, enacted in early 2013 and then suspended later in 2013.

Because of the difficulties in organizing a part of the activities envisaged by the project, some of the allocated funds was returned to the Development Fund of the University of Zagreb.

- (2) The project "Establishment of a study module 'Croatian language and culture' as a part of undergraduate and graduate studies at the Department of Slavic Languages and Literatures of the University of Toronto," led by Prof. Zvonimir Čuljak, was launched in November of 2011 owing to encouragement by Prof. Helena Jasna Mencer, President of AMAC of the University of Zagreb, with the support of the Croatian community in Toronto, AMAC Toronto, and with the financial support of the Adris Foundation. The result of the project was the introduction of 3 new courses into the study programme at the Department of Slavic Languages and Literature at the University of Toronto (*Croatian language - advanced course, Overview of history of Croatian literature, Croatian culture in historical perspective*), delivered by a native speaker and teacher of the Centre.

Assistant Prof. Davor Piskač spent the academic year 2012/13 in Toronto, where he successfully taught classes to a group of some 30 students with the workload of 12 hours of teaching per week. Prof. Piskač received commendations for his work by the representatives of the Department of Slavic Studies, University of Toronto, and by the Rector of the University of Zagreb, Prof. Aleksa Bjeliš.

After the first, test year of the project, all parties to the agreement concluded that the project met all the expectations and should be continued. It was agreed that in the summer semester of the academic year 2013/14 that Assist. Prof. Piskač would go to Toronto and teach the same courses to a new group of students.

This project is of highest importance for the recognition of the Croatian language and culture abroad, which is the mission of the Centre. It is also important for cooperation with associations of the Croatian diaspora, increase in international cooperation of the employees of the Centre, and connecting with businesses, all of which are strategic objectives and tasks that the Centre defined as a part of its *Development Strategy for 2011 - 2015*.

(m) Specify the impact of your professional and developmental projects and services on the development of Croatian economy, service sector and state administration.

Not applicable.

(n) Specify the ways in which you established a systematic policy of monitoring the volume and quality of scientific or artistic activity at your institution, and describe its elements and methods of effective application.

According to the *Development Strategy for 2011-2015*, the mission of the Centre in the field of research activities includes establishing a formal framework for monitoring and evaluating the quality of scientific research. 3 courses of action are planned to achieve this goal:

- (1) Establish criteria for evaluation of quality of research activities, including:
 - (A) formalization of the procedures for applying and internally evaluating project proposals - presentation of the project's objectives, time-frame, collaborators, costs, and expected outcomes;
 - (B) assessment of the project's compliance with long-term development goals and the mission of the Centre;
 - (C) forms used for annual project implementation plans;
 - (D) application of the project results in the teaching process.
- (2) Presentation of finished criteria for monitoring and evaluating quality of research output.
- (3) Training of the internal quality assurance system stakeholders on the application of the criteria.

The *Development Strategy* states that this activity will commence in 2013 and that it will be completed in 2014. The start of this activity was postponed due to the adoption of the new Regulation on the conditions for election to scientific titles in February 2013, which was repealed in June 2013 by a decision of the Croatian Constitutional Court. The project was also on hold in anticipation of the founding of the Croatian Science Foundation, which from October 2013 accepts project applications in order to get overview of the new requirements and system used for evaluation of project applications.

The start of this activity is postponed until 2014 or 2015, when the new laws and regulations are expected to be enacted and consolidated.

(o) Describe your policy of providing incentives for and awarding publishing in the highly ranked scientific journals (or with renowned publishers when books are concerned), that is, the support system for publishing in prestigious journals in your field (e.g. translation, internal peer-review, system of informing on submission deadlines etc.)

According to the Centre's fundamental mission and scope of activities, publications in high-ranking scientific journals and with prominent foreign publishers are not among its priorities. However, the importance and need for such publications has been recognized: in late 2013 the Centre adopted the *Decision on rewarding publications of high international visibility*, in accordance with the highest international standards of publication excellence. The decision is formulated so as to encourage collaboration with researchers abroad, because

collaborative publications with foreign scholars are exempted from the formula for calculating co-authoring contributions according to which the amount of the financial reward is reduced proportionally. So far the Centre has not developed a system of support for publishing in prestigious journals.

(p) Explain your methods of monitoring research ethics, and implementing European and global standards for employment of the best scientific staff (such as implementation of The European Charter for Researchers).

The Centre has a Regulation on disciplinary responsibility of its employees (adopted on 8 December 2009), which requires teachers and associates of the Centre to adhere to the Ethics Code of the University of Zagreb.

The Centre has an Ethics Committee composed of three members and elected for four years. It is concerned with academic ethics and research integrity of the employees of the Centre. In case of suspected unethical practices, employees can approach the Ethics Committee in writing. If the Ethics Committee fails to resolve the complaint within a reasonable time or does it in an unacceptable manner, the concerned party may contact the Ethics Council of the University of Zagreb or the Committee of Ethics in Science and Higher Education appointed by the Croatian Parliament.

Furthermore, employees of the Centre are familiar with the possibility of anonymous reporting of unacceptable behaviour at the University of Zagreb through the online system (<https://prijava-np.unizg.hr>), which is one of the results of the IPA project 2008 DISCO “Improving the Capacity of the University System to Create a Framework for Battling Discrimination and Corruption Aimed at Improving Academic Integrity”. Also, the policy of the Centre is to educate students in the standards of ethics in research and publication. A “Plagiarism check-list” was introduced in 2011 and dispensed to students with their written assignments. Also, the practice of signing a Declaration of authorship of graduate dissertations was introduced in early 2013. Such a declaration is a document stating the student's obligation to observe the propositions of ethics standards in graduate dissertations.

(q) Specify to what extent you are satisfied with the current situation and propose possible improvements.

We can be moderately satisfied with the current situation with the research and professional productivity at the institutional level. However, the output is neither quantitatively nor qualitatively uniform across departments. What is more, the unevenness can be detected among members of the same department, including the most productive scientific departments, Psychology and Philosophy. Possible improvements include:

- establish a system for monitoring and improving the development of young researchers with the aim of:
- increasing the graduation rate and positively affect the average duration of doctoral studies, particularly of junior research assistants employed at the Centre, primarily by greater engagement of their mentors;
- paying greater attention to younger employees, encouraging them in their work and helping them to write their papers in foreign languages and submit them to internationally recognized journals;

- increasing the number of co-authored papers with younger employees and doctoral candidates;
- develop a support system for applying for competitive domestic and European programmes for research funding;
- develop a support system for producing internationally visible publications;
- increase cooperation with scholars from abroad;
- increase the number of research projects that are focused on the issues related to the fundamental mission of the Centre.

TABLE 5.1. MENTORS
(Mentors for the scientific area)

Name of the doctoral programme (specialisations)	Number of mentors for dissertations defended in the past 5 years	Number of mentors' publications in national journals in the past 5 years*	Number of mentors' publications in international journals in the past 5 years*
Postgraduate doctoral study in Philosophy	7	14	2
Non-doctoral study of Philosophy	2	6	0
Postgraduate doctoral study in Croatology	4	4	1
Non-doctoral study of Croatology	4	12	0
Postgraduate doctoral study in History	13	70	0
Non-doctoral study of History	9	11	0

**Only reviewed works in the highest category according to national classification are taken into account, i.e. the works in journals in the international citation databases WoS and Scopus*

TABLE. 5.2. SOURCES OF FUNDING FOR SCIENTIFIC PROJECTS

Start year	Project (name)	Duration (months)	State budget (MSES)	State budget (other sources - list which)	Local government budget	EU funds	Business sector - private companies	Business sector - public companies	Other sources (list which)	TOTAL
2007.	Croatian literary language heritage (16th - 19th century) in interrelation with the European heritage	78	86,250.00	-	-	-	-	-	-	86,250.00
2007.	Intercultural origins of pedagogical thought and educational	78	212,500.00	-	-	-	-	-	-	212,500.00

	activities in Croats									
2007.	Croatian cultural landscapes	78	115,000.00	-	-	-	-	-	-	115,000.00
2007.	Literature and language in Latinity of the Franciscan heritage	78	86,250.00	-	-	-	-	-	-	86,250.00
2008.	Evolutionary naturalism and the problem of moral knowledge	64	101,670.00	-	-	-	-	-	-	101,670.00
2008.	Scientific communication: the role of the scientific community	64	83,000.00	-	-	-	-	-	-	83,000.00

	and curriculum development									
	TOTAL	-	684,670.00	-	-	-	-	-	-	684,670.00

TABLE 5.3. SOURCES OF FUNDING FOR PROFESSIONAL PROJECTS

Start year	Project (name)	Duration (months)	State budget (ministries and public administrations)	Local government budget	International funds	Business sector - private companies	Business sector - public companies	Other sources (list which)	TOTAL
2011	Establishment of a study module 'Croatian language and culture' as part of undergraduate	12	-	-	-	100,000.00	-	-	100,000.00

	and graduate studies at the Department of Slavic Languages and Literatures, University of Toronto								
2012	Promoting and spreading culture of quality at the Centre for Croatian Studies of the University of Zagreb	12	-	-	-	-	-	183,476.00	183,476.00
	TOTAL	-	-	-	-	100,000.00	-	183,476.00	283,476.00

TABLE 5.4. LIST OF SCIENTIFIC AND DEVELOPMENTAL PROJECTS

List of active scientific and developmental projects awarded by MSES, with names of project leaders
Croatian literary language heritage (16th - 19th century) in interrelation with the European heritage – Professor Branka Tafra
Intercultural origins of pedagogical thought and educational activities in Croatia - Professor Marko Pranjić
Croatian cultural landscapes – Associate Professor Damir Matanović (University of Osijek)
Literature and language in Latinity of the Franciscan heritage - Professor Pavao Knezović
Evolutionary naturalism and the problem of moral knowledge – Associate Professor Tomislav Bracanović
Scientific communication: the role of the scientific community and curriculum development - Blanka Jergović, PhD (Croatian Radio-Television)

List of active scientific, artistic and developmental projects from other national sources (UKF, NSF, other state institutions or Croatian industry), with the names of project leaders
Establishment of a study module 'Croatian language and culture' as part of undergraduate and graduate studies at the Department of Slavic Languages and Literatures, University of Toronto – Associate Professor Zvonimir Čuljak
Promoting and spreading culture of quality at the Centre for Croatian Studies of the University of Zagreb – Associate Professor Irena Cajner Mraović

List of active scientific and developmental projects awarded by international funds, with the names of project leaders/coordinators

TABLE 5.5. BIBLIOGRAPHY (2009-2013)

Publication category*	Total number of publications**	Number of publications that were the result of collaboration with other HEIs and scientific organisations*****	Ratio: Number of publications/number of teachers in total (66) / number of teachers in sc. edu. Grades [32.5]**
Publications in the journals included in the CC, WoS (SSCI, SCI-expanded and A&HCI) and Scopus databases	CC - 38 WoS - 65 Scopus - 64		CC - (0.575) [1.169] WOS - (0.984) [2.0] Scopus - 0.969 [1.969]
Other publications included in the databases recognized in the appointment to research grades			
Authorships of monographs published abroad	2		0.030 [0.061]
Authorships of monographs published in Croatia	30		0.454 [0.923]
Publications in Croatian journals with international peer-review (a1 and a2 journals that are not included in CC, WoS or Scopus)	91		1.378 [2.8]
Peer-reviewed publications in proceedings of international and conferences abroad***	50		0.757 [1.538]
Papers in Croatian journals with national peer-review	45		0.682 [1.384]
Professional publications	123		1.864 [3.785]

Chapters in peer-reviewed edited volumes	109		1.621 [3.292]
Peer-reviewed publications in proceedings of national scientific conferences***	65		0.985 [2]
Editorships of volumes published abroad***	1		0.015 [0.031]
Editorships of volumes published in Croatia ***	24		0.364 [0.738]
Number of in-house publications****	86		1.303 [2.646]

* *Types of publications in bold are required*

** *One person is included in the calculation only once*

*** *Proceedings that haven't been included in selection or review process should not be included*

**** *In-house publications are original articles and review papers in journals published by the Centre for Croatian Studies, chapters in edited volumes published by the Centre, as well as edited volumes and monographs published by the Centre*

***** *Not filled because collaborations are common for social sciences but not for humanities, so the average for the entire institution would yield misleading indicators. For the number of external collaborations of the employees HS, see **Appendix 5.6**, with data for individual researches organized by departments.*

TABLE 5.6. RESEARCH PRODUCTIVITY OF THE ORGANISATIONAL UNITS (2009-2013)

Publication category*	Total number of publications	Publication number/ teaching staff number ratio for each unit**			
		Organizational unit 1 - Philosophy (9.5 total teachers) [4.5 in sc.res. title]	Organizational unit 2 – Communication Studies (6.5 total teachers) [3.5 in sc.res. title]	Organizational unit 3 - Sociology (6 total teachers) [4 in sc.res. title]	Organizational unit 4 - Croatology (9 total teachers) [6 in sc.res. title]
Publications in the journals included in the CC, WoS (SSCI, SCI-expanded and A&HCI) and Scopus databases	CC 38 WoS 65 Scopus 64	CC 8 (0.84) [1.77] WoS 14 (1.47) [3.11] Scop 13 (1.37) [2.89]	WoS 2 (0.31), [0.57] Scop 4 (0.61) [1.14]	CC 3 (0.50), [0.75] WoS 4 (0.66), [1.00] Scop 3 (0.50) [0.75]	WoS 2 (0.22) [0.33] Scop 9 (1.00) [1.50]
Other publications included in the databases recognized in the appointment to research grades					
Authorships of monographs published abroad	2	1 (0.10) [0.22]			
Authorships of monographs published in Croatia	30	2 (0.21), [0.44]	2 (0.31), [0.57]	6 (1), [1,5]	10 (1.11), [1.67]

Papers in Croatian journals with international peer-review (a1 and a2 journals that are not in CC, WoS or Scopus)	91	1 (0.10), [0.22]	11 (1.69), [3.14]	4 (0.66), [1]	25 (2.78), [4.17]
Peer-reviewed publications in proceedings of international and conferences abroad***	50	5 (0.53), [1.11]	5 (0.77), [1.43]	8 (1.33), [2]	8 (0.89), [1.33]
Papers in Croatian journals with national peer-review	45	1 (0.10), [0.22]	4 (0.62), [1.14]		13 (1.44), [2.17]
Professional publications	123	12 (1.26), [2.67]	2 (0.31), [0.57]	1 (0.17), [0.25]	63 (7.00), [10.5]
Chapters in peer-reviewed volumes	109	9 (0.95), [2.00]	12 (1.85), [3.43]	4 (0.67), [1.00]	49 (5.44), [8.17]
Peer-reviewed publications in proceedings of national conferences***	65	1 (0.10), [0.22]	11 (1.69), [3.14]	1 (0.17), [0.25]	24 (2.67), [4.00]
Editorships of volumes published abroad***	1		1 (0.15), [0.28]		
Editorships of volumes	24	3 (0.32), [0.66]	6 (0.92), [1.71]		4 (0.44), [1.00]

published in Croatia***					
Number of in-house publications****	86	6 (0.63), [1.33]	10 (1.54), [2.86]	1 (0.17), [0.25]	24 (2.67), [4.00]

* Types of publications in bold are required.

** One person is included in the calculation only once.

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**** In-house publications are original articles and review papers in journals published by the Centre for Croatian Studies, chapters in edited volumes published by the Centre, as well as edited volumes and monographs published by the Centre.

Publication category*	Total number of publications	Publication number/ teaching staff number ratio for each unit**			
		Organisational unit 5 - Croatian Latinity (4 teachers total) [2 in sc.ed. title]	Organizational unit 6 - History (9 teachers total) [4 in sc.ed. title]	Organisational unit 7 - Teacher training and foreign languages (6 teachers total) [1 in sc.ed. title]	Organisational unit 8 Psychology (16 teachers total) [7.5 in sc.ed. title]
Publications in the journals included in the CC, WoS (SSCI, SCI-expanded and A&HCI) and Scopus databases	CC 38 WoS 65 Scopus 64	Scop 1 (0.25), [0.50]	Scop 5 (0.55), [1.25]	CC 1 (0.17), [1.00] WoS 2 (0.33), [2,00] Scop 6 (1.00), [6.00]	CC 26 (1.625), [3.47] Wos 41 (2.56), [5.47] Scop 24 (1.5), [3.2]
Other publications included in the					

databases recognized in the appointment to research grades					
Authorships of monographs published abroad	2	1 (0.25), [0.50]			
Authorships of monographs published in Croatia	30		5 (0.55), [1.25]	3 (0.50), [3.00]	2 (0.12), [0.27]
Papers in Croatian journals with international peer-review (a1 and a2 journals that are not in CC, WoS or Scopus)	91	7 (1.75), [3.50]	20 (2.22), [5.00]	10 (1.66), [10.00]	13 (0.81), [1.73]
Publications in peer-reviewed proceedings of international and conferences abroad***	50	9 (2.25), [4.50]	10 (1.11), [2.50]	4 (0.66), [4.00]	1 (0.06), [1.13]
Papers in Croatian journals with national peer-review	45	1 (0.25), [0.50]	7 (0.77), [1.75]	14 (2.33), [14.00]	5 (0.31), [0.67]

Professional publications	123	8 (2.00), [4.00]	17 (1.89), [4.25]	8 (1.33), [8.00]	10 (0.63), [1.33]
Chapters in peer-reviewed volumes	109	3 (0.75), [1.50]	11 (1.22), [2.75]	2 (0.33), [2.00]	19 (1.19), [2.53]
Publications in peer-reviewed proceedings of national scientific conferences***	65	24 (6.00), [12.00]	2 (0.22), [0.50]	3 (0.50), [3.00]	
Editorships of volumes published abroad**	1				
Editorships of volumes published in Croatia***	24	4 (1.00), [2.00]	5 (0.56), [1.25]		2 (0.12), [0.27]
Number of in-house publications****	86	22 (5.50) [11.00]	12 (1.33) [3.00]	11 (1.83) [11.00]	

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Other publications included in the databases recognized in the appointment to research grades					
Authorships of monographs published abroad	2	1 (0.10) [0.22]			
Authorships of monographs published in Croatia	30	2 (0.21), [0.44]	2 (0.31), [0.57]	6 (1), [1,5]	10 (1.11), [1.67]

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Papers in Croatian journals with national peer-review	45	1 (0.10), [0.22]	4 (0.62), [1.14]		13 (1.44), [2.17]
Professional publications	123	12 (1.26), [2.67]	2 (0.31), [0.57]	1 (0.17), [0.25]	63 (7.00), [10.5]
Chapters in peer-reviewed volumes	109	9 (0.95), [2.00]	12 (1.85), [3.43]	4 (0.67), [1.00]	49 (5.44), [8.17]
Peer-reviewed publications in proceedings of national conferences***	65	1 (0.10), [0.22]	11 (1.69), [3.14]	1 (0.17), [0.25]	24 (2.67), [4.00]
Editorships of volumes published abroad***	1		1 (0.15), [0.28]		
Editorships of volumes	24	3 (0.32), [0.66]	6 (0.92), [1.71]		4 (0.44), [1.00]

published in Croatia***					
Number of in-house publications****	86	6 (0.63), [1.33]	10 (1.54), [2.86]	1 (0.17), [0.25]	24 (2.67), [4.00]

* *Types of publications in bold are required.*

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Publications in the journals included in the CC, WoS (SSCI, SCI-expanded and A&HCI) and Scopus databases	CC 38 WoS 65 Scopus 64	Scop 1 (0.25), [0.50]	Scop 5 (0.55), [1.25]	CC 1 (0.17), [1.00] WoS 2 (0.33), [2,00] Scop 6 (1.00), [6.00]	CC 26 (1.625), [3.47] Wos 41 (2.56), [5.47] Scop 24 (1.5), [3.2]
Other publications included in the databases recognized in the appointment to research grades					
Authorships of monographs published abroad	2	1 (0.25), [0.50]			
Authorships of monographs	30		5 (0.55), [1.25]	3 (0.50), [3.00]	2 (0.12), [0.27]

published in Croatia					
Papers in Croatian journals with international peer-review (a1 and a2 journals that are not in CC, WoS or Scopus)	91	7 (1.75), [3.50]	20 (2.22), [5.00]	10 (1.66), [10.00]	13 (0.81), [1.73]
Publications in peer-reviewed proceedings of international and conferences abroad***	50	9 (2.25), [4.50]	10 (1.11), [2.50]	4 (0.66), [4.00]	1 (0.06), [1.13]
Papers in Croatian journals with national peer-review	45	1 (0.25), [0.50]	7 (0.77), [1.75]	14 (2.33), [14.00]	5 (0.31), [0.67]
Professional publications	123	8 (2.00), [4.00]	17 (1.89), [4.25]	8 (1.33), [8.00]	10 (0.63), [1.33]
Chapters in peer-reviewed volumes	109	3 (0.75), [1.50]	11 (1.22), [2.75]	2 (0.33), [2.00]	19 (1.19), [2.53]
Publications in peer-reviewed proceedings of national scientific conferences***	65	24 (6.00), [12.00]	2 (0.22), [0.50]	3 (0.50), [3.00]	
Editorships of volumes	1				

published abroad**					
Editorships of volumes published in Croatia***	24	4 (1.00), [2.00]	5 (0.56), [1.25]		2 (0.12), [0.27]
Number of in-house publications****	86	22 (5.50) [11.00]	12 (1.33) [3.00]	11 (1.83) [11.00]	

* *Types of publications in bold are required, others may be entered by choice.*

** *One person is included in the calculation only once.*

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6. MOBILITY AND INTERNATIONAL COOPERATION

a) Specify how you support internal mobility of students (possibility of transfer for students who graduated from similar study programmes).

After completing one undergraduate study programme at the Centre (e.g. History) it is possible to enrol in another graduate programme of the Centre (e.g. Communication Studies) on the condition of passing differential courses as required by individual departments. This provision applies to the students of the Centre as well as to the students with diplomas in the humanities and social sciences from other institutions, within the University of Zagreb or outside. Transfers within the Centre are somewhat easier because all study programmes of the Centre have a certain number of courses in common. In principle, transfers from other study programmes, which are not offered by the Centre, are likewise possible; for example, there were cases of students with BA in Biology or Architecture enrolling in the graduate study programme of Philosophy at the Centre.

In the case of resuming studies after intermission, in 2012 the Council of the Centre adopted the *Decision on academic recognition of study obligations* which regulates the process by which study obligations are recognised for students who enrolled in undergraduate study programmes at the Centre between the academic year 1993/94 and

2004/05

http://www.hrstud.unizg.hr/dokumenti/public/akti/Odluka_o_akademskom_priznavanju_studijskih_obaveza.pdf.

The conditions for enrolment in undergraduate and graduate study programmes of the Centre are available at <http://www.hrstud.unizg.hr/upisi-preddiplomski-studiji/>. In accordance with the recent programme agreements between higher education institutions and the Ministry of Science and Education, with its overall objective to facilitate access to university studies and to assure quality of university studies for students older than 25 years of age, the Centre adopted a decision on the specific conditions for enrolment of candidates who had completed four years of secondary education prior to 2010 and who had turned 24 years of age by 31 January 2013. The conditions for enrolment in postgraduate study programmes are regulated in the same manner: http://www.hrstud.unizg.hr/dokumenti/public/akti/Pravilnik_poslijedipl_studiji.pdf

b) Describe the objectives you wish to accomplish through your institution's international cooperation. Specify the forms of cooperation (European projects, bilateral agreements with foreign HE institutions, individual research cooperation, short- and long-term stays abroad – teachers and students, organisation of international conferences in Croatia, participation at international conferences and other forms of cooperation) and assess the scope and success of your institution's existing international cooperation.

The mission of the Centre in the area of international cooperation is primarily focused at connecting university study programmes concerned with Croatian language and culture at different institutions in Croatia and abroad, at establishing research, teaching and professional connections between individuals and institutions concerned with such programmes, and at promoting professions associated with Croatian cultural and linguistic heritage. In this manner the Centre coordinates activities of the University of Zagreb related to the research and affirmation of Croatian culture in the country and abroad, which is the primary objective of the Centre's international cooperation initiatives.

More specifically, the Centre has organized a number of national and international conferences in the fields of Croatology, History, Croatian Latinism, Philosophy, and Communication Studies. There is also the

International Summer School of the Croatian Language and Culture in the PRONI Centre for Social Education in Pirovac, organized biannually since 2009, which brings together students from Poland, Czech Republic, Hungary, and the United States and provides them with the opportunity to become familiar with the Croatian language and culture (for more information, see <http://www.hrstud.unizg.hr/wp-content/uploads/2013/02/Ljetna-skola-hrvatske-kulture-i-hrv.-jezika-2013..pdf>)

The Society for the Advancement of Philosophy (<http://www.upf.hr/aktivnosti.html>), initiated by the employees of the Centre and registered with the Centre, has organized or co-organized a series of conferences of international character, among which the conference on applied ethics (*Zagreb Applied Ethics Conference*) stands out. Only last year it brought together 23 speakers from 16 different countries, such as Australia, China, Czech Republic, Greece, Italy, Poland, Romania, Serbia, Slovakia, Sweden, UK, USA, etc. (The Booklet of Abstracts from the last conference can be found at: http://www.hrstud.unizg.hr/wp-content/uploads/2013/06/Knjiga_sazetaka_ZAEC-2013.pdf)

A close cooperation between the Department of Philosophy of the Centre and Karl-Franzens-Universität Graz began two years ago, resulting with the joint elective course *Applied Philosophy*, held in Dubrovnik and attended by students from both institutions. A similar joint elective course, entitled *Happiness*, will be held in Zadar in September of 2014. The two institutions have a mobility exchange scheme with the Erasmus and Erasmus+ programme.

Owing to the bilateral agreement with the University of Toronto (Canada), signed in 2011 and financially supported by the Foundation “Adris”, a faculty member of the Centre teaches courses on Croatian language and literature to students of Slavic languages in Toronto (see Chapter 5, section **l.2**, and below section **e.2**). Efforts are being made to set up a similar scheme with Macquarie University (Australia), starting from the academic year 2014/15.

In the early 2013, the Centre signed a multilateral agreement with the Institute of Philosophy in Zagreb and the University of Cardinal Stefan Wyszyński in Warsaw. Owing to this agreement, Professor Kordula Swietorzecka from Warsaw will come to Zagreb in April 2014 and give an intensive two-week course “Predication and its Logics” to students of the postgraduate programme in Philosophy at the Centre.

There are also 3 recent bilateral agreements — with International University of Sarajevo (Bosnia and Herzegovina), Faculty of Philosophy of the University of Belgrade (Serbia), and the University of St. Cyril and Methodius in Skopje (FYR Macedonia) — which will facilitate collaboration in years to come. For international cooperation through Erasmus programme, which is growing at an increasing rate over the years, please see section **d**) below.

On the whole, the Centre’s international cooperation shows a strong growing trend over the past three years, which is reason for satisfaction. The scheme with the University of Toronto we find especially valuable for its focus on the main mission of the Centre and for external financing. Of course, there are difficulties and room for improvement regarding international cooperation, as will be mentioned in sections **d**) and **j**) below.

c) Specify international associations of similar institutions of which you are a member and describe how you actively contribute to the joint goals.

The Centre, as an institution, is not a member of any international associations. However, about one fourth of employees are involved in the work of international associations. 17 employees are members in a total of 32

international associations. 4 employees are co-founders or serving in the following international associations:

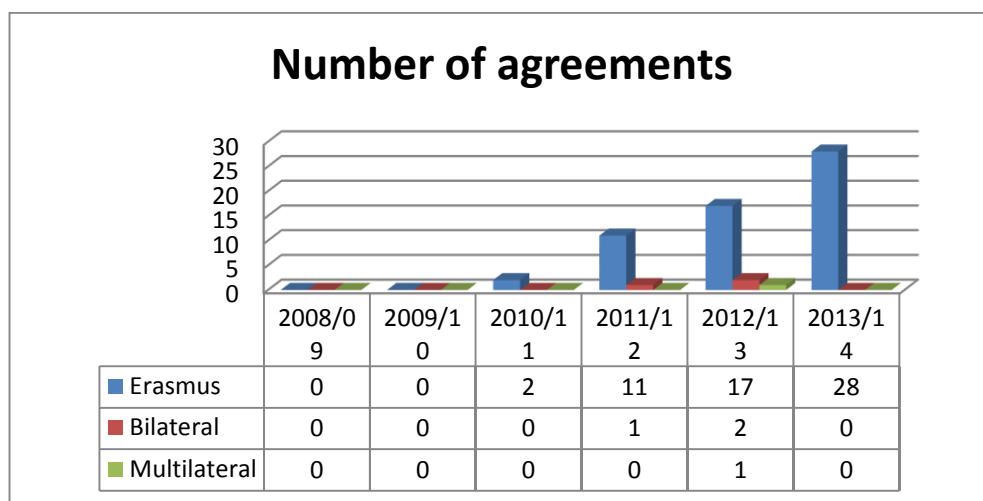
- Branka Tafra (CRO), is a member of the Commission for lexicology and lexicography of the International Slavic Committee, the world association of Slavic national committees from 40 countries.
- Jasminka Despot Lučanin, (PSY), is a representative of the Croatian Psychological Society in the European Federation of Psychological Associations (EFPA), the Standing Committee for Geropsychology, and the Croatian representative to the European Health Psychology Society.
- Pavel Gregorić (PHI), is a co-founder and member of the Southeast European Association for Ancient Philosophy.
- Jelena Jurišić (COM), is a member of the Board of Directors, Work Group 1 and the project *Twitter and the European Public Sphere - The European Elections in 2014* of the COST Action ISO906 Transforming Audiences, Transforming Societies.

A complete list of international associations in which employees of the Croatian Studies participate, grouped by department, can be found in **Appendix 6.1**.

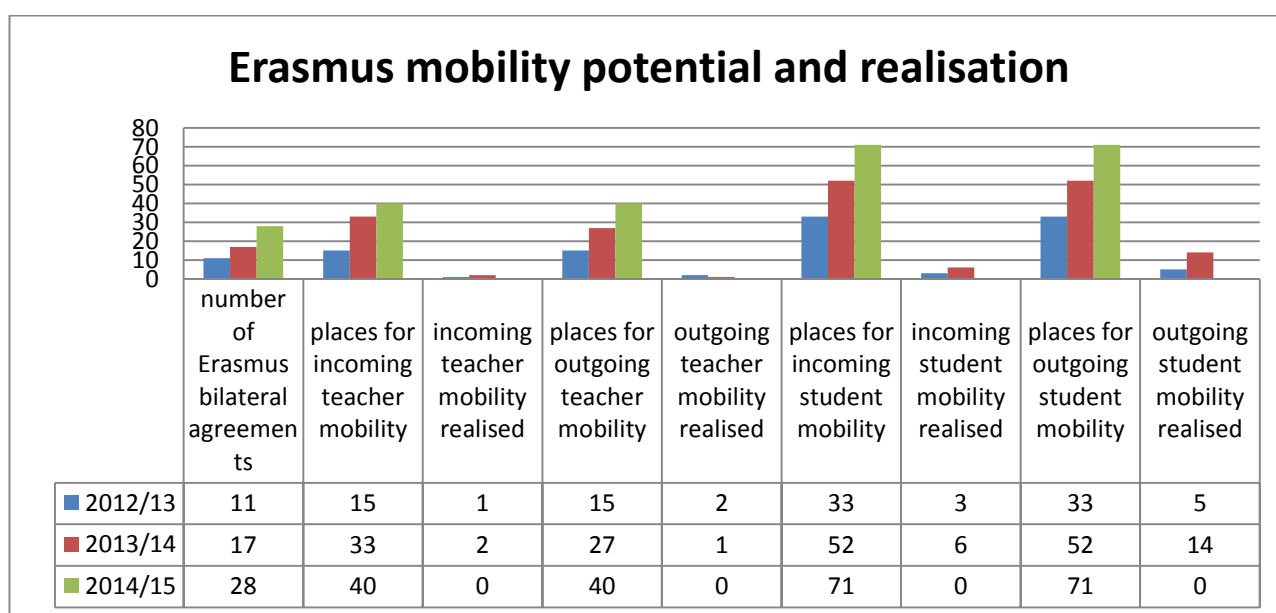
d) Describe forms of your involvement in inter-institutional cooperation through the Erasmus programme and other types of European projects, bilateral cooperation, joint programmes etc.

The Centre for Croatian Studies entered the Erasmus programme as a partner institution in 2010, signing 2 agreements that enabled a modest scope of mobility for students and teachers in the academic year 2011/12. In the next academic year, enabling mobility in 2012/13, the number of agreements grew to 11, and in the following year, enabling mobility in 2013/14, the number grew to 17, with partners such as the University of Heidelberg, University of Erfurt, Catholic University in Leuven, Karl-Franzens University in Graz, Charles University in Prague, Central European University, University of Sunderland, and others. Until the end of December 2013, 28 agreements have been signed within the newly launched European mobility programme Erasmus+, allowing mobility in 2014/15 and the following years. Our new partners include University of Paris-I Pantheon, University of Paris-IV Sorbonne, University of Madrid, University of Helsinki, University of Vilnius, and others, with some agreements still pending.

The number of bilateral and multilateral agreements is more modest, but also shows steady growth, as is clear from this table:



With its 11 Erasmus agreements for mobility in the academic year 2012/13, the Centre had 33 places for outgoing student mobility (5 places used) and 33 for incoming student mobility (3 places used), 15 places for outgoing mobility of teachers (2 places used) and 15 for incoming mobility of teachers (0 used). In addition to the aforementioned 3 incoming students hosted by the Centre, another 8 students registered with Erasmus programme at other constituents of the University of Zagreb, attended elective courses in English offered by the Centre (plus another 7 students via bilateral agreements of the University of Zagreb). With 17 Erasmus agreements for mobility in the academic year 2013/14, the Centre had 52 places for outgoing student mobility (14 places used) and 52 places for incoming student mobility (6 places used plus 5 expected in the summer semester), 27 places for outgoing mobility of teachers (1 place confirmed 1 pending confirmation) and 33 places for incoming mobility of teachers (2 places to be used). In the academic year 2014/15, with its nearly 30 Erasmus+ agreements signed by the end of 2013, the Centre will have over 70 places for outgoing and likewise for incoming mobility of students, and over 40 places for outgoing and likewise for incoming mobility of teachers.



Though the increase in the number of agreements and the secured mobility potential are an achievement of the Centre, it is noticeable that the potentials for outgoing, and especially for incoming mobility, both of students and teachers, are not used optimally, though there is some increase in the realization of available places for mobility. This is no doubt due to the decision of the Centre to establish the Office for International Relations at the Centre in 2011 and to the commitment of the Centre's staff in charge of outgoing and incoming students.

Through exchange programme Basileus of the University of Zagreb, 1 student of the Centre spent the academic year 2010/11 at the University of Novi Sad (Serbia), and 2 students at the University of Belgrade (Serbia). In 2010/11, 1 student of the Centre spent an academic year at the University of Guadalajara (Mexico) on the basis of the bilateral agreement of the University of Zagreb. Through bilateral agreements of the University of Zagreb, in 2012/13 the Centre has hosted 1 student from the National Cheng Kung University (Taiwan), 1 student from the National University of Singapore (Singapore), 2 students from the Chonnam National University (South Korea), 1 student from the University of Jyväskylä (Finland) and 2 from the University of Helsinki (Finland).

In the academic year 2012/13, in collaboration with the Agency for Mobility and EU programmes, the Centre joined the CEEPUS programme by way of hosting one free-moving student from the University of Wroclaw in Poland.

e) Analyse the application of your teachers' and associates' foreign experience, acquired through longer visits (a year or more) to eminent HE institutions or institutes worldwide. Compare this with other similar institutions and give your opinion on this matter.

Although longer stays are very difficult for the employees of the Centre, because most departments are understaffed and would be hard pressed to organize replacements, we can highlight several longer academic stays in the duration of one to eleven months.

- (1) Teaching assistant Marina Knežević (PSY) spent time as a visiting researcher at the University of Amsterdam: Research Institute LEARN!, Faculty of Psychology and Education, from October 2010 to August 2011. She worked on the project *Cognitive Development in Late Adolescence: Neuropsychology & Functional Neuroimaging*, which explored cognitive maturation in adolescence and post-adolescence using magnetic resonance imaging. The research was conducted at the Department of Radiology of the university hospital VU Medical Centre in Amsterdam. For this project M. Knežević received a doctoral student reward from the Croatian Science Foundation. She acquired new skills and competencies which have been of particular aid to her in the course of completing her doctoral dissertation *Executive Functions and Neural Electrophysiological Changes During Young Adulthood*, which she defended on 5 November 2013.

During her stay in Amsterdam, she also participated in the research part of the project *Brain Activation During Information and Emotion Processing in Non-psychotic Relatives of Patients with Schizophrenia: A Multi-center Study*, in which she familiarized herself with the methods of researching the mechanisms of psychosis symptom formation in healthy patients from risk groups, such as in the first relatives of the patients with schizophrenia. She also had the opportunity to work with 3 Tesla MRI Philips Intera magnetic resonance imaging system, which employs technology and operates in a manner significantly different from the GE

system which she had used in the primary project. She participated in the 2nd International Max Planck Research School on Neuroscience of Communication: Function, Structure, and Plasticity, an international summer school held in London in July 2011, where, in addition to attending lectures and workshops, she gave a poster presentation of the first results of the above mentioned project. This collaboration resulted in two papers (Veroude K., Jolles J., Knezević M., Vos I., Croiset G., L. Krabbendam (2013): “Anterior Cingulate Activation During Cognitive Control Relates to Academic Performance in Medical Students”, *Trends in Neuroscience and Education* 2: 3-4, 100-106; Knezević M., Veroude K., Jolles J., Krabbendam L., “Changes in the Neural Correlates of Performance Monitoring During the Transition to Young Adulthood”, *Cognitive development*, under peer review).

- (2) Assistant professor Davor Piskač (CRO) spent the summer semester of the academic year 2012/13 at the University of Toronto as part of the cooperation programme which was established between the University of Zagreb and the University of Toronto, with the aid of the association AMCA Toronto (Almae Matris Croaticae Alumni) and the financial support of the Foundation “Adris”. In the summer semester of the academic year 2012/13, D. Piskač taught an unexpectedly large group of 30 students, with the overall teaching load of 12 hours per week. He held three courses (*Advanced Croatian*, *History of Croatian culture* and *Special topics in Croatian literature*). His teaching received excellent marks, the cooperation took root, and D. Piskač will be visiting Toronto again in the summer semester of the academic year 2013/14.
- (3) Assistant professor Šime Demo (LAT), spent the winter semester of the academic year 2011/12 at the Catholic University of Leuven with the financial support of the international foundation Nurus and the Croatian Science Foundation. During his stay he conducted research on macaronic Neo-Latin literature, with special emphasis on linguistic peculiarities and the Croatian tradition. The research produced 4 lectures (one public in Zagreb, one at a professional gathering in Leuven, and two at conferences in Rijeka and Innsbruck) and 2 articles (one published in a special issue of the Croatian journal JAHN and the other forthcoming in the prestigious international journal *Humanistica Lovaniensia*). The stay also resulted in the establishment of Erasmus partnership between the Centre and the Catholic University of Leuven, in the subject area of Classics. The cooperation was extended until the end of the Erasmus programme. In addition, the study visit has yielded numerous acquaintances with foreign specialists, especially from Leuven, which is the most prominent centre for Neo-Latin studies in the world, and the opportunity to study manuscripts and material which is not available elsewhere.
- (4) Teaching assistant Dario Pavić (SOC) spent the summer semester of the academic year 2011/12 at the Department of Demography of the University of California – Berkeley, with the help of the Junior Faculty Development Program scholarship, a programme of the US government. This program is aimed at improving the skills of young lecturers working at the universities in the countries of South-Eastern Europe and Central Asia. During the semester, D. Pavić attended 4 courses from the undergraduate and doctoral study programmes (two courses of *Economic demography*,

Advanced demographic methods, and *Family*) and he also took part in the scientific conference (“Consilience Conference: The Evolution in Biology, the Human Sciences and Humanities”, St. Louis, 26-28 April 2012). He gave two lectures on Croatian history and culture to the students of the University High School in San Francisco. He participated in workshops on creating e-courses and attended consultations with professors of the Department of Demography and the Department of Public Health. As a result of his study visit, D. Pavić took over the course *Demographic development of Croatia* at the graduate study programme of Sociology at the Centre, and introduced innovations to the other courses that he teaches. He found this stay to have been extremely useful for introducing to him new teaching methods and techniques, as well as for providing him with the opportunity to network with colleagues in the field of sociology.

- (5) Assistant Antonija Maričić and higher assistant Sanja Budimir joined the Middle European Interdisciplinary Joint Master Program in Cognitive Science, at the University of Vienna and the Medical University in Vienna, with the Erasmus programme in the winter semester of the academic year 2009/10. S. Budimir successfully completed three courses (*Models of Personality and Emotions*, *Models of Personality and Emotions*, *MEi:CogsSci Journal Club*). The courses on emotions contributed toward the writing and defending of her doctoral dissertation in the area of cognitive neuroscience of emotions, entitled *Neural Electrophysiological Processing of Linguistic and Pictorial Emotional Stimuli*. A. Maričić successfully completed six courses (*Introduction to neuroscience*, *Models of personality and emotions*, *MEi:CogsSci Journal Club*, *CogSci Cognitive Science Ringvorlesung*, *Cognitive science of religion*, *German for international students — intermediate level*). Her stay included academic visits to various cognitive science labs (Neuroimaging/fMRI, Konrad Lorenz Institut f. Evolutions- & Kognitionsforschung, Kognitionsbiologie, Neuronal Cell Biology). The semester in Vienna was an excellent opportunity for both assistants to gain expertise in their respective areas of cognitive science, to familiarize themselves with new research methods and techniques, and to make contacts with peers in their field.
- (6) Associate professor Pavel Gregorić (PHI) visited the Department of Philosophy at the University of California - Berkeley from 15 February to 15 March 2013 in the capacity of a visiting researcher. There he held several lectures and conducted research in collaboration with a colleague from Berkeley, which resulted with one paper (K. Corcilus and P. Gregorić, *Aristotle on Primitive Agency and the Soul - Body Relation*, in preparation).

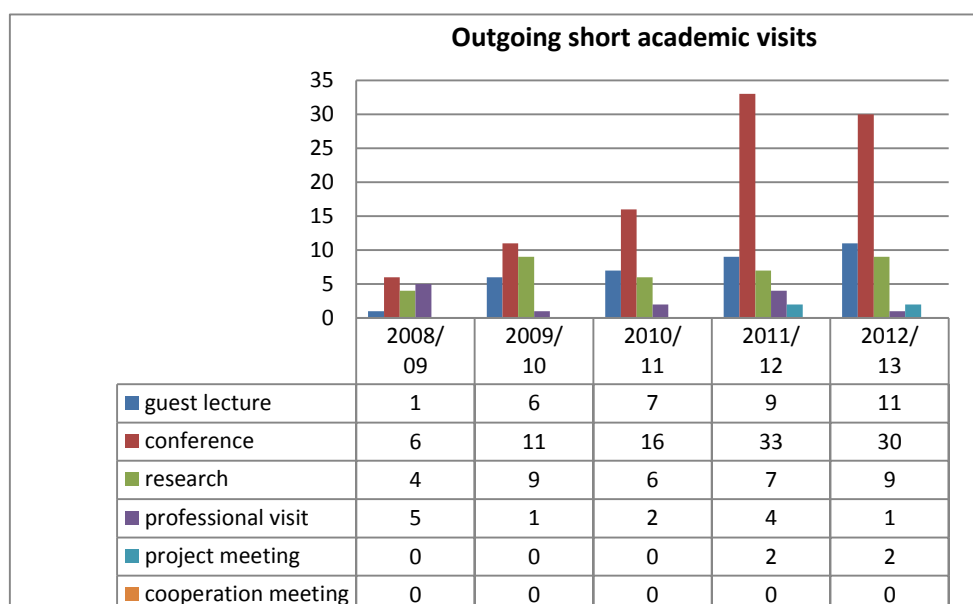
It is extremely difficult to present a comparison between the Centre, as a constituent of the University of Zagreb, and other related national and foreign institutions of higher education due to the specific nature of the Centre. Perhaps it would be possible to compare the international cooperation of the individual departments of the Centre with the corresponding departments of other universities, but these data are not available at present.

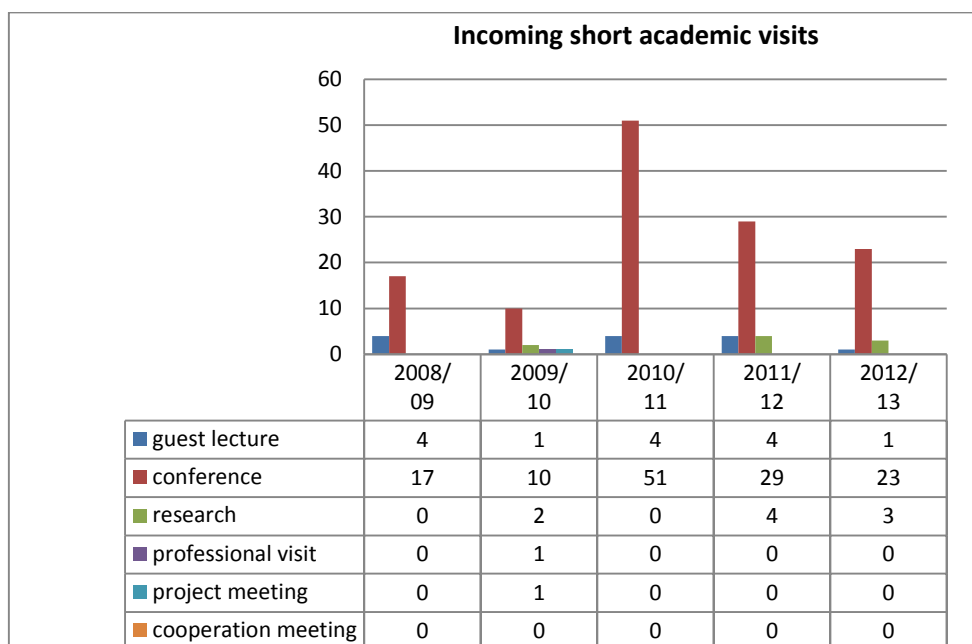
f) If there is one, describe and assess cooperation in the area of exchange of teachers and associates with other foreign HE institutions. State possible students' opinions and comments about the visiting teachers.

In the last four academic years, the Centre hosts Professor Jadranka Gvozdanović from the Institute of Slavic Studies of the University of Heidelberg and Professor Georg Holzer from the Faculty of Philological and Cultural Studies of the University of Vienna, who visit for one or two weeks to teach courses in the graduate study programme of Croatology. Similarly, Professor Ronald Mangold from the Hochschule der Medien in Stuttgart visits the Centre for a week or two to teach the course “Psychology of the media and mass communication” in English in the graduate study programme in Communication Studies.

There is a significant number of shorter visits, in the duration of one week or less, paid to the Centre by foreign scholars and teachers, primarily to take part in conferences and workshops organized by the Centre. So far, the Centre has been visited by scholars from reputable institutions worldwide, such as Princeton University (USA), Duke University (USA), Temple University (USA), Manchester University (UK), University College London (UK), Royal Melbourne Institute of Technology (Australia), Macquarie University (Australia), Indian Institute of Technology (India), Tarbiat Modares University (Iran), Lingnan University (Hong Kong), University of Waterloo (Canada), European School of Molecular Medicine & University of Milan (Italy), University of Bari (Italy), Central European University (Hungary) and others.

Also, the largest number of the Centre’s faculty visits are shorter ones, in the duration of one week or less, primarily for the purpose of taking part at conferences, giving guest lectures, or research activities. An overview of shorter academic visits, both incoming and outgoing, sorted by the purpose of visit, can be found in the following tables.





The updated and searchable record of entire outgoing mobility of the employees of the Centre as well as incoming mobility of foreign scholars to the Centre can be found at <http://medjunarodna.unizg.hr/>. A snapshot of students' experience with visiting scholars is presented in the form of short impressions of our students who took part in the joint elective course *Applied Philosophy* in the spring of 2013, developed in collaboration with colleagues from the Karl-Franzens-Universität Graz.

"It was particularly interesting to meet people from different professions and with different points of view. The most important questions raised by applied ethics are global - in the sense that people in all parts of the world deal with them - and I believe that the goal is to find answers to such questions which would also be universally applicable. In the usual discussions we come into contact with opinions of people from our own surroundings, which is a somewhat limiting factor. Therefore, I believe that this cooperation was a very valuable experience." (Anna Kocsis, 2nd year student of the graduate study in philosophy)

"The course *Applied Philosophy* more than fulfilled my expectations. Listening to the lectures by foreign lecturers I gained insight into interesting applications of philosophy in areas such as climate engineering and economics, with which I had not been previously familiarised. The lectures were informative, interesting and engaging. In particular, I would highlight the lecture of professor Dirk Brantl, who systematically presented the geography of the areas of the philosophy of economics and the relevant and current issues in the field which today seems to be increasingly encompassing. I learnt of current problems, this time related to climatology, at a very interesting and elegant lecture by professor Harald Stelzer. In addition, talking with foreign students provided me with valuable new experiences and allowed for a fruitful exchange of ideas and attitudes." (Ivan Restović, 2nd year student of the graduate study in philosophy)

"Exceptionally interesting topics and the expertise and competence of the lecturers allowed me to acquire new knowledge in philosophy. In a pleasant atmosphere I had the opportunity to communicate in English and in German, which I found very useful. It was also interesting to spend time with professors and students from Graz, which provided me with new insights in terms of current moral issues of today. I'm glad to have had the opportunity to participate in such a course." (Matea Čendeš, 2nd year student of the graduate study in philosophy)

"I was very impressed with the international and interdisciplinary course because it demonstrated the sensibility

and adaptability of philosophy as study matter and of philosophizing as an approach to modern and current social issues such as bioethics and climate engineering. This 'vitality' and 'essentiality' of philosophy are sometimes discussed among the students of philosophy themselves, which is the reason why I consider the course should be necessary and obligatory rather than elective and supplementary, which it currently is due to the circumstances in which it is taught. To hear various lectures from colleagues trained in other areas of human activity in which issues are viewed from different perspectives, to see that philosophical reflection can certainly be of practical application, meet colleagues from abroad and share with them opinions and knowledge is a valuable and rewarding experience in terms of both the study of philosophy and lifelong learning." (Veno Mušinović, 2nd year student of the graduate study in philosophy)

g) State how you support courses in English or some other world language in order to attract foreign students.

Courses in English and other world languages are encouraged at the Centre, for the benefit of the increasing number of incoming students and especially for the benefit of our students who thus receive additional competences and prepare for mobility. University of Zagreb requires its constituents to specify which courses can be conducted in English or other language, should there be demand for doing so, and the Centre complies with this requirement. In the academic year 2012/13, for instance, 20 courses were offered with the option of being conducted in English or, a few of them, in German. Moreover, since the academic year 2010/11, the University of Zagreb offers financial support for new elective courses delivered in foreign languages regardless of the demand of the audience. In the academic year 2011/12, the Centre applied for support of 2 courses, but neither was held for lack of interest of students. In the academic year 2012/13, the Centre applied for support of 8 courses, 4 of which were held ("Introduction to global communication", "George Berkeley: *Principles of Human Knowledge*", "Didactics", and "Explaining Social Behavior"), 2 of which received financial support. The allotted financial support was divided equally among the 4 lecturers of the courses held, following an internal decision of the Centre. In the academic year 2013/14, the Centre applied for support of 14 courses, 5 of which are being held in the winter semester, the rest are pending in the summer semester. We were notified that the Centre will receive financial support for 2 courses, which is said to be the maximum per constituent. The support will again be divided equally among all the lecturers of such courses that have or will actually be held. Apart from the courses with the option of being delivered in foreign languages, and the courses applied for financial support from the University of Zagreb, in 2012/13 and 2013/14 there were still other courses in English on offer to foreign students, held by foreign teachers or by the faculty of the Centre on their own initiative. A full list of 29 courses offered in foreign languages in 2012/13 can be found at <http://www.hrstud.unizg.hr/eng/news/courses-in-english-and-german-20122013-966/>.

The Centre is committed to encouraging its faculty to make their courses available to incoming students by opening up the possibility of teaching (in classes or in tutorials) in foreign languages, and to offer courses delivered in English and other languages for all students. This the Centre will do regardless of the announced discontinuation of the scheme for financial support from the University of Zagreb.

In accordance with Article 29 of the *Regulations on the studying at undergraduate and graduate study programmes of the University of Zagreb* the Centre created a form which enables the administration to

keep track of horizontal mobility of students registered at one constituent of the University who take courses at other constituents of the University. This form, subsequently adopted by the whole University, facilitates the incoming mobility of foreign students by way of enabling them to attend courses in English and other world languages at the Centre and other constituents of the University of Zagreb if the constituent at which they are registered does not offer a sufficient number of courses in languages they understand.

Finally, we can mention that two employees of the Centre, Pavel Gregorić (PHI) and Tomislav Janović (PHI/COM), have been recruited by the University's International Office to give an orientation course for all foreign incoming mobility students of the University of Zagreb, at the start of the winter semester and at the start of the summer semester of the academic year 2012/13, respectively. The Centre is ready to provide such services in the future.

h) Analyse international cooperation of your students, especially from professional standpoint (professional student symposiums, study visits, etc.), and from the standpoint of association in order to promote student rights.

There are 7 student associations at the Centre, and most of them have some form of international cooperation with student associations and student groups abroad.

- (1) *Cassius*, the association of students of Croatology, was founded in 2004. It organizes scholarly colloquia, such as *Bartol Kašić and Saintly Legends* (2007), *Marin Držić* (2008), *Word Became Flesh* (2009), *Croatian Myths and Legends* (2010). The colloquium *Music of Romanticism* (2011) was organized in collaboration with the Zagreb Academy of Music. Members of *Cassius* are active in international conferences and summer schools organized by the Department of Croatology and primarily Prof. Sanja Vulić Vranković, PhD.
- (2) *Ivan Lučić – Lucius* (<http://lucius.hrstud.unizg.hr/?cat=6&lang=en>) the association of the students of History, was founded in 1999. It has been organizing professional annual gatherings *Dies historie* since 2008, bringing together the leading Croatian scholars in the field of history. Also, members of *Cassius* collaborates with various associations of history students, such as *Malleus* of the University of Rijeka, ISHA of the University of Osijek, ISHA of the University of Zadar and ISHA of the University of Pula. *Lucius* has accepted the invitation to take part in the project *Regional Cooperation* (<http://regskordinator.wordpress.com/>) which encompasses the following history students associations: ISHA Trieste-Koper, Društvo študentov zgodovine - ISHA Ljubljana, ISHA Maribor, ISHA Belgrade, the Association of historians and students of history from Kosovska Mitrovica, and the recently founded association in Sarajevo.
- (3) *Scopus*, the association of students of Philosophy, was founded in 1992. So far the association has successfully organized 10 student symposiums and 25 issues of the student journal *Scopus*. The association has established successful ties with the Faculty of Humanities and Social Sciences in Rijeka and their Students of philosophy association *Furija*, as well as with the students of the Faculty of Philosophy in Belgrade. Members of *Scopus* are networking with the

Students of philosophy association of the Faculty of Humanities and Social Sciences in Zagreb, and developing contacts with colleagues in Austria, Germany, Hungary and the UK with reference to organizing student conferences and receiving manuscripts for the journal.

- (4) **Komuna**, the association of students of Communication Studies and Journalism, was founded in 2008. It organizes student symposiums under the title *Media in a Different Way* with the help of the Department of Communication Science of the Centre and Matica hrvatska. The last symposium was held in 2013 and it gathered experts from academia and business who spoke about new media professions. In 2012, the association organized hosting of visiting students of Communication Science from the University of Groningen (Holland).
- (5) **Anomija** (<http://anomija.hr/>), the association of students of Sociology, was founded in 2002. It organizes Sociology Summer Schools on different topics: *Contemporary social movements in theory and practice* (2011), *Sociology of sex and culture of gender* (2012) and *Contemporary challenges of religion* (2013). In collaboration with the Association for Civil Society of the youth Club Alpbach Croatia and the Austrian Cultural Forum, *Anomija* was partner to the international conference *Europe Joins Croatia* (27-30 June 2013), which was organized on the occasion Croatia's accession to the European Union.
- (6) **Feniks**, the association of students of Psychology, organizes conferences and workshops in various fields of psychology, gathering students and scholars in psychology from Croatia and abroad. The association has an exchange scheme with colleagues from the University of Lisbon and the University of Helsinki, which enabled a dozen students of the Centre to visit these two universities for ten days in 2013, with the corresponding number of psychology students coming to Zagreb in the spring 2014.
- (7) **The Association for the Promotion of Student Activities (UPSA)**, was established with the aim of bringing together students regardless of their study programmes and scholarly interests. It promotes their diverse but common interests - in culture, arts, protection of student rights, getting together and having fun, stimulating collaboration and communication among students, associations, the Student Council and the faculty.
- (8) Although students of Croatian Latinity do not yet have an association (the study programme started in 2011), they are organized and they take part in international conferences and workshops. Several students participate in the annual conference "Colloquia Maruliana" in Split, where they have opportunity to meet respected scholars and students from abroad. Two students of the Centre gave papers last year at that conference. Last year a group of ten students took part in a workshop on Latin textual scholarship, organized for students of different institutions in Croatia and conducted by a professor of Latin from the Centre.

Students of the Centre are also organized into sports, drama, and music associations, but their international cooperation is of small intensity at present.

j) Comment on the possibilities for your students to spend a part of their studies abroad and forms of institutional support for it.

Students who have participated in mobility programmes have found that the support and aid was readily available to them from the Commissioner for research, international and institutional cooperation (Prof. Pavel Gregorić) and the ECTS coordinator (Prof. Danijel Labaš) who checks the compatibility of the courses of our faculty with the courses at foreign universities, especially for students who plan to take a study visit as part of the Erasmus mobility programme. There is also the ISVU coordinator and the contact person for international relations (Danijela Vnučec Grdović) who is responsible for incoming and outgoing exchange students, as well as for the administration of bilateral and multilateral agreements.

In cooperation with the National Europass Centre Croatia, in December 2012 and 2013, i.e. immediately prior to the announcement of the Erasmus university competition for financial support to outgoing students of the University of Zagreb, the Centre organized student workshops on how to write a Europass CV and Language Passport (see http://europass.cedefop.europa.eu/newsletters/Europass_Newsletter_1_May_2012.pdf). At roughly the same time, the Centre organizes presentations on mobility programmes and opportunities for study abroad, delivered by the officials of the Office for International Relations of the University of Zagreb and the national Agency for Mobility and Programmes of the EU, in order to inform, prepare and encourage students to consider outgoing mobility. Moreover, the Centre distributes information material concerning opportunities for study abroad, and collaborates with the Institute for the Development of Education, which organizes standardized language tests and provides comprehensive information packages on studying abroad.

The Centre periodically announces calls for outgoing student mobility programmes of the University of Zagreb, processes their documentation and announces the results. Apart from supplying all application forms and documentation to students, the Centre took steps to enable the ISVU system to issue grade transcripts and study certificates in English to all students, using *Studomat* kiosks, thereby facilitating their application procedure and saving them time and money for transcripts. Similarly, we have made it easier for foreign incoming students to obtain grade transcripts of the courses taken at the Centre.

The first EU citizen at the Centre is Ms. Patrycja Pieniażek, who enrolled at the graduate programme in Croatology in 2013/14. She was formerly our incoming student from the University of Gdansk, our long-standing Erasmus partner, and her return to the Centre as a full-time student is a testimony to the quality of service we offer to our incoming students.

j) Specify to what extent you are satisfied with the current situation and propose possible improvements.

We can be satisfied with the notable increase of international activities of the Centre over the years,

although in the years to come we have to invest efforts to make the Centre an attractive place for foreign scholars and students, and to stimulate our faculty to set up stronger collaborative connections with colleagues and institutions abroad. More specifically, our aims for the following years are:

- to increase the outgoing mobility of teachers for periods longer than one month, for which it is necessary to secure the means for finding timely and adequate substitutes in teaching;
- to increase the outgoing mobility of students towards using the existing potentials for outgoing mobility, which requires greater efforts at informing our students of the possibilities of spending time abroad, encouraging them to apply, and offering them additional logistic and financial support when needed;
- to increase the incoming student mobility of Croatian minority groups in Europe and the world;
- to prepare a comprehensive information package in English, with more extensive promotional material regarding the Centre in the English language, and a guide for foreign students and lecturers;
- to devise a system of peer support (student-mentor) for incoming students, in collaboration with UPSA;
- to enable non-teaching staff to take part in Erasmus+ and other international mobility programmes;
- to establish a mechanism for referral of students to professional practice abroad and seek cooperation with businesses in Croatia which might provide practical training for foreign students taking part in the incoming mobility
- to employ an administrator in FTE in the Office for international relations of the Centre for Croatian Studies.

TABLE 6.1. STAFF MOBILITY IN THE LAST 3 YEARS**2010/11**

	Number of study visits of this institution's teachers and associates to foreign HE institutions			Number of visits by foreign teachers to this HE institution		
	1 - 3 months	3 - 6 months	6 and more months	1 - 3 months	3 - 6 months	6 and more months
Scientific			1	2		
Artistic						
Teaching						
Professional						

2011/12

	Number of study visits of this institution's teachers and associates to foreign HE institutions			Number of visits by foreign teachers to this HE institution		
	1 - 3 months	3 - 6 months	6 and more months	1 - 3 months	3 - 6 months	6 and more months
Scientific	1	1	1			

Artistic						
Teaching						
Professional						

2012/13

	Number of study visits of this institution's teachers and associates to foreign HE institutions			Number of visits by foreign teachers to this HE institution		
	1 - 3 months	3 - 6 months	6 and more months	1 - 3 months	3 - 6 months	6 and more months
Scientific	3	1	1			
Artistic						
Teaching						
Professional						

TABLE 6.2. STUDENT MOBILITY IN THE LAST 3 YEARS

(Graphical depiction available in Appendix 6.2)

2010/11

	Number of students in international exchange		
	1 - 3 months	3 - 6 months	6 and more months
Own students		0	1
Foreign students		1	0

2011/12

	Number of students in international exchange		
	1 - 3 months	3 - 6 months	6 and more months
Own students		2	0
Foreign students		1	1

2012/13

	Number of students in international exchange		
	1 - 3 months	3 - 6 months	6 and more months
Own students		5	
Foreign students		16	2

TABLE 6.3. NON-TEACHING STAFF MOBILITY IN THE LAST 3 YEARS

Number of professional visits of this institution's non-teaching staff to foreign HE institutions		
1 - 3 months	3 - 6 months	6 and more months
0	0	0

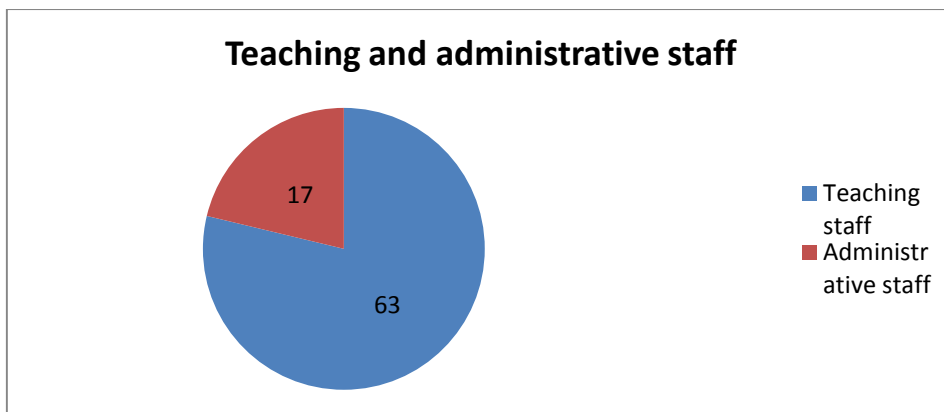
7. RESOURCES: ADMINISTRATIVE AND SUPPORT SERVICES, SPACE, EQUIPMENT AND FINANCES

a) Analyse the number of administrative, technical and supporting staff in relation to the number of teachers and associates, the number of students, teaching space, technical and other maintenance equipment and the institution's financial capacities.

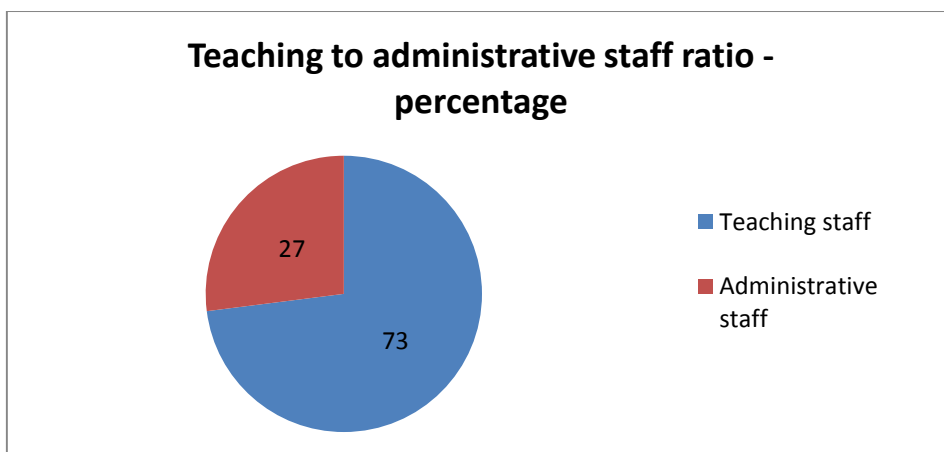
Tabular presentation of the total number of teaching staff and administrative, technical and supporting (ATS) staff:

Scientific-educational title	Associate title	Educational title	Total	Administrative staff
34	27	2	63	17

Teaching to administrative staff ratio: 63 : 17.



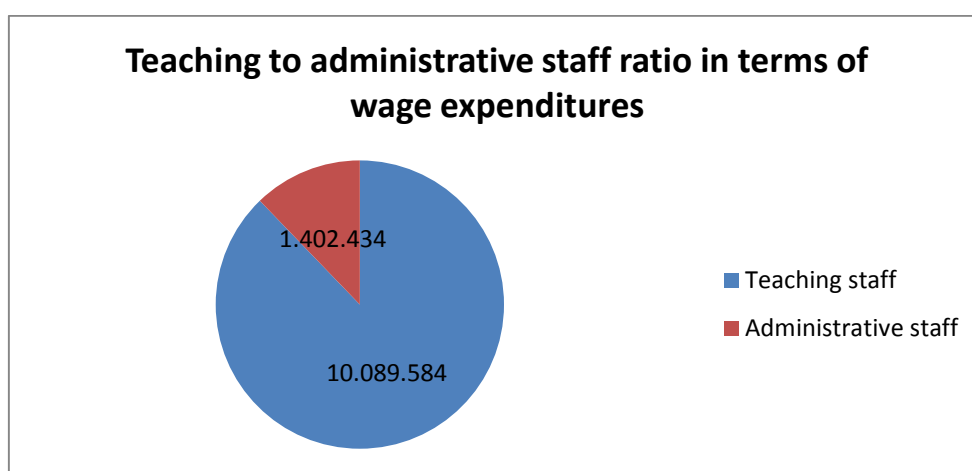
Teaching to administrative staff ratio (in percentage): 73 : 27 %



Administrative staff to students ratio: 17 : 1600 (in percentage 0.01%, i.e. 1.06 employees per 100 students)

Financial ratio: salaries of the administrative, technical and supporting staff (in 2012):

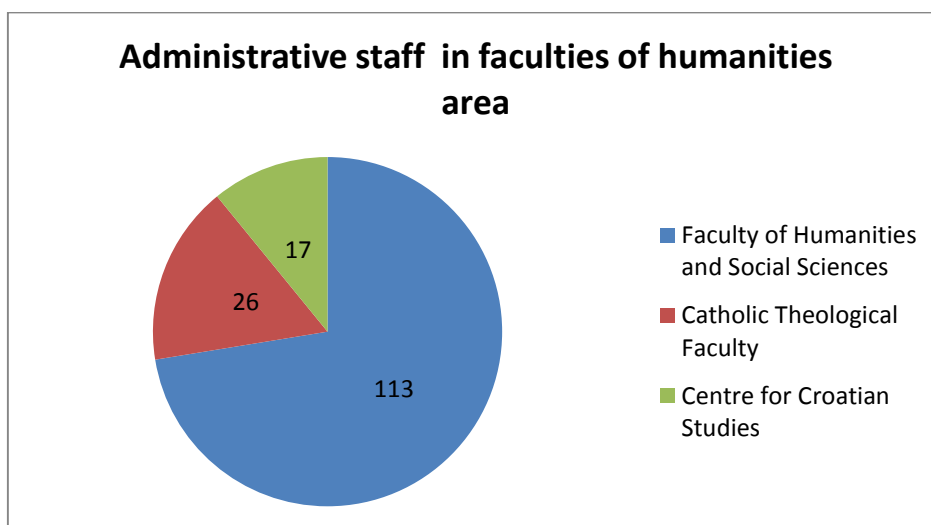
	Salaries of ATS staff in 2012:	Salaries of the teaching staff (scientific-educational, associate and educational titles) for 2012	Grand total
Wages expenditures	1,482,434.66	10,089,582.37	11,572,017.03
Share in total wage expenditures	12.81%	87.19%	100%



Administrative, technical and supporting staff employed with the Centre is relatively small and its ratio to the teaching staff is satisfactory. All the key administrative and technical functions of the organization are provided for. For those activities for which a sufficient number of employees is not available, part-time associates are hired and paid from the Centre's own funds. Some of the administrative services are understaffed and there is a need for additional employees (particularly in the financial and accounting services, maintenance services, Office for international relations, and the Library).

There is sufficient office space provided for the purpose of administrative and technical activities and the equipment is satisfactory.

Speaking in absolute terms, the Centre has a very low number of employees engaged in administrative-technical activities. Of all the units of the University of Zagreb, only the Faculty of Geotechnical Engineering has fewer ATS employees (14), while the Faculty of Education and Rehabilitation Sciences and the Faculty of Metallurgy (located in Sisak) have an equal number of employees even though those organizations are much smaller in terms of the students enrolled and study courses taught. Amongst the units offering programmes in the humanities, both the Faculty of Humanities and Social Sciences and the Catholic Theological Faculty have a larger number of employees (113 and 26, respectively). In terms of the ratio of ATS to teaching staff, the Centre for Croatian Studies has the lowest percentage of ATS staff. This ratio (both in absolute and relative terms) will be more prominent in the near future because recruitment of additional teaching staff at the Centre is currently under way.

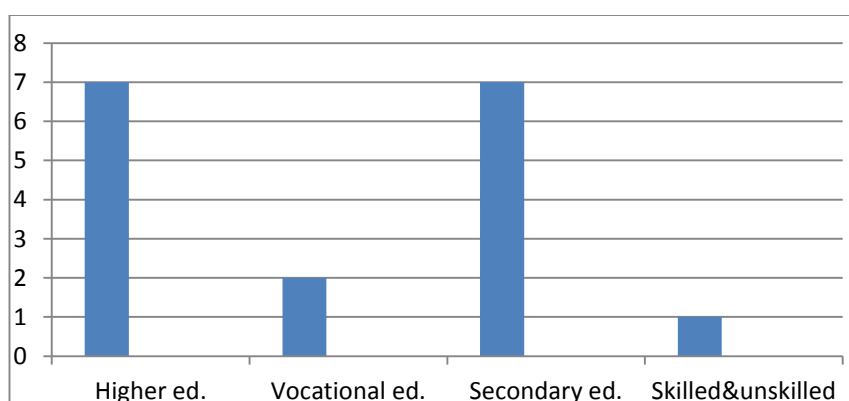


b) Comment the qualification structure of non-teaching staff and possibilities for their professional advancement.

Qualification structure of ATS staff:

Higher education	7*
Vocational education	2
Secondary education	7
Skilled and unskilled	1
Total	17

- 2 with PhD's.



Overall, the number and the structure of the members of the ATS staff are generally acceptable. Most of the staff members have been employed according to the Regulations on classification of positions from 1998. The new Regulations on internal structure and classification of positions were adopted at the meeting of the Council of the Centre in 2012 and were submitted to the Senate of the University of Zagreb for approval. The Senate has not yet discussed the Regulations nor approved them. Consequently, new employees cannot be hired in accordance with the proposed new Regulations nor can the current organization be restructured. The newly adopted

regulations provide for new positions for activities related to international cooperation, finance and accounting, maintenance, the IT department, quality assurance, and the Library. In this way the activities of the Centre would be carried out more efficiently and more rapidly. Personnel shortage is particularly obvious in accounting and finances department.

All employees in the administrative and technical services are required to take periodic trainings in their respective fields of activities and professions. Staff of the Office for legal affairs regularly attend seminars, conferences and other types of training organized by the University of Zagreb, the Ministry of Science and Education and other bodies. Such trainings deal with the changes or implementation of regulations in the field of research and higher education and labour legislation.

Administrative staff of the Office for international relations of the Centre attends seminars of the national Agency for Mobility and EU Programmes, of the National Europass Centre and the Office for international relations of the University of Zagreb, thus maintaining high quality of service offered to students in outgoing and incoming mobility. Moreover, administrative staff of the Centre is trained to work with disabled students and to ensure their access to facilities and course materials, having participated in workshops organized within the Tempus project EduQuality (<http://www.eduquality-hr.com>), in line with the Centre's dedication to equalize opportunities of students with disabilities. One administrative person of the Centre is appointed a liaison for students with disabilities.

Head of the Library regularly participates in all meetings regarding coordination of librarians in Croatia and trainings for librarians that are organized by the National and University Library. Head of the IT Department regularly attends meetings dedicated to education and information exchange organized by the University Computing Centre. At those meetings, innovations and modernisations in IT support in terms of its application in institutions of higher education are discussed. All the personnel of the student services were trained to work with the Information system for higher education institutions, which was introduced in the Centre in 2008 and is used for the management of all the aspects related to students and studies. Head of the Accounting and Financial Affairs participates in professional seminars. All other employees occasionally participate in various forms of training and education that improve their performance.

c) Describe the current situation and your satisfaction regarding the existing number of classrooms and laboratories for teaching, taking into account the existing number of students, enrolment quotas and optimum number of students. Compare your own spatial capabilities with those of similar HE institutions.

All lecture rooms at the Centre are fully furnished and equipped for efficient teaching. There are desks and chairs, lecterns, blackboards, screens, computers and LCD projectors. All lecture rooms are well-lit, with large windows and located in quiet surrounding. The premises lack only air-conditioning. The only two rooms equipped with air-conditioning are the largest lecture room (Lecture Room "Zagreb") and the reading room of the Library of the Centre. Two computer labs are used for teaching a number of course subjects in the study programmes of Sociology, Psychology and Communication Studies that require actual use of computers in classes. The two labs have 48 computers installed. They are connected to the Internet and equipped with software required for the courses (SPSS, and others).

There is no sports hall at the University Campus, which is a drawback for classes of physical education. A project design to gain facilities for sports by refurbishment of older buildings on the Campus has been completed, but has not been carried out at this point. Also, the available outdoor facilities (courts for basketball, football, and tennis, athletics tracks, boccia court etc.) need restoration before they can be used on a regular basis.

d) Specify the state and functionality of computer equipment used in teaching. Especially describe the possibility of students using this equipment outside classes.

One PC with a wall-mounted LCD projector and a projection screen is installed in each and every lecture room of the Centre except for the Small Conference Room on the 2nd floor. All computers are connected to the Internet. There are two lecture rooms equipped with 15 or more PC's for classes that require students to use computers in class. There is a total of 48 installed computers. All the buildings at the Centre's disposal, including all lecture rooms, hallways and other areas, are covered with wireless Internet connection ("Eduroam"). Three automatic student utility kiosks ("Studomat") are installed. These are used by the students to register for exams, cancel their exam registrations, and get course-related information. One of the kiosks is equipped with a printer which enables students to obtain hard copies of their documents. Students have access to 50 computers in the reading room of the Library of the Centre.

e) Reflect on the internal policies of computer purchase and use.

The Ministry has procured all capital IT equipment (servers and related installations) for an extended period. Computer infrastructure was built during the refurbishment and renovation of the University Campus in 2007. A single dedicated project design for the IT infrastructure for the entire Campus was made by the University Computing Centre. A special project was designed in cooperation with experts from the University Computing Centre for the purpose of equipping the Library of the Centre. It is the first such project at the University of Zagreb. The subsequent procurement of computer equipment for the Library, as well as of other equipment, was carried out through a public procurement procedure. Procedures for the procurement of equipment have been organized two times, through which we acquired computer equipment for our two computer labs and for offices of the faculty and administration.

As for software packages, we use licensed Microsoft Active Directory as the directory service which defines the rules of use of computers in the network, computer equipment and installed software, as well as restrictions and permissions for users. This ensures safe use of computer resources. Additionally, the Microsoft System Center Configuration Manager has been set up, which relies on Microsoft Active Directory and helps with management and control of large number of personal computers, centralized computer health check, centralized management of new versions of the software, centrally managed antivirus system installed on all computers in offices, etc.

The Centre's IT Department issues a domain specific email address (hrstud.hr) to every employee, student and visitor of the Centre. All new academic members (students, teachers, assistants) are issued AAI@EduHr user account within the hrstud.hr domain. Through the proxy server of the Centre for online databases (<http://www.online-baze.hr>), AA@EduHr account enables free access to all databases

available to research and higher education institutions in Croatia which are financed by the Ministry of Science and Education. AAI@EduHr account also grants access to free courses offered by the University Computing Centre, as well as to a large number of online applications and services.

The Information System Security Policy of the Centre is currently in preparation.

f) Reflect on the teachers' offices, their number (data from Table 7.6) and functionality. Assess the appropriateness of offices for performing teaching and research activities of your teachers and associates.

There are 34 furnished offices for the faculty at the Centre. Most of the offices are shared by 2 to 5 teachers, which may sometimes be restrictive. All premises are adequately equipped and fully functional. All teachers have their desks, Internet-connected computers and personal or shared printers. Most of the offices have extra chairs, which makes these offices suitable for tutorials and oral exams. Some of the offices are large enough for classes in small groups. Maintenance of the premises is regular. The main problem is shared use of offices, due to which some teachers carefully schedule their in office activities, leaving some activities, such as preparation for classes or research, to be done out of their offices. One fully functional office, with furniture and computer equipment, is reserved for visiting academics.

g) Describe the size and equipment level of the space used only for research activity and estimate how well the space is used.

Research activities can be done in the offices and in the reading room of the Library of the Centre. There are no offices that are used exclusively for research. There is a plan to furnish a Psychology lab and a radio-television center.

h) Describe your institution's library space and its working hours for students, teachers and associates at your institution, as well as outside visitors, if applicable. Comment on the number of books and journals (national and foreign) in the library, and on the amount of funds used annually for the purchase of new books and journals.

The Library of the Centre was founded together with the Centre itself, 20 years ago. From its foundation up to date, the Library has undergone significant changes. It is located in a separate building, occupying the premises adequate for a library of the given size and purpose. It features a reading room with computers, and open and closed collections spreading across some 400m².

The Library of the Centre and the computer lab (total of 100 seats) were organized and are used by the Centre, its students and staff, but it is also available for use by students of the neighbouring Faculty of Education and Rehabilitation, Faculty of Economics and Business, Faculty of Traffic Engineering, as well as by the students and staff of the Faculty of Philosophy of the Society of Jesus. The Library is open for patrons Monday to Thursday from 7am to 6pm, and from 7am to 3pm on Friday.

The Library stores 12.440 book titles in the total of 15.946 volumes, 10% of which are in foreign languages, and offers hard copies of 154 Croatian and 130 international periodicals which are available for consultation in the reading room only. The methods of procurement are purchase, donations, own production, or collections of the Ministry of Science and Education or the University of Zagreb. Subject to available funds, volumes of required or recommended reading for the Centre's study programmes are

purchased. Annual costs of procurement of books and periodicals are about HRK 50,000 to 100,000. A large number of books is donated by teachers and external associates of the Centre.

Total lends in 2012 amounted to 13,691. Books and periodicals lent from the inter-library exchange amounted to 58 titles in 2012. There is a total of 3070 graduate theses and 56 doctoral dissertations of PhD students at the Centre or employees of the Centre who obtained their PhD's at other institutions. The library had a total of 1459 active patrons in 2012.

The Library offers and develops various information services according to the needs of patrons, it allows signing out a large part of its printed material for use outside the premises, and maintains collections on open shelves for use in reading rooms. Materials not available in the Library of the Centre are acquired through inter-library loan system. Graduate dissertations, doctoral theses and the archaeological collection make a separate special collection of the Library.

The Library organizes presentations and workshops with the purpose of presenting its activities, programmes and collections. Moreover, various workshops, talks, user training and education, and targeted visits to special collections are organized by and at the Library.

i) Assess the IT level of your library. In particular, specify electronic databases of books and journals available to teachers, associates and students and describe the manner and frequency of use. Compare this with other similar institutions.

The Library of the Centre is fully computerized. There are 54 computers installed in the Library, of which 50 are terminals at disposal to the registered users at the Centre, whereas 4 are reserved for the use of the librarians. The terminals are used daily for information search, database access and research, and student coursework. The IT Department of the Centre regularly maintains operating systems and software installed on the terminals. Librarian records are kept using a specialized software ("Metel"), which is regularly updated and maintained in accordance with the contract with the producer of the software package.

Apart from searching the collection of the Library of the Centre, patrons use the Library terminals to access electronic databases. Patrons of the Library - teachers, external associates, students, and academic visitors of the Centre - mostly use Croatian databases (HRČAK, CroSBI), but also a variety of foreign databases available to research and higher education institutions through subscriptions provided by the Ministry of Science and Education. Databases are directly accessible through the Library terminals or any computers with IP addresses of the Centre (e.g. from computers in the offices in the Centre's main building). IT capabilities of the Library, in terms of quality and availability of digital contents, are in line with the needs of the employees of the Centre and standards that are set by the Ministry of Science and Education, the University of Zagreb, and the National and University Library.

Here is the list of databases, including journal repositories and citation databases, which are directly accessible through the Library or any computer with the Centre's IP address:

1. Academic Search Complete (EBSCOhost)
2. ACM Digital Library (ACM portal)
3. ACM Guide to Computing Literature (ACM portal)
4. BIAB - British and Irish Archaeological Bibliography
5. Books@Ovid (OVID)
6. Business Source Complete (EBSCOhost)
7. Cambridge Journals - HSS Collection (Cambridge Journals Online)
8. CiteseerX
9. Classics in the History of Psychology
10. Croatiae auctores Latini (CroALa)
11. Current Contents (OVID)
12. DART - Europe E-theses Portal
13. Digitalni akademski repozitorij (DAR)
14. Digitalna zbirka Hrvatske akademije znanosti i umjetnosti
15. Digitalizirana zbirka Knjižnice Zadar
16. Digitaliziran baština Nacionalne i sveučilišne knjižnice
17. Digitalizirana zagrebačka baština
18. DOAJ - Directory of Open Access Journals
19. Emerald Insight (EMX95)
20. Emerald Library and Information Studies (Emerald Insight)
21. ERIC - Educational Resource Information Center (OVID, EBSCOhost, ERIC)
22. EThOS - Electronic Theses Online Service
23. FULIR - Repozitorij cjelovitih tekstova Instituta Ruđer Bošković
24. Hrvatska znanstvena bibliografija - CROSBİ
25. Hrčak - Portal znanstvenih časopisa Republike Hrvatske
26. Journal Citation Reports (ISI Web of Knowledge)
27. Journals@Ovid (OVID)
28. Istarska digitalna baština
29. Library, Information Science & Technology Abstracts (LISTA) (EBSCOhost)
30. MasterFILE Premier (EBSCOhost)
31. Medline (OVID, EBSCOhost, PubMed)
32. OpenThesis.org
33. Persee
34. PILOTS - Published International Literature on Traumatic Stress (CSA Illumina)
35. PQDT Open
36. PsycARTICLES (OVID)
37. PsycBOOKS (OVID)
38. PsycINFO (OVID)
39. Questia
40. ScienceDirect

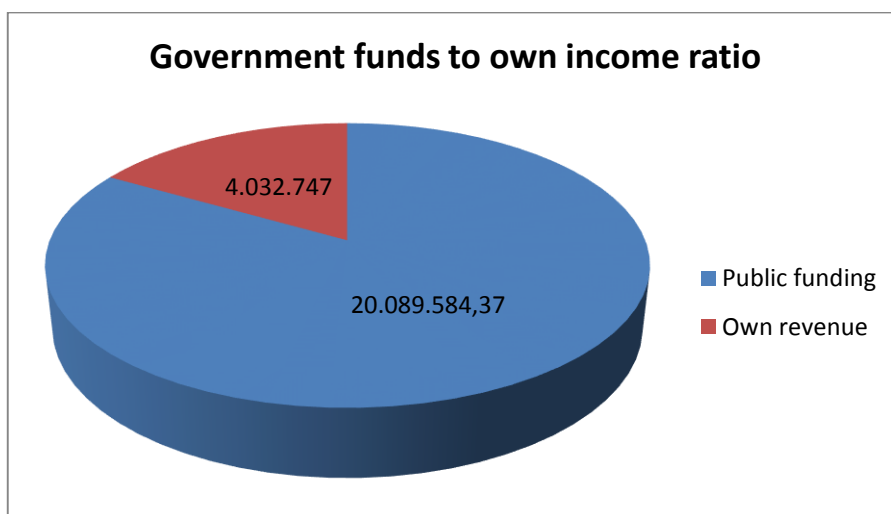
41. Scopus
42. SocINDEX with Full Text (EBSCOhost)
43. SpringerLink
44. Web of Science (ISI Web of Knowledge)
45. Wiley-Blackwell (Wiley Online Library)

j) Comment on the offices of administrative services (such as the secretariat, accounting and finance, IT services etc.)

Administrative services are located in 12 offices. All offices are suitable for work carried out in them. All rooms are suitably furnished and the required equipment is installed (computers, printers, scanners, etc.). The offices were equipped in 2007 or later. Computers and other equipment are regularly maintained and replaced when appropriate. Rooms are heated and ventilated. The only issue is the lack of air-conditioning in most of the rooms.

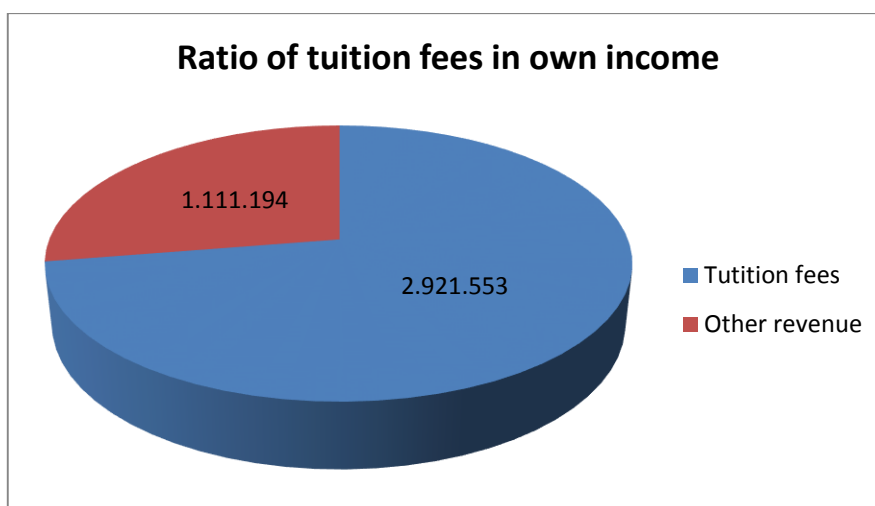
k) Give your opinion on the ratio of the institution's state budget (teaching, research, and art) and market incomes, and comment on the degree of your institution's autonomy and flexibility in its financial operations.

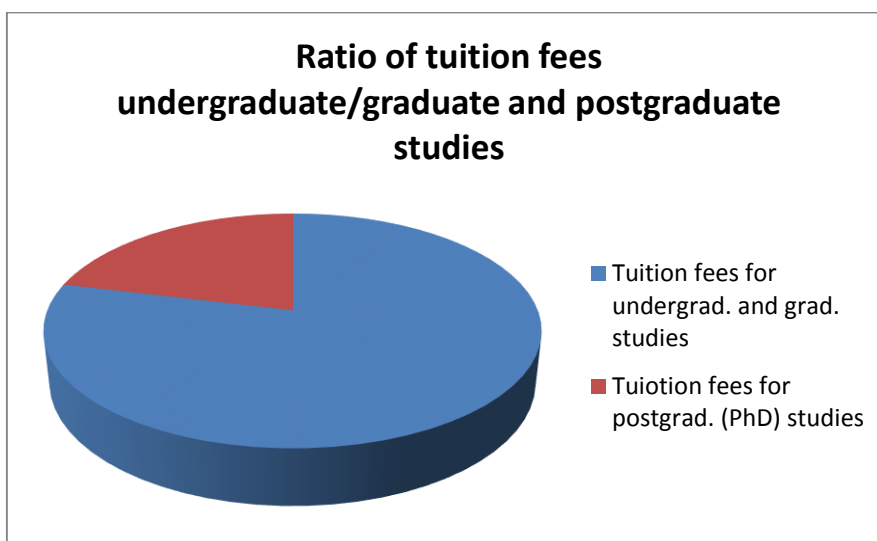
The Centre carries out teaching and research in three areas: social sciences, humanities and the interdisciplinary area. Activity in these areas needs greater assistance from public funds because education in these areas does not bring short-term effects and cannot be easily marketed. In two recent years (2011 and 2012) a total of **HRK 283,476** has been received through two projects that involved funding. Revenues from the projects of the Ministry in the five-year period were **HRK 684,670**. Own income in 2012 amounted to HRK 4,032,747, while government funds were HRK 20,7058,114. The total income was HRK 24,740,861.



l) Provide a more detailed comment on the structure of market income sources (charging tuition fees from students, research and analytical projects, services, other activities) of your institution.

Regarding the structure of the Centre's revenues, the largest single source of income are tuition fees for undergraduate and graduate studies, which amounted to HRK 2,301,853 in 2012, which is more than 60% of the total own revenue of the Centre. With tuition fees for postgraduate studies, which amount to HRK 619,700, the total from tuition fees is HRK 2,921,553, or 72.4% percent of the Centre's total own revenue.





Other sources of own revenue are research projects, funds received for organizing conferences, summer schools, book publishing, office space lease, sale of own publications and the like.

m) Comment on the institutional management of income generated from market services in order to improve the quality of your activities.

Revenues generated by market activities are primarily channeled into the procurement of literature for the collection of the Library and towards the improvement of working conditions and conditions for teaching in general. Funds were used for replacing and/or upgrading IT equipment (computers, printers, projectors, servers, etc.). Most of the funds were used to finance participation of teachers at conferences at home and abroad, organization of conferences, co-publishing academic literature, etc. Revenues are also used to finance printed editions of the Centre and to finance student conferences and publications. The funds are also used to improve conditions for work and studying. Such funds were partly used for the construction of elevators for the disabled, refurbishment of the offices for teachers and for purchasing requisites for physical education course of the Centre's students.

n) Provide your comments on the percentage structure of investing market income and estimate to what extent a reduction in or lack of these funds can impact the institution's functionality and its primary activity.

Market income is exceptionally important for the functioning and development of the Centre, since two key things are not systematically and reliably funded from public sources: upgrading existent and acquiring new equipment, and procurement of academic literature for the Library. These things are financed solely from the Centre's own income. Absence of such funds would soon cause the Centre to fall behind in the development and normal functioning. In particular, it would affect research, international cooperation and realization of on-going projects.

o) Specify your priorities in investing any increase in the budget funding of your institution.

In the event of an increase in the budget funding of the Centre, surplus funds would be invested in infrastructure and human resources.

Investments in infrastructure, depending on the amount of surplus, would include:

- constructing practicums for the study programmes of Psychology, Communication Studies, and Croatology (phonetic exercises)
- expanding the Library facilities (esp. increasing space for book stacks)
- installing air-conditioning in lecture rooms and offices
- constructing or enlarging access lanes to buildings and rooms
- subscriptions to full-content databases (JStor, Project Muse, Oxford Journals, Oxford Scholarship Online)
- acquiring new computer software.

Investments into human resources, depending on the amount of surplus, would include:

- hiring full-time teachers to replace external faculty at understaffed departments
- hiring part-time administrative personnel to help out with most pressing tasks, such as student administration (maintenance of ISVU system), international relations, and accounting
- hiring part-time IT personnel.

p) Specify to what extent you are satisfied with the current situation and propose possible improvements.

Premises at disposal of the Centre are, at this point in its development, satisfactory for the needs of teachers, students and staff. However, in view of its prospective development, the Centre lacks practicums for the study programmes of Psychology, Communication Studies, and Croatology. A significant number of additional offices would also be needed, because the present situation of shared offices is in some cases cumbersome and tends to reduce productivity. There is a shortage of space for physical education at the University Campus, which forces students to travel to various locations in the city, which is a burden on their schedules. There is a lack of air-conditioning in lecture rooms and offices in the main building of the Centre, which is inconvenient in late spring and summer. In order to improve the overall functioning of the Centre, a better model of cleaning and maintenance of the premises outside the main building of the Centre needs to be introduced. Additional staff for cleaning and maintenance of the main building is also needed.

Table 7.1. HEI buildings

List the existing buildings, buildings under construction and planned construction

Building ID	Location of the building	Year of construction	Year of annexed building or reconstruction	Total space for HE activities in m ²	Total space for research activities in m ²
The main building of the Centre, Borongajska cesta 83d	ZUK Borongaj	1961	1996 2005 2007	2850 m ²	
The large lecture room ("Zagreb") Borongajska cesta 83c	ZUK Borongaj	1961	2007	450 m ²	
Library of the Centre, Borongajska cesta 83e	ZUK Borongaj	1961	2009	650 m ²	
Building No. 60, Borongajska cesta 83	ZUK Borongaj	1962	2012	350 m ²	

Table 7.2. Classrooms

Building ID	Classroom number or designation	Area (m ²)	Number of seats for students	Hours of weekly use	Equipment rating* (1-5)
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The main building of the Centre, Borongajska cesta 83d	Lecture Hall "Gospić"	60	48	60	5
The main building of the Centre, Borongajska cesta 83d	Lecture Hall "Dubrovnik"	60	50	60	5
The main building of the Centre, Borongajska cesta 83d	Lecture Hall "Čakovec"	60	48	60	5
The main building of the Centre, Borongajska cesta 83d	Lecture Hall "Osijek"	60	48	60	5
The main building of the Centre, Borongajska cesta 83d	Lecture Hall "Pula"	60	48	60	5
The main building of the Centre, Borongajska cesta 83d	Lecture Hall "Rijeka"	60	48	50	5
The main building of the Centre, Borongajska cesta 83d	Lecture Hall "Slavonski Brod"	60	48	50	5
The main building of the Centre,	Lecture Hall "Split"	60	48	60	5

Borongajska cesta 83d					
The main building of the Centre, Borongajska cesta 83d	Lecture Hall "Varaždin"	60	48	60	5
The main building of the Centre, Borongajska cesta 83d	Lecture Hall "Vukovar"	60	48	60	5
The main building of the Centre, Borongajska cesta 83d	Lecture Hall "Zadar"	60	48	60	5
The main building of the Centre, Borongajska cesta 83d	Lecture Hall "Krapina"	60	50	60	4
The main building of the Centre, Borongajska cesta 83d	Lecture Hall "Šibenik"	60	60	60	4
The main building of the Centre, Borongajska cesta 83d	The Great Hall	60	40	10	5
The main building of the Centre, Borongajska cesta 83d	The Small Hall	30	20	40	4

Borongajska cesta 83c	Lecture Hall "Zagreb"	450	250	40	5
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*classroom equipment comprises the quality of furniture, technical and other equipment.

Table 7.3. Laboratories/practicums used for teaching

Building ID	Internal designation of a laboratory/practicum	Space (in m ²)	Number of places for students	Number of hours of weekly use	Equipment rating (1-5)

Table 7.4. Workplaces for practical teaching

Building ID	Name of workplace	Number of students working in a workplace	Hours of teaching (per week) held in a workplace
Croatian radio and television building (HRT), Prislavlje bb, Zagreb	Croatian Radio and Television	40	4
Clinical Hospital Dubrava, Av. G. Šuška 2, Zagreb	Clinical Hospital Dubrava	45	4
Child Protection Centre of Zagreb, Zagreb	Child Protection Centre	52	2
Suvag Polyclinic, Zagreb	Suvag Polyclinic	50	2
Clinical Hospital Center Zagreb, Zagreb	Clinical Hospital Center Zagreb	19	2
Institute for Brain, Šalata, Zagreb	Institute for Brain	40	4
Home for the elderly Peščenica, Ulica grada Vukovara, Zagreb	Home for the elderly Peščenica	20	4 per semester

Building of Aikido Society Zagreb	Aikido Society	35	4 per semester
Clinical Hospital Centre of the Sisters of Mercy, Vinogradska ulica, Zagreb	Clinical Hospital Centre of the Sisters of Mercy	80	6
Sports Hall Martinovka, Zagreb	Sports Hall Martinovka	220	2
Sports Hall Peščenica, Zagreb	Sports Hall Peščenica	50	2
Swimming pool Mladost, Zagreb		30	2
Faculty of Education and Rehabilitation Sciences, Science University Campus Borongaj, Zagreb	Faculty of Education and Rehabilitation Sciences	25	2
I. Grammar school, Zagreb, Utrina	I. Grammar school	1-5	10 hours per semester
II. Grammar school, Zagreb	II. Grammar school	1-5	10 hours per semester
III. Grammar school, Zagreb	III. Grammar school	1-5	10 hours per semester
IV. Grammar school, Utrina, Zagreb	IV. Grammar school	1-5	10 hours per semester
VII. Grammar school, Zagreb	VII. Grammar school	1-5	10 hours per semester
X. Grammar school, Zagreb	X. Grammar school	1-5	10 hours per semester
XI. Grammar school, Zagreb	XI. Grammar school	1-5	10 hours per semester
XII. Grammar school, Zagreb	XII. Grammar school	1-5	10 hours per semester

XVIII. Grammar school, Zagreb	XVIII. Grammar school	1-5	10 hours per semester
XVI Grammar school, Zagreb	XVI Grammar school	1-5	10 hours per semester
XV. Grammar school, Zagreb	XV. Grammar school	1-5	10 hours per semester
VI. Grammar school, Zagreb	VI. Grammar school	1-5	10 hours per semester
Archdiocesan classical grammar school, Zagreb	Archdiocesan classical grammar school	1-5	10 hours per semester
Grammar school Tituš Brezovački, Zagreb	Grammar school Tituš Brezovački	1-5	10 hours per semester
I. Technical school Nikola Tesla, Zagreb	I. Technical school Nikola Tesla	1-3	10 hours per semester
Secondary school Sesvete, Sesvete	Secondary school Sesvete	1-3	10 hours per semester
Hotel and tourism secondary school, Zagreb	Hotel and tourism secondary school	1-3	10 hours per semester
Elementary School J. J. Strossmayer, Zagreb	Elementary School J. J. Strossmayer	1	10 hours per semester
Agency Mediaval, Zagreb	Agency Mediaval	2	20 per semester
Agency Abracadabra, Zagreb	Agency Abracadabra	2	20 per semester
Agency Premisa, Zagreb	Agency Premisa	2	20 per semester
Agency Millennium, Zagreb	Agency Millennium	2	20 per semester
RTL Television, Zagreb	RTL Television	5	20 per semester

Table 7.5. Equipment of computer classrooms

(Specify the data on computers in computer laboratories/practicums used in teaching)

Number of new computers (up to 3 years)	Number of computers older than 3 years	Functionality rating (1-5)	Maintenance rating (1-5)	Rating of possibility for use outside of classroom (1-5)
84	20	4	4	4

Table 7.6. Teachers' offices

Building ID	Number of teachers' offices	Average space in m ² *	Equipment rating** (1-5)	Average area in m ² per fulltime teacher/associate
The main building of the Centre, Borongajska cesta 83d	22	27.13 m ²	5	
Building of the Library of the Centre	6	23.3 m ²	5	
Object No. 60**	6	30 m ²	4	

*Total area of teachers' offices 737.2 m². Each teacher (including teachers in associate positions and lecturers) has at his/her disposal area of 11.7 m².

**Teachers' offices in the process of adaptation - not in use at present.

Table 7.7. Space used only for research, artistic and professional work

Building ID	Internal room or laboratory designation	Space (in m ²)	Number of hours of weekly use	Equipment rating* (1-5)

Table 7.8. Space used only for professional work

Building ID	Internal room or laboratory designation	Space (in m ²)	Number of hours of weekly use	Equipment rating* (1-5)

Table 7.9. Capital equipment

(Specify the data on the institution's available capital equipment with purchase value exceeding HRK 200,000)

Name of instrument (equipment)	Purchase value	Age (years)
No such equipment		

Table 7.10.

The total area (in m ²)	Number of employees	Number of seats	Number of students using library	Is there an electronic database of your books and journals
425	1	100	1459	YES

Number of book titles	Number of textbooks*	Rating of books and textbooks as up to date (1- 5)	Number of foreign journal titles	Number of Croatian journal titles	Rating of functionality and catalogue of books and journals	Equipment rating (1-5)**	Assess the quality and availability of electronic content (1-5)***
15197	8000	4	130	154	4	5	5

**** Number of textbooks comprises all textbooks, regardless of the number of copies.***

***** Possibility of using a copy machine for teachers and students, provision of copies from other libraries, catalogues of teachers' papers etc.***

****** Electronic content comprises electronic editions of books, journals, databases, but also library's own and other libraries' catalogues.***

Table 7.11. Financial evaluation

		2011 calendar year	2012 calendar year
	INCOME		
1.	STATE BUDGET INCOME	20,342,550	20,708,114
1.1.	Staff pay	13,062,083	13,554,805
1.2.	Operation costs (including fieldwork)	938,011	962,687
1.3.	Adjunct/visiting teaching staff pay	6,085,522	5,888,192
1.4.	National scientific projects	99,249	87,501
1.5.	International scientific projects	-	-
1.6.	International cooperation	850	20,485
1.7.	Organisation of scientific conferences	-	-
1.8.	Acquisition of journals	3,000	-
1.9.	Maintenance	143,615	49,604
1.10.	Construction and investment maintenance	-	-
1.11.	Equipment	-	-

1.12.	Total income from other sources (list all sources and amounts): Summer school of sociology, student associations, Ministry funds for publishing	10,220	144,840
2.	OTHER PUBLIC BUDGET INCOME	-	-
2.1.	Income and support by local authorities (town, city, county etc.)	-	-
2.2.	Income and support by other institutions (such as the National Science Foundation)	-	-
2.3.	Total income from other types of sources (list all sources and amounts)	-	-
3.	INTEREST INCOME	17,437	16,728
4.	OWN ACTIVITY INCOME	1,167,292	924,700
4.1.	Tuition fees - postgraduate specialist	-	-
4.2.	Tuition fees - postgraduate doctoral	1,045,931	619,700
4.3.	Scientific projects	-	-
4.4.	Professional projects	-	-
4.5.	Rental income	78,000	123,600
4.6.	Total income from other sources (list all sources and amounts): book sales, reimbursement for travel expenses, registration fees for summer school, Foundation Adris (2012).	43,361	181,400

5.	SPECIAL REGULATION INCOME	3,148,937	3,023,319
5.1.	Tuition fees – undergraduate, graduate, professional	2,746,075	2,301,853
5.2.	Additional knowledge or skills testing (if implemented in addition to State Matura)	28,900	177,405
5.3.	Enrolment fees	143,350	112,650
5.4.	Publishing	-	-
5.5.	Administrative fees for student applications, certificates, diplomas, matriculation books, etc.	230,612	284,631
5.6.	Total income from other sources (list all sources and amounts): "Promoting and spreading culture of quality at the Centre for Croatian Studies of the University of Zagreb" (project, 2012).	-	146,780
6.	OTHER INCOME NOT MENTIONED ABOVE (please specify)	48,391	68,000
A	TOTAL BUSINESS INCOME	24,724,607	24,740,861

		2011 calendar year	2012 calendar year
	EXPENSES		

1	EMPLOYEE EXPENSES	21,488,370	21,149,911
1.1	Staff pay	15,402,848	15,601,463
1.2	Adjunct/visiting teaching staff pay	6,085,522	5,548,448
1.3	Total remaining expenditure (list all sources and amounts)	-	-
2	MATERIAL AND ENERGY EXPENSES	264,987	285,620
2.1	Office supplies and other material expenses	181,589	182,246
2.2	Laboratory material	-	-
2.3	Energy	12,235	11,455
2.4	Material and equipment for maintenance and investment maintenance	38,368	26,740
2.5	Small inventory	32,795	65,179
2.6	Total remaining expenditure (list all sources and amounts)	-	-
3	SERVICE EXPENSES	2,093,362	1,773,124
3.1	Telephone and postal costs, transport costs	167,327	151,372
3.2	Maintenance and investment maintenance services	387,665	115,679

3.3	Information and promotion	29,602	32,452
3.4	Utility services	462	462
3.5	Leasing, rent	61,659	100,739
3.6	Intellectual and personal services (part-time contracts, fees)	1,171,306	990,713
3.7	IT services	35,424	27,478
3.8.	Total remaining expenditure (list all sources and amounts): health related and other services	239,917	354,229

4.	NON-FINANCIAL ASSETS EXPENSES	91,786	359,484
4.1.	Business facilities	-	-
4.2.	Computer equipment	16,500	-
4.3.	Laboratory equipment	-	-
4.4.	Office equipment	6,433	322,186
4.5.	Communication equipment	-	-
4.6.	Other equipment	4,274	-
4.7.	Reading materials	58,170	30,958
4.8.	Investment in machines, production facilities and other equipment	-	-
4.9.	Additional investment in buildings	-	-

4.10.	Total remaining expenditure (list all sources and amounts): license	6,409	6,340
5.	EMPLOYEE REIMBURSEMENT	637,696	815,022
5.1.	Travel costs	228,284	250,050
5.2.	Training costs	54,113	160,410
5.3.	Other staff costs (list all) including transport costs	355,299	404,562
6.	OTHER BUSINESS EXPENSES NOT MENTIONED ABOVE	563,604	335,745
6.1.	Insurance premiums	14,766	2,812
6.2.	Representation costs	113,906	100,990
6.3.	Membership fees	695	655
6.4.	Banking and financial transactions services	28,702	34,188
6.5.	Interest	11	495
6.6.	Other financial costs: Scholarships for gifted students, scholarships for researchers, other miscellaneous expenses	405,524	196,605
B	TOTAL BUSINESS EXPENSES	25,139,805	24,718,906

C	Bottom line carried over from the last year	8,945,315	8,530,117
	TOTAL BALANCE 31 Dec (A-B+C)	8,530,117	8,552,072

8. APENDICES

Appendix 4.1: Course materials published by the Centre for Croatian Studies in the academic year 2012/13

Naziv studijskog programa	Broj udžbenika napisanih na hrvatskom jeziku	Broj inozemnih udžbenika prevedenih na hrvatski jezik	Broj znanstvenih publikacija povezanih s nastavom	Broj priručnika	Broj priručnih materijala povezanih s umjetničkim predmetima	Broj predmeta za koje na mrežnim stranicama visokog učilišta postoji recenzirani priručnik	Broj predmeta za koje postoji mrežna stranica s pomoćnim nastavnim materijalima	Broj predmeta koji se izvode kao e-kolegiji
FILOZOFIJA	5	10	36	9		2		
	Josip Talanga: Uvod u etiku, 1999., 234 str.	Jonathan Dancy: Uvod u suvremenu epistemologiju, 2001., 254 str.	Edo Pivčević: Što je istina?, 2002., 192 str.	Josip Talanga: Klasični tekstovi iz etike, 2001., 138 str.		Lucia Miškulin Saletović et al. – English Academic Vocabulary, 2012.		
	Krešimir Čvrljak: Uvod u filozofiju renesanse, Zagreb 2008., 462 str.	Brian Davies: Uvod u filozofiju religije, 1998., 218 str.	Platon: Hipija Manji, 1997., 70 str.	Erna Banić-Pajnić: Povijest hrvatske filozofije, 2001., 62 str.		Srećko Kovač – Svojstva klasične logike, 2013.		
	Marko Pranjić: Pedagogija, 2001., 338 str.	Anthony O'Hear: Uvod u filozofiju znanosti, 2007., 192 str.	Nikola Gučetić: Upravljanje obitelji, 1998., 356 str.,	Ivan Kordić: Filozofija religije, 2002., 48 str.				
	Marko Pranjić: Didaktika, 2005. 392 str.	Hans Georg Gadamer: Početak filozofije, 2000., 136 str.	George Berkeley: O gibanju, 1998., 84 str.	Ivan Kordić: Uvod u srednjovjekovnu filozofiju, 2002., 50 str.				
	Marko Pranjić: Nastavna metodika u riječi i slici, 2013. 604. str. [Udžb. Sveuč. ZG]	Tomislav Bracanović: Evolucijska teorija i priroda morala, Zagreb 2007., 210 str.	Hahn-Neurath-Carnap: Znanstveno shvaćanje svijeta – Bečki krug, 2005., 114 str.	Ivan Kordić: Uvod u suvremenu filozofiju, 2003., 46 str.				
		Walter Kerber: Socijalna etika, 2002., 202 str.	Richard Mervyn Hare: Jezik morala, 1998., 223 str.	Filozofijska hermeneutika (zbornik tekstova), 1998., 462 str.				

		David McNaughton: Moralni pogled – Uvod u etiku, 2010., 204 str.	Bhikkhu Nanajivako: Rasprave iz komparativne filozofije I, 1999., 262 str.	Bibliografija radova o hrvatskoj filozofiji, 1999., 164 str.				
		Michael J. Loux: Metafizika – Suvremen uvod, 2010., 348. str. [Udžb. Sveuč. ZG]	Immanuel Kant: Latinska djela, 2000., 334 str.	Pavao Knezović/Šime Demo: Latinski jezik I – Scylla, 2005., 192 str.				
		William G. Lycan: Filozofija jezika: suvremeni uvod, 2011., 267. str. [Udžb. Sveuč. ZG]	Platon: Ion – Lahet – Meneksen, 1998., 168 str.	Lucia Miškulin Saletović et al. – English Academic Vocabulary, 2012.				
		Jonathan Wolff: Uvod u političku filozofiju, 2011., 187. str. [Udžb. Sveuč. ZG]	Vesna Šipuš: Politija, 2002., 354 str.					
			Hrvatska filozofija I, 2001., 306 str.					
			Susan Haack: Filozofija logika, 2005., 344 str.					
			Davor Pećnjak: Aspekti osobnog identiteta, 2006.					
			Ljerka Schiffler: Nikola Vitov Gučetić, 2007., 198.					
			Časopis Prolegomena sveščići 1-22					
Naziv studijskog programa	Broj udžbenika napisanih na hrvatskom jeziku	Broj inozemnih udžbenika prevedenih na hrvatski jezik	Broj znanstvenih publikacija povezanih s nastavom	Broj priručnika	Broj priručnih materijala povezanih s umjetničkim predmetima	Broj predmeta za koje na mrežnim stranicama visokog učilišta postoji recenzirani priručnik	Broj predmeta za koje postoji mrežna stranica s pomoćnim nastavnim materijalima	Broj predmeta koji se izvode kao e-kolegiji
KOMUNIKO LOGIJA			4	1		1		

			Komunikacijske znanosti – Znanstvene grane i nazivlje, 2007., 136 str.	Lucia Miškulin Saletović et al. – English Academic Vocabulary, 2012.		Lucia Miškulin Saletović et al. – English Academic Vocabulary, 2012.		
			Novi mediji – Nove tehnologije - novi moral, 2009., 180 str.					
			Mediji i društvena odgovornost, 2010., 328 str.					
			Komunikacija i mediji u krizi, 2011., 256. str.					
SOCIOLOGIJ A			1	2		1		
			Snježana Čolić: Kultura i povijest (s Hrvatskom sveučilišnom nakladom), Zagreb 2006., 170 str.	Pavao Knezović/Šime Demo: Latinski jezik I – Scylla, 2005., 192 str.		Lucia Miškulin Saletović et al. – English Academic Vocabulary, 2012.		
				Lucia Miškulin Saletović et al. – English Academic Vocabulary, 2012.				
LATINSKI JEZIK / HRVATSKI LATINITET	4			2		1		
	Franjo Šanjek: Latinska paleografija i diplomatika, 2005., 338 str. [Udžb. Sveuč. ZG.]			Pavao Knezović/Šime Demo: Latinski jezik I – Scylla, 2005., 192 str.		Lucia Miškulin Saletović et al. – English Academic Vocabulary, 2012.		

	Marko Pranjić: Pedagogija, 2001., 338 str.			Lucia Miškulin Saletović et al. – English Academic Vocabulary, 2012.				
	Marko Pranjić: Didaktika, 2005. 392 str.							
	Marko Pranjić: Nastavna metodika u riječi i slici, 2013. 604. str. [Udžb. Sveuč. ZG]							

Naziv studijskog programa	Broj udžbenika napisanih na hrvatskom jeziku	Broj inozemnih udžbenika prevedenih na hrvatski jezik	Broj znanstvenih publikacija povezanih s nastavom	Broj priručnika	Broj priručnih materijala povezanih s umjetničkim predmetima	Broj predmeta za koje na mrežnim stranicama visokog učilišta postoji recenzirani priručnik	Broj predmeta za koje postoji mrežna stranica s pomoćnim nastavnim materijalima	Broj predmeta koji se izvode kao e- kolegiji
KROATOLO GIJA	3	1	36	2		1		
	Marko Pranjić: Pedagogija, 2001., 338 str.	Albin Lesky: Povijest grčke književnosti (s Golden marketingom), Zagreb, 2001., 894 str.	Tihomil Maštrović: Nad jabukama vile Hrvaticе. Kroatističke studije, 2001., 370 str.	Pavao Knezović/Šime Demo: Latinski jezik I – Scylla, 2005., 192 str.		Lucia Miškulin Saletović et al. – English Academic Vocabulary, 2012.		
	Marko Pranjić: Didaktika, 2005. 392 str.		Vladimir Horvat: Bartol Kašić – otac hrvatskoga jezikoslovlja, 1999., 334 str. (22004.)	Lucia Miškulin Saletović et al. – English Academic Vocabulary, 2012.				
	Marko Pranjić: Nastavna metodika u riječi i slici, 2013. 604. str. [Udžb. Sveuč. ZG]		Radoslav Katičić: Na kroatističkim raskrižjima, 22011., 332 str. (II. prošireno izd.)					

			Branka Tafra: Prinosi povijesti hrvatskoga jezikoslovlja - 2012., 472 str.					
			Hrvatski književni povjesničari-knjige 1-12					
			Biblioteka Tihi pregaoci knjige 1-11					
			Recepcija Milana Begovića (zbornik radova), Zagreb – Zadar, 1998., 492 str.					
			Josip Hamm i njegovo djelo (zbornik radova), 2007., 340. str					
			Alojzije Jembrih: Stipan Konzul, Zagreb 2007., 390 str.					
			Časopis Kroatologija sveščići 1-6					

Naziv studijskog programa	Broj udžbenika napisanih na hrvatskom jeziku	Broj inozemnih udžbenika prevedenih na hrvatski jezik	Broj znanstvenih publikacija povezanih s nastavom	Broj priručnika	Broj priručnih materijala povezanih s umjetničkim predmetima	Broj predmeta za koje na mrežnim stranicama visokog učilišta postoji recenzirani priručnik	Broj predmeta za koje postoji mrežna stranica s pomoćnim nastavnim materijalima	Broj predmeta koji se izvode kao e-kolegiji
POVIJEST	4		12	6		1		

	Franjo Šanjek: Latinska paleografija i diplomatika, 2005., 338 str. [Udžb. Sveuč. ZG.]		Josip Jurčević: Nastanak jasenovačkog mita, 1998., 202 str. (II. nepromj. izd. 2005.)	Franjo Šanjek: Srednjovjekovna povijest, 2000., 206 str.		Lucia Miškulin Saletović et al. – English Academic Vocabulary, 2012.		
	Marko Pranjić: Pedagogija, 2001., 338		Ante Škegro: Gospodarstvo rimske provincije Dalmacije, 1999., 444 str.	Juraj Kolarić: Povijest kršćanstva u Hrvata. knj. 1, Katolička crkva, 2003., 164 str.				
	Marko Pranjić: Didaktika, 2005. 392 str.		Stipan Trogrlić: Katolički pokret u Istri 1895. – 1914., 2000., 148 str.	Juraj Kolarić: Povijest kršćanstva u Hrvata. knj. 2, Kršćani na drugi način, 2004.				
	Marko Pranjić: Nastavna metodika u riječi i slici, 2013. 604. str. [Udžb. Sveuč. ZG]		Zbornik u čast Hrvoja Matkovića u povodu 80. g. života, 2005., 404. str.	Juraj Kolarić: Povijest kršćanstva u Hrvata. knj. 3, Quaestiones selectae, 2003.,				
			Željko Tomičić: Panonski periplus-Arheološka topografija kontinentalne Hrvatske, 1999., 264 str.	Pavao Knezović/Šime Demo: Latinski jezik I – Scylla, 2005., 192 str.				
			Zbornik o Luji Marunu, 2009., 238 str.	Lucia Miškulin Saletović et al. – English Academic Vocabulary, 2012.				
			Mirjana Matijević-Sokol: Hrvatska i Nin u doba kneza Branimira, 2005., 116 str.					
			Gradske marginalne skupine u Hrvatskoj kroz srednji vijek i ranomoderno doba, 2004.,					

			Izabrane teme iz hrvatske povijesti, 2007., 264 str.					
			Na rubu zakona: Društveno i pravno neprihvatljiva ponašanja kroz povijest, 2009., 236.					
			Voda i njezina uloga kroz povijest, 2011., 204. str.					
			Prilozi iz hrvatske historiografije, 2012., 320					

Appendix 5.1.

Conferences and workshops organized or co-organized by the Centre for Croatian Studies 2009–2013.

2009.

X. znanstveni skup “Tihi pregaoci”: “Fra Rafael Levaković”, Šibenik-Skradin-Visovac, 14.-16. svibnja 2009. (Odjel za kroatologiju, Odjel za hrvatski latinitet i Odjel za povijest)

Okrugli stol s međunarodnim sudjelovanjem, „Mediji i društvena odgovornost“, Studijsko središte Hrvatskih studija u Skradinu, 29. do 31. svibnja 2009. (Odjel za komunikologiju)

I. međunarodna kroatološka konferencija, Kampus Borongaj, Zagreb, 1.-3. listopada 2009. (Odjel za kroatologiju)

Međunarodni znanstveni skup “Reformacija i njezin odjek u hrvatskim zemljama”, Buzet, 29.- 31. listopada 2009. Suorganizatori Hrvatski studiji Sveučilišta u Zagrebu, Teološki fakultet Matija Vlačić Ilirik, Fakultet za humanističke studije Univerze na Primorskem, Koper, Katedra Čakavskog sabora Buzet i Grad Buzet. (Odjel za kroatologiju)

Međunarodni znanstveni skup “David Hume U Povijesnom i Suvremenom Kontekstu”, Kampus Borongaj, Zagreb, 10. i 11. prosinca 2009. (Odjel za filozofiju).

2010.

XI. znanstveni skup "Tihi pregaoci", "Fra Ivan Ančić Dumnjanin, 1624.-1685.", Tomislavgrad, 13.-15. svibnja 2010. (Odjel za kroatologiju, Odjel za hrvatski latinitet i Odjel za povijest)

Međunarodni znanstveni skup o Ivanu Kukuljeviću Sakcinskom. Varaždin – Varaždinske Toplice, 15-17. travnja 2010. (Odjel za kroatologiju).

Znanstveni kolokvij s međunarodnim sudjelovanjem "Komunikacija i mediji u krizi", Studijsko središte Hrvatskih studija u Skradinu, 21.-23. svibnja 2010. (Odjel za komunikologiju).

Međunarodni znanstveni skup "Aristotle's *De Caelo*, Book I", Zadar, 19.–23. rujna 2010.
Suorganizacija Odjela za filozofiju Hrvatskih studija, Instituta za filozofiju u Zagrebu i Filozofskog fakulteta Sveučilišta u Zadru.

Međunarodni znanstveni skup "Metaphysics, Language, And Morality", Kampus Borongaj, Zagreb, 1–3. prosinca 2010. (Odjel za filozofiju)

2011.

Međunarodna konferencija "New challenges and methodological innovations in European media audience researches", Kampus Borongaj, Zagreb, 7.-10. travnja 2011. (Odjel za komunikologiju)

XII. znanstveni skup "Tihi pregaoci": "Mate Zoričić i prosvjetiteljstvo u redovničkim zajednicama tijekom 18. stoljeća", Studijsko središte Hrvatskih studija, Skradin, 19.-21. svibnja 2011. (Odjel za

kroatologiju, Odjel za hrvatski latinitet i Odjel za povijest)

Znanstveni simpozij s međunarodnim sudjelovanjem “Uloga riječi i slike u doba vizualnih medija”,
Studijsko središte Hrvatskih studija u Skradinu, 21.–23. svibnja 2011. (Odjel za komunikologiju)

II. međunarodna kroatološka konferencija “Hrvati izvan Hrvatske”, Znanstveno-učilišni kampus
Borongaj, Zagreb, od 29. rujna do 1. listopada 2011. (Odjel za kroatologiju)

Međunarodna znanstvena konferencija o primijenjenoj etici *Zagreb Applied Ethics Conference*
(ZAEC I.), Kampus Borongaj, Zagreb, 16.–18. lipnja 2011. (Odjel za filozofiju)

2012.

Međunarodni suradni skup “Jezik Hrvata u Bosni i Hercegovini od Matije Divkovića do danas”,
Kampus Borongaj, Zagreb, 23. ožujka 2012. (Odjel za hrvatski latinitet, Odjel za kroatologiju)

Međunarodni znanstveni skup o Ivi Frangešu/ *Convegno internazionale dedicato a Ivo Frangeš*,
Zagreb – Trst, 19.–21. travnja 2012. Organizator Hrvatski studiji Sveučilišta u Zagrebu.
Suorganizatori Filozofski fakultet u Osijeku, Filozofski fakultet u Zagrebu, Hrvatska zajednica u
Trstu, Hrvatsko filološko društvo Zagreb, Sveučilište u Puli. (Odjel za kroatologiju)

XIII. znanstveni skup “Tihi pregaoci”: “Opus fra Petra Bakule”, Mostar, 17.–19. svibnja 2012.
Suorganizator Filozofski fakultet Sveučilišta u Mostaru. (Odjel za kroatologiju, Odjel za hrvatski
latinitet i Odjel za povijest)

Međunarodni znanstveni skup “Skradin i Hrvatska u doba Pavla Šubića—povodom obilježavanja
700. obljetnice smrti Pavla Šubića (1312.–2012.)”. Organizatori: Grad Skradin – Hrvatski studiji

Sveučilišta u Zagrebu – Odsjek za povijesne znanosti HAZU, Skradin, 9. -10. studenoga 2012.
(Odjel za povijest)

2013.

XIV. znanstveni skup “Tihi pregaoci”: “Fra Emerik Pavić i franjevci u kontinentalnoj Hrvatskoj”, Osijek, 23.–25. svibnja 2013. Organizatori Hrvatski studiji Sveučilišta u Zagrebu i Filozofski fakultet Sveučilišta Josipa Jurja Strossmayera, Osijek. (Odjel za hrvatski latinitet, Odjel za kroatologiju)

Međunarodna znanstvena konferencija o primijenjenoj *Zagreb Applied Ethics Conference (ZAEC II.)*, Kampus Borongaj, Zagreb, 12.–14. lipnja 2013. (Odjel za filozofiju)

III. međunarodna kroatološka konferencija “Pavao Ritter Vitezović i njegovo doba”, Znanstveno-učilišni kampus Borongaj, Zagreb, 26.–28. 9. 2013. (Odjel za kroatologiju)

Znanstveni skup “Tridentska baština: katolička obnova i katolička konfesionalizacija u hrvatskim zemljama”. Zagreb, 6.-7. prosinca 2013. Organizatori skupa: Filozofski fakultet Družbe Isusove u Zagrebu, Hrvatski institut za povijest, Hrvatski studiji Sveučilišta u Zagrebu, Katolički bogoslovni fakultet Sveučilišta u Zagrebu, Odsjek za kroatistiku Filozofskog fakulteta Sveučilišta u Zagrebu, Odsjek za povijest Filozofskog fakulteta Sveučilišta u Zagrebu.

Appendix 5.2.

(a) Bilateral agreements with research and higher education institutions in Croatia, such that they include cooperation in research and professional activities.

Cooperation agreement with the Institute of Philosophy in Zagreb (31 January 2005).

Cooperation agreement with the Croatian Institute for History in Zagreb (31 January 2005).

Cooperation agreement with the Institute for Croatian Language and Linguistics in Zagreb (17 February 2005).

Cooperation agreement with the Institute for Social Research in Zagreb (24 March 2005).

Cooperation agreement with the Institute for Ethnology and Folklore Research in Zagreb (24 March 2005).

Cooperation agreement with the Faculty of Economy, University in Zagreb (21 March 2007).

Cooperation agreement with the Faculty of Education, University in Osijek (14 July 2008).

Cooperation agreement with the Faculty of Philosophy of the Society of Jesus in Zagreb (5 June 2009).

Cooperation agreement with the Institute for Migration and Ethnic Studies in Zagreb (24 November 2010).

Cooperation agreement with the Department of Biology, Faculty of Science, University of Zagreb (to be finalized in February 2014).

Ugovor o suradnji sa Savezom psihoterapijskih udruga Hrvatske, koji obuhvaća suradnju u nastavi i znanstveno–istraživačkom radu (u izradi).

(b) Bilateral agreements with research and higher education insitutions outside of Croatia and the European Area of Research and Higher Education, such that they include cooperation in research and professional activities.

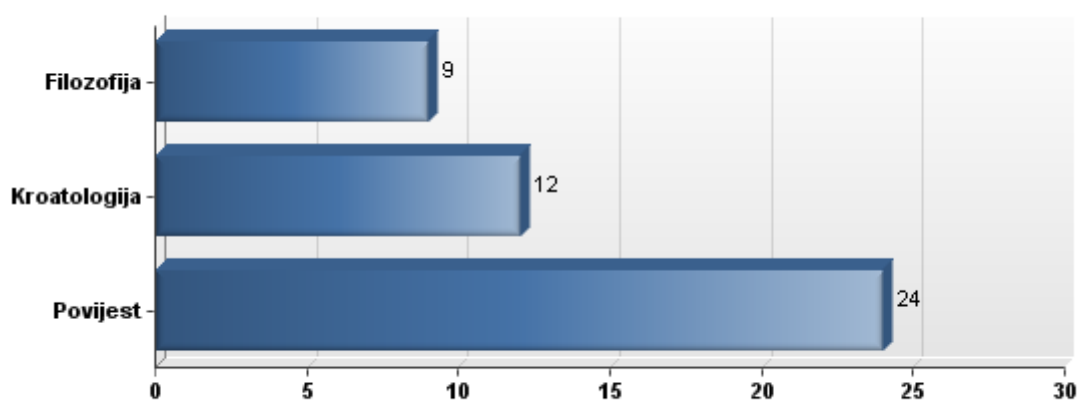
Cooperation agreement with the University of Mostar (21 July 2009).

Cooperation agreement with the University of Belgrade (20 November 2013).

Cooperation agreement with the International University of Sarajevo (25 November 2013).

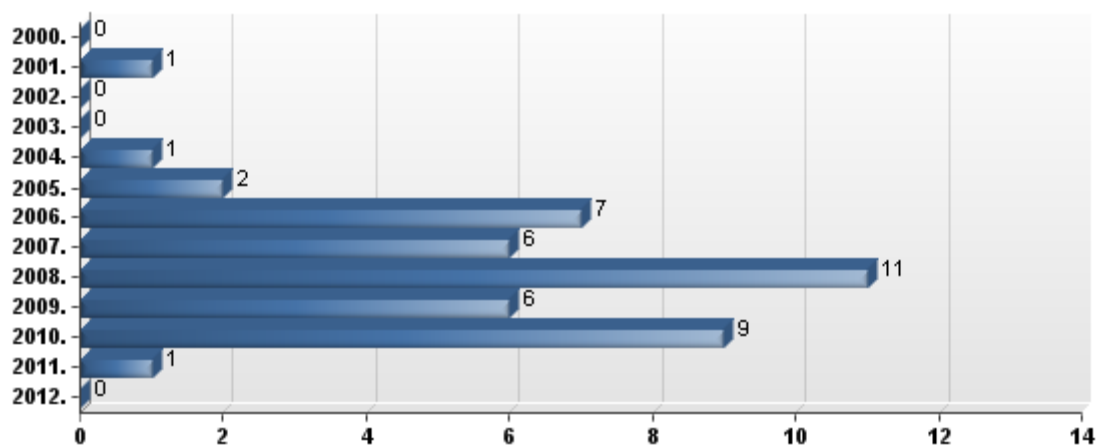
Appendix 5.3.

1. Which postgraduate study programme do you attend?



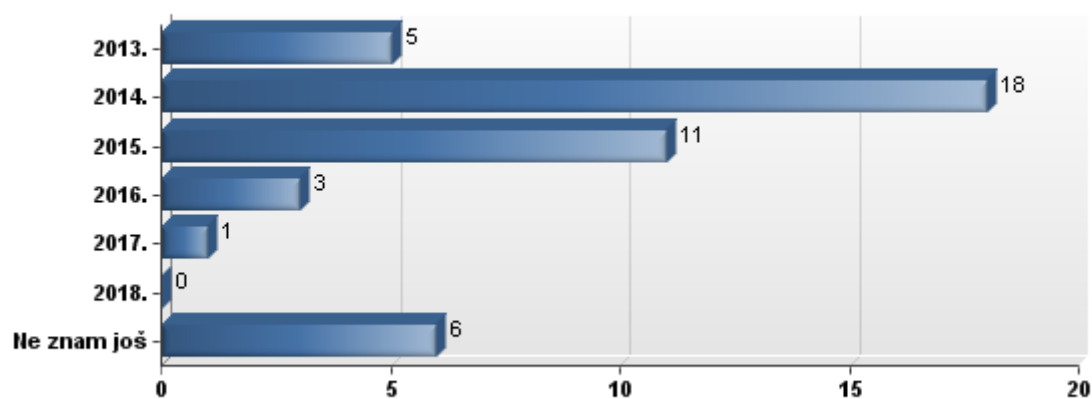
Total responses: 45

2. When did you enroll in your postgraduate study programme?



Total responses: 44

3. When do you plan to complete your postgraduate studies?



Total responses: 44

4. Please comment the availability of your mentor:

Zadovoljavajuca. Uglavnom dostupan.

Zadovoljan sam s dostupnosti svojih mentora. Kada ih nešto pitam brzo odgovore. Ako je potreban sastanak, lako i brzo ga organiziramo. Nemam nikakvih primjedbi na dostupnost svojih mentora.

S mentorom imam dobru komunikaciju, makar ima puno posla i često nema vremena da se nađemo.

Premda dostupan na Hrvatskim studijima, moj mentor nije bio zainteresiran da se aktivnije angažira oko izrade moje disertacije.

Uglavnom nedostupan i nezainteresiran.

Vrlo dobro

Uvijek je bio dostupan i spreman pomoći, te je svaki segment rada prokomentirao u kratkom roku.

Mentor je vrlo dostupan i unatoč fizičkoj udaljenosti redovito komuniciramo elektronskom poštom i mobitelom. Komunikaciju često potiče upravo mentor.

Moja mentorica se uvijek trudi biti dostupna.

Dostupan je putem broja mobitela, ali ako je na nastavi i drugim obavezama, dogovorili smo se da mu pošaljemo mail i najkasnije sutradan dobijem odgovor.

Moj mentor, budući da je riječ i o voditelju projekta na kojem sam zaposlena je izrazito dostupan za svaku vrstu pomoći i konzultacija na svakodnevnoj bazi.

TEŠKO DOSTUPNA

Odlična, maksimalno dostupan.

Mentor je izrazito dostupan za konzultacije, bilo osobno, bilo putem elektroničke pošte.

Mentor od prve godine ima u isto vrijeme, isti dan konzultacije, i redovito ga se može tada naći. Često je dostupan mailom i telefonom.

Uvijek dostupan u slobodno vrijeme.

Uvijek na raspolaganju oko bilo čega što mi je potrebno, ne samo vezano za disertaciju, već i za ostale radove

Dostupan je stalno i maksimalno na raspolaganju.

Dostupnost mentora ocjenjujem povoljnom za sve vidove angažmana u vezi izrade doktorske disertacije, od koji je konzultantska bila od najvećeg značaja.

Pristupačno, stručno, jezgrovito.

Izrazito dostupan

Moja je mentorica dostupna u svakom trenutku, uvijek se javi na mailove, često i sama inicira da se vidimo, barem mjesec dana unaprijed znam kada nije dostupna i kada je na službenom putu.

Odnos s mentorom kojega sam izabrao je na visokoj razini, a zbog toga, osim zbog kvalitete rada, sam ga uostalom i izabrao. Mogu ga dakle uvijek kontaktirati

Uvijek je dostupan.

Mentor mi je dostupan u svako vrijeme.

Dostupan

Uvijek dostupan, najčešći kontakt putem e-maila i telefonom.

Održavali smo redovite sastanke i konzultacije, a i kada god mi je nešto trebalo mogao sam se obratiti i dobio bih odgovor vrlo brzo.

Mentor (Nikša Stančić) uvijek dostupan za dogovor i za sve potrebne upute.

Mentor mi je uvijek dostupan.

ne odgovara na mailove, jedino ga mogu dobiti na mobitel, ali puno ne pomaže, uglavnom se snalazim sama, jer on i nije baš za moju temu

Izvrсна dostupnost

Budući da smo moj mentor i ja kolegijalno povezani, nemam nikakvih problema s ostvarivanjem kontakata.

Mentor je dostupan u svakom trenutku, bilo mailom ili mobitelom, konzultacije održavamo redovito, u prosjeke jednom mjesecno.

Mentor je lako dostupan, unaprijed se dogovaramo.

Davor Pećnjak je dostupan.

Naša suradnja je izvršna, uvijek je dostupan, redovito se čujemo i sastajemo, zaista mi puno pomaže.

Dostupan je uvijek i zadovoljna sam dostupnošću za konzultacije s njim.

Iako je vrlo opterećen radom na institutu i radom na sveučilištu u Zadru te raznim akademskim aktivnostima zadovoljna sam njegovom dostupnosti u ovome trenutku.

Dostupan za sva pitanja

"Dragi kolega, idite od vrata do vrata i kucajte mentorima. Za temu doktorskog rada uzmite što god želite ali preporučam da to bude što prije." Odgovor koji sam dobio na moj problem pronalaska mentora. Hvala Vam još jednom.

Total responses: 41

5. Please briefly comment the amount of time your mentor dedicates to introduce you to research methods:

Nije bilo upucivanja u metode znanstvenog istraživanja.

Točno koliko je potrebno. Odgovor je isti kao i na prethodno pitanje. Ako imam neka pitanja, postavim ih mentorima i oni brzo odgovore na njih.

Malo.

Moj mentor me nije bio u mogućnosti upućivati u znanstvene metode istraživanja, posebice ne onu koju ja primjenjujem u izradi doktorske disertacije jer takvu vrstu istraživanja nikada nije radio.

Gotovo nikakva količina vremena mi se ne posvećuje za ta pitanja. Što o tome znam, naučio sam na druge načine, a ne preko mentora.

Vrlo dobro

Nije bila potrebna velika pomoć, ali kad je trebalo - smjernice su mi bile pružene.

Upućivanje u metodologiju znanstvenog istraživanja zauzima važan dio konzultacija s mentorom, a mentor prati recentne domaće i strane periodične publikacije pa shodno tome upućuje na radove koji se tiču metodologije istraživanja.

Zadovoljan sam s količinom vremena koje mi posvećuje moja mentorica.

Kratko i sažeto ako se čujemo telefonski.

Ako slučaj zahtjeva detalje dogovorimo se za sastanak kod njega na faksu. - konzultacije traju najviše pola sata.

Prve dvije godine mog zaposlenja mentor me uputio u metodologiju povijesne antropologije te opremio "alatima potrebnim za istraživanje", točnije, transkribiranju, čitanju i razumijevanju isprava za doktorsku radnju. Otada se na svakodnevnoj bazi nadograđuje naučeno.

MALO

U ovom trenutku sam u postupku pisanja dr. rada tako da mi se vrijeme više ne posvećuje za upućivanje u metode znanstvenog istraživanja. Kada je za to bilo vrijeme, metodama znanstvenog istraživanja se nije posvećivalo previše vremena. Rekao bih 1/10 vremena.

Mentor posvećuje dovoljno vremena za upućivanje u metode znanstvenog istraživanja,

Od kada smo definirali temu više od pola vremena konzultacija me upućuje na metode istraživanja, a manji dio razgovaramo o sadržaju.

Dostatno za sva moja pitanja i potrebe.

Kad god mi je potrebno čujemo se ili putem maila ili telefonski, ako ne možemo osobno. Uvijek se trudi posvetiti mi maksimalno svog vremena kako bi me što bolje i temeljitije uputio u metode istraživanja.

Mislim da se posvećuje vrijeme tome, ali da bi trebalo još više i detaljnije.

Držim kako je dosada uloženo mentorsko vrijeme za upućivanje u metode znanstvenog istraživanja bilo dovoljno za dosada obavljene posao u vezi istraživačke te pismene realizacije doktorske disertacije.

Dovoljno.

dovoljno, sve što me zanimalo mentor mi je pomogao

Uvijek je spremna na razgovor, pomoć, često mi donese literaturu - pa makar jednu stranicu u knjizi - ako pronade nešto što je korisno za moju disertaciju. Po dogovoru radimo dio po dio i zaista mi razjasni svaki detalj, a i kasnije - kada pošaljem ono na čemu sam radila - detaljno objasni sve što je dobro i loše i zašto je to tako.

Često komuniciramo o temama vezanim direktno ili indirektno uz metodologiju budućeg rada, stoga mi je donekle teško procijeniti u vremenskim okvirima. U svakom slučaju, često komuniciramo

Ne može me uputiti u nešto što ni sam ne zna.

Za bilo koje pitanje vezano uz rad mentora sam mogao kontaktirati putem maila, putem telefona ili mobitela, a prema potrebi dolazio sam na konzultacije u dogovoreno ili izvan dogovorenog termina.

Dosta

Ovisi o inicijativi s moje strane. Na sve materijale poslane na uvid i upite brzo odgovara.

Sa strane mentora sam zadovoljan vremenom, no smatram kako bi bilo jako korisno sustavno obratiti vecu pozornost na ovaj aspekt vec tijekom dodiplomskog, a narocito na poslijediplomskom studiju

Vrlo često, zavisno o našem dogovoru.

Vrijeme koje mi mentor posvećuje kako bi me uputio u metode znanstvenog istraživanja je u skladu sa potrebama.

dosada dva do tri puta po sat vremena, snalazim se sama uglavnom

Optimalna količina vremena

Imam iskustva u načinu rada i uporabe metoda znanstvenog istraživanja pa se može se reći da se tomu nije posvetilo znatnije vrijeme.

Mentor posvećuje veliku većinu vremena za metode znanstvenog istraživanja.

Na fakultetu smatram kako se nije dovoljno vremena i energije posvećivalo metodologiji znanstvenog istraživanja, odnosno upućivanju doktoranada u isto.

Nisam još suzila temu rada tj. strogo definirala tezu. Pretpostavljam da je u tome problem, ne u mentoru.

Uvijek me upućuje u problematiku s kojom bih se mogla susretati u određenim fazama istraživanja te me unaprijed upozori na koji bih način trebala koncipirati svoje istraživanje kao i koju metodu bih trebala koristiti.

reostale ispite, tako da nisam ni upućena u metode znanstvenog istraživanja u pravom smislu te riječi. Trenutačno sam u svojevrsnoj "pred fazi" u kojoj se moje predistraživanje svodi na pronalazak tekstova vezano uz područje interesa te analizu i kritički osvrt na iste. Zašto se ne organizira kolegij za sve koji još nisu doktorirali, a koji bi nas uputio u metode znanstvenog istraživanja?

Dovoljno vremena u suradnji s mentorom sam izradio cijeli plan istraživanja, te prosao kroz metode koje će se koristiti. Ukoliko mi je bilo nešto nejasno tada je bio na raspoloženju

Ništa, apsolutna nula.

Sam sebe obrazujem, a to platim 16 tisuća kuna godišnje.

Većinom sam metode sama donosila kao prijedloge, a zatim smo zajednički - dovoljno dugo - odrazgovarali o primjeni tih metoda.

U ovome trenutku još nisam potpuno posvećena znanstvenom istraživanju jer želim prvo položiti preostale ispite, tako da nisam ni upućena u metode znanstvenog istraživanja u pravom smislu te riječi. Trenutačno sam u svojevrsnoj "pred fazi" u kojoj se moje predistraživanje svodi na pronalazak tekstova vezano uz područje interesa te analizu i kritički osvrt na iste. Zašto se ne organizira kolegij za sve koji još nisu doktorirali, a koji bi nas uputio u metode znanstvenog istraživanja?

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Ništa, apsolutna nula.

Sam sebe obrazujem, a to platim 16 tisuća kuna godišnje.

Total responses: 41

6. Which positive aspects of your postgraduate study programme would you single out?

Nacelna ideja mogućnosti studiranja analitičke u kontinentalne filozofije.

Susretljivost nastavnika i administrativnog osoblja iz poslijediplomske referade. Nisam nikada imao nikakvih problema.

Prilično je široko postavljen.

Najpozitivniji su predavači, profesori od kojih bi posebice izdvojila prof.dr.sc. Tafra.

Susretljivost administrativnog osoblja na samom fakultetu.

Nastavni kadar

Kombinacija predmeta koji se trebaju slušati mi se čini dobrom stranom studija.

Pozitivan je svakako odnos između studenata poslijediplomskih studija i profesora koji rade kao predavači na istom studiju. Također, fleksibilnost oko uplaćivanja troškova studija za jedan semestar na više rata bitan je pozitivan iskorak. Tu je svakako i primjereno vrednovanje svih objavljenih radova i aktivnosti studenata putem odgovarajućeg broja ECTS bodova.

Fleksibilnost, zainteresiranost mentora.

Mogućnost da se kod svakog essayja koji je potrebno napraviti u sklopu nekog kolegija napravi istraživački rad, tako da se objavi kao znanstveni članak u nekom od znanstvenih časopisa za povijest.

Istraživačke skupine koje su bile dostupne na prvom i drugom stupnju bile su sasvim prihvatljive, posebice one iz ranonovovjekovne povijesti koje su pristupale problematici izvora, točnije, kako im pristupiti. Većina profesora je bila dostupna i voljna razrješiti pitanja koja su se pojavila tijekom studiranja.

OTVORENOST, STRUČNI PREDAVAČI

Zanimljiv, suvremen i dobro organiziran program. Poticanje interdisciplinarnosti i pisanja radova. Predmetni nastavnici su izrazito kompetentni.

Dostupnost profesora i mentora, zanimljivo postavljen interdisciplinarni program studija, izvrsni predavači.

Pozitivno je to što su sva predavanja bila organizirana u poslijepodnevnom terminu, stoga nas se većina mogla organizirati s obzirom na naše poslove. Nadalje, kompletna komunikacija sa profesorima u vezi ispita je vrlo pozitivna jer se možemo dogovoriti za termin ispita, isto tako ih možemo kontaktirati ako imamo neka pitanja u vezi sa literaturom. Cijela fleksibilnost je pozitivna jer, nama koji radimo, je to jako potrebno.

Pristup profesora i predavača koji su uvijek na usluzi studentima, osobite pohvale na račun profesora Mije Korade koji ima nevjerojatnog smisla za odnos sa studentima. Također sve pohvale prof Viteku. Studentima je omogućeno da pohađaju nastavu prema svojim mogućnostima, što je osobito bitno jer ipak je riječ o ljudima koji već rade, imaju mlade obitelji ne mogu uvijek prisustvovati svim predavanjima.

Profesori se trude što više izaći u susret oko bilo čega što je potrebno za rad.

Iznimno susretljivo nastavno osoblje, fleksibilnost i širina u mogućnostima izbora tema.

Dostupnost i fleksibilnost predavača, napose u odnosu na doktorande koji putuju u Zagreb na predavanja iz ostalih dijelova Hrvatske. Kvalitetan pristup te opći angažman predavača prema doktorandima sa naglaskom na istraživačkom aspektu (istraživačka metodologija, rad u arhivima te sl., pisanje stručno-istraživačkih radova).

Raznovrsnost kolegija, ugledni profesori.

Ništa posebno.

Nekoliko zaista zanimljivih kolegija i profesora koji se trude donijeti nešto novo.

Sve je pozitivno, odnos predavača, briga za polaznike i razumijevanja njihovih egzistencijalnih (ne)prilika

Apsolutno ništa.

Dostupnost profesora.

zanimljiva predavanja, konverzatoriji

Nastavni plan i program. Usmjeravanje u radu kroz istraživačke radne skupine.

Otvorenost i dostupnost profesora, fleksibilnost cijele organizacije i izlazenje u susret studentima.

Interdisciplinarnost doktorskog studija, pristupačnost profesora, kvalitetna predavanja .

Svog mentora.

profesori su iznimno dostupni i ljubazni, posebno prof. Korade

Susretljivost, fleksibilnost i profesionalnost svih uključenih

Dosad je bilo sve u redu, osobito slušanje kolegija s različitim temama i predavačima, kao i polganje ispita. Nisam imala problema s kontaktiranjem profesora i termina polaganja. Pozitivnim držim zanimljivost u izlaganju većine predavača te općenito multidisciplinarnost koju studij kao takav nudi.

Dobra je bila i tolerancija vezana uz potreban broj položenih ispita iz godine u godinu odnosno uz prikupljanje ECTS.

Pozitivnim bih izdvojila dostupnost mentora i ostalog nastavnog osoblja te njihovo razumijevanje ukoliko smo spriječeni sudjelovati u obvezama na fakultetu. Također bih izdvojila i rad referade.

Opuštena atmosfera, studij je prilagođen raznolikim tipovima studenata, pojedini profesori zaista ulažu značajno vrijeme i energiju kako bi prenijeli svoje iskustvo i znanje studentima, birokracija je brza i učinkovita.

Definitivno su strpljivi.

Interdisciplinirani pristup, raznovrsnost predavača

Sviđa mi se fleksibilnost i dostupnost mentora za rad na temi.

I dalje je studij jeftiniji od mnogih drugih.

Total responses: 39

7. Which negative aspects of your postgraduate study programme would you single out?

Nepostojanje u praksi A i B smjerova
Neprikladnost rasporeda predavanja zaposlenim studentima
Loš izbor kolegija
Loša kvaliteta kolegija
Nacionalno loši izvodjaci kolegija

Upravo iz te širine nastaju problemi, jer nema ljudi koji mogu voditi kvalitetno kroz neka razdoblja. Iako je nominalni naglasak stavljen na individualni rad, studenti se sami ne snalaze u tome. Poslijediplomski studij smatraju logičnim nastavkom diplomskog studija, ali ne shvaćaju da bi, uz pomoć vodstva, trebali raditi na sebi i za sebe.

Funkcioniranje poslijediplomske administracije.

Iznimno loš program, odnosno vrlo malen izbor kolegija. Loša izvedba nastave, i dvojbena zainteresiranost mnogih predavača.

Često su problem i mentori koji se ponašaju kao da "odrađuju" neku tešku obavezu - iako su za mentoriranje itekako honorirani. Cijena studija je bezobrazno visoka u usporedbi s onime što se za tu cijenu dobija.

Negativno nije vezano za studij već za skoro pa nikakvu mogućnost zapošljavanja na institutima, fakultetima...

Nešto na što vjerujem da se ne može utjecati - predavanja tijekom tjedna koja je teško uskladiti sa radnim obvezama.

Kao negativan može se izdvojiti nedovoljan angažman oko uspostavljanja odnosa s drugim visokoškolskim institucijama izvan države, kako bi se u praksi omogućio i proveo zamišljeni semestar na stranom sveučilištu, što bi svakako uvelike pridonijelo iskustvu i ukupnom obrazovanju budućih doktora znanosti. Pritom bi studente valjalo i poticati na istraživačke boravke u inozemstvu, pri čemu bi Hrvatski studiji uspostavljali kontakte i rješavali glavninu administrativnih predradnji koje bi omogućile takav istraživački ili studijski boravak u inozemstvu.

Neki predavači predaju proizvoljno, sa dvojbеним tvrdnjama i zaključcima. Neki ne shvaćaju svoje obveze dovoljno ozbiljno.

Nemogućnost aktivnog sudjelovanja u nastavi ili na znanstvenim - istraživačkim projektima.

Nemogućnost da doktorandi predlože projekt kao vanjski suradnici.

Općenito: nemogućnost aktivnog znanstvenog sudjelovanja u sklopu studija - to je uvijek ostavljeno za kolege koji su zaposlenici fakulteta.

Administracija je bila jako loše vođena, tako se nije pazilo da se ispostave računi za školarinu, što je odjednom opteretilo projekt za više od 16,000 kn, u trenutku kada je ministarstvo prebacilo plaćanje na voditelje projekata. Također, nedovoljan broj ponuđenih kolegija, bez očigledne strategije prilikom njihove ponude. Praktički nikakav kontakt sa znanstvenici drugih znanstvenih i obrazovnih institucija i doktoranada. Za starija razdoblja nije se ponudilo učenje nikogjeg jezika niti pisma potrebnog za pristup izvorima, kao niti nikogjeg modernog jezika ikoje svjetske historiografije.

MALI IZBOR KOLEGIJA

Pored nemogućnosti za zapošljavanje, nemam prigovora.

Ništa.

Rad referade je vrlo loš. Kad god je postavljeno pitanje kad su upisi, ili koliko bodova nosi koji kolegiji uglavnom nismo dobivali konkretne odgovore, nego su nas upućivali na profesora voditelja našeg dijela studija. Nadalje radno vrijeme je vrlo nepraktično jer zaposleni ne mogu odlaziti s posla da bi se npr.upisali, jer je referada taj tjedan odlučila raditi samo ujutro. Općenito je negativno jer nigdje nije striktno opisano koje su naše zadaće, koliko bodova te zadaće nose, te nepravovremeno obavještavanje o promjenama.

Potrebno je više predavanja koja se bave samom metodologijom, a i seminara u koji bi bili uključeni studenti (npr rad u paru na nekom projektu). Također bi bilo dobro uvesti terensku nastavu jednom godišnje.

-prelagani kriteriji pri upisu -nisu definirana razdoblja (npr. ako se baviš srednjovjekovnom pov, da imaš više kolegija iz tog područja) -nemotiviranost nastavnika

Ništa.

Manjak izbora većeg broja fakultativnih radnih skupina te kolegija, mogućnost odlaska (jednosemestralnih ili kraćih) na poslijediplomske studije inozemnih sveučilišta u organizaciji Hrvatskih studija.

Prepuštenost studenata samima sebi (što je možda s jedne strane i dobro), sve što vrijedi i za bilo koji drugi studij: premalo se cijeni čovjeka.

Ništa posebno

Dosta kolegija su identični onima koje smo već odslušali na diplomskom studiju. Čini se kao pravi gubitak vremena slušati takva predavanja, a pogotovo spremanje takvih ispita. Ostane loš osjećaj da se nije puno toga naučilo i da se očekivalo više od poslijediplomskog studija, pa makar u smislu da nas napakon netko nauči 'znanstveno razmišljati'. To je pogotovo važno za studente koji ne rade u znansvenim institucijama, ali su se odlučili na poslijediplomski studij.

Ništa. Iako bih volio da predavač opet bude dr. Mladen Ančić koji je, po meni, najbolji u struci za teoretski dočarati ono što buduće znanstvenike u praksi očekuje

Mnogo toga, ali ovom prigodom: profesore koji drže predavanja ex cathedra te njihov manjak individualnog pristupa poslijediplomandima (ovisno o interesima i usmjerenju poslijediplomanda)

Iz referade bi trebali više vremena i pažnje posvećivati doktorantima, obaviještavati ih putem maila o obvezama na studijima.

dostupnost službe za poslijediplomske studije

Nedostatak sustavnog pristupa u uključivanju polaznika poslijediplomskih studija u redovitu nastavu na preddiplomskom i diplomskom studiju, te postojeće znanstveno-istraživačke projekte.

Bilo bi dobro kada bi na raspolaganju bilo više uze specijaliziranih kolegija po pojedinim područjima, no to je vrlo tesko s obzirom na raznolikost pojeđinacnih interesa svih studenata

Nemam nikakvih primjedbi.

Preveliko inzistiranje na analitičkoj filozofiji.

mislim da bi nam Hrvatski studiji trebali pomoći da lakše pronađemo mentora, imala sam puno problema s tim jer prof. kojeg sam htjela za mentora to nije mogao biti, jer je faks odugovlačio s tim i na kraju je izašla odredba da mi više taj prof ne može biti mentor.

Ništa

Premda su možda neki kolege imali teškoća i lošija iskustva u ostvarivanju kontakata, odabira mentora ili suradnje s njim, ja nemam takva saznanja. Bilo je doduše svojevrmeno problema s terminima održavanja predavanja - neka su bila "zgusnuta" u tri dana (pa je to trebalo izdržati), druga su pak bila "razvučena", ali nije bilo moguće zadovoljiti svakoga. To je vrijeme ionako iza mene (naravno da je tada bilo teško, osobito ako ste pratili doslovce sve, kao što je to bio moj slučaj, no to je uostalom bila moja želja).

Nedovoljna pomoć studentima koji nisu zaposleni u institucijama vezanima za struku, ne poučava se metodologija rada znanstvenog istraživanja, izostanak studentskih prava.

Ništa.

-

nemam.

Negativno je teško pronalaženje mentora, nemogućnost da doktoranti preko svoga studija dolaze u kontakt sa znanstvenim časopisima u kojima bi mogli objavljivati znanstvene ili pregledne radove kao i prikaze, već se za sve to mora moliti Boga. Nemogućnost odlaska jedan semestar vani iako je kao obavezan tj. sve se radi na principu snadi se.

Total responses: 37

8. Please give advice for improvement of your postgraduate study programme:

Dovodjenje adekvatnog predavackog kadra Micanje određenih predavaca koji nisu ni na nivou prediplomskog studija Suradnja s drugim slicnim institucijama Medjunarodna suradnja

Bolje ponuda obveznih predmeta, bolje vodstvo studentima za njihove radove, još veći naglasak na rad.

Zapošljavanja više stručnih osoba u administrativnu službu poslijediplomskih studija, te smanjenje procedure i postupka stjecanja akademskoga stupnja doktora znanosti.

Zapošljavanje većeg broja predavača, i rad na podizanju kvalitete njihove izvedbe. Drastično povećanje broja kolegija, izbornih i obaveznih. Obimniji i intenzivniji rad na metodologiji i pristupu istraživanju, kao i npr. na izvornom materijalu/arhivskoj građi (u slučaju povijesti). Obimnije uključivanje podstiplomaca, tj. doktoranata u rad sa studentima kroz češća predavanja koja bi morali pripremati, i npr. kroz rad na ispravljanju studentskih eseja. Dakle, uvođenje doktoranata u profesorsku profesiju, kako bi stekli potrebno iskustvo, i, još važnije – samopouzdanje. Veća disciplina prije svega samog osoblja na fakultetu, a zatim i samih postdiplomaca: red, rad, i stega - ali koji će se itekako valorizirati i honorirati onima koji se pokažu kao ozbiljni istraživači, i koji budu odrađivali svoje obaveze časno i kvalitetno.

Dok god na ovakav način Vlada vlada (bez obzira na stranačke opcije), na prosperitet ne možete utjecati

Predavanja vikendom;

Sigurno ima još prostora za poboljšanje.

Treba omogućiti aktivno sudjelovanje doktoranada u osmišljavanju projekata, od postavljanja teme istraživanja do financiranja. Fakultet do sada ništa nije pokrenuo po pitanju novih projekata koje bi pokrenuli njegovi polaznici doktorskog studija. Uvijek se ovisi o odlukama Ministarstva znanosti, tako da aktivno sudjelovati u istraživačkim projektima mogu isključivo osobe koje su zaposlenici fakulteta (znanstveni novaci, asistenti i sl.). Zalažem se da se omogući svojevrsan "outsourcing" - doktorand osmisli projekt i ponudi doktorskome studiju. Pojedinaac kao fizička osoba ne može poslovati legalno, ali u zajedništvu sa fakultetom može djelovati kao pravna osoba tj. svi poslovi koji bi bili potrebni oko realizacije projekta postali bi pravno važeći. Na taj način mogao bi se riješiti problem nezaposlenih novih doktoranada te pokrenuti i povećati broj znanstvenih istraživanja. Fakultet bi na taj način razvijao vlastiti posao i ne bi uvijek i u svemu trebao ovisiti o nadležnom Ministarstvu.

Proširiti kontakte unutar cjelokupne znanstvene zajednice, kao i mladih i starijih doktoranada. Uvesti polugodišnja izvješća o napretku upisanih studenata. Posvetiti se bazičnim vještinama za pristup izvorima, kao i modernim jezicima svjetskih historiografija. Poticati objavljivanje u domaćim i stranim časopisima, kao odraz vještina naučenih na doktorskome studiju. Ponuditi veći broj kolegija (ne samo za moderno razdoblje, već i ona starija, posebice u vezi metodologije). Ujednačiti sustav bodovanja, još se uvijek ne razumije što se podrazumijeva pod ECTS bodovima.

VEĆI IZBOR KOLEGIJA, VIŠE POTICAJA NA ZNANSTVENI RAD

Nemam.

Bilo bi korisno sustavnije poticati i snažnije omogućiti publiciranje znanstvenih radova doktoranada tijekom studija.

Možda bi trebali svaki semestar poslati ili staviti na web stranice fakulteta katalog naših zadaća. Uz sve ostale obavjesti. Npr. podsjetnik da ispunimo OBAD, do kojeg datuma bi isti trebao biti ažuriran i slično.

Navedno pod točkom 7.

Probati što više uključiti polaznike u praktičnu nastavu, te probati na neki način olakšati plaćenje onim polaznicima koji se sami financiraju, a nisu nigdje zaposleni

Povećavanje broja izbornih kolegija i radnih skupina, zatim, učestalije organiziranje stručnih predavanja inozemnih predavača (iz zemalja sa razvijenom historiografijom poput Njemačke, Austrije, Francuske, Velike Britanije i sl.) kao i različitih stručnih radionica. Povećati involviranost stručnih službi Hrvatskih studija (poput referade Poslijediplomskih studija i dr.) glede mogućnosti odlaska (ali i same dostupnosti) na kraće boravke na strana sveučilišta tijekom trajanja poslijediplomskog studija. Povećanje roka trajanja poslijediplomskog studija, napose roka realizacije doktorske disertacije.

Češće kontaktiranje studenata, razgovori, motiviranje, upućivanje na "resurse" Hrvatskih studija, ostale institucije, izvore...

Mislim da bi za svaki kolegij trebalo napisati znanstveni članak na određenu temu. Svaki profesor morao bi studentima pomagati u tome, ohrabrivati ih i svakako pomagati da budu negdje objavljeni (makar oni najbolji). Tako bi studenti i prije početka disertacije već znali kako pristupiti radu.

Mislim da ljudi koji vode Studije dobro koncipiraju program pa nemam nekakvih posebnih prijedloga, osim uključivanja u rad kolega takve razine poput navedenog, dr. Ančića

Doktoranti su si uvijek morali sami potražiti zadnji semestar neko sveučilište na kojem će steći dodatnih 30 ECtes bodova. S obzirom da veliki broj doktoranata radi studij bi morao izaći ususret tekvim studentima i pomoći im oko pronalaženja sveučilišta za dodatnim bodovima.

slati obavijesti o događanjima na studiju koja bi mogla biti zanimljiva poslijediplomcima

sustavno informiranje polaznika o znanstvenim skupovima u zemlji i inozemstvu, aktivnije uključivanje polaznika u nastavu i znanstveno-istraživačke projekte, više praktičnih kolegija i vježbi u vezi s izradom disertacije i metodologijom znanstvenih istraživanja.

Vise kolegija u ponudi po različitim temama, ovisno o preferencijama studenata, zatim vise inzistiranja, a i pomoći oko upućivanja studenata u znanstveni rad, narocito po pitanju znanstvene metodologije te načina pisanja znanstvenih radova

Upućivanje poslijediplomanata u zemlje gdje bi se usavršavali u svojem istraživanju.

Pružanje mogućnosti svim studentima da sudjeluju u izvođenju nastave. Također bi bilo dobro da studenti poslijediplomskog studija imaju veću slobodu u istraživanju tema koji ih zanimaju.

lakše pronalaženje mentora i veće razumijevanje prema doktorandima

Zasada nemam prijedloga

Ne znam je li se što promijenilo tijekom nekoliko godina u organizaciji. Meni je "jedino" preostalo napisati radnju i obraniti doktorat. Nadam se tomu, a dodatna su mi briga rokovi. Moja poruka i želja - još malo tolerancije prema nama koji ih kanimo "probiti".

Smatram kako je nužno poboljšanje nastavnog programa na poslijediplomskom studiju. Naime, nije čest slučaj kako je doktorand sa temom iz razdoblja novog vijeka primoran slušati kolegije koji se tiču 20. stoljeća, i obratno. Veći broj različitih tematskih predavanja koji su koncipirani kao radne skupine u kojima studenti raspravljaju, ne samo slušaju.

Značajno poboljšanje bi predstavljala mogućnost povezivanja s stranim sveučilištima u svrhu mobilnosti studenata te upućivanje na srodne institucije u svrhu uvida u istraživački rad u praksi.

Biti malo kritičniji u pripremnim fazama izrade doktorata. Ja sam to odradila brzinski, nisam se dovoljno usredotočila na tezu, već samo na polaganje ispita i pisanje vježbeničkih radova. Hvala Bogu, sad su mi dali više vremena za izradu same disertacije i na tome zahvaljujem.

Možda povećati mogućnosti kolegija osobito izbornih iz nekih ne tako čestih povijesnih tematika.

Pokušajte sa problemima koje sam naveo kao negativne u pitanju sedam.

Total responses: 33

Appendix 5.4.

Comparison of selected departments of the Centre for Croatian Studies with corresponding university departments of comparable size

(i)

Department of Croatology, Centre for Croatian Studies

	CC	WoS	Scopus	AIK	ADK	A1A2	RRZISZ	RD	S	PK	RRZDZS	UIK	UDK	HS	koaut	citations WoS	citations Scopus	Google Scholar
Jembrih, Alojzije, red prof.		1	1		3	3		4	26	1	6		3		4			4
Tafra, Branka, red. prof.			1		1	2		1	1	14	5			9	2			88
Grčević, Mario, izv. prof.			1			4	1	1	13	3	1		1	2	2			9
Vulić Vranković, Sanja, izv. prof.					3	7	1	2	11	25	1				11			12
Piskač, Davor, doc.			1		1	3	1	3		1	1							9
Zima, Dubravka, doc. (od 11/2009)		1	1		2	1	1	1			1			1	2			11
Košutar, Petra, z.n.			1			1	1	1	2	5	4			8				11
Kovačić, Mislav, z.n. (od 2/2010)			1			3	1		3		2			2	1			
Mateljak Popić, Anela, z.n.			2			1	2		7		3			2	3			
UKUPNO		2	9		10	25	8	13	63	49	24		4	24	25			134

Department of Croaticistics, University of Pula

PREZIME, IME	CC	wos	scopus	AIK	ADK	A1A2	RRZIS	RD	S	PK	RRZDS	UIK	UDK	koaut	citations WoS	citations Scopus	Google Scholar
Pliško, Lina					1	4	1	2			1			5			36
Martinović, Blaženka						2	1	2		2	1			1			3
Mandić, David	1	1	3		1	1	1				1			3		1	4
Fonović Cvijanović, Teodora						1	1							1			
Poldrugo, Ivana																	
Vitković, Vanessa						1	1							2			
Delbianco, Valnea	3	3	1				4				1			3			1
Mikulaco, Daniel	1	1	3			1		1									1
Dulibić-Paljar, Dubravka																	
Jelača, Matija							1										
Koroman, Boris						1											1
Benjak, Mirjana						1	4			2				6			13
Ljubešić, Marko						2	2		1					2			4
Plavšić, Marlena	1	1	1		1		1		1	4				3			1
UKUPNO	6	6	7		3	14	17	5	2	8	4			26		1	64

The comparison shows that the Department of Croatology of the Centre for Croatian Studies is, on the whole, significantly more productive in the past 5 years than the Department of Croaticistics of the University of Pula. The Department of Croatology of the Centre is behind in the number of papers in CC and WoS and in the number of peer-reviewed publications in proceedings of international conferences held in Croatia and conferences held abroad (RRZIS).

It is notable that the Department of Croatology of the Centre has a twice as high impact, measured in terms of citations in Google Scholar, whereas it has only one citation less in the Scopus database (citations in Scopus and WoS are counted only for pieces published between 2009 and 2013).

(ii)

Department of Philosophy, Centre for Croatian Studie

	CC	wos	scopus	AIK	ADK	A1A2	RRZIS	RD	S	PK	RRZDZS	UIK	UDK	HS	koaut	citations WoS	citations Scopus	Google Scholar
Talanga, Josip, red. prof.		1																1
Bracanović, Tomislav, izv. prof.	4	4	5				1			1	1					1	1	8
Čuljak, Zvonimir, izv. prof.	1	1	1		1		1			1			1	1				1
Gregorić, Pavel, izv. prof. (od 10/2011)	2	4	5	1					6	2			2		3		1	54
Janović, Tomislav, doc. (od 2/2010)*					1	1			1	4				1	1			5
Dožudić, Dušan, v. asist.	1	2	2				3		1					1				
Mađarević, Lovorka, v. asist.		2							2					1				
Sekulić, Dragana, v. asist.																		
Butković, Ana, z.n. (od 11/2010)										1					1			
Pušić, Bruno, z.n. (od 11/2010)								1	2					2				
UKUPNO	8	14	13	1	2	1	5	1	12	9	1		3	6	5	1	2	69

Department of Philosophy, University of Zadar

PREZIME, IME	CC	wos	scopus	AIK	ADK	A1A2	RRZIS	RD	S	PK	RRZDZS	UIK	UDK	koaut	citations WoS	citations Scopus	Google Scholar
Zovko, Jure			1	1	1	2			2	15		4		3			2
Dadić, Borislav	1	1	1		1	3				4				3		1	2
Tićac, Iris		4	4			2							1	2			
Brkić, Slavko																	
Roščić, Vani		3	1		1										1	2	2
Vučetić, Marko																	3
Delija Treščec, Nives										2							
Poljak, Maja		2	1			1								1			
Knežić, Ivana						1			1								
UKUPNO	1	10	8	1	3	9			3	21		4	1	9	1	3	9

The comparison shows that the Department of Philosophy of the Centre for Croatian Studies is overall more productive in the past 5 years than the Department of Philosophy of the University of Zadar. The Department of Philosophy of the Centre is behind in having only one authorship of a monograph published in Croatia less (ADK), in the number of publications in Croatian academic journals with international peer-review which are not included either in Current Contents, Web of Science, or Scopus (A1A2), in the number of edited volumes published abroad (UIK), and the number of chapters in edited volumes (PK; mark that of 21 chapters in edited volumes published by philosophers in Zadar, 15 were written by a single author).

It is notable that the Department of Philosophy of the Centre has much higher impact, measured in terms of citations in Google Scholar, whereas it has only one citation less in the Scopus database (citations in Scopus and WoS are counted only for pieces published between 2009 and 2013).

(iii)

Department of History, Centre for Croatian Studies

	CC	WoS	Scopus	AIK	ADK	A1A2	RRZIS	RD	S	PK	RRZDZS	UIK	UDK	HS	koaut	citations WoS	citations Scopus	Google Scholar
Korade, Mijo, red. prof. (od 4/2009)						3				5								9
Jukić, Ivana, doc. (od 4/2010)							1			4	2		2	1	4			
Tomorad, Mladen, doc. (od 4/2011)			1		2	5	1	3	4				1	5				14
Vitek, Darko, doc.					1	2	1			2					1			
Glazer, Eva Katarina, v. asist. (od 7/2012)						1			2									
Grgić, Stipica, z.n.						3		1	8					1				1
Jerković, Marko, v. asist. (od 1/2012)			2				5						2	4				
Popić, Tomislav, v. asist. (od 1/2012)						4	2											
Vukelić, Vlatka, v. asist. (od 1/2012)			2		2	2		3	3					1	2			2
UKUPNO			5		5	20	10	7	17	11	2		5	12	7			26

Department of History, University of Osijek

PREZIME, IME	CC	wos	scopus	AIK	ADK	A1A2	RRZIS	RD	S	PK	RRZDZS	UIK	UDK	koaut	citations WoS	citations Scopus	Google Scholar
Balta, Ivan						1											21
Marijan, Boško					1	2	1										13
Šimić, Jasna					1		1	1		3							10
Božić Bogović, Dubravka			2		2	2	1	1	8	1	7			1			1
Josipović Batorek, Slađana					1	2			1	2				1			
Đukić, Zlatko			1			3		1						1			
Jurčević, Ivana																	
Brandić, Marija																	
Alebić, Tamara									1					1			
Josipović, Igor																	
Ukupno	0	0	3	0	5	10	3	3	10	6	7	0	0	4	0	0	45

The comparison shows that the Department of History of the Centre for Croatian Studies is overall more productive in the past 5 years than the Department of History of the University of Osijek. Although it is behind only in the number of peer-reviewed publications in proceedings of national conferences, it has a considerably smaller impact, measured in terms of citations in Google Scholar.

Appendix 5.5.

	CC	wos	scopus	AIK	ADK	A1A 2	RRZIS	RD	S	PK	RRZDZ S	UIK	UDK	HS	koaut	citatio ns WoS	citations Scopus	Google Scholar
FILOZOFIJA	8	14	13	1	2	1	5	1	12	9	1		3	6	5	1	2	69
HRVATSKI LATINITET			1	1		7	9	1	8	3	24		4	22	7			25
KOMUNIKOLOGIJA		2	4		2	11	5	4	2	12	11	1	6	10	19			35
SOCIOLOGIJA	3	4	3		6	4	8		1	4	1			1	27	1		82
KROATOLOGIJA		2	9		10	25	8	13	63	49	24		4	24	25			134
NAOBRAZBA NASTAVNIKA	1	2	6		2	8	1	14	1	1				8	1		1	1
POVIJEST			5		5	20	10	7	17	11	2		5	12	7			26
PSIHOLOGIJA	26	41	24		2	13	1	5	12	19			2		83	32	26	344
STRANI JEZICI					1	2	3		7	1	2			3	6			3
U K U P N O	38	65	64	2	30	91	50	45	123	109	65	1	24	86	180	34	29	719

NOTES TO THE TABLES IN APPENDICES 5.4. and 5.5.

1. Abbreviations:

CC – original research articles, review articles or preliminary communications in journals covered by Thomson Reuters' Current Contents database

WoS – original research articles, review articles or preliminary communications in journals covered by Thomson Reuters' Web of Science database

Scopus – original research articles, review articles or preliminary communications in journals covered by the Scopus database

AIK – authorships of monographs or university textbooks published abroad

ADK – authorships of monographs or university textbooks published in Croatia

A1A2 – original research articles, review articles or preliminary communications published in Croatian academic journals with international peer-review which are NOT included either in Current Contents, Web of Science, or Scopus

RRZIS – peer-reviewed publications in proceedings of international conferences held in Croatia and conferences held abroad

RD – original research articles, review articles or preliminary communications published in Croatian academic journals with national peer review

S – professional publications (reviews, editorials, essays, comments and other academic publications which are not subject to standard peer-review)

PK – chapters in peer-reviewed edited volumes

RRZDZ – peer-reviewed publications in proceedings of national conferences

UIK – edited volumes published abroad

UDK – edited volumes published in Croatia

HS – number of in-house publications, i.e. original articles, review papers and other publications in journals published by the Centre for Croatian Studies, chapters in edited volumes published by the Centre, as well as edited volumes and monographs published by the Centre.

koaut – total number of coauthors from other institutions

citations WoS – number of citations of works published since 2009 in Web of Science

citations Scopus – number of citations of works published since 2009 in Scopus

Google Scholar – number of citations turned by Google Scholar, without limiting the period of publication.⁵

2. Notes

i. Bibliographic metric is computed for the period between 1 January 2009 and 1 November 2013, for 66 members of the faculty of the Centre for Croatian Studies as on 1 November 2013. All publications of members of the faculty, including those published prior to joining the Centre, are included in the metric. For all members of the faculty who joined the Centre between 1 January 2009 and 1 November 2013, the month and year of their employment at the Centre is indicated after their names.

ii. Raw bibliographic data is taken from the Croatian Scientific Bibliography Database (CroSBI, <http://bib.irb.hr>). The employees were requested in September and October 2013 to update and double-check their data in CroSBI. Coverage in CC is visible in CroSBI, whereas coverage and citation statistics in WoS and Scopus were extracted from the respective sources using the Centre for online databases (<http://www.online-baze.hr>).

iii. A publication covered by CC, WoS and Scopus is enumerated in all three respective columns. However, if a publication is covered by CC, WoS or Scopus is published in a Croatian academic journal with international peer-review, it is not enumerated in the A1A2 column. So, column A1A2 enumerates only publications which are NOT covered by CC, WoS, or Scopus.

iv. Every publication covered by CC is *eo ipso* covered by WoS, but not vice-versa.

⁵ The number of Google Scholar citations was calculated by means of CiteSearcher v.3.1.2 application (Illinois Institute of Technology) which automatically eliminates self-citations. 1 out of 9 double-checks with the Google Scholar page indicates divergence from CiteSearcher. A few of such corrections are incorporated into the tables.

v. **koaut** is the number of persons who are not employed at the Centre for Croatian Studies with whom an employee has coauthored one or more publications. Mark that this is NOT the number of coauthored publications of the Centre's employees. For example, an employee may have a total of *two* coauthored publications, one written in cooperation with MM from the Institute "Rudjer Boskovic" and the other written in cooperation with NN and OO, both from the Institute for Social Research "Ivo Pilar". This employee would have value 3 in the column **koaut**. Accordingly, if an employee has *three* publications coauthored with the same person, her column **koaut** would have value 1.

vi. a chapter in a peer-reviewed edited volume (**PK**) includes a chapter in an edited volume regardless of whether the volume is published in Croatia or abroad, as is required by the tables. In cases where an employee classified his publication as a chapter in an edited volume, whereas the title of the publication clearly states that the chapter is actually published in the proceedings of a conference, this publication was enumerated in the column **RRZIS** or **RRZDS**, depending on whether the proceeding was published abroad or in Croatia.

vii. abstracts of conference talks, published or unpublished, posters and the like, are not included in the metric.

Appendix 6.1.

MEMBERSHIP OF THE FACULTY IN INTERNATIONAL ASSOCIATIONS

DEPARTMENT FOR PHILOSOPHY

dr. sc. Tomislav Bracanović, izv. prof. is a member of:

- (1) International Society for the History, Philosophy, and Social Studies of Biology
- (2) European Philosophy of Science Association

dr. sc. Pavel Gregorić izv. prof. is:

- (1) a co-founder and member of the Southeast–European Association for Ancient Philosophy (SEEAP)
- (2) member of the European Society for Ancient Philosophy (ESAP)
- (3) member of the British Society for the History of Philosophy (BSHP)

DEPARTMENT FOR CROATIAN LATINITY

dr. sc. Šime Demo, doc. is member of:

- (1) International Association for Neo–Latin Studies

DEPARTMENT OF HISTORY

dr. sc. Mladen Tomorad, doc. is member of:

- (1) International Association of Egyptologist
- (2) International Council of Museums
- (3) International Committe for Egyptology
- (4) Association for the Study of Travel in Egypt and the Near East

(5) Egypt and Austria

DEPARTMENT OF CROATOLOGY

dr. sc. Branka Tafra, red. prof. is member of:

(1) the Commission for lexicology and lexicography of the International Committee for Slavic Studies, a global association gathering committees from 40 countries, organizes world conferences since 1929.

dr. sc. Sanja Vulić, red. prof. is member of:

(1) "Pannonisches Institut" from Pinkovac (Güttenbach) in Gradišću (Burgenland) in Austria

DEPARTMENT OF COMMUNICATION STUDIES

dr. sc. Danijel Labaš, izv. prof. is member of:

(1) Internationale Arbeitsgemeinschaft für Kommunikation und Medien e. V. (IAKM)

dr. sc. Jelena Jurišić, doc. is member of:

(1) the Steering Committee, Work Group 1 and the project "Twitter and the European Public Sphere - The European Elections in 2014" of the association COST Action ISO906 Transforming Audiences, Transforming Societies

(2) European Communication Research and Education Association

DEPARTMENT OF SOCIOLOGY

dr. sc. Vesna Šimičević, izv. prof. is member of:

(1) International Association of Survey Statisticians (IASS)

(2) International Federation of Operations Research Societies (IFORS)

(3) Association of European Operational Research Societies (EURO)

(4) Society for Business & Information Technology

(5) DAAAM International

DEPARTMENT OF PSYCHOLOGY

dr. sc. Jasminka Despot Lučanin, red. prof. je

(1) member and representative of the Croatian Association of Psychologists in the European Federation of Psychological Associations (EFPA), Standing Committee for Geropsychology

(2) member of European Health Psychology Society and the national delegate for Croatia.

dr. sc. Ana Butković, doc. is member of:

(1) Behavior Genetics Association (BGA)

dr. sc. Ivana Hromatko, doc. is member of:

(1) Human Behavior and Evolution Society (HBES)

(2) International Society for Human Ethology (ISHE)

(3) Federation of European Neuroscience Societies (FENS)

dr. sc. Anita Lauri Korajlija, doc. is:

(1) Croatian representative in the Stress and Anxiety Research Society (STAR)

(2) member of the European Traumatic Stress Society

dr. sc. Maja Vurnek Živković, doc. is member of:

(1) European Society of Psychiatrists and Dermatologists.

Sanja Budimir, v. asist. is member of:

(1) Central European Cognitive Science Association.

Ivana Hanzec, asist. is member of:

(1) European Network for Social and Emotional Competence.

Antonija Maričić, asist. is member of:

(1) Central European Cognitive Science Association.