



JOSIP JURAJ STROSSMAYER
UNIVERSITY OF OSIJEK

FACULTY OF HUMANITIES
AND SOCIAL SCIENCES

SELF - EVALUATION

Osijek, December 2013



Self-Evaluation

Name of higher education institution:

Faculty of Humanities and Social Sciences in Osijek

Name of university of which the institution is a constituent:

University of Josip Juraj Strossmayer in Osijek

Year of establishment:

1961

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Pursuant to the Decision of the Dean of the Faculty of Humanities and Social Sciences in Osijek, CLASS: 602-04/13-01/197, REG. NO.: 2158-83-02-13-1, of 9 October 2013, the Committee and the Working Groups for the preparation of the Self-Evaluation of the Faculty of Humanities and Social Sciences in Osijek were appointed as follows:

1. Committee for the Preparation of the Self-Evaluation of the Faculty of Humanities and Social Sciences in Osijek

1. Dr. Ana Pintarić, Full Professor with Tenure, Chairperson
2. Dr. Loretana Farkaš Brekalo, Full Professor, Deputy Chairperson
3. Dr. Damir Hasenay, Full Professor, Member
4. Dr. Marija Omazić, Associate Professor, Member
5. Dr. Vesna Bagarić Medve, Associate Professor, Member
6. Vlado Fotak, LL.M., Member

2. Working Group for Management and Quality Assurance of the Higher Education Institution

1. Dr. Loretana Farkaš Brekalo, Full Professor, Chairperson
2. Dr. Dubravka Božić Bogović, Assistant Professor, Member
3. Dr. Ljubica Matek, Senior Teaching Assistant, Member
4. Đurđica Ivković, LL.M., Member
5. Vladimir Poličić, mag.oec., Member

3. Working Group for Study Programmes

1. Dr. Damir Hasenay, Full Professor, Chairperson
2. Dr. Goran Tanacković Faletar, Assistant Professor, Member
3. Dr. Boris Badurina, Assistant Professor, Member
4. Slavica Svalina, Member
5. Valerija Kitin, Member

4. Working Group for Students

1. Dr. Damir Hasenay, Full Professor, Chairperson
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3. Dr. Boris Badurina, Assistant Professor, Member
4. Valerija Kitin, Member
5. Ivan Selci, student of the Graduate university study programme in Philosophy and History, Member
6. Marijana Josipović, second year student of the Undergraduate university study programme in Philosophy and Croatian Language and Literature, Member

|| *5. Working Group for Teachers*

1. Dr. Vesna Bagarić Medve, Associate Professor, Chairperson
2. Dr. Višnja Pavičić Takač, Associate Professor, Member
3. Dr. Leonard Pon, Assistant Professor, Member
4. Dr. Vesna Bjedov, Senior Teaching Assistant, Member
5. Slavica Svalina, Member
6. Nelica Špoljarić, Member

|| *6. Working Group for Research and Professional Activity*

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2. Dr. Mario Brdar, Full Professor, Member
3. Dr. Milovan Tatarin, Full Professor, Member
4. Gordana Gašo, mag.bibl., Member
5. Ivana Vinko, LLM, Member

|| *7. Working Group for Mobility and International Cooperation*

1. Dr. Marija Omazić, Associate Professor, Chairperson
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3. Domagoj Burazin, LLM, Member
4. Ida Belaj, Member
5. Ines Komić, student of the Graduate university study programme in English Language and Literature - Teacher Education and in Croatian Language and Literature - Teacher Education, Member

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3. Đurđica Ivković, LLM, Member
4. Zoltan Juhas, mag. educ. math. et. inf., Member
5. Ivana Olivari Provči, mag.oec., Member
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Self-Evaluation

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The Self-Evaluation of the Faculty of Humanities and Social Sciences in Osijek was adopted at the session of the Faculty Council of 22 January 2014.

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1 . Higher education institution management and quality assurance

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

The Faculty of Humanities and Social Sciences Osijek, located on 9 Lorenza Jägera Street, is a research and teaching unit of the Josip Juraj Strossmayer University of Osijek. The Faculty of Humanities and Social Sciences is the legal successor of the Faculty of Education (1977 to 2004) and the Teacher Training Academy (1661 to 1977). The significant events that have marked the past decade of the Faculty are as follows: the transformation of the Faculty of Education into the Faculty of Humanities and Social Sciences (2004/2005), the development and establishment of new study programmes, the development and establishment of three postgraduate (doctoral) university study programmes, the resolving of the issue of teaching staff, spatial and teaching equipment requirements, the adoption of a number of important legal documents, the obtaining of documents for the renovation of the existing building (the roof, the renovation of the attic) and the obtaining of documents for the construction of a new three-level building with an underground garage and a total area of 4,000 m².

The activity of the Faculty of Humanities and Social Sciences is determined by the Statute of the Faculty¹. The primary activity of the Faculty is the delivery of undergraduate, graduate, and postgraduate study programmes (3+2+3). Students can enrol into 11 undergraduate single major and double major combinations (Croatian Language and Literature, English Language and Literature, German Language and Literature, Hungarian Language and Literature, the study of Information Sciences, Psychology, History, Pedagogy, Philosophy), 19 graduate study programmes and 3 postgraduate university study programmes: *Literature and Cultural Identity* in the academic field of the humanities, the discipline of Philology, branch: literary theory and history; *Linguistics*, in the academic field of humanities, the discipline of Philology, and *Pedagogy and Contemporary School Culture* in the academic field of social studies, the discipline of: Pedagogy.

In order to implement the above mentioned activities in the best possible way, and to achieve the learning objectives and outcomes as well as the teaching process and research activities, continuous efforts are made to provide adequate spatial conditions, teaching staff and material resources.

In the academic year 2011/2012, the Department of Lifelong Learning was established with the following four subsections: the Subsection for Pedagogical, Psychological, Didactic and

¹ http://web.ffos.hr/serv_file.php?file=2059

Methodological Training, the Subsection for Editing and Proofreading and Professional Training in Editing and Proofreading, the Subsection for Croatian Language and Latin Script for Foreigners, and the Subsection for Conference Interpreting Services.

From 1961/1962 to 2010/2011, there was a total of 26,429 students, and 11,562 or 43.74 % of them graduated with a grade point average of 3.72. In 2010/2011, there was a total of 1,516 students enrolled into the undergraduate and graduate study programmes.

The Faculty has a total of 181 employees, of which 141 are teachers: 16 full professors, 22 associate professors, 39 assistant professors, 4 senior lecturers, 3 lecturers, 5 senior language instructors, 5 language instructors, 16 senior teaching assistants, 23 teaching assistants and 8 junior researchers (data as at 1 November 2013). The coverage of teaching by full-time teaching staff is at 84.78 %.

The Faculty of Humanities and Social Sciences fosters tradition and heritage. There is the bust of Marko Marulić in the park area on the right side of the main entrance (since 2007). The relief memorial plaque at the Faculty entrance commemorates the students who died in the Homeland War: Željko Kuprešaković, Blaženka Mak, Dario Međimurec, Jeanna Kurtović, Damir Jurela, Hrvoje Kalea (2002). On the first floor, there is a memorial plaque commemorating Dr. Josip Florschütz from Osijek, a philology professor in Zagreb and Vienna, a linguist, grammarian, musicologist and writer (1994).

In the academic year 2011/2012, the Faculty commemorated 50 years since the establishment of the Faculty of Humanities and Social Sciences/the Faculty of Education/the Teacher Training Academy. On the occasion, awards were presented to distinguished members, a monograph of the Faculty of Humanities and Social Sciences was published (Faculty of Humanities and Social Sciences, 2010), and a 3D film entitled *Faculty of Humanities and Social Sciences 50* was recorded.

With regard to cooperation with the University, the following issues are highlighted: the resolving of spatial issues, slowness in establishing new study programmes, and parallel study programmes.

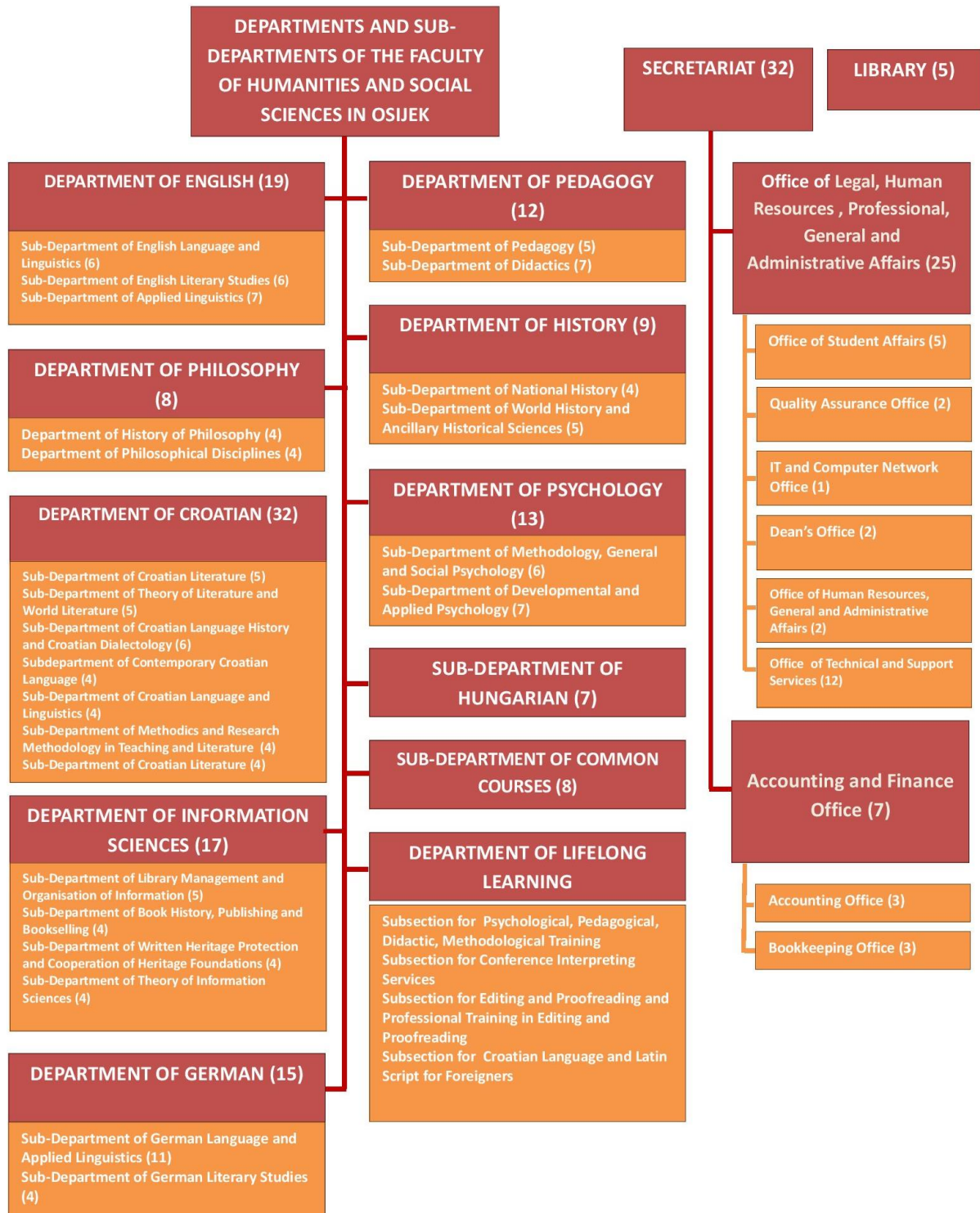
We hope that the spatial issue will be resolved by the construction of the new building (the third phase of the University Campus Construction Plan). The documents have been collected and the issuing of the construction permit is pending.

The slowness of the University refers to the establishment of new study programmes. It is not rare not to receive feedback on the programmes we have developed and submitted to the University for approval. As the University comprises a large number of units of various scientific fields and disciplines, we consider that the Faculty would operate much better and more flexibly if it would network with comparable and similar units in terms of programmes.

The establishment of parallel studies at the University refers to the establishment of the Library Science study programme at the Department of Cultural Studies, which has already been established at the Faculty of Humanities and Social Sciences Osijek as part of the Information Sciences study programme. Secondly, we are dissatisfied with the proposal of the Faculty of Teacher Education for the renaming of the institution, as this once again interferes with the activities carried out by the Faculty of Humanities and Social Sciences. Moreover, we are dissatisfied with the equating of the study of the English Language and Literature at the Faculty

of Humanities and Social Sciences with the study of the English language at the Faculty of Teacher Education (*Učiteljski fakultet*).

- b. Make a diagram of the internal organisational structure of your HE institution (council, departments, sub-departments 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.**



Faculty Council

The Faculty Council is a professional council of the Faculty. It comprises the following members: the full professors, associate professors and assistant professors, one representative of the teachers appointed to teaching titles, one representative of the associates appointed to associate titles who have an employment contract with the Faculty, and student representatives. The Dean and the Vice-Deans are *ex-officio* members of the Faculty Council.

The teachers and associates elect their representatives to the Faculty Council at the election session of all Faculty teachers appointed to teaching titles and associates appointed to associate titles, convened by the Vice-Dean for Education. The Faculty Students' Union Subsidiary elects five student representatives to the Faculty Council, in accordance with the *Statute* and the regulations of the Faculty Students' Union Subsidiary. The Legal Counsel participates in the work of the Faculty Council without voting rights. The term of office of the elected representatives of teachers and associates in the Faculty Council is four years. The term of office of elected student representatives is two years. The same person may be re-elected as a representative to the Faculty Council.

In accordance with the *Act on Scientific Activity and Higher Education* (hereinafter: the *Act*) and the *Statute*, the Faculty Council:

- Takes decisions on academic, research, artistic and professional issues
- Appoints and dismisses the Dean and the Vice-Deans
- Adopts the *Statute* and other regulations on the recommendation of the Dean
- Adopts the *Statute* of the Students' Union Subsidiary at the proposal of the Faculty Students' Union Subsidiary
- Initiates and implements part of the procedure of appointment to research ranks
- Initiates and implements the procedure of appointment to academic ranks, teaching, associate and professional titles and corresponding jobs
- Decides on the appeal of applicants to the job postings for appointment to academic ranks, teaching, associate and professional titles
- Organizes postgraduate university study programmes
- Organizes postgraduate specialist study programmes
- Determines the organisational structure of the Faculty
- Adopts decisions on the establishment of new organizational units of the Faculty
- Appoints and dismisses the Heads of Departments
- Proposes the *Ordinance on the classification and specification of job positions* to the Dean
- Proposes study programmes or amendments to study programmes to the Senate
- Adopts the Curriculum Implementation Plan prior to the start of the new academic year
- Develops and suggests measures for the improvement and quality assurance of study programmes and academic work
- Adopts the plan of funding student activities at the proposal of the Faculty Students' Union Subsidiary
- Appoints the heads of undergraduate and graduate university study programmes
- Appoints mentors for students in postgraduate university study programmes
- Elects student aides based on the proposal of the teachers

- Appoints the committees at postgraduate university study programmes
- Adopts the annual report of the Dean
- Adopts the annual assessment of teaching assistants and junior researchers at the proposal of the mentors
- Adopts the Rules of Procedure of the Faculty Council, and
- Performs other duties as defined by the *University Statute*, the *Faculty Statute* and other regulations.

The Faculty Council carries out the activities within its scope at the sessions. The Faculty Council can adopt decisions if the sessions are attended by more than half of its members.

The Faculty Council may appoint standing and ad hoc boards and committees in accordance with the *Faculty Statute*, the *University Statute* and other regulations.

The Faculty Council has permanent boards and committees:

1. the Regulations Committee
2. the Appointments Review Committee
3. the Higher Education Quality Assurance Committee²
4. the PhD Committee
5. the Ethics Committee

The Faculty Council takes decisions by a majority vote of the members present in person, unless the *Act*, the *University Statute*, the *Faculty Statute* or any other regulation stipulate otherwise.

The Faculty Council adopts, by a majority vote, the Statute, its amendments, elects and dismisses the Dean, the Vice-Deans and Heads of Departments, adopts study programme proposals and their amendments and supplements..

The Dean may invite all the Faculty teachers and associates to participate in the work of the Faculty Council at a Faculty Council session discussing issues of common interest for the operation and development of the Faculty (Faculty structural organisation, organisation of teaching, the establishment of study programme proposals, amendments to study programmes, the Curriculum Implementation Plan, the establishment of the Research Development Plan etc.).

The operation of the Faculty Council and the decision-making is specified in the Rules of Procedure of the Faculty Council in accordance with the *Faculty Statute*, the *University Statute* or other regulations.

The student representatives participate in the work of the Faculty Council in the manner stipulated by the *Act* and the *Faculty Statute* or other regulations.

The Faculty Council may authorize other professional Faculty bodies to perform specific tasks within its scope of work.

Department

A department is the basic organisational unit for the delivery of teaching, research and professional work. The name of a department and the operation and decision-making of departments is regulated by the *Faculty Ordinance on the classification and specification of job positions* (http://web.ffos.hr/serv_file.php?file=2669). The members of a department are the

²Hereinafter referred to as the Quality Assurance Committee.

teachers, associates and junior researchers who deliver or participate in the delivery of teaching in accordance with the study programme and the Curriculum Implementation Plan of the Faculty (<http://web.ffos.hr/?id=72>). The teachers, associates and other professionals who have an employment contract outside of the Faculty, and who participate in the delivery of teaching in accordance with the study programme and the Curriculum Implementation Plan of the Faculty, may participate in the work of the department, without the voting right. The Head of Department represents the department and manages its operation. The Head of Department is appointed by the Faculty Council, upon proposal by the department, by a majority vote of all members of the Council to a two-year term. The same person may be re-appointed as the Head of Department. The Head of Department can be appointed from among Faculty teachers appointed to the academic rank of assistant professor, associate or full professor who has an employment contract with the Faculty.

The scope of work of the Department:

- Organizes and delivers teaching, conducts research and professional activities
- Proposes to the Faculty Council new study programmes in the research field and research area the Faculty delivers teaching in
- Proposes amendments to the study programme in the content of the courses delivered (obligatory and elective)
- Proposes the Curriculum Implementation Plan for the courses in professional, undergraduate, graduate and postgraduate university study programmes which it implements, or participates in their implementation
- Manages, monitors and analyses the implementation of the work plan, analyses the work results and takes measures to improve the work within the department
- Proposes the plan of new jobs within the department
- Proposes the plan of advancement of department teachers and associates
- Responsible for the professional training of its members, particularly the teaching assistants and junior researchers
- Proposes the professional development of its members in country and abroad
- Drafts the proposal for the procurement of research and teaching equipment
- Proposes to the Faculty Council the appointment of mentors for undergraduate and graduate students and mentors for postgraduate students
- Proposes research programmes and projects, and developmental and professional projects
- Ensures the coverage of teaching with textbooks and manuals
- Performs other duties within the scope of its work.

Sub-Department (Independent Sub-Department, Study)

Departments may comprise sub-departments. As a rule, the sub-departments are established for several comparable courses. The members of a sub-department are the teachers, associates and researchers who deliver or participate in the delivery of teaching in the same course or comparable courses. The Head of a Sub-Department represents the sub-department and manages its operation.

The scope of work of the sub-department:

- Teaching, research and professional work within the department

- Organizes and delivers the teaching of specific courses in accordance with the study programme and the Curriculum Implementation Plan
- Organizes and conducts direct work with students (the mentoring of the students during study, office hours, seminars, exercises, programme development, preparation of BA and MA dissertations, professional work, etc.)
- Proposes innovations in course content
- Proposes forms and dynamics of scientific and professional training of sub-department members
- Proposes research and developmental projects
- Performs other duties as requested by the Dean, the Vice-Deans, the Faculty Council and Departments.

Library

The Library is a Faculty organizational unit for performing library and information related activities and activities related to teaching, research and professional requirements of the Faculty. The Library acquires books, journals and other library material by purchase, replacement (exchange) and grants. The Head Librarian manages the procurement policy of the Library, in cooperation with the Library Board, the departments and sub-departments, and it is designed in accordance with the requirements of the scientific, research, teaching and professional work. The Head Librarian represents the Library and manages its operation. The Head Librarian is appointed by the Dean of the Faculty for a term of two years.

The Head Librarian can be appointed from among the persons who fulfil the requirements in accordance with the *Library Act* and the *Ordinance on classification and specification of job positions*. The Library has a Library Board of three members. The Library Board is appointed by the Faculty Council for a term of two years. The Head Librarian is a member of the Library Board. The Library Board performs the following duties:

- Proposes measures for the development and improvement of Library work
- Manages the procurement and preservation of library materials
- Proposes the write-off of library materials
- Proposes the Library budget requirements (procurement and preservation of materials, equipment, better working conditions in the Library, etc.)
- Resolves any other issues from the Library scope of work.

Secretariat of the Faculty

The Secretariat is the organizational unit for legal, professional and administrative, financial and accounting affairs, quality assurance related affairs, student related affairs, technical and support services at the Faculty and other tasks related to the successful operation of the Faculty laid down by the *Faculty Statute* and other regulations. The Secretariat performs all its duties for the entire Faculty, unless such duties are part of regular activities of other organizational units of the Faculty, established by the *Statute* and other Faculty regulations. The work of the Secretariat is managed by the Legal Counsel of the Faculty.

The Secretariat comprises the following lower organizational units:

A. The Office of Legal, Human Resources, Professional, General and Administrative Affairs which consists of the following divisions:

- a) the Office of Student Affairs, part of which is the Office of Postgraduate University Studies and Lifelong Learning
- b) the Quality Assurance Office
- c) the IT and Computer Network Office
- d) the Dean's Office
- e) the Office of Human Resources, General and Administrative Affairs
- f) the Office of Technical and Support Services

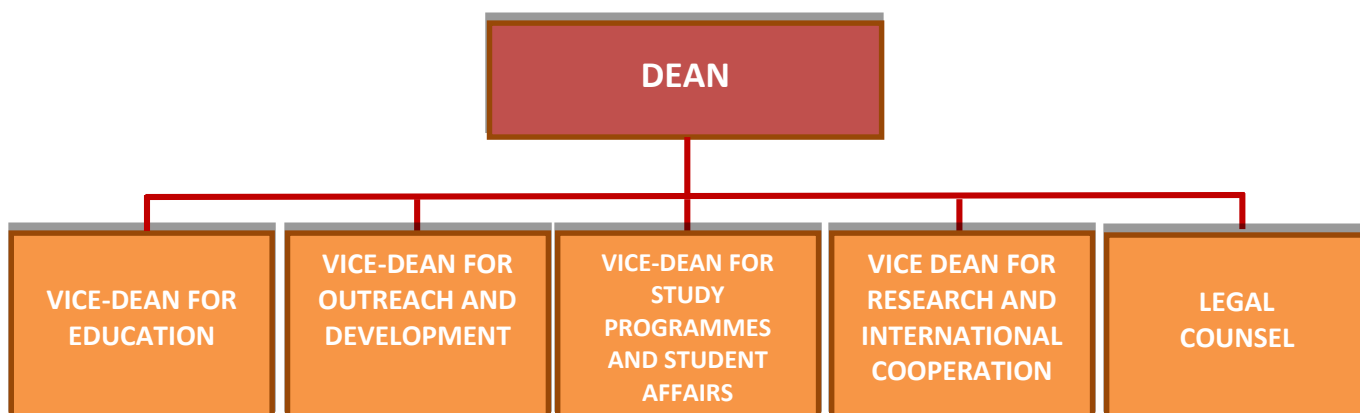
B. The Accounting and Finance Office comprises the following offices:

- a) the Accounting Office
- b) the Bookkeeping Office.

The students and external stakeholders are also very actively involved in the work of the Faculty bodies. The students actively participate in the work of the Faculty Council through their representatives, and contribute with their vote to the matters that are of importance for the operation of the Faculty. In addition, the students are involved in the work of the Quality Assurance Committee, the Ethics Committee, the Disciplinary Committee for Students and all other committees. Former Faculty students also participate in discussions on important issues via the Alumni Club. The students are members of the Election Committee for the election of students as the members of the Students' Union Subsidiary of the Faculty of Humanities and Social Sciences.

The external stakeholders are also actively involved in the work of the Quality Assurance Committee for Higher Education where they equally participate in the decision-making process on issues of relevance to the Faculty.

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 Faculty Management comprises the Dean, the Vice-Deans and the Faculty Legal Counsel.

Dean

The Dean represents the Faculty as its head and manager, and has all the rights and obligations under the *Statute* of the Faculty and the *Statute* of the University.³ The Dean is responsible for the legality of operations, the implementation of the *Statute* and the decisions of the University authorities at the Faculty.

The Dean:

- Organizes the work and business operations of the Faculty
- Adopts the *Ordinance on the classification and specification of job positions* on the proposal of the Faculty Council with the consent of the Senate
- Takes business decisions in accordance with the regulations
- Prepares, convenes, proposes the agenda and presides over the sessions of the Faculty Council
- Proposes the *Faculty Statute* to the Faculty Council
- Proposes the nominees for Vice-Deans to the Faculty Council
- Proposes the appointment of Heads of Departments to the Faculty Council
- Appoints the Acting Heads of Departments
- Selects the Legal Counsel of the Faculty
- Decides on the selection of employees and on employment in the Secretariat of the Faculty and the Library
- Decides on the appeals of applicants to the job postings for the professional-administrative, technical and support jobs
- Proposes measures to improve the work of the Faculty to the Faculty Council
- Proposes the Faculty budget to the University
- Implements the decisions of the Faculty Council and the Senate and other University bodies relating to the Faculty
- Appoints permanent and ad hoc committees to carry out activities within the scope of work of the Dean
- Appoints the Examination Committee and sets the date of the examination upon student appeal
- Signs the diplomas and other official documents issued by the Faculty
- Decides on investments and the procurement of valuable equipment at the Faculty in accordance with the Statute
- Signs the contracts entered into by the Faculty
- Takes decisions on the working hours and the redistribution of working hours
- Decides on the overtime
- Takes decisions on rewards and recognition of Faculty employees
- Determines the holiday schedule
- Takes decisions on compensation claims
- Decides on inter-faculty cooperation at home and abroad
- Decides on the Dean Awards issued to students

³ <http://www.unios.hr/uploads/49Statut%20rujan%202010.pdf>

- Approves the paid and unpaid leave in accordance with the *University Statute*, the *Faculty Statute*, the *Labour Act* and other Faculty regulations
- Decides on the termination of employment of Faculty employees in accordance with the *Act on Scientific Activity and Higher Education*, the *Labour Act* and the *Collective Agreement for Science and Higher Education*
- Adopts other regulations in accordance with the *Statute*
- Performs other duties established by the *Act*, the *Faculty Statute*, the *University Statute* and other Faculty regulations.

The Dean has the right to take any legal action on behalf of the Faculty amounting to a total of HRK 500,000.00. For any legal action over the amount of HRK 500,000.00, the Dean requires the consent of the Senate.

The Dean is accountable to the Rector, the Senate and the Faculty Council.

At least once a year, the Dean submits to the Faculty Council and the Senate a report on his/her activities and the business operation of the Faculty. The Dean may be elected from among the Faculty teaching staff appointed to the academic rank of associate or full professor who have an employment contract with the Faculty. The Dean is elected for a term of four years, and the same person may be elected Dean for a maximum of two times consecutively. The Dean is elected by the Faculty Council by secret ballot, by the members of the Faculty Council voting in person at the election session. The candidate who receives the majority of votes of all members of the Faculty Council is elected Dean.

Vice-Deans

The Faculty has four (4) Vice-Deans:

- Vice-Dean for Education
- Vice-Dean for Study Programmes and Student Affairs
- Vice-Dean for Research and International Cooperation and
- Vice-dean for Outreach and Development.

The Vice-Deans are accountable to the Faculty Council and the Dean. The Vice-Deans are nominated by the Dean and appointed by the Faculty Council. The Vice-Deans are elected upon completion of the Dean election procedure. A Vice-Dean may be elected from among the Faculty teaching staff appointed to the academic rank of assistant professor, associate professor or full professor who have an employment contract with the Faculty. The candidates nominated by the Dean who receive the majority vote of all members of the Faculty Council, by show of hands, are elected Vice-Deans. The term of office of a Vice-Dean is equal to the term of office of the Dean at whose proposal the Vice-Dean is elected.

The Vice-Dean for Education:

- Coordinates the teaching process at the Faculty, in cooperation with the heads of organizational units;
- Proposes to the Dean, in cooperation with the heads of organizational units, job postings for the appointment and employment of teachers and associates;

- Develops, in cooperation with the heads of departments, the Curriculum Implementation Plan and the Examination Schedule, monitors their implementation at the university and professional study programmes;
- Proposes to the Dean, in cooperation with the Heads of Departments, the teaching assignments for teachers and associates and part-time teachers;
- Proposes measures to improve the quality of teaching in university study programmes;
- Coordinates and establishes cooperation with other comparable faculties at home and abroad, as part of the teaching activities of the Faculty;
- Participates in the work of the University Vice-Deans' Cabinet for Education, and
- Performs other duties as requested by the Dean.

The Vice-Dean for Study Programmes and Student Affairs:

- Participates in the development of study programmes of undergraduate, graduate and professional studies;
- Manages the implementation of study programmes and the Curriculum Implementation Plan of the university and professional study programmes, and proposes measures for their improvement and enhancement;
- Participates in the preparation of the plan of enrolment quotas for students in university study programmes;
- Cooperates with the Student Union Subsidiary and the Student Ombudsperson in addressing student issues, and
- Performs other duties as requested by the Dean.

The Vice Dean for Research and International Cooperation:

- Coordinates the preparation of Faculty research plans, in cooperation with the heads of organizational units
- Coordinates the international cooperation of the Faculty
- Proposes to the Dean the participation of Faculty researchers at national and international conferences
- Monitors the research work of junior researchers and research associates, as well as their advancement
- Proposes to the Dean the acquisition of computer and other equipment required for research activities at the Faculty
- Participates in the development of postgraduate study programmes
- Supervises the drafting of funded research projects at the Faculty, and
- Performs other duties as requested by the Dean.

Vice-dean for Outreach and Development:

- Co-ordinates the outreach, research and highly skilled professional activities of the Faculty, in cooperation with the heads of organizational units
- Proposes capital investment programmes
- Organizes and manages the record-keeping of offers, signed contracts and the fulfilment of obligations taken by the Faculty in highly skilled professional activities

- Manages the operations of the internal and external decoration of the faculty building and equipping the Faculty with IT and other equipment
- Develops and manages the plan of the school-based practice for students and their involvement in research, developmental projects and highly technical projects, and
- Performs other duties as requested by the Dean.

The Faculty Legal Counsel

The Legal Counsel is the Head of the Secretariat of the Faculty and is responsible for organizational, legal, professional administrative, technical and other affairs at the Faculty. The Legal Counsel is responsible for legal and administrative affairs, interprets the law and other regulations, and performs other tasks as stipulated by the *Statute*, the *Act*, and other regulations of the Faculty.

The Legal Counsel:

- Manages and coordinates the work of the Central Office
- Monitors the legislation and provides the necessary interpretations
- Participates in the preparation of regulations, contracts and decisions
- Participates in the work of the Faculty Council, committees and other working bodies of the Faculty and provides them with professional assistance
- Monitors the appointments and re-appointments of teachers
- Organizes activities related to the selection and termination of employment of teachers and other workers
- Manages the Faculty business correspondence
- Cooperates with the competent Ministry, inspection authorities and other state bodies
- Manages the registration of Faculty activities
- Performs other duties within the scope of work of the Legal Counsel.

The Legal Counsel is selected by the Dean of the Faculty on the basis of a public vacancy announcement. The Legal Counsel is accountable to the Faculty Council and the Dean.

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

The initiative for the establishment of the University of Osijek was launched in 1975. The Croatian Parliament adopted the *Decision on the approval of the establishment of the University of Osijek* on 26 March 1975, and two months later, on 31 May 1975, the Agreement on the Establishment of the University of Osijek was signed. The signatories were the Faculty of Economics, the Faculty of Agriculture and Food Technology, the Agricultural Institute, the Faculty of Mechanical Engineering and Naval Architecture in Zagreb on behalf of the Mechanical Engineering Studies in Slavonski Brod, the Teacher Training Academy in Osijek, the Zagreb Music Academy on behalf of the Department of Music in Osijek, the City Library and the Historical Archives in Osijek. Therefore, the day of the University of Josip Juraj Strossmayer in Osijek is marked on 31 May every year. The Faculty of Education in Osijek was founded in 1977. In 1990, the University Assembly adopted the *Decision on introducing the*

name of Josip Juraj Strossmayer into the name of the University, and, since then, our University has been named after an extremely important person in Croatian and European culture. At the time (1990), there were eight faculties within the University: the Faculty of Economics, the Faculty of Electrical Engineering, the Faculty of Civil Engineering, the Faculty of Education, the Faculty of Agriculture, the Faculty of Law, the Faculty of Food Technology and the Faculty of Mechanical Engineering, as well as two infrastructural facilities: the City and University Library and the Student Centre Osijek.

The Faculty of Humanities and Social Sciences is a constituent of the Josip Juraj Strossmayer University of Osijek, and the University integrates the functions of its constituents, Faculties, the Art Academy and Departments, in particular (the so-called functional integration). Through its bodies, the University provides a unique and concerted action in accordance with the strategic and developmental decisions on academic matters, sets the research profile, financial and legal operation, investments, development plans and coordinates the approach to external partners in research and higher education.

The functional integration is based on unique University ordinances (regulations) adopted by the Senate, and they apply at all University constituents as follows:

- the Ordinance on teaching assistant performance evaluation⁴
- the Ordinance on junior researcher performance evaluation⁵
- the Ordinance on the keeping of a registry of student associations and other student organizations⁶
- the Rules for the evaluation of study programmes⁷
- the Ordinance on advancement into academic rank, artistic-teaching rank, teaching, assistant and professional titles, and corresponding job positions⁸
- the Ordinance on the financial operation of Josip Juraj Strossmayer University of Osijek⁹
- the Ordinance on the disciplinary responsibility of teachers and associates at the Josip Juraj Strossmayer University of Osijek¹⁰
- the Ordinance on student conduct and disciplinary responsibility of the Josip Juraj Strossmayer University of Osijek¹¹
- the Ordinance on study programmes and studying at the Josip Juraj Strossmayer University of Osijek¹²
- the Ordinance on the organisation and operation of the Quality Assurance System at the Josip Juraj Strossmayer University of Osijek.¹³

⁴ http://www.ffos.unios.hr/serv_file.php?file=2074

⁵ http://www.ffos.unios.hr/serv_file.php?file=2075

⁶ http://web.ffos.hr/serv_file.php?file=3271

⁷ http://www.ffos.unios.hr/serv_file.php?file=3050

⁸ <http://www.unios.hr/uploads/50PRAVILNIK%20o%20izboru%20u%20zvanja%20HR.pdf>

⁹ <http://www.unios.hr/uploads/50PRAVILNIK%20O%20FINANCIJSKOM%20POSLOVANJU.PDF>

¹⁰ http://www.ffos.unios.hr/serv_file.php?file=2724

¹¹ http://www.ffos.unios.hr/serv_file.php?file=2043

¹² http://www.ffos.unios.hr/serv_file.php?file=3050

¹³ <http://www.unios.hr/uploads/50Pravilnik%20o%20kvaliteti%20HR.pdf>

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

In their work and conduct, the employees of the Faculty of Humanities and Social Sciences follow the basic and general ethical principles and values in science and higher education, which are determined by the *Code of Ethics* of the Josip Juraj Strossmayer University of Osijek (<http://www.unios.hr/uploads/50EtickiKodeks.pdf>), as well as the provisions of the *Faculty Statute*.

The ethical rights and obligations have been based on the ethical principles and values. They relate to human and professional relations among the teachers, professional, administrative and other members of the academic community. Their aim is to justify credibility and public trust.

The basic principles and values promoted by the Faculty are the following:

- Fairness and justice
- Legality
- Honesty
- Equality
- Academic freedom
- Academic excellence
- Critical thinking in science
- Mutual respect
- The protection of human rights and dignity
- Responsibility in science and higher education
- Responsibility in business relations and relations with the public
- Responsible use of modern technologies
- Protection of nature, animals and the environment.

In addition to the *Statute of the Faculty of Humanities and Social Sciences*, the ethical conduct and the modalities of its monitoring are regulated by the following:

- the Rules of Procedure of the Ethics Committee¹⁴
- the Ordinance on the disciplinary responsibility of teachers and associates
- the Ordinance on the disciplinary responsibility of students.

In order to achieve the ethical principles and the monitoring of ethical conduct, the following bodies have been appointed at the Faculty:

- the Ethics Committee
- the Discipline Committee for Teachers and Associates
- the Discipline Committee for Students.

Ethics Committee

The Faculty has appointed the Ethics Committee, in accordance with the *Statute of the University of Osijek* and the *Faculty Statute*. The Ethics Committee has five members who are appointed and dismissed by the Faculty Council. Two members are proposed by the Dean from among the teachers appointed to academic rank, one member from among the teaching assistants, one

¹⁴ http://www.ffos.unios.hr/serv_file.php?file=2956

member from among other employees, and one member is proposed by the Faculty Student Union Subsidiary from among the students. The members of the Ethics Committee are appointed to a four-year term. The same person may be re-appointed as a member of the Ethics Committee. The scope of work of the Ethics Committee:

- Monitors the implementation of the University *Code of Ethics* at the Faculty, and conducts the proceedings of establishing violations of the *Code of Ethics* at the Faculty
- Initiates proceedings in the case of violation of the University *Code of Ethics* on its own initiative, or on the initiative of teachers, employees, students or other persons who believe that there has been a violation of the University *Code of Ethics* at the Faculty in a particular case
- In the case of serious violations of the *Code of Ethics*, the Ethics Committee submits the proposal to initiate disciplinary proceedings to the Dean of the Faculty
- Prepares an annual report on its activities, the conducted proceedings of establishing violations of the *Code of Ethics*, and forwards them to the Dean of the Faculty and the Faculty Council.

The Discipline Committee for Teachers and Associates and the Discipline Committee for Students

Pursuant to the *Act on Scientific Activity and Higher Education*, and in accordance with the *Statute of the University of Osijek*, the Osijek University Senate has adopted the following ordinances:

- the *Ordinance on the disciplinary responsibility of teachers and associates*, and
- the *Ordinance on the disciplinary responsibility of students*.

The *Ordinance on the disciplinary responsibility of teachers and associates at the University of Osijek* governs the disciplinary responsibility of teachers and associates at the constituents of the University of Osijek, the types of violations of employment obligations, the disciplinary measures, the composition and the appointment of the Discipline Committee and the High Discipline Committee, the conduct of disciplinary proceedings and other matters related to disciplinary responsibility.

The Ordinance on the disciplinary responsibility of teachers and associates defines the types of violations of employment obligations. The violations can be minor or serious, and they are specified in Article 6 and 7 of the same *Ordinance*.

The disciplinary measures for the enforcement of employment obligations are laid down in Article 8 and 9 of the *Ordinance on the disciplinary responsibility of teachers and associates*. In accordance with the provisions of the *Ordinance*, the body conducting the proceedings for violation of employment obligations is the Dean, in the case of a minor violation of the employment obligations, and the Discipline Committee in the case of serious breach of the employment obligations. The Faculty has appointed the Discipline Committee for Teachers and Associates. The Discipline Committee has three members of which, as a rule, two are teachers appointed to academic rank and an associate appointed to associate title. The Chairman of the Discipline Committee is a teacher. The Chairman and members of the Discipline Committee have their deputies. The Chairman and two members of the Discipline Committee and their deputies are appointed and dismissed by the Dean. The term of office of the members and deputy

members of the Discipline Committee is four years. The disciplinary proceedings are stipulated by the *Ordinance on the disciplinary responsibility of teachers and associates* in Article 13 to 27.

The *Ordinance on the disciplinary responsibility of students* determines the disciplinary responsibility of students at the constituents of the University of Osijek, the types of violations and the failure to meet the obligations, disciplinary measures, the composition, the appointment and the powers of the Discipline Committee for Students and the High Discipline Committee for Students, the conduct of disciplinary proceedings, the appellate proceedings and other matters related to disciplinary responsibility. The students are required to fulfil the obligations laid down in Article 88(2) of the *Act on Scientific Activity and Higher Education*, Article 156(1) of the *Statute of the University of Osijek* and the statutes, ordinances and other regulations of the constituents of the University of Osijek.

The disciplinary responsibility, in terms of the *Ordinance*, is the responsibility of students for the violation of the obligations and/or failure to fulfil the obligations. Students can be heard before the Discipline Committee for Students for a violation of obligations and/or failure to fulfil the obligations.

The violation of the obligations and/or failure to fulfil the obligations may be minor and serious, and they are specified in Articles 6 and 7. The disciplinary measures are laid down in Article 8 and 9 of the same *Ordinance*.

The Faculty has appointed the Discipline Committee for Students which has a president and two members, one of whom is a student. The Chairman and one member and their deputies from among the teachers are appointed and dismissed by the Faculty Council. The member and the deputy from among the students is appointed and dismissed by the Faculty Student Union Subsidiary. The Chairman of the Discipline Committee is a teacher. The term of office of the members and deputy members of the Discipline Committee is two years. The disciplinary procedure is laid down by Articles 13 to 24 of the *Ordinance*.

The provisions of the *Faculty Statute* establish the obligation of researchers, teachers and associates to abide by the ethical principles, the principles of scientific truth and critical thinking and protect the reputation of the University and the Faculty in their work and conduct.

The *Code of Ethics* of the University contains provisions on the conduct of researchers, teachers and associates for all occasions.

f. Briefly describe the 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, research and artistic activity, students, quality assurance, business activities, etc).

Mission

The mission of the Faculty of Humanities and Social Sciences in Osijek is to be an active stakeholder in higher education and research in the field of humanities and social sciences. The basic mission of the Faculty of Humanities and Social Sciences is to educate students to meet measurable learning standards and acquire distinct knowledge, professional competencies and skills. By acquiring knowledge and skills at the Faculty of Humanities and Social Sciences,

future professionals are trained to be responsible professionals in both individual and team work within the community.

Vision

The Strategic Plan of the Faculty of Humanities and Social Sciences sets off from the idea of the Faculty being a strong regional, international and national centre of humanities and social sciences with a focus on systematic development and strengthening of its research groups and fostering teaching programmes that offer students knowledge and skills required to meet the challenges of contemporary society.

The mission of the Faculty of Humanities and Social Sciences in Osijek ensures continuous and systematic national and international recognition of excellence in the field of education, excellence in the research of humanities and social sciences, and the transfer and application of knowledge in the community.

Due to its geographical location and excellence of performance, the Faculty of Humanities and Social Sciences in Osijek has been designated as an international teaching and research centre of humanities and social studies in this part of Europe. The vicinity of three state borders and the quality of academic programmes have turned the Faculty of Humanities and Social Sciences in Osijek into the backbone of the humanities and social studies attracting students both from Croatia and the neighbouring countries. Diverse study programmes provide for the fostering of interdisciplinarity between and within the fields of humanities and social sciences. The Faculty has established 11 undergraduate university study programmes, 19 graduate university study programmes and 3 postgraduate university study programmes. Traditionally high-quality study programmes of teaching specialization have in the recent years been enriched by study programmes that are specific and well-recognized in the region, by their orientation and vocational profile. In addition, the establishment of new study programmes is underway. The students express their satisfaction with the study programmes and the quality of teaching each academic year through the anonymous University Student Survey, as well as the Faculty Student Survey. The results of the surveys are subject to analyses that precede any changes and corrective measures. The general conclusion is that our teachers and associates have a high level of professional and teaching competencies manifested through quality teaching, the mentoring system and other forms of cooperation.

The Faculty devotes special attention to the inclusion of students in teaching, research and professional activities, which is evident in the active involvement of students in research projects, student involvement in a number of student associations, journals and conference proceedings, through the excellent cooperation with a number of institutions where students acquire practical knowledge and skills, and a favourable student-teacher ratio. Among all University constituents, the Faculty of Humanities and Social Sciences stands out for the best indicators of student mobility within the country and abroad. The Faculty also continuously monitors the data of the Croatian Employment Service on the employability of our students. Most of our graduates are employed in a relatively short period of time upon graduation. There is an ongoing survey of employers on their satisfaction with the competencies of our graduates. Former students have organized the Alumni Club and thus continue to contribute to the work of the Faculty.

An important mission of the Faculty is the recognition and excellence in research in the field of humanities and social sciences. Cooperation is achieved through a variety of national and international activities and projects. The Faculty publishes several scientific and professional journals.

The Faculty has organised a number of research and professional conferences, and is subscribed to several online databases.

The Faculty has established significant cooperation with universities, faculties and other institutions in the country and abroad. The cooperation is achieved through participation in exchange programs (the Fulbright/Humphrey, the Junior Faculty Development Program, the DAAD, the OEAD, ERASMUS), a joint organization of scientific conferences, summer schools, work on projects, cooperation in publishing journals and scientific publications, the delivery of undergraduate, graduate and doctoral studies, and through the exchange of students and teachers. The cooperation is based on a number of signed cooperation agreements.

The Faculty has identified the need to upgrade and expand the existing and acquired knowledge and skills; therefore, we have established the Department of Lifelong Learning in order to strengthen the role of the Faculty within the community. There are four lifelong learning programmes established within the Department of Lifelong Learning.

Huge steps have been made in the area of the Quality Assurance System for education and research. The quality policy of the Faculty is focused on continuous improvement and assurance of the quality of all Faculty activities and on meeting the high level expectations of all stakeholders in higher education and science and society as a whole, as the end user. The established objectives are continuously monitored and analyzed through the adopted methodology and procedures, and adapted to arising needs.

Through its mission and vision, the Faculty aims at achieving the following strategic objectives defined by the Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek 2011 to 2015:

1. Teaching
2. Research and international cooperation
3. The Quality Assurance System for research and education
4. Outreach and development
5. Resources development.

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

There are several comparable institutions of higher education in Croatia: the Faculties of Humanities and Social Sciences active in Zagreb, Rijeka and Split. Although the teaching, research and professional activities of the Faculty of Humanities and Social Sciences in Osijek to some extent inevitably overlap with the activities of these institutions, the Faculty of Humanities and Social Sciences in Osijek is characterized by a range of unique features in both teaching and research.

The Faculty of Humanities and Social Sciences in Osijek, unlike the Rijeka and Split Faculty, has established the study of the Hungarian Language and Literature and the study of Information

Sciences. Furthermore, our Faculty educates teachers of English and German as a foreign language (Masters of Education in English Language and Literature and Masters of Education in German language and Literature) who are, upon completion of the studies, qualified to teach English and German as a foreign language at all levels (early childhood education, lower (1-4) and higher (5-8) primary school grades), which makes them more competitive in the labour market. The Rijeka and Split Faculties do not have courses for early childhood teaching of English and German in their study programmes.

The Faculty is located in the eastern part of Croatia, near the borders with three neighbouring countries (the Republic of Hungary, the Republic of Serbia and Bosnia and Herzegovina) which makes the Faculty of Humanities and Social Sciences in Osijek an attractive study destination for potential students from the neighbouring countries, and enables the development of cross-border cooperation with related institutions in the neighbouring countries.

Since the academic year 2006/2007, the Faculty has been offering the postgraduate university study programmes in *Linguistics* and *Literature and Cultural Identity*, and since the academic year 2013/2014, the postgraduate university study programme in *Pedagogy and Contemporary School Culture*. The uniqueness and quality of these studies have been duly recognized by students from the region, including the students from Bosnia and Herzegovina, despite the fact that similar postgraduate study programmes at the Faculty of Humanities and Social Sciences in Zagreb have a longer tradition.

The Faculty of Humanities and Social Sciences in Osijek has organized four educational programmes within the framework of lifelong learning, approved by the Senate of the University of Osijek. The programmes are designed for all adults interested in specific training, in accordance with the entry requirements defined by the programmes. The following programmes are offered: *Pedagogical, Psychological, Didactic and Methodological Training*; *Professional Training in Editing and Proofreading*; *Croatian Language and Latin Script for Foreigners* and *Conference Interpreting*. As of the academic year 2013/2014, the *Pedagogical, Psychological, Didactic and Methodological Training* is offered in the form of distance learning for students from the remotest parts of the country. Thereby, the Faculty is successfully competing with many higher education institutions in the country and the region. These education programmes enable the adult population of the Republic of Croatia to take part in continuous lifelong learning, and contributes to the advancement of lifelong learning in the remotest parts of Croatia.

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

At the University of Osijek, the Faculty of Teacher Education (*Učiteljski fakultet*) and the Department of Cultural Studies are active in the field of humanities and social sciences. As newly established constituents, in some programmes they overlap with the activities of the Faculty of Humanities and Social Sciences, which offers the core programmes for these studies. The study of Library Science at the Department of Cultural Studies overlaps with the study of Information Sciences delivered by the Faculty of Humanities and Social Sciences and the study programmes delivered by the Faculty of Teacher Education directly encroach upon the activities of the Faculty of Humanities and Social Sciences. We believe that such an approach and the

establishment of similar study programmes at the same University is not effective and that such occurrences should be defined and regulated at the level of University Administration, with the conclusion of the Agreement on research, teaching and professional collaboration that would clearly define which programmes the university constituents should deliver, and which they should not.

Recently, the Faculty of Teacher Education in Osijek (*Učiteljski fakultet*) requested to rename the institution into the Faculty of Education Sciences (*Fakultet za odgojne i obrazovne znanosti*) or the Faculty of Education (*Pedagoški fakultet*). We would like to emphasize that this is in direct opposition to the *Ordinance on the scientific and artistic fields, disciplines and branches* (OG 118/09, 82/12, 32/13), and the Overview of academic programmes of the Agency for Science and Higher Education. Since the Faculty of Humanities and Social Sciences in Osijek delivers the fundamental study of Pedagogy, we consider this a direct encroachment on the fundamental research, professional and public field of the Faculty, from the perspective of its specialization in teacher education.

Another problem lies in the study programme Class Teacher with Subsidiary Module C1 – English Language (for early English language teaching of children in the lower grades of primary school) of the Faculty of Teacher Education, which educates teachers for lower primary education (1st - 4th grade). Furthermore, the legislative vagueness additionally contributes to the confusion by indirectly allowing for the lower primary education teachers to teach English in the upper grades of primary school.

We consider it inadmissible to equate the status of the Master in Education in the English language and Literature with the Master of Primary Education (graduate teachers), because these two study programmes are by no means the same. The study programme at the Faculty of Teacher Education contains only three courses focused on the teaching of English as a foreign language, while the undergraduate and graduate university study programmes in the English Language and Literature at the Faculty of Humanities and Social Sciences offer a total of 42 courses at the undergraduate level, and six compulsory teacher education related courses, three of which are devoted exclusively to teaching English as a foreign language. The students also have the obligation to take 17 elective courses of linguistic, methodological and literary content. In total, a Master of Education in the English Language and Literature (specialization in Teacher Education) earns more than 120 ECTS credits in the field of English language and literature, which provides an immeasurable advantage in the scope and the quality of education we provide to our students. The students are also obliged to a school-based practice and the state qualifying exam (teachers of primary classes do not have to pass the state qualifying exam in English).

The second issue is the parallel study in Library Science established at the Department of Cultural Studies. The Library Science study programme was established at the Faculty of Humanities and Social Sciences in 1998/1999. Following the design of new study programmes aligned with the needs of the community, the Library Science programme has grown into the study of Information Sciences. Despite that fact, the University of Osijek has established the Library Science study programme. Although we have warned the University of the overlap, we have not received any response. The professional circles, i.e. the Croatian Library Association, have also clearly warned of parallel study programmes and that the introduction of the Bologna process has introduced the use of different terminology for the former ‘graduate librarians’. The

Ordinance adds to the confusion by referring to the graduates with terms such as: ‘in the discipline of information and communication sciences’ or ‘programme with specialization in Library Science’.

We would also like to emphasise the following: the study of Library Science at the Department of Cultural Studies offers within its lifelong learning program a six-month training course for persons who are working in libraries although they do not have the appropriate qualifications. Thereby, equating a course with a university study programme. All other studies of such specializations (Zagreb, Zadar and Osijek, previously) used to offer two-year part-time study programmes for this purpose. Our Faculty has tried to launch the revised and enhanced programme, but the University Administration has never approved it.

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

The *Strategy of the Josip Juraj Strossmayer University of Osijek 2011 to 2020* and the *Ordinance (Regulations) on the organization and operation of the Quality Assurance System at the University of Josip Juraj Strossmayer of Osijek* are publicly available on the University website both in Croatian and English.¹⁵

The Faculty of Humanities and Social Sciences in Osijek has a thoroughly elaborated Quality Assurance System, and a number of relevant documents regulating and supporting quality assurance. The following are the basic documents:

- the *Quality Policy*¹⁶
- the *Quality Assurance Strategy*¹⁷
- the *Ordinance on the establishment and operation of the Quality Assurance System for higher education at the Faculty of Humanities and Social Sciences*¹⁸
- the *Guide to Quality Assurance of Education and Research at the Faculty of Humanities and Social Sciences in Osijek*¹⁹
- the *Rules of Procedure of the Higher Education Quality Assurance Committee*²⁰.

In addition, the Quality Assurance System builds on and is in compliance with the following documents:

- the *Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek 2011 to 2015*²¹
- the *Act on Quality Assurance in Science and Higher Education*²²

¹⁵ <http://www.unios.hr/?g=4&i=5>

¹⁶ [http://web.ffos.hr/kvaliteta/dat/s_42/File/POLITIKA%20KVALITETE . pdf](http://web.ffos.hr/kvaliteta/dat/s_42/File/POLITIKA%20KVALITETE.pdf)

¹⁷ <http://web.ffos.hr/kvaliteta/?id=39>

¹⁸ <http://web.ffos.hr/kvaliteta/?id=85>

¹⁹ [http://web.ffos.hr/kvaliteta/dat/s_48/File/ Prirucnik_II._izdanje%20\(1\).pdf](http://web.ffos.hr/kvaliteta/dat/s_48/File/Prirucnik_II._izdanje%20(1).pdf)

²⁰ <http://web.ffos.hr/kvaliteta/?id=85>

²¹ <http://web.ffos.hr/kvaliteta/?id=75>

²² http://web.ffos.hr/kvaliteta/dat/s_75/File/50zakon%20o%20osiguravanju%20kvalitet.pdf

- the *Guide to Quality Assurance in Higher Education* of the Agency for Science and Higher Education²³

and all other relevant documents and regulations, such as the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*.²⁴

The documents establish a number of procedures that the Faculty of Humanities and Social Sciences in Osijek carries out to ensure the quality of teaching and research. First of all, the Quality Assurance Committee for Higher Education (hereinafter: the Quality Assurance Committee) adopts long-term (five-year) work plans²⁵ and annual work plans²⁶ which define the long-term and short-term plans of the Quality Assurance Committee. In addition, the Committee carries out a series of activities²⁷ aimed at improving and ensuring the quality of teaching and research in all areas. In order to determine the satisfaction of students with the teaching quality, and their overall study experience at the Faculty of Humanities and Social Sciences in Osijek, both university and internal Faculty Student Surveys²⁸ are conducted, as well as Teacher Surveys²⁹. The survey of all the participants in the teaching process provides an objective insight into the current state-of-affairs and the quality of teaching at the Faculty. In addition, the Faculty has established a mentoring system which aims, among other things, at improving the system of support for students, encouraging students to engage in research activities at the Faculty, and student involvement in the Quality Assurance System.³⁰ Furthermore, there is the analysis of all study programmes³¹ aimed at improving their quality and competitiveness on the market. The Faculty of Humanities and Social Sciences in Osijek, as an institution, and each department individually conduct annual SWOT analyses in order to determine their weaknesses and strengths as well as identify opportunities and threats, with the aim of improving the quality of teaching and research and Faculty operation in general.³² The Faculty of Humanities and Social Sciences in Osijek conducts periodic self-evaluations³³ and continually invests a significant effort in lifelong training and education of teaching and non-teaching staff by organizing a whole range of training activities.³⁴ The Faculty of Humanities and Social Sciences in Osijek devotes full attention to the updating and designing of its websites. The Website Analysis Working Group regularly monitors, analyzes and reports on the quality of the websites, and they are regularly updated in accordance with their observations and the recommendations of the Quality Assurance Committee.³⁵ The Faculty of Humanities and Social Sciences in Osijek analyzes the performance of the Office of Student Affairs by examining the opinions of the users of Office services (students), as well as through the self-evaluation conducted by the Office staff through their own SWOT analysis (<http://web.ffos.hr/kvaliteta/?id=95>). The Quality Assurance

²³ http://web.ffos.hr/kvaliteta/dat/s_75/File/handbook.pdf

²⁴ http://web.ffos.hr/kvaliteta/dat/s_75/File/50ESG%20-%20SMJERNICE.pdf

²⁵ http://web.ffos.hr/kvaliteta/dat/s_53/File/DUGOROCNI+PLAN+Povjerenstvo+za+unaprjedenje+i+osiguranje+kvalitete.pdf

²⁶ <http://web.ffos.hr/kvaliteta/?id=54>

²⁷ popis aktivnosti: <http://web.ffos.hr/kvaliteta/?id=88>

²⁸ analize provedenih anketa nalaze se na poveznici <http://web.ffos.hr/kvaliteta/?id=55>

²⁹ <http://web.ffos.hr/kvaliteta/?id=56>

³⁰ <http://web.ffos.hr/kvaliteta/?id=57>

³¹ <http://web.ffos.hr/kvaliteta/?id=58>

³² <http://web.ffos.hr/kvaliteta/?id=59>

³³ <http://web.ffos.hr/kvaliteta/?id=60>

³⁴ <http://web.ffos.hr/kvaliteta/?id=96>

³⁵ <http://web.ffos.hr/kvaliteta/?id=61>

Committee also monitors the work of the Counselling Office for students. The Office regularly submits reports on its work to the Quality Assurance Committee,³⁶ based on which the Quality Assurance Committee gives appropriate recommendations to improve the work of the Counselling Office, which significantly improves the quality of study experience at the Faculty of Humanities and Social Sciences in Osijek. In addition, the Library staff of the Faculty of Humanities and Social Sciences in Osijek conduct their own survey (students and teaching staff) on the satisfaction with the services and the offer of the Library and compile regular reports thereon³⁷ which are also submitted to the Quality Assurance Committee. The Quality Assurance Committee gives further recommendations for the improvement of Library work.

The Faculty of Humanities and Social Sciences in Osijek monitors the use of the Moodle e-learning tool, and reports on it accordingly.³⁸

The implementation of the Strategic Plan of the Faculty of Humanities and Social Sciences is continuously monitored, and the Working Group submits annual reports on the implementation to the Faculty Council.³⁹ Student mobility is monitored as well, and a report on it is submitted to the Faculty Council.⁴⁰

The Quality Assurance Committee submits regular reports on the performance of the student counselling system,⁴¹ which includes the report on the performance of all stakeholders of the system (the Office of Student Affairs, the Library, the Counselling Office, the mentoring system and the websites).

The Vice-Dean for Research and International Cooperation submits to the Faculty Council regular annual reports on research activities⁴² and the Report on international cooperation, and, in collaboration with the Quality Assurance Committee, drafts recommendations that form an integral part of this report.

Furthermore, the Vice-Dean for Student Affairs submits the annual Report on the quality of teaching.

The level of implementation of all quality assurance procedures can be determined from the report of the Working Group for the Monitoring of the Strategic Plan of the Faculty of Humanities and Social Sciences.⁴³ It is evident from the Report that the implementation of the planned strategic activities is good or very good. In addition, the level of implementation of all quality assurance procedures can be determined from the Report on the internal audit of the Quality Assurance System at the Faculty of Humanities and Social Sciences in Osijek. According to the *2012 Final report on the internal audit*⁴⁴ and the assessment of the development according to the criteria for the assessment of the level of development and effectiveness of the HEI Quality Assurance systems in Croatia, in 2012, the Faculty of Humanities and Social Sciences was in transition from the initial to the developed stage in 5 out

³⁶ <http://web.ffos.hr/kvaliteta/?id=92>

³⁷ <http://web.ffos.hr/kvaliteta/?id=63>

³⁸ <http://web.ffos.hr/kvaliteta/?id=102>

³⁹ <http://web.ffos.hr/kvaliteta/?id=102>

⁴⁰ http://web.ffos.hr/kvaliteta/dat/s_102/File/IZVJESCE%20O%20MEDJUNARODNOJ%20MOBILNOSTI%20STUDENATA%20FILOZOFSKOG%20FAKULTETA%20U%20AKADEMSKOJ%202011_2012.Pdf

⁴¹ <http://web.ffos.hr/kvaliteta/?id=102>

⁴² http://web.ffos.hr/portal/dat/s_33/File/Izvjesce%20o%20znanstvenoistrazivackom%20radu20za%202011.pdf

⁴³ <http://web.ffos.hr/interni/login.php?target=%2Finterni%2Fserv.php%3Ffile%3D2799>

⁴⁴ <http://web.ffos.hr/kvaliteta/?id=89>

of 7 points, and in 2 points (Student Assessment and Public Information) it was then already at a developed stage. In the *2013 Report on the internal audit of the Quality Assurance System*⁴⁵, further progress is visible. Namely, in 2013 the Faculty of Humanities and Social Sciences is at the developed stage in 3 points, in 3 points in transition from the initial to the developed stage, and in one point (Student Assessment) it has already moved to the advanced stage, which testifies to the continuous (and effective) efforts of all stakeholders of the Quality Assurance System to ensure and improve the quality of research and teaching at the Faculty of Humanities and Social Sciences in Osijek.

On the basis of all the activities aimed at a thorough analysis of all the participants and areas on which the quality of research and teaching depends, the Quality Assurance Committee submits corresponding annual reports⁴⁶ and gives recommendations. The list of a number of recommendations given by the Quality Assurance Committee arising from the continuous efforts invested in measuring and improving the quality of research and teaching at the Faculty of Humanities and Social Sciences in Osijek can be found at the following link: <http://web.ffos.hr/quality/?id=77>.

Based on all the above reports, the Faculty of Humanities and Social Sciences in Osijek regularly submits the Annual Report on Quality Assurance⁴⁷ to the University.

Taking all the above into consideration, we believe that the Faculty of Humanities and Social Sciences in Osijek has very extensive strategic documents and carries out a number of procedures to ensure the quality of research and teaching. We believe that quality assurance is carried out systematically and consistently with a constant upward trend and that regular relevant reports are submitted thereon.

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

The *Ordinance on the organization and operation of the Quality Assurance System at the Josip Juraj Strossmayer University of Osijek* (the Senate decision of 29 September 2006) and the *Decision on amendments to the Ordinance on the organization and operation of the Quality Assurance System at the Josip Juraj Strossmayer University of Osijek* (the Senate Decision of 26 June 2012) established the organizational structure of the Quality Assurance System at the University. The organisational structure consists of the following units: The University Centre for Advancement and Assurance of Quality in Higher Education and the Quality Assurance Offices at University constituents. The professional bodies in charge of quality assurance at the University are the Board for Quality Assurance in Higher Education at the University and the Quality Assurance Committees at University constituents.

Quality Assurance, as a permanent objective of the Faculty of Humanities and Social Sciences in Osijek is integrated into all management structures of the Faculty, and the Quality Assurance Office and the Quality Assurance Committee are specifically dedicated to this purpose.

⁴⁵<http://web.ffos.hr/kvaliteta/?id=89>

⁴⁶<http://web.ffos.hr/kvaliteta/?id=78>

⁴⁷<http://web.ffos.hr>

Pursuant to the Decision of the Dean of 16 January 2006, the first Quality Assurance Committee was appointed, comprising the Vice-Dean for Education, the Legal Counsel, a representative of the teaching staff, a representative of the teaching assistants and a representative of the students.

The Quality Assurance Office was established on 8 April 2008. The Office has two staff members - the Head of the Office and a clerk.

On 25 February 2009, the Faculty Council adopted the *Ordinance on the organisation and operation of the Quality Assurance System at the Faculty of Humanities and Social Sciences*. The *Ordinance* expanded the composition of the Quality Assurance Committee to nine members: the Vice-Dean for Education, the Faculty Legal Counsel, the Head of the Office, three representatives of teachers, two representatives of the teaching assistants and a student representative.

The provision of Article 44 of the Faculty Statute (of 11 March 2009) stipulates that the Faculty Council appoints the Quality Assurance Committee for Higher Education as its permanent body. Since 2009, the quality assurance of education at the Faculty has been implemented through the work of the Quality Assurance Committee and the Quality Assurance Office. The Committee and the Office act in unison and share the responsibilities for quality assurance in all the fields of Faculty activities.

The principal activity of the Office is to give the initiative and implement development programmes, the defined standards and criteria of the University Centre for the purpose of continuous improvement and assurance of quality. The Office collects the necessary information for the analyses conducted by the University Centre. In collaboration with the University Centre it promotes the professional development of teachers, associates, managers and administrative staff in areas of quality assurance, systematically implements the identified typical quality indicators, participates in discussions about the quality, the spread of a culture of quality in the academic and non-academic public.

The Quality Assurance Committee organises, coordinates, integrates and implements all activities related to quality assurance, develops internal mechanisms related to the assurance, improvement and promotion of quality and is allowed to adjust the quality assurance system procedures in accordance with the requirements of the Faculty. The current composition of the Committee is 13 members (4 teacher representatives, 3 teaching assistant representatives, 3 student representatives, 2 external stakeholders and the Head of the Quality Assurance Office).

The Committee, in cooperation with the Office, promotes and participates in all activities related to the monitoring, implementation and development of the Quality Assurance System at the HEI level as a whole and at its individual units. The Committee performs its activities at sessions which are convened as required and submits regular annual reports to the Faculty Council (2010/2011, 2011/2012, 2012/2013) and the Quality Assurance Office of Josip Juraj Strossmayer University of Osijek (2007/2008, 2008/2009, 2009/2010, 2010/2011). In addition, it draws up the long-term and annual work plans adopted by the Faculty Council.

In the past five years, the Committee, in cooperation with the Office, carried out an extremely large number of activities and only the most important ones will be mentioned. In 2010, the external periodical audit of the Quality Assurance System of the Faculty of Humanities and Social Sciences was conducted. The Committee and the Office participated in almost all the preparatory activities, in the implementation stage and during follow-up, and particularly in the

activities aimed at the enhancement of the Quality Assurance System based on the recommendations of the independent external audit. In cooperation with the Office, the Committee has conducted a number of activities aimed at the enhancement of the Quality Assurance System based on the recommendations of the internal audit of the Quality Assurance System. Based on the 2009 Guide, the Committee prepared the amended Guide to Quality Assurance of Education and Research at the Faculty (hereinafter: the Guide to Quality Assurance), and the Faculty Council adopted it on 29 June 2011.⁴⁸ In addition, in cooperation with the Vice-Deans and the staff with competencies in specific areas, the Committee further developed and/or defined the mechanisms and indicators for individual areas of monitoring and evaluation of the Quality Assurance System at the Faculty. In cooperation with the Vice-Dean for Study Programmes and Student Affairs, the Committee developed and enhanced the existing mentoring system and established the means of monitoring its effectiveness for the purpose of further development and enhancement.⁴⁹ The Committee has proposed and designed mechanisms and indicators for the evaluation of the performance of the Office of Student Affairs, analysed the results and given recommendations for the improvement of the performance of the Office of Student Affairs.⁵⁰ In cooperation with the Vice-Dean for Education, the Committee prompted the drafting of the Guidelines for the Evaluation and Assessment of Student Performance for University Teachers.⁵¹ The Committee has also defined the mechanisms and indicators for evaluating the satisfaction of employers with the graduate students of the Faculty. Furthermore, the Committee drafted a number of recommendations and proposals for different areas of activity and submitted them to various stakeholders at the Faculty, with the aim of quality assurance.⁵² The Committee acts in various ways towards raising the awareness of all Faculty staff and students on the importance of activities aimed at quality assurance. To this end, the Committee, among other things, designed and implemented a series of workshops at the Faculty. At the same time, the Quality Assurance Office assists in the implementation of all activities in the field of quality assurance, collects and processes data, presents them, if required, archives them and posts quality assurance related documents on the website.

From the brief summary of the most important activities, it can be assessed that the bodies which are continuously involved in quality assurance at the Faculty of Humanities and Social Sciences in Osijek are extremely active in quality assurance activities at all levels and, in cooperation with all the stakeholders, act towards raising awareness of the importance of improving quality assurance at the Faculty.

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

⁴⁸ http://web.ffos.hr/kvaliteta/dat/s_48/File/Prirucnik_II_izdanje%20%281%29.pdf

⁴⁹ <http://web.ffos.hr/kvaliteta/?id=57>

⁵⁰ <http://web.ffos.hr/kvaliteta/?id=78>

⁵¹ <http://www.ffos.unios.hr/?id=44>

⁵² <http://web.ffos.hr/kvaliteta/?id=77>

The *Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek 2011 to 2015* was adopted at the session of the Faculty Council of 29 June 2011.⁵³ Following the independent external⁵⁴ and internal⁵⁵ audit of the Quality Assurance System of the Faculty of Humanities and Social Sciences in Osijek, it was established that certain parts of the Strategic Plan should be revised.⁵⁶ In addition, at the level of the Quality Assurance System itself, it was noted that certain items of the Strategic Plan should be reshaped.

The postulates of the Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek are based on the strategic orientation towards a knowledge-based society. Following these postulates, the Faculty of Humanities and Social Sciences in Osijek has been continuously developing the following strategic objectives:

1. Teaching,
2. Academic research and international cooperation,
3. Quality Assurance System for education and research
4. Outreach and development,
5. Resources development.

Teaching

The creation, implementation and delivery of teaching is of paramount importance for the operation of the Faculty of Humanities and Social Sciences in Osijek. The issues covered by the teaching process refer to the study programmes, the teaching, the teaching staff and the students. Well-defined study programmes provide a key element for good teaching. In this sense, we have been continuously innovating, improving, enhancing and updating the existing study programmes. There are currently 11 university undergraduate study programmes, 19 graduate study programmes and 3 postgraduate university study programmes. Moreover, there is a strong willingness to establish new study programmes.

The *Strategic Plan of the Faculty*, in the part relating to teaching, is fully in line with the basic mission of the Faculty, which is to educate students to meet measurable learning standards and acquire distinct knowledge, professional competencies and skills. Here we should, first of all, identify the potentially greatest strength of the Faculty deriving from the cooperation among its individual organisational units (departments, sub-departments, studies) in the development and delivery of modern interdisciplinary study programmes with the primary objective of training future professionals to be responsible professionals in both individual and team work within the community.

⁵³<http://www.ffos.unios.hr/interni/dokumenti.php?id=13>

⁵⁴ Report on the results of the external periodical review of the Quality Assurance System of the Faculty of Humanities and Social Sciences of the University of Josip Juraj Strossmayer in Osijek (5 December 2010) and the Final report on the results of the external periodical review of the Quality Assurance System of the Faculty of Humanities and Social Sciences of the University of Josip Juraj Strossmayer in Osijek (October 2011)

⁵⁵Report on the internal review of the Quality Assurance System of the Faculty of Humanities and Social Sciences in Osijek (15 June 2012) Final report on the internal review of the Quality Assurance System of the Faculty of Humanities and Social Sciences in Osijek (15 October 2012).

⁵⁶ <http://www.ffos.unios.hr/interni/dokumenti.php?id=13>

Academic research and international cooperation

In order to ensure a more systematic development of the Faculty and strategic profiling of academic research, the Faculty attempts to give priority to the following internationally competitive thematic areas as well as areas that ensure the preservation of Croatian values and identity in the European context:

- preservation and use of cultural heritage
- theoretical and applied linguistic research of language and literature in the regional, European and world context
- learning and training
- information and communication technologies and services
- sustainable development of society, national and regional security
- fundamental knowledge of humanity and society of relevance for Croatian national development
- development of understanding of humanity, national identity and distinction
- understanding and overcoming of social processes and risks caused by the new technologies; global economic development; changes in the demographic structure and increased complexity of managing modern societies
- fundamental knowledge-driven research.

Since 2007 there have been 15 research projects and 3 professional projects implemented in the field of humanities and social sciences, that have received significantly less funding than other fields of research. Of the 123 researchers working on these projects, 86 were Faculty staff members.

The Faculty delivers three postgraduate university study programmes: *Linguistics, Literature and Cultural Identity* and *Pedagogy and Contemporary School Culture*.

The problems faced by the Faculty are reflected in insufficient investment in research infrastructure and human resources by the Ministry of Science, Education and Sports. Furthermore, our intention is to motivate our own staff to submit more projects for international funding. The training of a professional team for logistic support to academic and research staff in project application and completion of project documents is underway.

Quality Assurance System

In order to satisfy the academic standards and needs of all participants in higher education and research, the Faculty of Humanities and Social Sciences is responsible for a systematic and continuous quality assurance of all its activities. The purpose of the Quality Assurance System is to develop the culture of quality through the participation and the responsibility of all participants in the academic community in the realisation of the common values and objectives, as defined by the mission of the Faculty.

The Quality Assurance System develops the following areas:

- Provides documents required for the regulation and monitoring of the quality of the teaching, research and professional activities of the Faculty
- Improves the mechanisms of monitoring the quality of education and research and monitors their implementation

- Monitors the implementation of the Quality Assurance Strategy and the Strategic Plan of the Faculty
- Conducts analyses and surveys
- Conducts an internal audit of the Quality Assurance System
- Develops an internal quality culture
- Enhances the competencies of the employees in order to develop the Quality Assurance System
- preserves public confidence in the Quality Assurance System at the Faculty.

The Quality Assurance System at the Faculty is well developed. The Quality Assurance Committee was established back in 2006, and the Quality Assurance Office was established in 2008. For more on the Quality Assurance System visit www.ffos.hr/kvaliteta.

The major problems in the Quality Assurance System, in our opinion, lie in the inertia of the University Centre for Quality Assurance which has been envisaged as an umbrella body for quality assurance. We are frequently faced with situations that testify to the lack of information on the side of the University Centre for Quality Assurance, which suggests that individual University constituents are more progressive in adopting documents and all other elements which establish the foundation for the Quality Assurance System than the University itself, with its accompanying bodies in charge of quality assurance.

Outreach and development

The Faculty of Humanities and Social Sciences in Osijek fosters and encourages participation of its employees in professional activities, both in the region and in the wider context. Employees who engage in outside professional activities have the task to share their achievements and knowledge, and transfer their knowledge and skills to other staff members.

In accordance with its orientation towards a close cooperation with the local community, it is essential for the Faculty to establish new forms of formal education through training programmes that provide broader knowledge and competencies and are adapted to the needs of the participants.

At the Faculty there are many highly qualified employees who actively participate in the working groups for the adoption of new rules and regulations.

The Faculty also encourages continuous cooperation with organizations, firms and institutions on projects of mutual interest.

The outreach and development part of the Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek describes the activities that contribute to the qualitative promotion of professional activities of faculty employees and of external stakeholders: lifelong learning, communications, cooperation with the community, professional advancement, publishing, and the library.

Resources development

The Faculty of Humanities and Social Sciences in Osijek is one of the constituents of the University of Osijek and is funded, for the most part, out of the State Budget of the Republic of Croatia. The Faculty obtains part of the financial resources through its own business activity:

income from tuition fees (self-paying students), income from postgraduate university study programmes, income from the lifelong learning programmes, income from academic research projects implemented by the Faculty staff, income from publishing etc.)

In order to achieve all the basic strategic objectives, it is essential to develop human, material and financial resources.

Currently there are 141 teachers employed at the Faculty: 16 full professors, 22 associate professors, 39 assistant professors, 4 senior lecturers, 3 lecturers, 5 senior language instructors, 5 language instructors, 16 senior teaching assistants, 23 teaching assistants and 8 junior researchers (data as at 1 November 2013). The coverage of teaching by full-time teaching staff is at 84.78 %, which means that the need for part-time teachers is currently small-scale.

Two years ago the Faculty renovated and equipped a significant number of teacher's offices and classrooms; nevertheless, this is still not sufficient. The drafting of the construction project for a building in the Faculty yard area is pending. It will be a three-level building with an underground garage and a total area of 4,000 m², which would meet the current requirements as well as the requirements for the establishment of new study programmes.

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

The Faculty of Humanities and Social Sciences in Osijek is an educational institution with a long tradition, a clear vision and strategic focus on being the regional university centre of excellence. The variety of degree programmes at the undergraduate, graduate and postgraduate levels, as well as the lifelong learning programmes, enable the fostering of interdisciplinarity between the humanities and social sciences, but also within these disciplines. The operation and activities of the Faculty are very flexible in adapting to new requirements and frequent changes in the sphere of higher education.

The Faculty teachers have a reputation of academic excellence at the national and international level and a high level of professional and teaching competencies which are reflected in fostering modern student-oriented teaching. The teachers continuously improve their teaching as well as other skills. Young teachers (teaching assistants and research assistants) are highly motivated for research and teaching and they actively participate in improving the quality of educational and research activities of the Faculty. The teacher-student ratio is particularly favourable (1:11), which provides for high quality educational work with students.

The Faculty successfully cooperates with the community through collaboration with a number of institutions, agencies, associations and clubs where students acquire additional practical knowledge and skills, and the teachers contribute by sharing their knowledge within the community.

The research activity of the Faculty is prolific. The percentage of teacher and student participation in professional and research conferences financed from the Faculty funds is very high as well as the percentage of teacher and student participation in mobility programmes (highest at the University of Osijek). The teachers actively participate in the existing research projects at the national level, and are highly motivated to participate in international projects.

The Faculty has organized a number of research and professional conferences, and teachers contribute to the popularization of sciences (e.g. the *Open Thursday*). The Faculty has established good cooperation with higher education institutions in the country and abroad, particularly in the area of cross-border cooperation (Pecs, Novi Sad, Tuzla, Maribor, Mostar, etc.).

The Faculty has been promoting publishing activities by supporting teachers and associates in publishing their works. The Faculty has published several student and teacher journals and conference proceedings.

When it comes to shortcomings, we would highlight the lack of financial resources to create better working conditions: overcrowded teachers' offices, lack of space for student extracurricular activities, inadequate space for professional services, lack of funding for field education, etc. In some study programmes, there is insufficient coverage of teaching with full-time staff, which results in an increased need for part-time teachers and the inability of teaching in smaller groups. Sometimes we are faced with the lack of academic staff of specific profiles on the labour market.

The teachers are not sufficiently familiar with the ways of writing successful project proposals. There is a lack of logistic support, i.e. the University and the Ministry support in writing project proposals is extremely inefficient and almost nonexistent. Therefore, the representation of international projects funded by the European Union is quite poor.

Since teachers are increasingly burdened with organizational and administrative duties, there is not sufficient time to work with gifted students. In recent years, since the introduction of the Secondary School Leaving Exam, an unsatisfactory level of prior knowledge and poorer working habits of students who enrol the Faculty have been noticed.

We are frequently faced with the inefficiency of the University administration in addressing the current problems.

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

The External Audit Committee of the Agency for Science and Higher Education visited the Faculty of Humanities and Social Sciences in Osijek in November 2010. The *Report on the results of the external periodic audit of the Quality Assurance System* was adopted at the session of the Accreditation Council of the Agency for Science and Higher Education of 11 January 2011. The *Report* was analyzed at the Faculty Administration Cabinet session of 18 January 2011, and the contents of the *Report* were presented to all members of the Faculty Council at the session of 26 January 2011. In accordance with the external audit procedure, a response and the activity plan for the follow-up phase were prepared. The Faculty agreed with the audit results on the degree of development of the Quality Assurance System according to all of the ESG standards, and a response to the *Report* was drawn up. In October 2011, the Faculty received the *Final report on the results of the external audit of the Quality Assurance System of the Faculty of Humanities and Social Sciences in Osijek*.⁵⁷

⁵⁷ <http://web.ffos.hr/kvaliteta/?id=72>

Following the external audit of the Quality Assurance System at the Faculty, the activity plan for the follow-up phase has been fully implemented (the following premises have been renovated: the teacher's offices, computer labs, the Library premises, the Office of the Vice-Deans, the Accounting Office, the Quality Assurance Office, the Office of Student Affairs, the printing office and common rooms). The funds for the operation of the Quality Assurance System have been earmarked in the Faculty budget. The *Strategic Plan* has been developed and adopted by the Faculty Council with all the stakeholders involved in its drafting. A review of the *Strategic Plan*⁵⁸ was conducted subsequently, and it was also adopted by the Faculty Council, following a discussion involving all stakeholders. The Quality Assurance Policy⁵⁹ document has been drawn-up, and the *Quality Assurance Strategy*⁶⁰ has been revised and adopted by the Faculty Council. The Guide to Quality Assurance of education and research at the Faculty has been revised.⁶¹ After the follow-up monitoring period, the Quality Assurance Committee and the Quality Assurance Office, in cooperation with all the stakeholders, continue to work on the improvement of the Quality Assurance System in accordance with the recommendations of the independent external audit, and most of the recommendations have already been accepted and implemented. All the key documents have been published on the website of the Faculty, and a web page⁶² of the Quality Assurance System was designed containing all the data, documents and news concerning the Quality Assurance System. The learning outcomes have been defined for all study programmes and all courses. The learning outcomes have become an integral part of the study programmes⁶³ and the Curriculum Implementation Plans⁶⁴ published on the Faculty website. The Working Group for the monitoring of the implementation of the *Strategic Plan* has been appointed. The Working Group submits regular annual reports with recommendations to the Faculty Council.⁶⁵ Furthermore, the Working Group for Website Analysis has been appointed. It regularly monitors the website, reports on it and makes recommendations for the purpose of clear overview, systematic and informative websites.⁶⁶ The quality of research is regularly analyzed, and forms an integral part of the annual research activity reports submitted by the Vice-Dean for Research, which are available on the Faculty website.⁶⁷ In accordance with the financial capacity of the Faculty, measures have been envisaged to encourage research through the following: the (co)funding of research conferences at home and abroad, the partial funding of the cost of doctoral studies, publishing activities, assistance and support in the planning and submission of project proposals to competitions for research projects, and the co-funding of research projects organized by the Faculty. The Faculty Guidebook for the Evaluation and Grading of Students has been developed,⁶⁸ and students are directly informed about the criteria and methods of evaluation and assessment of learning outcomes in each course (verbally at the beginning of each course, on the websites of individual departments where the criteria and

⁵⁸ <http://www.ffos.unios.hr/?id=44>

⁵⁹ http://web.ffos.hr/kvaliteta/dat/s_42/File/POLITIKA%20KVALITETE.pdf

⁶⁰ <http://web.ffos.hr/kvaliteta/?id=39>

⁶¹ http://web.ffos.hr/kvaliteta/dat/s_48/File/Prirucnik_II_izdanje%20%281%29.pdf

⁶² <http://web.ffos.hr/kvaliteta/>

⁶³ <http://www.ffos.unios.hr/?id=164>

⁶⁴ <http://www.ffos.unios.hr/?id=72>

⁶⁵ <http://web.ffos.hr/kvaliteta/?id=102>

⁶⁶ <http://web.ffos.hr/kvaliteta/?id=102>

⁶⁷ <http://web.ffos.hr/kvaliteta/?id=102>

⁶⁸ <http://www.ffos.unios.hr/?id=44>

methods of evaluation and assessment form an integral part of the Curriculum Implementation Plans, and in Moodle). The mechanisms and indicators for the evaluation of the satisfaction of employers with the graduates of the Faculty of Humanities and Social Sciences have been defined, and online questionnaires have been developed, as well as an Employer Directory. The questionnaires are sent to the employers with the aim of examining the acquired competencies of our graduates. The teaching staff is given the opportunity to acquire further teaching competencies, and other skills necessary for high quality performance as university teachers and researchers. This is achieved through a variety of courses and workshops that form an integral part of the professional advancement of teachers and non-teaching staff. The Peer Observation of teaching is implemented as well. The mobility of students and teaching staff is regularly monitored and promoted, as well as international cooperation in general (reports on international student mobility and reports on international cooperation).⁶⁹ The operation of the Counselling System is regularly monitored. The System comprises the mentoring system, the Office of Student Affairs, the Library, the Counselling Office for students, the web page of the IT and Computer Network Office; annual reports are submitted on the above, including recommendations for their improvement.⁷⁰ The opinions of the students on the performance of the Office of Student Affairs are examined, and the Office of Student Affairs conducts its own SWOT analysis, all with the aim of improving the organization of work and quality of service. The cooperation with the established Alumni Club of the Faculty of Humanities and Social Sciences is fruitful. The *Open Thursday* initiative was launched and has been successfully implemented with the aim of using interesting and varied research topics to popularize the sciences in the local community.

The recommendations given in the process of external audit of the Quality Assurance System have been extremely useful for the understanding of the trends and the opportunities for further development of the Quality Assurance System. As such, they have been accepted and used as guidelines for the improvement of activities and quality assurance at the Faculty. By analyzing the recommendations given in the *Final report on the results of the external periodical audit of the Quality Assurance System of the Faculty of Humanities and Social Sciences* and the implemented activities, their practical results and documents that derive from them, it can be concluded that significant improvements have been achieved in the enhancement of the Quality Assurance System at the Faculty.

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

The undergraduate and graduate university study programmes delivered at the Faculty of Humanities and Social Sciences in Osijek are comparable to a large number of similar studies at higher education institutions in the EU member states (for example, the programmes at the University of Pecs, Graz (Karl Franzens University of Graz), Poznan (Adam Mickiewicz

⁶⁹ <http://web.ffos.hr/kvaliteta/?id=102>

⁷⁰ <http://web.ffos.hr/kvaliteta/?id=78>

University Poznan), Budapest (Eötvös Loránd University in Budapest) and Augsburg (University of Augsburg).

Although the Faculty of Humanities and Social Sciences offers a variety of single major and double major study programmes (studies in Croatian Language and Literature, English Language and Literature, German Language and Literature, Hungarian Language and Literature, History, Philosophy, Pedagogy, Psychology and Information Sciences), all programmes are structured in such a way as to be compatible with other study programmes in the wider region. In the undergraduate programmes that are delivered at similar foreign institutions, as well as in the study programmes delivered by the Faculty of Humanities and Social Sciences in Osijek, the most represented are the core courses that provide the students with the knowledge necessary to complete the selected studies. In the graduate study programmes, the students gain expertise that enables them to specialize in teaching, translation or communication, and prepare for the job market. At the same time, the graduate programmes develop competencies necessary for the postgraduate studies.

In the region, there are three faculties similar to the Faculty of Humanities and Social Sciences in Osijek, which are comparable to our institution: the Faculty of Philosophy in Novi Sad (Republic of Serbia), the Faculty of Philosophy in Tuzla (Bosnia and Herzegovina) and the Faculty of Arts of the University of Maribor (Slovenia). All these institutions are working under similar conditions and have similar available resources. As regards the number of employees, the Faculty of Humanities and Social Sciences in Osijek is slightly smaller than the above mentioned institutions, and has a smaller number of departments; nevertheless, it has an equally long tradition of teaching and research. In Chapter 5 (Research and professional activity) there is a detailed comparison of research productivity.

The Faculty of Philosophy in Novi Sad has been operating since 1954, and delivering doctoral studies since 1961/1962. It is organized into 17 departments: English Studies, Romance Studies, Philosophy, Romanian Studies, German Studies, Ruthenian Studies, Hungarian Studies, Slavic Studies, History, Slovak Studies, Comparative Literature, Sociology, Media Studies, Pedagogy, Psychology, Serbian Language and Linguistics, and Serbian Literature. They are currently offering seven doctoral studies.

The Faculty of Philosophy in Tuzla was founded in 1993/1994, on the foundations of the Teacher Training Academy founded in 1970. It is organized into ten departments, however, unlike the Faculty of Humanities and Social Sciences in Osijek, it has an insufficient number of teachers, making it difficult to deliver teaching and thereby reducing the quality of teaching. The offered study programmes partially overlap as the Faculty of Philosophy in Tuzla offers programmes in English Studies, German Studies, History and the dual degree study of Pedagogy and Psychology (Pedagogy and Psychology are taught as separate study programmes at the Faculty of Humanities and Social Sciences in Osijek). In Tuzla, they offer study programmes in Bosnian Studies, Class Teaching, Social Work, Technical Education and Computer Science, Turkish Studies and Journalism, which are not offered at the Faculty of Humanities and Social Sciences in Osijek. At the same time, they do not offer the study programmes in Information Sciences, Hungarian Language and Literature, Philosophy and Croatian Language and Literature.

The Faculty of Arts in Maribor began operation in 2006/2007, also on the foundations of the Faculty of Education. It is organized into 12 departments, and, unlike the Faculty of Humanities and Social Sciences in Osijek, offers programmes in Slovenian Studies, Geography, Sociology and History of Art. In contrast, the Faculty of Humanities and Social Sciences in Osijek delivers the study programme in Information Sciences and Croatian Language and Literature, which do not exist in Maribor. There is the Department of Translation at the Faculty of Arts in Maribor, whereas at the Faculty of Humanities and Social Sciences in Osijek, translation programmes are delivered as part of the graduate study programmes in English and German Language and Literature.

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

The direct involvement of the Faculty of Humanities and Social Sciences in making decisions of public interest is reflected in the activities of the Faculty as an institution, but also in the activities of its staff as individuals or Faculty representatives whose work has been duly recognized in national and international bodies.

Through its staff, the Faculty of Humanities and Social Sciences has been actively involved in the work of different bodies at the international, national, regional and local level:

- Croatian Education and Teacher Training Agency (AZOO)
- ASIS & T European Student Chapter
- European Centre for Modern languages in Graz (ECML) at the Department of Language Education and Policy in Strasbourg
- Evaluation Committee of the National Foundation for Science, Higher Education and Technological Development of the Republic of Croatia
- Hungarian Academy of Sciences
- Promotion and Tenure Review Committee of the National Council for Science of the Republic of Croatia
- National Centre for External Evaluation of Education
- Regional Scientific Council for the Humanities at the National Council for Science of the Republic of Croatia
- State Examination Board for teachers in primary and secondary schools of the Republic of Croatia
- Working Group for the drafting of the *Strategy of e-learning* in Croatia
- Regional Professional Council of the Hungarian Academy of Sciences in Pécs, field: Literary Science and Linguistics
- Sports Association of the Josip Juraj Strossmayer University of Osijek
- Expert Committee for the evaluation of textbooks and related teaching aids at the Ministry of Science and Education of the Republic of Croatia
- Council for Croatian Standard Language Norms

The Faculty staff is active in various bodies at the international, national, regional and local level, participating in the decision-making process as recognized experts in their specialized fields of research interest:

- American Society for Information Science and Technology
- Association for Information Science and Technology
- Australian Centre on Quality of Life Studies
- Centre for Applied Psychology
- Croatian Writers' Association
- Association of Librarians of Slavonia and Baranja
- Psychological Society Osijek
- 'Tkalčić' - Society for the Historiography of the Archdiocese of Zagreb
- European Society for the Study of English
- European Society for Translation Studies
- European Society of Phraseology
- European Second Language Association
- Croatian Chamber of Psychology
- Croatian Association of Researchers in Children's Literature
- Croatian Association of Linux Users
- Croatian Centre of ITI
- Croatian DAAD Club
- Croatian PEN Centre
- Croatian Archaeological Society
- Croatian Bioethics Society
- Croatian Biological Society
- Croatian Reading Association
- Croatian Society for English Studies
- Croatian Society of Plant Physiologists
- Croatian Society of Biochemistry and Molecular Biology
- Croatian Association for Applied Linguistics
- Croatian Philological Society
- Croatian Philosophical Society
- Croatian Futurologists' Society
- Croatian Library Association
- Croatian Mathematical Society
- Croatian Pedagogical Society
- Croatian Society of Natural Sciences
- Croatian Psychological Society
- Croatian Association of Teachers of English
- Croatian Association of Teachers of German
- Croatian Association for American Studies
- Croatian Association for Behavioural and Cognitive Therapies
- Inter-Disciplinary.Net
- International Association of Paremiology

- International Cognitive Linguistics Association
- International Federation of Library Associations and Institutions
- International Reading Association
- International Society for Quality of Life Studies
- Internationale Vereinigung für Germanistik (*International Association of German Studies*)
- Internationale Nestroy – Gesellschaft (*International Nestroy Society*)
- *Matica Hrvatska (Matrix Croatica)*
- ‘TermNet’ - International Network for Terminology
- *Mitteeuropäischer Germanistenverband* (Central-European German Philologists’ Association)
- Modern Language Association
- *Oesterreichische Gesellschaft fuer Germanistik* (Austrian Society for German Studies)
- *Schiller – Gesellschaft* (Schiller Society)
- Southern Studies Forum
- *Sunce* - Society for Psychological Assistance
- *Südosteuropäischer Germanistenverband* (South-European German Philologists’ Association)
- American Philosophical Society in Philadelphia
- European Society for the Study of English
- Association of Museum Professionals of Slavonia
- Association of Historians of Slavonia
- Association of Hungarian Literary Historians
- *Zavod za baranjsku povjesnicu* (Institute for the Historiography of Baranja)

In addition to the narrow scientific fields of interest, the employees of the Faculty of Humanities and Social Sciences in Osijek participate, as active members of the society, in various bodies of wider social significance:

- Centre for Global Initiatives 'Global South'
- Centre for Integrated Studies ‘*Spajalica*’ (Paperclip) Osijek
- Centre for Peace, Nonviolence and Human Rights
- Croatian Association for American Studies
- ‘*Klasje*’ Children’s Home
- European Network for Global Learning
- Croatian Association of Theatre Critics and Theatrolgists
- Croatian Alzheimer’s Disease Association
- Croatian - American Society, Osijek Affiliate
- Croatian - Montenegrin Friendship Society ‘*Croatica – Montenegrina*’
- Croatian Society of Film Critics
- Croatian Cultural Society ‘*Napredak*’ (Progress)
- Croatian Journalists’ Association
- Croatian Choral Society ‘*Lipa*’

- Cultural Council of the City of Osijek for the protection and preservation of cultural heritage
- Lions Club
- Math Club
- Ministry of Education and Sports of the Republic of Croatia
- Book and Publications Committee of the City of Osijek
- Secretariat of Hungarians Living Abroad of the Hungarian Academy of Sciences
- Awards and Recognitions Committee of Osijek-Baranja County
- Bilje Municipal Council
- Zadar County Department of Social Services
- Committee for Combating Narcotic Drugs of the Zadar County
- Association of Hungarian Journalists - Croatia
- Society for the History of Authorship, Reading & Publishing
- Association of Catholic Intellectuals
- Association of Hungarian Scientists and Artists
- Association of Optimal Weight to Health 'Vaga' (Scales)
- Osijek Software City Association
- Association for Extracurricular Youth Activities in Zadar
- Association for the Promotion and Popularization of Sciences 'Znaš'
- Governing Council of Ugljan Psychiatric Hospital
- Library Council and Librarians of the Zagreb National and University Library Foundation
- Association of Hungarian Youth in Croatia
- Scientific and Artistic Circle of Hungarians in Croatia
- Jewish Community of Osijek

The Faculty, as an institution, as well as the Faculty staff often speak out publicly when it comes to important issues related to specific research and professional activities, as well as on issues of general social significance. More on the Faculty web page - The Faculty of Humanities and Social Sciences in the media.⁷¹

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

We are dissatisfied with the insufficient respect for the humanistic values in society, which reflects on the status of the humanities and social sciences and the institutions that promote them. Furthermore, we believe that there is an overbearing influence of market logic on the education system, which renders us uncompetitive on the labour market. The instability in society and the constant changes in the education policy prevent long-term planning and strategic action, and the financial crisis in the society has resulted in insufficient, irregular and haphazard funding of both the regular business operations, as well as the specific needs of the Faculty.

⁷¹ <http://web.ffos.hr/kvaliteta/?id=108>

Moreover, we are dissatisfied with the fact that our uniqueness and potential have not been recognized by the University. In particular, we are jeopardized by the occurrence of abridged, partial and heterogeneous programmes and parallel study programmes at the University which might attract part of our prospective students and narrow the employment opportunities for our graduates. The legislation is often inconsistent with the Bologna system settings, and the options in the delivery of studies. For instance, the *Act on Science and Higher Education* in part prevents proper and successful organization of the delivery of university study programmes. The *Ordinance (Regulations) on study programmes and studying at the University of Josip Juraj Strossmayer* has not been aligned with the conceptual principles of the Bologna reform process, etc.

The Faculty strives to improve the existing study programmes in cooperation with the students and employers, and to develop new undergraduate, graduate and postgraduate study programmes, as well as lifelong learning programmes.

We endeavour to be active members of the community; therefore, we are working intensively on maintaining and initiating cooperation with institutions that can provide our students with practical training and employment, and financially support the Faculty by sponsoring technical equipment, professional literature, projects and conferences. The Faculty strives to become actively involved in the work of civil society organizations and institutions as potential partners in the launch and implementation of projects.

We have successfully introduced the Information System of Higher Education Institutions (ISVU) which is used for the collection, management and processing of statistical data related to the students and the implementation of study programmes. The teachers have been successfully using the Moodle e-learning tool for several years, thereby following the trends of modern teaching. Since 2008, we have equipped the following facilities from our own funds: seven classrooms (including 3 computer labs), 18 teachers' offices, 8 offices, the entrance to the building, an office for students, the Counselling Office for students, the library premises and reading rooms, the common rooms for teachers and students, the park area and other facilities.

The Quality Assurance System for higher education and scientific research has been established, and serves as an example of best practice at the University. We have been continuously investing efforts in training our staff and teachers to improve the functioning of the Quality Assurance System.

To speed up the process of writing and reporting with regard to projects funded by the European Union, and to make it more efficient, we are in the process of setting up a project team from the ranks of administrative staff. We are in the process of drafting the *Ordinance on the allocation of funds to a project manager or coordinator for successfully prepared project documentation funded by the European Union*.

The area of the existing building of the Faculty of Humanities and Social Sciences in Osijek is insufficient for the quality work of students, teachers and professional staff. To this end, the Faculty Management has been taking specific steps to repair the attic and the roof of the existing building, and to build a new facility with an underground garage (approximately 4,000 m² in total) in the courtyard of the Faculty. The Faculty has completed the drafting of the project for the reconstruction and renovation of the existing roof; we have received the approval of the conservation authorities, and we are currently on the point of obtaining the construction permit.

We are currently working on the implementation of the project, in consultation with the University Administration. As we have been included in Stage III of the University Development Plan, we have developed the preliminary design for the addition of a new building in the courtyard, and we are in the process of obtaining the location (building) permit. This facility would meet all our current needs for classroom, office and all other work and extra-curricular space needs. The construction of the new facility would also create the preconditions for the launch of new study programmes – the undergraduate and graduate study programmes in Sociology and Archaeology, the postgraduate study programme in Publishing (the proposal of the study programme received a positive review and was submitted to the Rector's Office for approval in 2011), and the specialist graduate study programme in Acquisition of Media Competence for Work with Children and Youth.

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 ⁷² made in the course of specific activity in the past 5 years	Practical results of activities (description in the textual part of the Self-Evaluation)
Thematic sessions on teaching quality	Faculty Council	Regular monthly meetings of the Faculty Council In the past 5 years there have been 50 regular sessions, including 5 solemn sessions of the Faculty Council (10 regular sessions per year)	<ul style="list-style-type: none"> • 44 reports • 8 basic documents • 36 other documents 	<ul style="list-style-type: none"> • Annual activity report of the Faculty of Humanities and Social Sciences • Quality Assurance Policy • Annual Faculty report on the activities aimed at the improvement of quality assurance submitted to the Quality Assurance Office of the Josip Juraj Strossmayer University of Osijek • Annual report of the Quality Assurance Committee for Higher Education • Ordinance on the organisation and operation of the Quality Assurance System for higher education at the Faculty of Humanities and Social Sciences • Amendments to the Ordinance on the organization and operation of the Quality Assurance System for higher education at the Faculty of Humanities and Social Sciences • Rules of Procedure of the Quality Assurance Committee for Higher Education • Amendments to the Rules of Procedure of the Quality Assurance Committee for Higher Education • Report on the internal audit of the Quality Assurance System at the Faculty • Recommendations of the Quality Assurance Committee for Higher Education • Report on the adherence to the teaching plan schedule
	Administrative Cabinet	Regular weekly meetings		
	Meetings of Heads of Departments	As required		

⁷² Various issues related to internal quality assurance were discussed at the sessions and meetings of the above bodies/persons, within a single or several points of the agenda. Since these activities were aimed at internal quality assurance, the result of which are various types of documents (not only reports), the number and type of all documents deriving from individual activities in the past 5 years (which were discussed and/or adopted at the sessions and meetings held by the above bodies/persons responsible for the activity), have been listed in the Table.

	Committee for Teaching Studies	As required		<ul style="list-style-type: none"> • Study Programme Analysis • Amendments to study programmes • Adoption of new study programmes • Criteria for enrolment into study programmes • Report on research activities • Faculty Strategic Plan 2011 – 2015 • Revision of the Faculty Strategic Plan 2011 – 2015 • Report of the Working Group for the monitoring of the implementation of the Faculty Strategic Plan • Report of the Working Group for Website Analysis • Report on the use of e-learning tools • Report on international cooperation • Report on international student mobility • Report of the Counselling Office • Report of the Working Group on Learning Outcomes • Report on the results of the teacher survey • Cumulative results of the University Student Survey • Cumulative results of the Faculty Student Survey • Results of the survey of user satisfaction with library services • Report on quality assurance activities related to the services and operation of the Faculty Library • Report on the mentoring system • Student Excellence Awards given to students • Plan for the professional development of teachers and non-teaching staff of the Faculty
	Committee for Non-Teaching Studies	As required		
Activity of the board (committee) for the monitoring of teaching quality	Quality Assurance Committee	Meetings are held as required. There have been a total of 57 meetings of the Quality Assurance Committee in the past 5 years: 2008/09 – 10 meetings 2009/10 – 14 meetings 2010/11 – 4 meetings 2011/12 – 13 meetings 2012/13 – 16 meetings	9 reports: <ul style="list-style-type: none"> • 4 Annual Faculty Reports on activities aimed at the improvement of quality assurance to the Quality Assurance Office of the J. J. Strossmayer University of Osijek • 3 Annual reports of the Quality 	<ul style="list-style-type: none"> • Guide to Quality Assurance of Education and Research at the Faculty • Quality Assurance Strategy • Annual Faculty report on the activities aimed at the improvement of quality assurance submitted to the Quality Assurance Office of the Josip Juraj Strossmayer University of Osijek • Annual report of the Quality Assurance Committee for Higher Education • Long-Term Work Plan of the Quality Assurance Committee for Higher Education • Annual Work Plan of the Quality Assurance Committee for Higher Education • Annual report on the activities of the Counselling Office • Report on the monitoring of the performance of the Office of Student Affairs • Recommendations of the Quality Assurance Committee for Higher Education

Self-Evaluation

1. Higher education institution management and quality assurance

	Quality Assurance Office	Regular activities of the Quality Assurance Office	<p>Assurance Committee for Higher Education</p> <ul style="list-style-type: none"> • 1 Annual report on the activities of the Counselling Office • 1 Report on the monitoring of the performance of the Office of Student Affairs <p>42 other documents</p> <p>Report on the work of the Quality Assurance Office for higher education is an integral part of the Annual report on the activities of the Faculty of Humanities and Social Sciences</p>	
Student survey (implementation, processing, informing students, teachers' responses)	Quality Assurance Committee, Quality Assurance Office and the Vice-Dean for Education	<p>Student Survey – twice a year;</p> <p>Teacher Survey – once a year;</p> <p>University Student Survey – once a year;</p> <p>Survey of PPDMI participants – twice a year;</p> <p>Survey of the</p>	<ul style="list-style-type: none"> • 5 reports on the internal Student Survey • 1 report on the University Student Survey • 2 reports on the survey of the Postgraduate university study programme in Linguistics • 3 reports on the survey of PPDMI 	<ul style="list-style-type: none"> • Report on the results of the Student Survey in the academic year 2008/2009 • Report on the results of the Student Survey in the academic year 2009/2010 • Report on the results of the Student Survey in the academic year 2010/2011 • Report on the results of the Student Survey in the academic year 2011/2012 • Report on the results of the Student Survey in the academic year 2012/2013 • Report on the results of the University Student Survey in the academic year 2011/2012 • Analyses of the surveys of the Postgraduate university study programme in Linguistics 2012 (study programme, teachers) • Analysis of the 2012 survey of the PPDMI (<i>Pedagogical, Psychological, Didactic and Methodological Training</i>) participants – (February enrolment) • Analysis of the 2013 survey of the PPDMI participants – (February and October enrolment) • Results of the 2013 survey of the performance of the Office of Student Affairs

		performance of the Office of Student Affairs - biannually	participants • 1 report on the survey of the performance of the Office of Student Affairs	
SWOT analysis at the level of the institution	Heads of Departments, Faculty Administration, Head of the Quality Assurance Office, Head of the Office of Student Affairs	Once a year, and the SWOT Analysis of the Office of Student Affairs - biannually	- 3 reports	<ul style="list-style-type: none"> • SWOT Analysis of the Faculty of Humanities and Social Sciences for 2010 (8 Department SWOT Analyses) • SWOT Analysis of the Faculty of Humanities and Social Sciences for 2010 (10 Department SWOT Analyses) • SWOT Analysis of the Faculty of Humanities and Social Sciences for 2010 (13 Department SWOT Analyses)
Monitoring quality indicators at HEI*	<ul style="list-style-type: none"> • Vice-Dean for Education • Vice-Dean for Research and International Cooperation <ul style="list-style-type: none"> ○ Vice-Dean for Research and International Cooperation • Staff in charge of user and technical support • Working Group for Website Analysis • - Working Group for the monitoring of the implementation of the 	<ul style="list-style-type: none"> • once a year • once a year; as required • once a year • once a year • once a year • once a year 	<ul style="list-style-type: none"> • 1 report • 2 reports • 2 reports • 3 reports • 5 reports and recommendations • 2 reports 	<ul style="list-style-type: none"> • -Report on the quality of teaching (study programmes, teachers, students, teaching conditions) • The Report on research activities contains the quality indicators for research (number of research and professional projects, number of staff involved in projects at the HEI and outside of the HEI, the ratio of researchers involved in projects in relation to the total number of staff appointed to research ranks, the number of scientific and professional journals, the number of student journals, conference proceedings and books issued by the HEI, research production of HEI staff (number and structure by type and category)) etc. • The Report on international cooperation contains the data on the signed international agreements on research and teaching cooperation, mobility of teaching and non-teaching staff and students, international research conferences at the HEI, guest lectures at the HEI, the international activities of students, cooperation with international alumni clubs • The Report on the use of the e-learning tools contains the indicators on the number and structure of courses by departments and the number of users • The Report on the analysis of web pages reports on the results of the analysis of the content and format of department web pages • - The Report on the implementation of the Strategic Plan of the Faculty contains the data on the level of implementation of the activities envisaged by the Strategic

	Strategic Plan of the Faculty of Humanities and Social Sciences			Plan as well as recommendations
Other forms of evaluation	<ul style="list-style-type: none"> Agency for Science and Higher Education of the Republic of Croatia Quality Assurance Committee for Higher Education Self-Evaluation Working Group Heads of postgraduate university studies, Vice-Dean for Research and International Cooperation 	<ul style="list-style-type: none"> once in 5 years once a year every 5 years 3 times a year, and as required 	<ul style="list-style-type: none"> 1 Final Report 2 reports 1 report (the Self-Evaluation document) 2 reports with indicators on the status of postgraduate university studies in the Republic of Croatia 	<ul style="list-style-type: none"> The Final Report on the results of the external periodic audit of the Quality Assurance System of the Faculty of Humanities and Social Sciences has served as a foundation for further development of the Quality Assurance System of the Faculty The final reports on the results of the internal audit of the Quality Assurance System of the Faculty of Humanities and Social Sciences have served as a foundation for further development of the Quality Assurance System of the Faculty The 2009 Self-Evaluation of the Faculty of Humanities and Social Sciences is one of the basic documents with specific indicators which point to future guidelines for the improvement of all the segments of Faculty activity The observed existing state of doctoral programmes at the Faculty of Humanities and Social Sciences; steps taken with the aim of improving specific organisational and content-related aspects of the study programmes, the newly designed web page of postgraduate university studies, the creation of the database on doctoral candidates, the creation of the Doctoral Dissertation Repository of the Faculty, the proposals of amendments to study programmes and their implementation, the development of a Study Guide and the guides for doctoral candidates and mentors, the revision of the existing surveys for postgraduate university study programmes

**Ordinance 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 the configuration of all study programmes along the vertical line (undergraduate, graduate, integrated and postgraduate) with their possible branching into specialisations or profiles. 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 off-campus and comment on their justification.

The study programmes at the Faculty of Humanities and Social Sciences are organised in line with the laws of the Republic of Croatia currently in force. In this respect we have established undergraduate university, graduate university and postgraduate university study programmes (3+2+3 schema).

Table 2.a.1. Study programmes delivered by the Faculty of Humanities and Social Sciences in Osijek

Undergraduate programmes		
No.	Study programme	Type of the programme
1	Croatian Language and Literature	Single major
2	German Language and Literature	
3	Psychology	
4	Information Sciences	
5	Croatian Language and Literature	Double major
6	German Language and Literature	
7	English Language and Literature	
8	Hungarian Language and Literature	
9	Philosophy	
10	History	
11	Pedagogy	
Graduate programmes		
No.	Study programme	Type of the programme
1	Croatian Language and Literature – Teacher Education	Single major
2	Croatian Language and Literature – Literary Research	
3	Information Sciences	
4	German Language and Literature – Teacher Education	
5	German Language and Literature – Translation	

	Studies	
6	Written Heritage in Digital Environment (joint studies)	
7	Psychology	
8	English Language and Literature – Teacher Education	Double major
9	English Language and Literature – Translation Studies	
10	English Language and Literature – Philology Studies	
11	Philosophy	
12	Croatian Language and Literature – Teacher Education	
13	Croatian Language and Literature – Linguistic Research	
14	Hungarian Language and Literature – Teacher Education	
15	Hungarian Language and Literature – Communication Studies	
16	German Language and Literature – Teacher Education	
17	German Language and Literature – Translation Studies	
18	Pedagogy	
19	History	
Postgraduate programmes		
No.	Study programme	Type of the programme
1	Postgraduate university study programme in <i>Linguistics</i>	Single major
2	Postgraduate university study programme in <i>Literature and Cultural Identity</i>	
3	Postgraduate university study programme in <i>Pedagogy and Contemporary School Culture</i>	

Undergraduate study programmes are designed as general study programmes, they last six semesters in the course of which students earn a minimum of 180 ECTS credits, and the knowledge they need in order to enrol in the graduate study programmes, but also enough knowledge and skills to prepare them for the labour market.

Graduate study programmes offer specialisation, they last four semesters in the course of which students earn a minimum of 120 ECTS credits, and they offer comprehensive education for a specific profession, i.e. a profile. In this respect the study programmes in foreign languages enable students to choose one out of several offered specialisations. The branching into specialisations is founded on several factors: the tradition of previous study programmes, the scientific and research capacities, the society's and economy's needs for experts specialised in the field of humanities and social sciences, and the development plan and strategy, which have resulted in the designing of a broad spectrum of high-quality study programmes. The

configuration and the design of study programmes, as well as their comparability to other faculties of humanities and social sciences and related institutions both in Croatia and abroad, enable our students to continue their education at higher levels, or to transfer to other institutions within the mobility framework. The employability of graduate students is substantially increased with the double major study programmes (particularly in the case of the Teacher Education).

Table 2.a.2. Study programme groups at the undergraduate level in academic year 2013/2014

No.	Study programme group	Enrolment quota	Type of group
1	Croatian Language and Literature	20	Single major
2	Information Sciences	40	
3	German Language and Literature	20	
4	Psychology	30	
5	English Language and Literature – Croatian Language and Literature	15	Double major
6	English Language and Literature – Philosophy	15	
7	English Language and Literature – German Language and Literature	20	
8	English Language and Literature – Pedagogy	10	
9	English Language and Literature – History	10	
10	Croatian Language and Literature – History	10	
11	Croatian Language and Literature – German Language and Literature	10	
12	Croatian Language and Literature – Philosophy	10	
13	Croatian Language and Literature – Pedagogy	10	
14	Pedagogy – History	10	
15	German Language and Literature - History	10	
16	German Language and Literature - Philosophy	10	
17	Hungarian Language and Literature – Croatian Language and Literature	10	
18	Hungarian Language and Literature and – English Language and Literature	10	

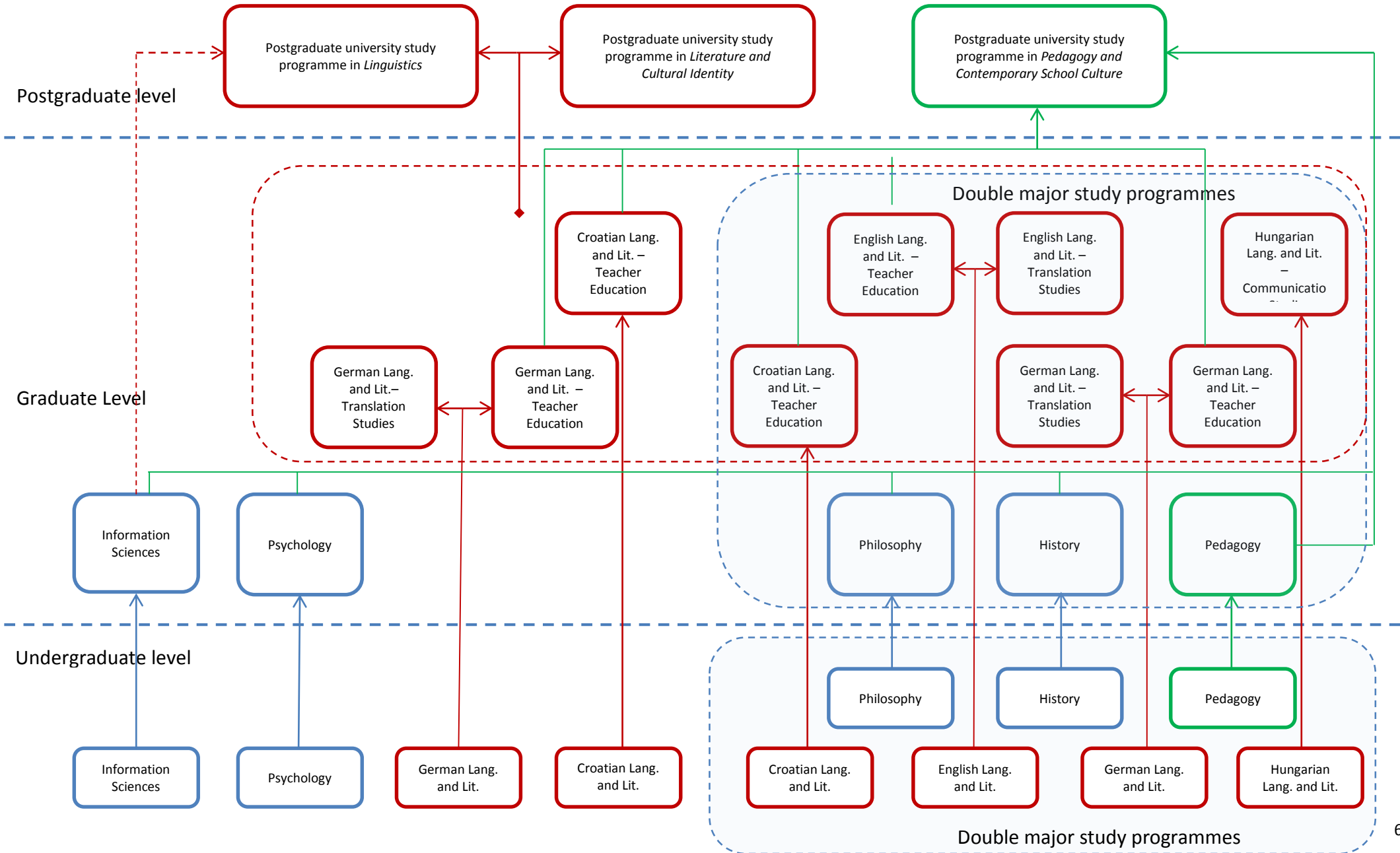
Table 2.a.3. Study programme groups at the graduate level in academic year 2013/2014

No.	Study programme group	Enrolment quota	Type of group
1	Croatian Language and Literature – Teacher Education	35	Single major
2	Information Sciences	30	
3	German Language and Literature – Teacher Education	17	
4	German Language and Literature – Translation Studies	10	
5	Psychology	40	
6	English Language and Literature – Teacher Education – Philosophy	10	Double major
7	English Language and Literature – Teacher Education – History	1	
8	English Language and Literature – Translation Studies– Philosophy	7	
9	English Language and Literature – Teacher Education – Croatian Language and Literature- Teacher Education	12	
10	English Language and Literature – Teacher Education- German Language and Literature – Teacher Education	13	
11	English Language and Literature – Translation Studies – Croatian Language and Literature – Teacher Education	7	
12	English Language and Literature – Translation Studies – German Language and Literature – Translation Studies	10	
13	English Language and Literature – Translation Studies – History	1	
14	English Language and Literature (Teacher Education) – Pedagogy	2	
15	Philosophy - Pedagogy	20	
16	Philosophy - History	3	
17	Philosophy – Croatian Language and Literature – Teacher Education	2	
18	Croatian Language and Literature – Teacher Education – History	20	
19	Croatian Language and Literature – Teacher Education – Pedagogy	1	
20	Hungarian Language and Literature – Communication Studies – Croatian Language and Literature – Teacher Education	3	
21	Hungarian Language and Literature –	3	

	Communication Studies – English Language and Literature – Teacher Education		
22	Hungarian Language and Literature – Communication Studies – English Language and Literature – Translation Studies	4	
23	Hungarian Language and Literature (Communication Studies) – History	5	
24	German Language and Literature – Teacher Education and History	1	
25	German Language and Literature – Teacher Education - Croatian Language and Literature – Teacher Education	5	
26	German Language and Literature – Translation Studies - History	1	
27	German Language and Literature – Translation Studies and Croatian Language and Literature – Teacher Education	5	
28	German Language and Literature – Teacher Education - Pedagogy	1	
29	German Language and Literature – Translation Studies - Pedagogy	1	
30	Pedagogy – History	15	

The Faculty delivers three study programmes at the postgraduate level. Two doctoral study programmes (one specialising in linguistics and the other in literature and in cultural studies) build on the philology studies (English, Croatian, German and Hungarian). Both study programmes (Postgraduate university study programme in *Linguistics*, and the Postgraduate university study programme in *Literature and Cultural Identity*) present a natural path for further education to all graduates of single major and double major study programmes in a language and literature, but they are open to other graduates as well. The third study programme at the postgraduate level, the Postgraduate university study programme in *Pedagogy and Contemporary School Culture* is open to graduates of pedagogy and related sciences in the field of social sciences and humanities: to students of philosophy, psychology, sociology, education and rehabilitation sciences, information and communication sciences and other scientific fields specialising in teacher education. When we view all three levels as a whole, the Faculty enables its students to earn bachelor, master and PhD degrees, which produces a favourable effect with respect to further education and employment.

2. Study programmes



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.

There are several study programmes at the University of Osijek which partly or even to a greater extent overlap with the study programmes delivered at our Faculty. Before we list the examples which will point to the overlaps, it should be mentioned that the Faculty of Humanities and Social Sciences in Osijek has a long, more than fifty-year-old tradition of delivering higher education and conducting scientific research in the fields of social sciences and humanities. Study programmes that overlap with our study programmes are delivered at the Department of Cultural Studies, a newly founded constituent of the University, and at the Faculty of Teacher Education which emerged from the present Faculty of Humanities and Social Sciences, i.e. the former Faculty of Pedagogy – the legal successor of the present Faculty of Humanities and Social Sciences.

We should primarily emphasise the study programme in Library Science carried out within the Department of Cultural Studies which overlaps with the study programme in Information Sciences delivered by our Faculty. This parallel study programme directly encroaches upon the activities of the Faculty of Humanities and Social Sciences. Namely, since 1999 the Faculty of Humanities and Social Sciences in Osijek (the Faculty of Pedagogy then) has educated experts in the field of library science. Our Faculty established the Sub-Department of Library Science which evolved into the Department of Information Sciences, an independent organisational unit of the present Faculty of Humanities and Social Sciences. At first it offered the study programme in Library Science which was delivered as an undergraduate study programme, and as a part-time supplementary study programme, and since the academic year 2005/2006, and the Bologna programmes, it has educated experts of a broader profile (they earn bachelor and master's degrees in Information Sciences), who are educated to work in, amongst other areas, in different types of libraries (from elementary school to specialized libraries). The Graduate university study programme in Information Sciences specifically offers two modules: the Library Science, and the Publishing and Bookselling. Students can additionally shape their interests through elective courses which broaden their knowledge about the operation of libraries of all types (school, public, university, specialized, national, etc.). To conclude, Undergraduate and Graduate university study programmes in Information Sciences provide students with numerous librarianship core competencies, and we have informed thereof our umbrella professional association (the Croatian Library Association), the Croatian Education and Teacher Training Agency (AZOO), the Ministry of Science, Education and Sports, the Ministry of Culture, as well as all other bodies within the system who inquired about the competencies of our students. We believe that such an unconstructive and irrational approach along with the setting up of similar study programmes within one and the same University is not an efficient policy, and that such situations should have been defined and regulated at the level of the University Administration. We sent several memorandums to the previous University Administration where we put forward arguments related to the overlaps, and to the formal and professional deficiencies of the setting up and the delivery of such a parallel programme. Not only have we never received a reply, not even a formal one, but the previous University Administration also blocked the implementation

of our part-time supplementary study programme (despite the Ministry of Science, Education and Sports' memorandum signed by the then Assistant Minister Class 602-04/05-10/133, Reg. No. 533-07-05-2 where it is explicitly stated that the Department of Information Sciences, based on accreditation certificates it had received from the Ministry, has the right to organise and carry out the Supplementary part-time study programme in Library Science). The setting up of the Study programme in Library Science at the Department of Cultural Studies was continued despite the fact that the procedure for granting new study programmes was violated in several respects. Among the many violations, we would like to emphasise doubtful competencies of the members of the Committee which prepared the proposal for that study programme (only one person with academic rank in the field of Information Sciences), and the fact that the proposal in question was never discussed by any of the professional councils of the University' constituents which were planned to be included into the implementation of that study programme. In the proposal for the study programme in question there were numerous other deficiencies, which we assume were at least partly remedied, but it still remains the fact that the holder of that study programme is rather deficient in relation to the staff with academic rank in the field of Information and Communication Sciences, which is not only a formal prerequisite but would also offer a guarantee that the study programme in question will be carried out in a competent fashion. In contrast to this, at the Department of Information Sciences of the Faculty of Humanities and Social Sciences there are 17 members of full-time staff, 13 of whom hold a PhD degree, one of them is a Full Professor, 5 of them are Associate Professors, 3 of them are Assistant Professors, 4 of them are Senior Teaching Assistants, and there are 4 Teaching Assistants. Our own teaching staff covers 98 % of the teaching delivered at the Undergraduate study programme, and 93 % of the teaching delivered at the Graduate study programme in Information Sciences. Since it was established, the Department of Information Sciences has engaged in intensive scientific research in the field of Information and Communication Sciences, it is nationally and internationally recognized as a centre of teaching and scientific excellence, and it has been involved in all relevant discussions on the education of librarians in the Republic of Croatia. This Department will keep engaging in activities which will guarantee competent scientific research and teaching, and through its quality it will keep striving to overcome such occurrences which create disloyal and unnecessary competition on the labour market.

Recently, the Faculty of Teacher Education in Osijek (*Učiteljski fakultet*) requested to rename the institution into the Faculty of Education Sciences (*Fakultet za odgojne i obrazovne znanosti*) or the Faculty of Education (*Pedagoški fakultet*). We would like to emphasise that this is in direct opposition to the *Ordinance on the scientific and artistic fields, disciplines and branches* (OG 118/09, 82/12, 32/13), and the *Overview of academic programmes* of the Agency for Science and Higher Education. Since the Faculty of Humanities and Social Sciences in Osijek delivers the core study programme in Pedagogy, we consider this a direct encroachment on the fundamental research, professional and public field of the Faculty, from the perspective of its specialization in teacher education.

Additional cause for worry in this respect is that procedures related to this endeavour are rather inaccessible, which is undemocratic, unacceptable and in absolute opposition to good academic practice, which was visible in the previous example as well. The Faculty of Humanities and Social Sciences, i.e. the Department of Pedagogy, has therefore prepared a Statement which

provides arguments against the Faculty of Teacher Education's request. Another problem concerning the Faculty of Teacher Education is their Study programme Class Teacher with Subsidiary Module C1 – English Language (for early English language teaching of children in lower grades of primary school) which educates teachers for lower primary education (1st to 4th grade). In addition, the legislative vagueness also contributes to the confusion by indirectly allowing for the class teachers to teach English from 1st to 8th grade, i.e. not only in the lower grades (1st to 4th). We consider it inadmissible to equate the status of the Master in Education in English Language and Literature with the Master of Primary Education (graduate class teachers). The study programme at the Faculty of Teacher Education comprises only three courses focused on the teaching of English as a foreign language, while the undergraduate and graduate university study programmes in English Language and Literature at the Faculty of Humanities and Social Sciences offer a total of 42 courses at the undergraduate level, and six compulsory teacher education related courses, three of which are devoted exclusively to teaching English as a foreign language. The students also have the obligation to take 17 elective courses of linguistic, methodological and literary content. In total, a Master of Education in English Language and Literature earns more than 120 ECTS credits in the field of English language and literature, which provides an immeasurable advantage in the scope and the quality of education we provide to our students.

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 the social needs and the number of unemployed, the possibility of the higher education institution to provide quality education in groups and the number of able and motivated students who are prepared for efficient studying in line with the given programme.

Every year the enrolment quotas for the first year of undergraduate study programmes are carefully considered by both the Faculty Administration and the Faculty's departments which deliver the study programmes. When proposing quotas for enrolment into undergraduate studies, several criteria are taken into consideration. The first and the most important is related to the specific needs of the labour market with respect to professionals educated at our Faculty; we are primarily concerned with the needs of the labour market in the region of Slavonia and Baranja which covers five counties (Osijek-Baranja, Vukovar-Srijem, Požega-Slavonia, Slavonski Brod - Posavina, Virovitica-Podravina), and then additionally with the needs of labour markets in the country on the whole. We regularly monitor statistic indicators of (un)employment published by the Croatian Employment Service (Table 3.3., Chapter 3. Students), which guide us in determining enrolment quotas, indicate in what way to shape our enrolment policy and develop the existing and establish new study programmes. The data in Tables 2.c.1. and 2.c.2. can serve

as an illustration of this. These Tables contain enrolment quotas for undergraduate study programmes in the academic year 2008/2009, which was taken as the starting year for the purpose of analyses in this Self-Evaluation, and enrolment quotas for the next academic year 2014/2015. The data show that the enrolment quotas for surplus professions (e.g. Croatian Language and Literature) have been decreased, while the enrolment quotas for deficit professions have been increased (e.g. English Language and Literature).

Table 2.c.1. Enrolment quotas for undergraduate study programmes in academic year 2008/2009

No.	SINGLE MAJOR UNDERGRADUATE STUDY PROGRAMMES	MZOS	OP ⁷³	FOREIGNERS	TOTAL
1	Croatian Language and Literature	15	15	0	30
2	German Language and Literature	10	5	0	15
3	Information Sciences	20	20	0	40
4	Psychology	15	15	0	30
	Total	60	55	0	115
No.	DOUBLE MAJOR UNDERGRADUATE STUDY PROGRAMMES	MZOS	OP	FOREIGNERS	TOTAL
1	English Language and Literature – German Language and Literature	10	10	0	20
2	Pedagogy – History	10	10	0	20
3	English Language and Literature – Croatian Language and Literature	10	10	0	20
4	Croatian Language and Literature – History	8	7	0	15
5	Philosophy – Pedagogy	8	7	0	15
6	Croatian Language and Literature – German Language and Literature	8	7	0	15
7	Philosophy – History	8	7	0	15
8	Hungarian Language and Literature - Croatian Language and Literature	5	5	2	12
9	Hungarian Language and Literature - English Language and Literature	8	7	2	17
10	Hungarian Language and Literature – History	5	5	2	12
11	English Language and Literature – Philosophy	8	7	0	15
	Total	88	82	6	176

⁷³ OP – personal needs/ Self-paying – relates to the financing of the study programme (tuition)

Table 2.c.2. Proposal for enrolment quotas for undergraduate study programmes in academic year 2014/2015

No.	Single major undergraduate study programme	Secondary School Leaving Examination	Older than 25 ⁷⁴	Foreigners	Total
1	Croatian Language and Literature	19	1	0	20
2	German Language and Literature	20	1	0	21
3	Information Sciences	38	2	0	40
4	Psychology	28	2	0	30
	Total	105	6	0	111

No.	Double major undergraduate study programme	Secondary School Leaving Examination	Older than 25	Foreigners	Total
1	English Language and Literature - German Language and Literature	25		0	25
2	Pedagogy - History	10		0	10
3	English Language and Literature – Croatian Language and Literature	15		0	15
4	Croatian Language and Literature - History	10		0	10
5	English Language and Literature - Philosophy	10		0	10
6	Croatian Language and Literature – German Language and Literature	10		0	10
7	Hungarian Language and Literature – Croatian Language and Literature	10		0	10
8	Hungarian Language and Literature – English Language and Literature	10		0	10
9	Croatian Language and Literature - Philosophy	10		0	10
10	Croatian Language and Literature - Pedagogy	10		0	10
11	English Language and Literature - Pedagogy	10		0	10
12	English Language and Literature - History	10		0	10
13	German Language and Literature - History	10		0	10
14	German Language and Literature - Philosophy	10		0	10

⁷⁴ In order to facilitate access to higher education for students older than 25 – in line with the obligation taken on by the Josip Juraj Strossmayer University of Osijek – activities aimed at accomplishing general and special objectives within the framework of higher education in the Republic of Croatia (Goal 4)

15	Hungarian Language and Literature - History	10		0	10
	Total	170		0	170

The next but equally important criterion for determining the quotas for enrolment in undergraduate studies are current, actual staff capacities of independent organisational units to deliver quality teaching, in particular with respect to the envisaged method of teaching and the teachers' workload. Closely related to this criterion is the issue of the Faculty's space capacity, as well as the adequacy of classrooms and classroom equipment, which have been changed and improved year after year. When proposing enrolment quotas we take into consideration the fact that some study programmes have a larger share of teaching that requires work in small groups (practices and seminars), where teaching goals are best achieved in groups of 10 to 15 students (e.g. study programmes in foreign languages, study programme in Psychology, etc.), while for other study programmes and study programme combinations it is possible to deliver teaching (lectures) in larger groups as well.

We also take into consideration the interest of potential students (see Table 2.1. which shows the interest for study programmes at our Faculty). These data reveal that the interest for all study programmes exceeds by several times the enrolment quotas, which guarantees a positive selection of future students, and is one of the prerequisites for good academic performance and high pass rate. For the time being the Faculty can be satisfied with the number of capable and highly motivated students who show interest in the study programmes which are offered for enrolment. Previous enrolment quota proposals were shown to have been justified. However, it should be noted that the Faculty merely proposes the enrolment quotas, while the final decision on enrolment quotas is taken by the University Senate.

- 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 secondary schools your candidates are coming from and their secondary school grade.

The overall pass rate of individual generations of students and their academic performance are analysed in chapter 3b). The analysis points to an extremely high pass rate and a very good academic performance. Similar conclusions are drawn if we analyse the first-year pass rate, in particular when these data are viewed in the light of the data in Table 2.1. and Chapter 3a, which provide a detailed analysis of the quality and the structure of the students who applied and the students who enrolled with respect to their secondary education grade average, the type of the secondary education completed, the interest in particular study programmes, etc.

The first-year pass rate was analysed in the following way: the number of students enrolled in the first year of each undergraduate study programme of the Faculty was compared to the number of students enrolled in the second year of the respective study programme in the next academic year, and it was checked for each student individually whether s/he has completed the first year of the respective undergraduate study programme and enrolled into the second. The data thus obtained are more than satisfactory and show that in the academic year 2008/2009

93.7% of the students who enrolled in the first year in the academic year 2007/2008 enrolled in the second year. In the academic year 2009/2010, 92.4 % of the first-year students from the previous academic year enrolled into the second year, in academic year 2010/2011, 93.2 %, and in academic year 2011/2012 as many as 94.4 % of the first-year students from the previous academic year enrolled in the second year of undergraduate studies. We find these results to be more than satisfactory. However, in the academic year 2012/2013, 'only' 78.6 % of the students who enrolled in the first year of undergraduate study programmes in the previous academic year of 2011/2012 enrolled in the second year of their studies. When we analysed their secondary school grade average, we found no anomalies in this generation of students. Due to the fact that, at the time when this generation entered higher education, the Secondary School Leaving Examination was being introduced along with the application procedure through the Central Application Office (SPU) of the National centre for application to study programmes, maybe the reasons for the lower pass rate should be sought there, since in the very next academic year of 2013/2014 as many as 91.4 % of students enrolled in the second year of their respective studies, which is very similar to the pass rate achieved by other previous generations.

In general, our analysis points to the conclusion that the pass rate in the first year of undergraduate study programmes at our Faculty is very high, which is the result of well-defined and balanced admission criteria (these are analysed and updated every year). We should also be satisfied with the structure of our students with respect to the type of the secondary school they are coming from and their secondary school grade average.

- 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.

The Bologna study programmes which were prepared in 2005 and were first delivered in the academic year 2005/2006 do not explicitly state the learning outcomes. For each course, in the sections course objectives and course description, general and special knowledge to be acquired was stated, and in a separate section competencies were listed that a student gains upon the completion of the course. Later on the working groups, at the level of each study programme and at the Faculty level, wrote the learning outcomes both for individual courses, and for study programmes in general. In doing that, these working groups used the Bloom's taxonomy, i.e. the action verbs to define expected learning outcomes. The booklet *Ishodi učenja – Priručnik za sveučilišne nastavnike* (Learning outcomes – Guide for university teachers) written by Sanja Lončar Vicković and Zlata Dolaček-Alduk and published by the University of Osijek (2010), and the leaflet *Learning outcomes* published by the Agency for Science and Higher Education (2009) were found to be very useful in writing the learning outcomes. Our learning outcomes were well-defined, which was recognized by the Committee for the External Quality Assurance Audit of our Faculty, which states in its final report that the definition of learning outcomes was one of the activities that were successfully implemented at our Faculty. We will use the study programme in Information Sciences as an example of linking obligatory courses and competencies:

Within the Undergraduate university study programme in Information Sciences students acquire knowledge and skills in four core fields of study:

1. Basic and complex terms, concepts and procedures in a broader field of information and heritage activities and sciences which are acquired are functionally connected and elaborated on within the framework of the following courses: *Information Sciences I, Information Sciences II, Communication History and Culture, Sociology of Books and Reading I, Publishing and Bookselling, Intellectual Property and Copyright, and Data Protection and Preservation of Materials*;
2. Information literacy and scientific communication is knowledge and skill acquired, functionally connected and elaborated on within the framework of the following courses: *Introduction to Research Methodology, English Language I, English Language II, and Business Correspondence*;
3. The application of information and communication technology in information activities and services is knowledge and skill acquired, functionally connected and elaborated on within the framework of the following courses: *Information Technology, Database Development and Management I, Database Development and Management II, Website Development, Digital Library Holdings Management, Markup Languages, and*
4. The organisation of information and information services and institutions in a traditional and a networked environment is knowledge and skill acquired, functionally connected and elaborated on within the following courses: *Organisation of Information I, Organisation of information II, Metadata, Management of Information Institutions and Services I, Management of Information Institutions I, Reference Services I, Reference Services II, and Information Systems in Education*.

The following learning outcomes were defined for the abovementioned compulsory courses. By achieving these learning outcomes, students will acquire competencies in the four abovementioned fields:

Information sciences I

- Define the basic terms and concepts in the field of information and heritage activities (information, heritage, information infrastructure, information policy, etc.) and learn about the basic features of library and information infrastructure in Croatia;
- Explain the role of heritage and heritage institutions in the development of the information society;
- Identify and explain functions of basic information institutions and their role in modern society, with special emphasis on issues of professional ethics;
- Analyse and critically evaluate the role and tasks of information professionals.

Information Sciences

- Identify and explain the basic features of information science;
- Recognize the different types of information and features of unit structure and organize bibliographic cataloguing information.

Publishing and Bookselling

- Describe the basic principles of modern publishing and bookselling;
- Identify the main features of the basic publishing products and genres;
- Prepare small-scale publishing projects.

Communication History and Culture; Sociology of Books and Reading I.

- Analyse historical development of a culture that is based on oral and written communication.

Intellectual Property and Copyright

- Analyse and define principles of professional ethics, legislation and standards to be applied.

Information Technology

- analyse the impact of information and communication technology on economic and social developments on macro and micro level

Introduction to Research Methodology

- describe the structure of production, organisation and distribution of knowledge

English Language I, English Language II, Business Correspondence

- communicate successfully with customers and colleagues in verbal and written form using appropriate terminology, including the ability to communicate professionally in a foreign language

Organisation of Information I, Organisation of Information II, Metadata

- describe and analyse complex concepts and categories of descriptive cataloguing and bibliographic organisation and control

Management of Information Institutions and Services I, Management of Information Institutions I

- define basic principles and characteristics of information activities in relation to the information and communication science field
- apply marketing principles and concepts

Database Development and Management I, Database Development and Management II.

- shape, manage and evaluate complex text and numeric databases

Website Development, Digital Library Holdings Management, Markup Languages

- organise small digital collections and the modalities of searching and maintenance
- create network sites and interfaces

Data Protection and Preservation of Materials

- manage the preservation of items in information institutions

Reference Services I, Reference Services II, Information Systems in Education

- use independently reference books and other information sources.

In the Graduate university study programme in Information Sciences students acquire knowledge and skills in three core fields of study:

1. The understanding of complex concepts, principles and approaches in the shaping, organisation and evaluation of information and library services is acquired, functionally connected and elaborated on within the framework of the following courses: *Development and Management of Library Holdings, Information Retrieval Principles, Evaluation of Information Services, Theory and Practice of Organisation of Information, and Marketing of Library Services*
2. The understanding of complex concepts, principles and approaches in the shaping, organisation and evaluation of the publishing and bookselling products and services is

acquired, functionally connected and elaborated on within the framework of the following courses: *Management in Publishing and Bookselling, Marketing in Publishing and Bookselling* and

3. The understanding of the complex information environment, information literacy and scientific communication is acquired, functionally connected and elaborated on within the framework of the following courses: *Information Society, Research Methods in Information Sciences*

The following learning outcomes were defined for the abovementioned compulsory courses. By achieving these learning outcomes, students will acquire competencies in the three abovementioned fields:

Development and Management of Library Holdings

- describe basic approaches and procedures in the development and management of library holdings (both in printed and in electronic form)
- analyse independently the customer community and its needs, and manage library funds (selection, division of sources, electronic sources and licence contract, evaluation of the fund, ethical aspects, etc.)

Research Methods in Information Sciences

- understand and apply principles of professional ethics
- analyse, select and present knowledge and information

Information Retrieval Principles

- apply different approaches and procedures for searching information in electronic environment
- organise and manage networks and systems in the field of information and communication technologies

Information Society

- recognize basic characteristics of the relevant periods in the development of information society

Evaluation of Information Services

- apply criteria and methods for the evaluation of different information sources
- select methods and techniques for improving quality and evaluating the business performance of an organisation

Theory and Practice of Organisation of Information

- manage information and organise it in line with the good practice
- organise items in line with the FRBR model
- generate a library catalogue in electronic form

Marketing of Library Services

- communicate successfully with customers and the public
- design, build and evaluate networks and systems for the presentation of information sources

Management in Publishing and Bookselling

- define the influence of basic ideological tendencies on publishing and bookselling
- identify basic components of the publishing procedure

- draft and analyse a publishing plan and a long-term development strategy of a publishing house
- analyse contemporary publishing trends, such as internationalisation of the publishing, corporative sale, globalisation, etc.

Marketing in Publishing and Bookselling

- communicate successfully with customers and the public
- design, build and evaluate networks and systems for the presentation of information sources

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

When planning study programmes we start from clearly defined learning outcomes. Such clear learning outcomes result in specific competencies that students should possess upon the completion of the respective learning process. In this respect learning outcomes are statements which describe what a student should know, understand and/or be able to do once the learning process has been completed. Competencies thus defined serve as a basis for relevant course descriptions, which in turn serve as a basis for the definition of the teaching methods and student evaluation procedures to be applied. This chain of mutually conditioned components of the study programme planning process enables the evaluation of the learning process which can in turn, depending on the evaluation results, point to the need to redefine the learning outcomes, i.e. the initial link in the study programme planning process. In this way this functional circle is closed, and by redefining the learning outcomes the process starts all over again. The study programme planning process thus envisioned is rather practical due to its inherent self-correction mechanism.

In line with this, defined learning outcomes serve the following specific purposes:

1. Help students understand what is expected of them in the learning process;
2. Facilitate the learning process;
3. Help the teaching staff to precisely define factual knowledge, skills and attitudes that students should adopt at the end of a certain learning period;
4. Help future students and employers by informing them about the skills and competencies acquired in the course of the studies.

Values that students should acquire upon the completion of a course or a study programme are described through learning outcomes and educational aims. Educational aims or learning aims relate to what the teacher does in order for students to acquire specific values at the end of a certain learning period, while the learning outcomes define what the student, and not the teacher, should be able to do.

The learning outcomes at the Faculty of Humanities and Social Sciences in Osijek have been based on and defined in line with the Bloom's taxonomy which identifies three domains of learning:

1. Cognitive (factual knowledge)
2. Psychomotor (skills)
3. Affective (attitudes and beliefs).

Each domain is hierarchically divided starting from the lowest level of knowledge acquisition to the most complex, and the levels within individual categories contain key terms that we have used to define qualitative and quantitative learning outcomes (e.g. in the cognitive domain such hierarchy consists of the following: *knowledge, comprehension, application, analysis, synthesis, evaluation*; in the psychomotor domain the hierarchy consists of the following levels: *imitation, manipulation, precision, articulation (synthesis), and naturalisation*, whereas in the affective domain the levels are: *receiving, responding, acquisition of values, organisation of values and internalising values (characterization)*).

In line with this, the learning outcomes at the level of individual courses are stated in written form, and in defining them we started from clearly defined general competencies and those related to specific fields. Sentences which state the learning outcome start with the following phrase: *Upon the successful completion of the course, the student will be able to...*, and the second part of the sentence relates to the acceptable level of accomplishment which is stated by precise and imprecise action verbs in line with the Bloom's taxonomy. This procedure is a starting point for the definition of criteria which will be used in the ranking of the acceptable level of accomplishment by grades from 2 to 5.

In accordance with the Croatian Qualification Framework, apart from the staff and associates of the Faculty of Humanities and Social Sciences who have defined learning outcomes for individual courses, external stakeholders at the University level were also involved in their definition. They presented to the Faculty staff the sense and explained the importance of the clearly defined learning outcomes by presenting materials which were the result of the activities financed by the National Foundation for Science, Higher Education and Technological Development of the Republic of Croatia in November 2008. These materials were presented to the heads, i.e. representatives of the Faculty's organisational units, and they in turn presented them to their colleagues at the level of the organisational units. Due to the fact that all members of the Faculty staff were informed in detail on the importance of properly defining learning outcomes, the aims that we had in mind in the study programme planning process have been accomplished to a satisfactory level.

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

Each course is allocated a certain number of ECTS credits in line with the total student workload, however sometimes the importance of the course for the respective profession was taken into account as an additional criterion. The total student workload includes class attendance and activities, exam, self-study, reading of literature, data processing, homework assignments, preparations for practices, time spent in the computer classroom, library, etc. A student's working week consists of 40 hours of study, which, if we take into account 40 – 45 working weeks, depending on the teaching calendar, the type, level and the year of a study programme, in the course of an academic year amounts to a total workload of 1500 – 1800 hours. Since a year of

full-time study is worth 60 credits, it means that 1 ECTS corresponds to 25 – 30 hours of study. Within the framework of the study programmes delivered at our Faculty the credits are assigned not only for completing a course, but also for practical work, pilot projects, and for completing the final bachelor paper and the master's thesis.

In order to obtain additional quantitative and qualitative information on whether the ECTS credits allocated to individual courses are compatible with the actual student workload for the respective course, we consider introducing student surveys in line with the good practice and experiences of some University's constituents.

- **Assess competencies 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.**

Since the undergraduate, graduate and postgraduate university study programmes delivered at the Faculty of Humanities and Social Sciences in Osijek are based on the learning outcomes which clearly define competencies of future professionals, with respect to the outgoing competencies of their graduates, they are comparable to similar study programmes both in the EU Member States and in the world (e.g. English Language and Literature - study programme at the Faculty of Humanities and Social Sciences at the University of Zagreb, University Eötvös Loránd in Budapest, and in the case of Philology and Translation Studies, Universities in Leeds or Graz (University of Leeds, Centre for Translation Studies, MA Interpreting and Translation Studies, Karl-Franzens-Universität Graz, Diplomstudium Übersetzen und Dolmetschen); Croatian Language and Literature – study programmes at the Universities of Pécs, Budapest, Ljubljana, Krakow and Poznan; Information studies – study programmes at the Rutgers University and the University of Missouri in Columbia USA, and study programmes of the Faculty of Arts of the University of Ljubljana (Univerza v Ljubljani), and study programmes of the University of Loughborough, UK and the Royal School of Library and Information Science in Copenhagen; Hungarian Language and Literature - study programme at the Faculty of Humanities and Social Sciences at the University of Zagreb and study programmes in Hungarian Language and Literature at the Universities of Pécs and Szeged; German Language and Literature - study programmes at the Faculty of Humanities and Social Sciences at the University of Zagreb and at the University of Pécs, and in the case of Teacher Education and Translation Studies the study programmes at the University of Graz, and in the case of Translation Studies, the study programme at the University of Vienna; Pedagogy – Universität Hamburg (Studium Erziehungswissenschaft), Univerza v Ljubljani – Filozofska fakulteta (single major and double major study programme), Università di Bologna (single major study programme – Pedagogista) etc.). The study programmes delivered at the abovementioned Universities, just like the study programmes delivered at the Faculty of Humanities and Social Sciences in Osijek, in the course of the first two years of study give primary focus to basic courses which provide students with core knowledge in the respective scientific disciplines, i.e. the courses which provide students not only with basic knowledge necessary to complete the undergraduate study programme of their choice, but with a solid foundation for a later specialisation in a corresponding graduate

study programme. During the course of the third year of study, students of these undergraduate study programmes acquire specific knowledge in their fields of study, which apart from preparing them for graduate study programmes, prepares them for the labour market as well. All the above mentioned study programmes are designed along the same lines and this is reflected in the fact that competencies of graduate students at the Faculty of Humanities and Social Sciences in Osijek are very similar to competencies of their counterparts who graduate from similar study programmes at the abovementioned European universities as well as those in other parts of the world.

Analogies of the same kind can be drawn between the graduate study programmes delivered at the Faculty of Humanities and Social Sciences in Osijek and the graduate study programmes delivered at the abovementioned European and universities in other parts of the world, since students of these study programmes, just like the students of graduate study programmes at the Faculty of Humanities and Social Sciences in Osijek, apart from taking compulsory courses, also take elective courses which direct them towards the corresponding specific fields of study. This provides them with a specialisation, and enables them to choose a corresponding postgraduate study programme. When it comes to postgraduate university study programmes delivered at the Faculty of Humanities and Social Sciences in Osijek, the process of acquisition of knowledge and professional competencies starts from more general, i.e. basic subjects and proceeds through to more specific subjects, i.e. the teaching process at the postgraduate university study programmes starts from the core courses of the respective scientific discipline and proceeds through to courses which present their elaboration, and which enable students to choose the topic of their dissertation and to complete it successfully. In this respect and with respect to the planned outgoing competencies of doctoral candidates, the postgraduate university study programmes delivered at the Faculty of Humanities and Social Sciences in Osijek are also comparable with similar study programmes in the EU Member States (e.g. Postgraduate university study programme in Linguistics is comparable with similar study programmes delivered at the University of Pécs, the University of Budapest and the University of Graz; the program of the Postgraduate university study programme in Literature and Cultural Identity is offered at partner universities in Hungary, Austria, Germany, etc., and the Postgraduate university study programme in Pedagogy and Contemporary School Culture is comparable with similar study programmes delivered at the Universities in Zagreb, Prague, Hamburg, Innsbruck, Graz, Vienna, Helsinki, Bolzano, etc.). In addition to that, when preparing study programmes at the Faculty of Humanities and Social Sciences in Osijek, we always take into consideration the relevant recommendations of different international professional associations, as well as the study programmes and experiences of the abovementioned universities which educate professionals of the same profile. In this respect we can conclude that the competencies of professionals who have graduated from a study programme at the Faculty of Humanities and Social Sciences in Osijek are in every way equal to the competencies of professionals who have graduated from similar undergraduate, graduate or postgraduate study programmes at the abovementioned universities. Of course, numerous individual examples of our students who are successful students of postgraduate study programmes in Europe and in the world, as well as the

examples of our students who find employment in professional institutions in Europe and worldwide provide evidence in favour of this statement.

- 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.

Based on the results of the Self-Evaluation for the academic year 2008/2009 which was completed in July 2009, and on the numerous meetings between Vice-Deans and Heads of independent organisational units of the Faculty, we recognized the need to carry out a more detailed analysis of the study programmes delivered at the Faculty. On the initiative of the Faculty's Quality Assurance Committee and the Vice-Dean for Study Programme and Student Affairs the analysis of the study programmes delivered at the Faculty was carried out. For this purpose working groups were set up at the level of each independent organisational unit. The working groups consisted of the members of the academic staff and associates, and students of all study programmes delivered by the respective independent organisational unit of the Faculty. The size of the working groups varied depending on the number of study programmes delivered by each independent organisational unit. The largest was the working group for the analysis of the study programmes delivered by the Department of Croatian Language and Literature (21 members), followed by the working group of the Department of German Language and Literature (20 members), and the working group of the Department of English Language and literature (15 members). Other working groups consisted of five to seven members. The analysis was carried out in the course of the summer semester of the academic year 2009/2010, and was completed in July 2010.

The analyses of the study programmes were based on the following elements:

1. Whether the implementation of the study programme was justified;
2. Whether the study programme was harmonised with the mission and strategic objectives of the University and the Faculty of Humanities and Social Sciences;
3. Whether the title of the study programme and the learning outcomes defined for the respective study programme were adequate (this element was focused on the analysis of the adequacy of the title of the respective study programme, and where possible, the analysis of the learning outcomes in the context of the labour market needs);
4. Structure of the study programme (this element included a short description of a study programme, the analysis of the ratio between the compulsory and the elective courses both in the undergraduate and graduate study programmes, and the analysis of the distribution of courses between semesters);
5. Courses in study programmes (this element included the analysis of the course description structure; the distribution of the ECTS credits and whether they reflect the actual student workload; the analysis of the teaching, and evaluation and assessment methods);
6. Implementation of the study programme (this element included the analysis from the perspective of students and teachers, and the analysis of the spatial and material conditions,

equipment and funds necessary to implement the respective study programme, as well as the analysis of the cooperation with other institutions);

7. The level of comparability of the respective study programme with the accredited similar study programmes in Croatia and the EU countries;
8. Improvement plans.

The independent organisational units of the Faculty were also given the task to continually monitor and improve their study programmes, and to adapt them to the most recent scientific insights. Each working group prepared a written report based on the analysis carried out by following these elements. All written reports were published on the internal web pages of the Faculty's website. The analysis of the individual reports pointed to some difficulties related to the delivery of the teacher education study programmes with respect to their current organisation. The reports revealed that the current organisation of the teacher education study programmes in the undergraduate and graduate study programme (the principle 3 + 2) is very difficult to implement in light of the legal obligation that students of the study programmes in teacher education should earn 60 ECTS credits in courses in the fields of pedagogy, psychology, didactics and teaching methodology. The analyses also pointed to the chronic lack of elective courses, and it was concluded that more elective courses should be offered to students, and that there should be an option for students to choose elective courses delivered in other study programmes than their own. The Committee for Study Programmes in Teacher Education was then set up in order to coordinate modifications of study programmes which do not exceed the original study programme by 20 %, and to prepare proposals on new study programmes in teacher education (for proposals on new study programmes, but also for modifications of existing study programmes which exceed the original study programme by 20 %). Based on the analysis carried out following the above mentioned elements, we also set up a Committee for Non-Teacher Education Study Programmes the task of which was to consider problems related to the quality of non-teacher education study programmes at the Faculty. The Committee recommended that a proposal for a new non-teacher education Graduate double major study programme in Publishing should be drafted. This is a study programme in the field of information and communication sciences which could be combined with all non-teacher education study programmes at our Faculty. This would considerably improve the overall quality of the study programmes at our Faculty, which is why this task was included in the *Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek* as very significant for the development of our study programmes. The proposal was completed in June 2011, the study programme in Publishing received a positive peer review, and on 27 February 2012 the University Committee for undergraduate, graduate and professional study programmes submitted a positive *Report on the Evaluation of the study programme of the University graduate double major study programme in Publishing to be delivered at the Faculty of Humanities and Social Sciences of the Josip Juraj Strossmayer University of Osijek*, with which it recommended to the University Senate to adopt the *Decision on the organisation and implementation of the University Graduate double major study programme in Publishing at the Faculty of Humanities and Social Sciences in Osijek as of the academic year 2012/2013*. For reasons unknown to us, the procedure has never been completed, i.e. the abovementioned *Report* has never been presented at the University Senate Meeting. In this way the strategic development of study

programmes, and further activities of the Committee for Non-Teacher Education Study Programmes were blocked.

The modifications of study programmes which relate to the updating of the course literature, redistribution of the number of hours between different forms of teaching within a course, redistribution of the ECTS credits within a study programme, activation/deactivation of elective courses provided for in the study programme, and the exam schedule are within the competence of the Faculty Council and are adopted before the start of the academic year along with the adoption of the Curriculum Implementation Plan for the respective academic year, while all other proposals for modifications are referred to the University Senate for adoption.

Table 2c7 is a numerical account of the modifications (where modifications exceeded the original study programme by 20 %) of the study programmes delivered at the Faculty that were carried out from the launching of the 'Bologna process' to the end of the academic year 2012/2013. In the case of study programmes in Philosophy, Hungarian Language and Literature, and History, Proposals were prepared on modifications of original study programmes by 20 %.

The modifications of the Undergraduate university study programme in Hungarian Language and Literature where modifications exceeded the original study programme by 20 % were adopted by the University Senate in July 2012, and the implementation of this modified study programme began in the academic year 2012/2013, and the modifications of the Graduate university study programme in Hungarian Language and Literature where modifications exceeded the original study programme by 20 % were adopted in July 2013, and the implementation of this modified study programme started in the current academic year of 2013/2014. The modifications of Undergraduate and Graduate university study programmes of Philosophy where modifications exceeded the original study programme by 20 % were adopted by the University Senate in July 2013, and the implementation of this modified study programme will start in the next academic year of 2014/2015. The modifications of Undergraduate and Graduate university study programmes in History where modifications exceeded the original study programme by 20 % are currently under a review carried out by the University. We are also preparing the Proposals on modifications of study programmes where modifications exceed the original study programme by 20 % for the following study programmes: Undergraduate and Graduate study programmes in Croatian Language and Literature and English Language and Literature, as well as for the Postgraduate university study programme in Literature and Cultural Identity.

Table 2.c.7. Granted modifications of original Bologna study programmes (from January 2008 to February 2013)

STUDY PROGRAMME	NEW ELECTIVE COURSE INTRODUCED	NEW COMPULSORY COURSE INTRODUCED	COURSE TITLE CHANGED	NUMBER OF ECTS CREDITS CHANGED	COURSE STATUS CHANGED	ELECTIVE COURSES DELETED	FORM OF TEACHING AND NUMBER OF HOURS CHANGED	COURSE CONTENT CHANGED	SENATE DECISION OF
English Language and Literature - double major graduate (Teacher Education, Translation Studies, Philology Studies)	4		2	2					30 Mar 2009
	5								23 May 2011
- double major undergraduate	1	1		2			5		29 Oct 2007
	1								30 Mar 2009
	5								23 May 2011
German Language and Literature - single major graduate and double major graduate (Teacher Education and Translation Studies)	2				12			2	07 Jul 2008
	3	1			1	2			30 Mar 2009
- single major and double major undergraduate	12		2	2					29 Nov 2010
	1								23 May 2011
	8	1	2		2			8	29 Oct 2007
	2								07 Jul 2008
									30 Mar 2009
Croatian Language and Literature - single major and double major graduate	2								07 Jul 2007
	7								20 Jul 2009
	4		2			2			29 Oct 2010
	5					8			23 May 2011
									02 Apr 2012
- single major and double major undergraduate	5	1		4			1		29 Oct 2007
	1		1	2					07 Jul 2008
	2			1					20 Jul 2009
	6								29 Nov 2010
	7								23 May 2011
	2					2			02 Apr 2012
									25 Feb 2013

History - double major graduate	11			1					07 Jul 2008
	4		1						17 May 2010
	2		1	1			2		29 Nov 2010
							1		23 May 2011
							1		02 Apr 2012
- double major undergraduate			1	5					07 Jul 2008
	2								29 Nov 2010
	2						5		23 May 2011
									02 Apr 2012
Pedagogy - double major graduate		1		2	1		1		07 Jul 2008
	3								23 May 2011
							6		02 Apr 2012
- double major undergraduate		1							29 Oct 2007
	1								23 May 2011
							2		02 Apr 2012
Philosophy - double major graduate	2		1	1					23 May 2011
- double major undergraduate	2	1	1				1	11	29 Oct 2007
	1								29 Nov 2010
	3								23 May 2011
							2		02 Apr 2012
Information Sciences - single major graduate	2								29 Nov 2010
	3								23 May 2011
- single major undergraduate	1	5	1	4	1			5	29 Oct 2007
	3								29 Nov 2010
	3								23 May 2011
							5		02 Apr 2013
Psychology - single major graduate	6	1	5	6	3		4		07 Jul 2008
	1	1		3	1				20 Jul 2009
	2								29 Nov 2010
							1		02 Apr 2012
- single major undergraduate	17	1	3	1				5	29 Oct 2007
	6		1	3					23 May 2011
							10		02 Apr 2013

Hungarian Language and Literature - double major graduate (Teacher Education, Communication Science)	1		3	1					29 Nov 2010 23 May 2011
- double major undergraduate	4 10				2		3		29 Nov 2010 23 May 2011
Literature and Cultural Identity - postgraduate (university study programme)	1	1			1				01 Feb 2010 30 Nov 2010

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

The Faculty does not carry out professional and specialist graduate professional study programmes.

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

It is important to check class attendance since students are in general required to attend 70 % of classes to be eligible to receive the teacher's signature for the respective course. In addition to that, students are assigned ECTS credits for class attendance, and it makes for a part of their final grade, since it is an integral part of the interactive teaching process that we use (continuous student evaluation and assessment: homework, class activities – significant share in the final grade in the case of elective courses).

Class attendance is monitored by keeping class attendance records – at the beginning of the class students sign the 'Class Attendance Record' form. Every teacher has the obligation to keep the Class Attendance Record and attach it to the *Course Report* which is submitted to the Faculty Administration upon the completion of the course at the end of each semester. Apart from that, students need to attend practical classes in order to carry out certain tasks, so that the records on whether they have completed the task or not also serve as a type of verification of class attendance. Teachers also record and give credit for student's class activity, which is yet another way of checking attendance. Some teachers also keep record of students' *presence* in the *Moodle* online learning system, where they keep record not only of attendance, but also of lateness and absences.

Teachers mostly agree that this way of verifying class attendance is efficient and that it should not be significantly modified for several reasons. Some teachers make use of the group attendance record to warn students when the number of their absences is approaching the maximum allowed per semester under the *Ordinance on studying*. Apart from that, some teachers check attendance by calling the roll once the students sign the Class Attendance Record, since this way they can not only check attendance, but also memorize students' names, which enables them to establish a better contact with them. Since the large part of classes consists of seminars and practices, students' groups are small and teachers can easily check whether the number of students present in class corresponds to the number of signatures.

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

In general it can be said that our teachers use various teaching methods and combine them in a conscientious way in an attempt to achieve the set learning outcomes. Apart from the

traditional methods of frontal teaching, seminar discussions and practical tasks, other teaching methods have also been used, in particular those which are aimed at encouraging students to actively participate in classes and helping them to become independent and develop the ability of critical reasoning. These are the following methods: team work; discussions; the solving of different problems, alone or in a group, i.e. the preparation and presentation of seminar papers or oral presentations; the method of reading and analysing the text; the method of writing; the method of comparison and the method of drawing analogies; the method of generalisation and the method of abstraction; the method of specification; the method of induction; the method of deduction; and the methods of analysis and synthesis. All classrooms are equipped with a computer and a projector.

Basically, we are trying to accomplish the interaction, i.e. we constantly analyse how to bring the necessary level of expertise in teaching a specific topic in line with students' abilities and the time they need to process information. In class we therefore constantly engage in dialogue with students. In addition to that, the writing of reports, overviews and reviews is a regular activity since they (in addition to Power Point Presentations) serve the purpose of preparing students to take an active part in the class. We encourage students to write short texts, be it research papers or essays, which sometimes become the starting point for the final bachelor paper or the master's thesis.

In seminars we try to use different approaches: contextualization of the problem, conversation, discussion, debate, pre-reflective experiential levels all the way to self-reflection, reflective and critical conversation, the work on original texts, preparation of Power Point presentations, workshops and team work on the assigned topic, and the use of films and other visual means in the teaching. Students are often required to read the assigned text before the class so that in seminars they can engage actively in conversation and well argued discussion.

We use computers in order to deliver a part of practical classes at the Faculty, and in this respect the implementation of study programmes is satisfactory.

As far as field classes are concerned, discovery learning is an important teaching method which is best realised through such classes. This teaching method puts the emphasis on the practical application of the theoretical knowledge. The knowledge acquired during regular classes is supplemented through experience which in turn facilitates the acquisition of new theoretical knowledge. Unfortunately, during the several previous years we were often not able to carry out field classes.

On the other hand, we manage to improve the teaching quality by inviting to our seminars prominent guest lecturers, experts, and other eminent persons that can add quality to our teaching process.

As far as possible improvements are concerned, it is important that we provide room for more specific types of practical work, we should also acquire additional equipment, motivate external stakeholders and experts to take a more active role in the work of our Faculty, and enable the delivery of classes in smaller groups (in a flexible way, though, since in the case of some courses, it is necessary that all classes be delivered in small groups, while with other courses this is not the case, and only a smaller part of classes should be delivered in small groups).

f) Describe and assess the 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 teaching in workplaces outside the Faculty of Humanities and Social Sciences is delivered within the framework of some non-teacher education and teacher education study programmes, i.e. within the framework of some courses designed as the field practicum. In the remaining part of this chapter each section is devoted to the field practicum carried out within the framework of a different respective study programme which in its plan provides for the field practicum, as well as to problems and possible improvements.

Within the framework of the Graduate university study programme in Pedagogy students take classes in *Pedagogy Practicum I* (30 hours) during the winter semester of the first study year, and classes in *Pedagogy Practicum II* (30 hours) during the summer semester of the second year of study. The practicum takes place in elementary and secondary schools. Students alone make arrangements with the school and the on-site pedagogue supervisor, while the faculty supervisor authorises their arrangement and sends them to the school of their choice along with the official *Referral*, the *Practicum Manual for Student and Supervisor*, and with the *Supervisor's Student Evaluation* form which is to be signed by the on-site supervisor and the school principal. Students keep a *Pedagogy Practicum Journal* which is reviewed by the faculty supervisor, along with the *Supervisor's Student Evaluation*. The list of students who have successfully completed the pedagogy practicum is handed over to the person who sends official Certificates to on-site supervisors (pedagogues) in schools. The problem related to *Pedagogy Practicum I* and *Pedagogy Practicum II* is the fact that on-site supervisors are not compensated for these 30 hours of supervising students, but they carry out pro bono work. The official Certificates which confirm that they have supervised students can help them advance in the service, but this is only one out of many elements relevant for the evaluation of their work which can not be multiplied indefinitely. Another problem is the fact that students are not assigned ECTS credits for the Pedagogy Practicum, but receive only the signature of the course teacher, which is planned to be remedied in the new study programme plan.

Within the framework of the Graduate university study programme in Psychology students attend 120 hours, i.e. 15 working days of the psychology practicum in the 2nd year of their study. The institution to which they are referred must have a psychologist employed who has passed the state licence exam. The task of the psychologist is to demonstrate to the student all aspects of his/her work, introduce the student with the institution and its work, as well as with the ethical rules of conduct and the application of psychological techniques and skills in that field. The on-site supervisor signs the letter sent to him by the Faculty of Humanities and Social Sciences and thus confirms that the student has successfully completed the practicum. The student submits the letter to the faculty supervisor and receives the signature which confirms that he/she has completed it. Students also must keep a practicum journal which they must submit to the teacher responsible for the course *Methods of Supervision*. This journal is a part of their exam materials, and in it they must write what kind of work they had carried out

on a specific day and provide their introspective report (their own anxieties, insecurities, the feeling of self-confidence, etc.).

Our main difficulties arise from our inability to adequately compensate on-site supervisors for their work. They spend a part of their time sharing their knowledge with students, they do it pro bono, and sometimes employers even expect them to make up for the time they have 'lost' on advising students. The Department of Psychology tries to give them something in return by organising lectures with which attendees earn credits recognized by the Croatian Chamber of Psychology and which supervisors must earn to renew their licence (they can earn a part of the credits by mentoring too; and in order to motivate the supervisors and reduce their workload, the teachers of the Department register the supervisors' credits with the Chamber and thus take over the administrative work).

Other HEIs sign contracts with supervisors as external associates, which makes the position of our students even more difficult since they are less 'desirable' for supervising. In addition to that it would be better to distribute the student practicum to other years of study as well, e.g. the 3rd year of the undergraduate study programme, and the 1st and the 2nd year of the graduate study programme; it would also be better to introduce the requirement that students should go through different fields of activities carried out by psychologists (education, social care, health care, institutions, army and occupational medicine). The essential requirement for the introduction of these improvements would be our ability to sign contracts with supervisors and give them adequate compensation for their work. Within the framework of the course *Prevention of Violence in Close Relationships* students carry out a module of 4 thematic workshops the aim of which is the prevention of violence in adolescent romantic relationships. The cooperation with schools is extremely good, but again there is the problem of finances. The costs of the copying and preparation of necessary materials amounts to 400.00 HRK per class (of 30 students), and in the last academic year, and in the current one the workshops were carried out and will be carried out in more than 30 classes. So far the schools have taken over a share of costs, and it would be extremely important to ensure that students are not burdened with them, i.e. that the Faculty takes them over.

The system for recording field practicum placements at the Undergraduate university study programme in Information Sciences is laid down by the *Ordinance on the field practicum to be completed by students of the Department of Information Sciences* which also includes the list of field sites where students can be placed. The Ordinance lays down the following: students apply for the field practicum placement on an application form provided for that purpose, they submit one copy to the faculty supervisor, and the other to the institution where the field practicum is to be completed; during their placement students are required to keep a practicum journal on a form provided for that purpose; students must submit to the faculty supervisor a certificate on the completion of the field practicum and a written student evaluation on a form provided for that purpose, signed and sealed by the on-site supervisor. Along with the certificate on the completion of the practicum, students also submit to the faculty supervisor their practicum journal. The faculty supervisor collects students' documentation related to the practicum (Practicum application, Certificate on the completion of the practicum), reads practicum journals and submits to the Head of the Department the Certificates on the completion of the practicum. The Head of the Department confirms with

his/her signature entered in the student's official records that the student has met the field practicum requirement; the faculty supervisor also keeps record of the number of field hours completed in the course during the respective academic year, the field sites involved and the on-site supervisors; the faculty supervisor occasionally visits students while in a field practicum and supervises their work.

As far as possible improvements are concerned, we are planning to expand the list of field practicum sites in order to meet the specific interests expressed by our students. A possible improvement would also be the annual planning of funds to be allocated for the purpose of field classes.

One of the courses taught at the Graduate university study programme in Hungarian Language and Literature – Communication Studies is the course *Practicum*. The aim of the course is to familiarize students with a contemporary view of culture and the media; and the most relevant issues of that field in order for them to be better prepared to apply the principles of general communication studies. The practicum takes place in the publishing house of the Hungarian minority in Osijek *Huncro Media Hungarica*. Students are supervised by experienced journalists who advise them professionally and provide them with direct feedback on their work. Students' attendance is recorded at the entrance to the offices of the newspaper 'Új Magyar Képes Újság' and in the 'Class Attendance Record' form. Due to the modifications introduced to this study programme the course Practicum was cancelled, but its content was incorporated into other courses delivered within the framework of our study programme.

The Graduate university study programme in Croatian Language and Literature offers two courses that are delivered outside the Faculty, i.e. in elementary and secondary schools in the second semester of the second year: *School Practicum (for double majors)* and *School Practicum (for single majors)*. At the beginning of the semester a meeting is organised between students and teachers responsible for the course where students are familiarized with the course and the requirements that they must meet. All these requirements are listed in the *School Practicum* form and include the following:

- Students observe classes delivered by their supervisors;
- Students deliver classes;
- Students observe classes delivered by other students;
- During their placement in a school, students attend extracurricular activities, remedial classes, classes for gifted students or elective classes, and classes with the form teacher;
- Students are present during PTA meetings, or meetings of the teaching staff, or meetings of teachers of Croatian language and Literature at the county level;
- Students are present during/or take part in the preparation of school plays, or exhibitions and/or take part in the school project day, open doors day or field classes;
- Students take part in other activities (monthly curriculum planning, preparation of vocational school students for secondary school leaving examination, other activities related to the secondary school leaving examination, work in the library, a visit to the Croatian National Theatre, etc.).

Students record and describe all their activities in the *School Practicum* form. Each activity is assigned a certain number of credits which count towards the final grade. The final grade

depends on the total number of the credits earned. In addition to that, at the beginning of the semester a meeting is organised between the teacher responsible for the course and supervisors, i.e. teachers in elementary and secondary schools, who are assigned a group of students in the respective academic year. At the meeting, teachers responsible for the course familiarize supervisors with their obligations and the requirements to be met by students; supervisors are also given guidelines on the criteria to be applied when assessing the class delivered by a student. This type of student placement is very useful because students develop their teaching skills in the context of a practical school setting. However, we find it necessary to enable students to engage in more hours of school practicum. In addition to observing the sample classes delivered by on-site supervisors and engaging in other school-related activities, more hours should be reserved for the student's independent delivery of classes. Since the existing rules recognize only groups of ten students per supervisor, which is a large number, we are forced to organise the practicum only in the area of Osijek and only for a minimum number of hours.

The Graduate study programme in German Language and Literature – Teacher Education offers two practical courses: *Teaching German Language to Young Learners* and *School Practicum*. The description of the course *Teaching German Language to Young Learners* states the following: ‘in the practical part of the course students prepare and present one short project, observe at least 10 classes and analyse, first only a part, and then the entire class, take part in the preparation and the delivery of a part of two classes, and two whole classes’, and the learning outcomes state the following: ‘Upon the successful completion of the course, students will be able to prepare, deliver and analyse a class delivered to young learners of German.’ Since 2011 the school practicum has not been financed and students can not engage in class observations, which is why the course objectives can not be met. When it comes to the course *School Practicum* we can not deliver it as planned due to the lack of funds and due to a small number of classes of German taught at primary and secondary schools. Under the *Implementation plan* students of the double major study programme need to observe 8 classes taught by a supervisor and delivered to different groups of learners (4 classes in the primary school, and 4 classes in the secondary school), and at least 5 sample classes delivered by other students. Under the *Implementation plan* students of the single major study programme need to observe 12 classes taught by a supervisor and delivered to different groups of learners (6 classes in the primary school, and 6 classes in the secondary school), and at least 8 sample classes delivered by other students. Students prepare, deliver and analyse 24 classes. All the abovementioned can be carried out apart from the observation of supervisors. Students can not observe 8 or 12 classes delivered by a supervisor since in schools where students engage in the school practicum, supervisors are not required to prepare sample classes for students. The supervisor who is the Faculty's external associate delivers only 2 sample classes for a group of 10-13 students. The supervisor in question is a person who is employed either in a primary or in a secondary school.

Students record their school practicum activities by compiling a portfolio of all professionally relevant documents on the development of their teaching skills (school practicum journal, examples of class preparations, supervisor's evaluation of the class delivered by the student, self-evaluation with respect to all classes delivered by the student and with respect to the

teaching skills acquired, self-made teaching materials, and optionally a video of the class delivered by the student, forms relating to class observation and class delivery, essays, etc.). Students enjoy compiling their portfolios and they are good at it, they collect their written class preparations and enjoy writing essays on their experiences gained in schools and during the preparatory practical work carried out at the Faculty.

Regular practical courses delivered at the Graduate university study programme in German Language and Literature – Teacher Education have some flaws which could be remedied with better financial support. The part of the course which is delivered in line with the course description is assessed by teachers as satisfactory.

Under the *Implementation plan* students of the double major study programme in English Language and Literature need to observe 8 classes taught by a supervisor and delivered to different groups of learners (4 classes in the primary school, and 4 classes in the secondary school), and at least 5 sample classes delivered by other students. All the above mentioned can be carried out apart from the observation of supervisors. Students cannot observe 8 classes delivered by a supervisor since in schools where students engage in the school practicum, supervisors are not required to prepare sample classes for students, and it is entirely up to their good will whether they will deliver 6 sample classes for students to observe them. On the other hand, the supervisor who is the Faculty's external associate delivers only 2 sample classes for a group of 10-13 students. The supervisor in question is a person who is employed either in a primary or in a secondary school.

Students record their school practicum activities by compiling a portfolio of all professionally relevant documents on the development of their teaching skills (school practicum journal, examples of class preparations, supervisor's evaluation of the class delivered by the student, self-evaluation with respect to all classes delivered by the student and with respect to the teaching skills acquired, self-made teaching materials, forms relating to class observation and class delivery, essays, etc.). School practicum attendance is recorded by students on forms provided for that purpose and signed either by a supervisor who is the Faculty's external associate, or by the on-site teacher in a school where the student engages in the school practicum. Students enjoy compiling their portfolios and they are good at it, they collect their written class preparations and enjoy writing essays on their experiences gained in schools and during the preparatory practical work carried out at the Faculty. In view of the inability to observe classes with young learners of English, students would greatly profit from the visits on a one-time basis to primary and foreign language schools. Such visits would enable students to gain direct insight into the class atmosphere and interaction. A simulation can never evoke the real school setting, which is what students have also observed in their course evaluation.

The course *School Practicum* delivered at the Graduate university study programme in History is a methodical elaboration of history topics. Its primary aim is to prepare students to work with primary and secondary school students and students with learning disabilities. Through the practicum students learn how to present history topics by applying adequate teaching methods. Students are required to analyse the class they have delivered and to propose possible improvements. By working with on-site supervisors students acquire the knowledge in the preparation, organisation and delivery of history classes in

primary/secondary schools. In addition to that, students keep practicum journals which are analysed at the end of the course. Students are required to write class preparations and complete the required number of school practicum hours for the semester. Students deliver a preparatory and a sample class which are observed and evaluated by the on-site supervisor. The supervisor's written evaluation of the class delivered by a student is entered in the school practicum journal.

The Graduate university study programme in Philosophy offers the course *School Practicum* which is delivered in three grammar schools and one vocational school in Osijek. We have established excellent cooperation with these schools. Students are required to observe 10 classes delivered by a chosen supervisor and to deliver one sample class. Students are also required to keep a detailed school practicum journal in line with the guidelines and instructions given by the on-site supervisor. In addition to that, students have to observe at least 4 sample classes delivered by other students, and keep a detailed journal on those classes in which they record their critical observations. Students submit the necessary documentation signed by the on-site supervisor, along with the portfolio they have compiled to the teacher responsible for the course as a required part of their exam in *School Practicum*.

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

The Faculty website is divided into the main part and the separate web pages of individual independent organisational units (Departments and Sub-Departments). The main Faculty website contains descriptions of all study programmes with related implementing plans and course descriptions which include the following information: course content, learning outcomes, course literature, exam-related information and the methods of course evaluation. Department web pages also provide access to this information either through links to the main website or by repeating it so that it can be easily accessible. Through the Faculty server teachers and students can also access *Moodle*, the online learning system. *Moodle* enables teachers to communicate directly with students, to easily distribute information and course materials, to upload exercises, etc. Table 2.6. shows to what extent individual options are used within different study programmes. It is visible that the least used option is the posting of old exams, which is understandable, considering the nature of exams in the field of humanities and social sciences. *Moodle* is mostly used for the posting of course materials and for the communication with students. It can be also noticed that it is not used by all study programmes to an equal extent. However, since the *Moodle* was introduced in 2007, the level of use and the number of available courses has been growing continually.

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.

As it has been stated in the Faculty's Strategic Plan 2011-2015, well-defined study programmes provide a key element for good teaching. It is therefore necessary to continually

improve and update the existing study programmes. It is also very important to introduce new study programmes, which should be carried out in a balanced and systematic manner, in line with the labour market demands, as well as with the available human resources and infrastructure facilities.

The effectiveness of the Faculty of Humanities and Social Sciences lies in the cooperation of its organisational units (departments, sub-departments, study programmes) in the development and implementation of interdisciplinary study programmes, where interdisciplinarity will not become an end in itself but a reflection of the potency of the diversity of scientific and professional issues tackled by the research and teaching staff at the Faculty of Humanities and Social Sciences. Our Faculty offers a large number of structurally complex study programmes (see Chapter 2a) which are delivered at three levels (undergraduate, graduate and postgraduate), and as single major study programmes or as a combination of two double major study programmes. It is also important to emphasise that individual study programmes are conceived to offer specialisations in teacher and non-teacher education, and the upcoming modifications and improvements of study programmes should be viewed from that perspective. In order to be more efficient in planning and coordinating modifications of our study programmes, we have set up two committees: the Committee for Study Programmes in Teacher Education which is in charge of coordinating modifications of study programmes which do not exceed the original study programme by 20 %, and of preparing proposals on new study programmes in teacher education (for proposals on new study programmes, but also for modifications of existing study programmes which exceed the original study programme by 20 %) and a Committee for Non-Teacher Education Study Programmes the task of which is to consider problems related to the quality of non-teacher education study programmes at the Faculty (also see Chapter 2c, point 7).

If we consider the strategic development of our study programmes on a long-term basis, and in the light of the proposals for their modifications, the Faculty will need to consider the setting up of graduate study programmes in English (in addition to the already existing study programme in English Language and Literature, e.g. study programmes in Psychology, Pedagogy, Information Science, History, etc.). The reasons for such modifications should be sought in our growing need to increase the mobility of foreign students towards our Faculty. We believe that the entire study programme in English will be more appealing for foreign students than just individual courses that we already offer at our Faculty.

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 Faculty has established the Department of Lifelong Learning and the following Departments are involved in its work: Pedagogy, Psychology, Croatian Language and Literature, English Language and Literature, and German Language and Literature. The Department consists of four subsections:

1. Subsection for Psychological, Pedagogical, Didactic, Methodological Training;

2. Subsection for Editing and Proofreading and Professional Training in Editing and Proofreading;
3. Subsection for Croatian Language and Latin Script for Foreigners;
4. Subsection for Conference Interpreting Services.

1. Subsection for Psychological, Pedagogical, Didactic, Methodological Training

Psychological, pedagogical, didactic, methodological training is intended for professionals with non-teacher education who want to be trained to teach in primary and secondary schools, and at universities.

The following candidates can enrol in the program:

- a) Candidates who have graduated from a two-year or a four-year non-teacher 'pre-Bologna' study programme;
- b) Candidates who have graduated from an undergraduate or graduate non-teacher 'Bologna' study programme, or an integrated 'Bologna' study programme;
- c) Candidates who have completed a three-year or a four-year vocational secondary education.

Each course taught within this training programme is assigned ECTS credits, and upon the completion of the training, candidates earn a total of 60 ECTS credits. Candidates complete the psychological, pedagogical, didactic and methodological training once they have passed all the required exams. The program consists of 8 compulsory courses: *General Pedagogy, School Pedagogy, Didactics, Curriculum Theory, Psychology of Education, Introduction to General and Developmental Psychology, Methodology of Teaching I, Methodology of Teaching II*, and of one elective course which candidates choose from a list of elective courses offered for the respective academic year: *Education for Creativity, Psychology of Children with Special Needs, Methodology of Research in Pedagogy I, Multimedia Didactics, Applied Developmental Psychology, Class Management, and Spoken and Written Culture in Teaching*. The programme is carried out by teachers of our Faculty.

On the completion of the course the candidates fill out a questionnaire in order to assess the quality of the training. All survey reports are available on the website of our Quality Assurance Office.⁷⁵

In the academic year 2013/2014 we launched an experimental distance learning programme. The experimental group which currently consists of 46 candidates from the remotest parts of the country (200 km or more from Osijek) can attend classes in three different ways:

1. By being present in the classroom at the Faculty of Humanities and Social Sciences;
2. Live over the Internet;
3. By viewing the recorded class at a time set in advance.

Candidates who attend classes live over the Internet can actively engage in the teaching process – by raising hands and writing questions on the interface, or by asking questions over the microphone. The IT system enables the audio-visual communication between the candidates and the teacher. The entire system of distance learning through the Internet is

⁷⁵ <http://web.ffos.hr/kvaliteta/?id=55>

supported by the expert team and the IT system of the Faculty of Humanities and Social Sciences in Osijek.

2. Subsection for Editing and Proofreading and Professional Training in Editing and Proofreading

The aim of the Subsection for Editing and Proofreading and Professional Training in Editing and Proofreading is to improve the quality of texts printed in the Croatian language, to make a general contribution and to take better care of the Croatian language which will in the years following the accession of Croatia to the European union be of key importance for the preservation of the national identity. This is important because the Croatian language belongs to so-called 'small languages' which constantly need to make additional efforts to keep their distinctiveness and to be on an equal level with other languages of the Union. The following candidates can enrol in the programme:

a) Candidates who have completed a 'pre-Bologna' or 'Bologna' undergraduate or graduate study programme in philology studies (Croatian language, English language, German language, Romance languages);

b) Candidates who have graduated from the Faculty of Teacher Education;

c) Other candidates who need to improve their proper use of the Croatian language due to the nature of their work (members of legal services in state and public companies, law practices, advertising agencies, etc.). Upon the completion of the programme the Faculty issues a certificate stating that a candidate has completed the training in editing and proofreading and earned 4 ECTS credits, and for non-philology candidates a certificate that a candidate has completed the training in the fundamentals of language culture. The Faculty also issues a certificate verifying that a text has been edited and proofread, and, if necessary, signs a confidentiality agreement (i.e. in the case of a company's or institution's official documents). The programme is carried out by teachers of the Faculty's Sub-Department of Croatian Language and Linguistics who have a rich experience of editing and proofreading. The programme is divided into four units: *Croatian Orthography in the Context of Written Text Editing*, *Phonological and Morphological Aspects of Croatian in the Context of Written Text Editing*, *Word Formation and Syntactic Aspects of Croatian in the Context of Written Text Editing*; *Stylistic and Pragmatic Aspects of Croatian in the Context of Functional Styles*. The programme was first launched in September 2012 when 21 candidates enrolled in it.

3. Subsection for Croatian Language and Latin Script for Foreigners

The purpose of launching this programme was to set up the institutionalised learning of Croatian, to promote cultural and social interactions between the Croatian and other nations, to spread the Croatian language culture and to promote Croatian as a foreign language. The aim of this programme is to familiarize candidates with the Croatian standard language. Upon the completion of the programme, candidates will have acquired the skills of reading, writing, speaking and listening. The programme is intended for foreigners, non-native speakers of Croatian interested in the learning of Croatian and in taking the exam in Croatian language and Latin script. The programme is offered at three levels:

1. level – elementary – intended for candidates who have no prior knowledge of Croatian language and Latin script, or of Croatian grammatical structures and rules;
2. level – intermediate – intended for candidates who have poor knowledge of Croatian language and Latin script, and of spoken and written Croatian standard, and who recognise some grammatical structures but can not use them properly;
3. level – advanced – intended for candidates who have limited knowledge of Croatian language and Latin script, and of spoken and written Croatian standard, and who are familiar with grammatical structures but use them with difficulty.

The programme is carried out by teachers of the Department of Croatian Language and Literature. The content of the programme Croatian Language and Latin Script for Foreigners is available on our website.⁷⁶ In the academic year 2013/2014 we had two candidates enrolled in the 3rd level of this programme.

4. Subsection for Conference Interpreting Services

The aim of the programme is for candidates to acquire basic theoretical knowledge in the field of conference interpreting, to introduce themselves with the working conditions, standards and ethical principles of conference interpreting, to acquire elementary practical skills in conference interpreting (consecutive and simultaneous) by practicing on real-life speeches of basic level of difficulty (*Speech Repository - DG Interpretation*), and by evaluating their own performance. Candidates also develop their language skills and cultural literacy in both working languages, they develop their communicative competence and the ability to adapt to different contexts and interpreting tasks, they are introduced with the proper use of voice and articulatory organs, and with the state of conference interpreting in Croatia. Upon the completion of the programme, candidates earn 4 ECTS credits. The conference interpreting training programme is intended for candidates who have completed a ‘pre-Bologna’ study programme in English Language and Literature, or undergraduate or graduate ‘Bologna’ study programme in English Language and Literature who wish to gain insight into conference interpreting, familiarize themselves with the fundamentals of the profession and acquire basic interpreting competencies, as well as for candidates who want to prepare themselves for enrolment in a postgraduate specialist study programme in conference interpreting. The programme is also intended for professionals already engaged in translation or consecutive interpreting who wish to gain insight into simultaneous interpreting. Courses are delivered in English and Croatian. The conference interpreting training programme is organised at the Faculty of Humanities and Social Sciences in specialized classrooms and in a conference room where we have installed the state-of-the-art conference interpreting equipment. The programme is delivered by teachers of our Faculty who have rich experience in conference interpreting. It consists of the following units: *Spoken Communication and Public Speaking, Methodology of Conference Interpreting, Consecutive Interpreting – Practice, and Simultaneous Interpreting – Practice*. The programme was first launched in September 2012, and 11 eleven candidates have successfully completed the programme.

⁷⁶ http://web.ffos.hr/cjelozivotno_obrazovanje/dat/s_67/File/ELABORAT%20HRVATSKI%20ZA%20STRANCE.pdf

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.

Although we have considered introducing the system for recognition of prior learning (informal and non-formal education) at our Faculty, we still have not established it. We have yet to complete this task, and the first thing we have to do is to examine the relevant regulations and ask the competent bodies to provide us with reliable interpretations thereof. The recognition of foreign higher education qualifications (academic recognition) is within the competence of the University of Osijek, and the procedure is conducted within the framework of the Office for academic recognition of foreign higher education qualifications. The applicant initiates the procedure by submitting the Request for academic recognition to which he/she attaches the valid relevant documentation, and the receipt confirming that the applicant has paid the administrative fee for the academic recognition procedure.

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

Our programmes are developed by independent organisational units of our Faculty in mutual cooperation, coordination and assistance, and as a result of that cooperation we offer a variety of study programmes in two scientific fields and several scientific disciplines. Individual organisational units of our Faculty are responsible for the qualifications they confer and study programmes they deliver. In line with that, the Vice-Dean for Study Programmes and Student Affairs prepares proposals for new study programmes, and proposals for modifications of the existing study programmes for discussion and adoption at the Faculty Council meeting. All proposals have to be in line with the *Strategic Plan of the Faculty* and have to meet all formal requirements laid down in the regulations in force:

- *Act on Quality Assurance in Science and Higher Education* (OG 45/09);
- *Ordinance on the content of licence and conditions for issuing licence for performing higher education activity, carrying out a study programme and re-accreditation of higher education institutions* (OG 24/10);
- *The Agency for Science and Higher Education Instructions for the preparation of study programme proposals* (of 22 December 2010); and
- *Rules for the evaluation of university undergraduate, graduate and professional study programmes of the Josip Juraj Strossmayer University of Osijek* (of 10 June 2009).

The Faculty Council, as a body responsible for proposing study programmes, adopts new proposals and forwards them to the Committee for undergraduate, graduate and professional study programmes of the University of Osijek which is responsible for the evaluation procedure. The further procedure is, therefore, completely within the competence of University bodies. After the proposed study programme has been peer reviewed, the Committee prepares a *Report* which, if positive, is submitted to the University Senate for approval; the notification about the procedure is sent to the Agency for Science and Higher

Education, and the Ministry of Science, Education and Sports, and, if necessary, their additional approval is sought. After the procedure for the adoption and approval of the study programme has been completed, the Ministry of Science, Education and Sports issues the Licence for carrying out a study programme, and this information is entered in the Register of Study Programmes. With this act all formal requirements for carrying out the proposed study programme have been met in accordance with the provisions of Article 3 paragraphs 2 and 3 of the *Ordinance on the content of licence and conditions for issuing licence for performing higher education activity, carrying out a study programme and re-accreditation of higher education institutions* (OG 24/10).

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

The Faculty of Humanities and Social Sciences cannot self-accredit its own study programmes.

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

Our satisfaction with the current situation with respect to our study programmes is the result of the fact that we have not only successfully carried out their reorganisation in line with the Bologna Declaration, but following a well-designed action plan, we have also managed to overcome, to a great extent, the initial difficulties we encountered in the implementation of the Bologna Declaration. We have also managed to continually improve the quality of our study programmes and of their delivery. Behind all this stands considerable effort made by the majority of the Faculty staff, the members of the former Faculty Administration, and in particular, members of the current Faculty Administration who have by introducing clear and transparent procedures in the Faculty's operations, and through the coordination and cooperation with the Faculty's organisational units built a high-quality and efficient system. In all this there is still much room for improvement, in particular with respect to the cooperation between different departments of the Faculty, and even between the sub-departments within individual departments, with a view to improving the implementation of our study programmes. We should by all means be satisfied with the growing number of young, top-quality members of our academic staff who reflect the potency of our Faculty and provide a guarantee that our study programmes will be carried out in line with high standards of excellence. Our satisfaction also derives from the fact that we have carried out the majority of improvement plans pertaining to our study programmes which were within our competence and which we included in the former self-evaluation (July 2009).

Our dissatisfaction certainly derives from the fact that the humanistic values are not recognized sufficiently in the society, which is in turn reflected on the position of humanities and social sciences and of institutions that promote them. We are particularly frustrated with the fact that sometimes our distinctiveness and our potential are not recognized by our

University. We are also endangered, to a great extent, by the emergence of abridged, partial and heterogeneous programmes and parallel study programmes at the University.

The majority of our plans for improvements pertaining to study programmes are listed in the *Strategic Plan of the Faculty*, and here we would like to emphasise that we plan to keep updating our study programmes and plans, and to make improvements as regards the evaluation of our study programmes and the teaching. We believe that the data presented in this self-evaluation and the experience gained in the procedure for the re-accreditation of our study programmes will certainly be an asset in this process.

In conclusion, we believe that this procedure could be improved by the development of a more concise form providing informative, qualitative and quantitative data on the respective HEI, which would enable a better comparison of HEIs. We believe that a publication, which would bring together all completed forms in one place, would be a good starting point for observing the state of higher education in the field of humanities and social sciences in the Republic of Croatia.

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

For undergraduate and integrated study programmes, data for the first year in this academic year and the past two years.

Croatian Language and Literature (single major)	Full-time students					Part-time students			Total				
	Year	Applied	First choice	Second choice	Enrolment quota	Enrolled into the first year	Applied	Enrolled into the first year	Enrolment quota	Comprehensive secondary education		Vocational secondary education	
										Number	Grade average	Number	Grade average
2012/13	79	24	15	20	19				16	3.98	3	4.19	
2011/12	129	33	28	20	20				14	3.87	6	4.14	
2010/11	199	41	32	20	20				13	3.67	7	3.40	

Information Sciences (single major)	Full-time students					Part-time students			Total				
	Year	Applied	First choice	Second choice	Enrolment quota	Enrolled into the first year	Applied	Enrolled into the first year	Enrolment quota	Comprehensive secondary education		Vocational secondary education	
										Number	Grade average	Number	Grade average
2012/13	493	92	69	40	41				26	3.82	15	4.26	
2011/12	454	68	63	30	29				18	3.71	11	4.21	
2010/11	722	73	84	30	29				17	3.92	12	3.60	

German Language and Literature (single major)	Full-time students					Part-time students			Total				
	Year	Applied	First choice	Second choice	Enrolment quota	Enrolled into the first year	Applied	Enrolled into the first year	Enrolment quota	Comprehensive secondary education		Vocational secondary education	
										Number	Grade average	Number	Grade average
2012/13	84	27	17	20	18				14	3.90	4	4.17	
2011/12	141	38	33	20	17				8	3.98	9	4.09	
2010/11	155	29	33	15	16				11	3.73	5	4.34	

Psychology (single major)	Full-time students					Part-time students			Total				
	Year	Applied	First choice	Second choice	Enrolment quota	Enrolled into the first year	Applied	Enrolled into the first year	Enrolment quota	Comprehensive secondary education		Vocational secondary education	
										Number	Grade average	Number	Grade average
2012/13	172	57	26	30	28				21	4.51	7	4.72	
2011/12	516	140	95	30	33				25	4.40	8	4.63	
2010/11	740	142	94	30	36				30	4.33	6	4.68	

History (double major)	Full-time students					Part-time students			Total			
	Applied	First choice	Second choice	Enrolment quota	Enrolled into the first year	Applied	Enrolled into the first year	Enrolment quota	Comprehensive secondary education		Vocational secondary education	
									Number	Grade average	Number	Grade average
2012/13	262	79	39	40	41				28	3.92	13	4.30
2011/12	292	81	53	40	40				32	4.07	8	3.88
2010/11	437	79	79	40	41				32	3.99	9	3.83

Pedagogy (double major)	Full-time students					Part-time students			Total			
	Applied	First choice	Second choice	Enrolment quota	Enrolled into the first year	Applied	Enrolled into the first year	Enrolment quota	Comprehensive secondary education		Vocational secondary education	
									Number	Grade average	Number	Grade average
2012/13	279	66	47	30	31				24	4.29	7	4.48
2011/12	453	75	84	30	30				27	4.37	3	4.13
2010/11	632	94	89	30	32				22	4.05	10	4.73

German Language and Literature (double major)	Full-time students					Part-time students			Total				
	Year	Applied	First choice	Second choice	Enrolment quota	Enrolled into the first year	Applied	Enrolled into the first year	Enrolment quota	Comprehensive secondary education		Vocational secondary education	
										Number	Grade average	Number	Grade average
2012/13	132	51	25	50	39				30	3.95	9	3.84	
2011/12	189	57	32	40	42				33	3.98	9	4.16	
2010/11	215	52	30	35	34				26	4.08	8	3.90	

Hungarian Language and Literature (double major)	Full-time students					Part-time students			Total				
	Year	Applied	First choice	Second choice	Enrolment quota	Enrolled into the first year	Applied	Enrolled into the first year	Enrolment quota	Comprehensive secondary education		Vocational secondary education	
										Number	Grade average	Number	Grade average
2012/13	134	31	20	20	20				12	3.74	8	4.08	
2011/12	247	48	48	20	20				10	4.00	10	4.32	
2010/11	197	29	40	35	36				22	3.83	14	4.03	

Croatian Language and Literature (double major)	Full-time students					Part-time students			Total				
	Year	Applied	First choice	Second choice	Enrolment quota	Enrolled into the first year	Applied	Enrolled into the first year	Enrolment quota	Comprehensive secondary education		Vocational secondary education	
										Number	Grade average	Number	Grade average
2012/13	647	133	115	65	67				43	4.17	24	4.12	
2011/12	902	140	161	65	62				45	4.07	17	4.15	
2010/11	1104	134	152	70	73				50	4.00	23	4.05	

Philosophy (double major)	Full-time students					Part-time students			Total				
	Year	Applied	First choice	Second choice	Enrolment quota	Enrolled into the first year	Applied	Enrolled into the first year	Enrolment quota	Comprehensive secondary education		Vocational secondary education	
										Number	Grade average	Number	Grade average
2012/13	93	33	15	35	28				22	3.79	6	3.95	
2011/12	129	46	21	20	22				13	3.81	9	4.41	
2010/11	139	34	23	25	27				21	3.80	6	3.64	

English Language and Literature (double major)	Full-time students					Part-time students			Total				
	Year	Applied	First choice	Second choice	Enrolment quota	Enrolled into the first year	Applied	Enrolled into the first year	Enrolment quota	Comprehensive secondary education		Vocational secondary education	
										Number	Grade average	Number	Grade average
2012/13	493	131	81	80	78				67	3.99	11	3.91	
2011/12	814	183	119	75	78				62	4.31	16	4.41	
2010/11	980	156	139	75	77				55	4.09	22	4.46	

For graduate and integrated study programmes, data for the first year in this and the past two academic years.

Graduate Study Programmes

Croatian Language and Literature – Teacher Education (single major)	Full-time students			Part-time students			Number of students transferred from other HEIs	GPA*
	Year	Applied	Enrolled	Enrolment quota	Applied	Enrolled		
2012/13	31	28	35					3.88
2011/12	35	35	36				2	4.07
2010/11	32	32	32					4.03

Information Sciences (single major)	Full-time students			Part-time students			Number of students transferred from other HEIs	GPA
	Year	Applied	Enrolled	Enrolment quota	Applied	Enrolled		
2012/13	27	27	30				2	4.06
2011/12	19	17	30				3	3.87
2010/11	38	34	34					4.04

*GPA – Grade Point Average

German Language and Literature – Teacher Education (single major)	Full-time students			Part-time students			Number of students transferred from other HEIs	GPA
	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota		
Year								
2012/13	17	16	17				1	3.34
2011/12	17	15	15					3.63
2010/11	23	19	10				1	3.73

German Language and Literature – Translation Studies (single major)	Full-time students			Part-time students			Number of students transferred from other HEIs	GPA
	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota		
Year								
2012/13	5	0	10					3.29
2011/12	14	5	10				1	3.38
2010/11	4	4	20				2	3.53

Psychology (single major)	Full-time students			Part-time students			Number of students transferred from other HEIs	GPA
	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota		
2012/13	34	34	40					4.05
2011/12	36	36	35				2	3.86
2010/11	32	32	32				1	4.27

English Language and Literature – Teacher Education (double major)	Full-time students			Part-time students			Number of students transferred from other HEIs	GPA
	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota		
2012/13	41	40	39				1	3.56
2011/12	28	24	38					3.83
2010/11	37	33	40					4.09

English Language and Literature – Translation Studies (double major)	Full-time students			Part-time students			Number of students transferred from other HEIs	GPA
	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota		
2012/13	18	10	29					3.55
2011/12	19	17	29					3.81
2010/11	19	17	30				1	3.80

German Language and Literature – Teacher Education (double major)	Full-time students			Part-time students			Number of students transferred from other HEIs	GPA
	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota		
2012/13	20	20	19					3.22
2011/12	10	7	11					3.63
2010/11	12	8	15					3.83

German Language and Literature – Translation Studies (double major)	Full-time students			Part-time students			Number of students transferred from other HEIs	GPA
	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota		
Year								
2012/13	6	0	16					3.18
2011/12	7	5	7					3.52
2010/11	10	9	10					4.02

Croatian Language and Literature – Teacher Education (double major)	Full-time students			Part-time students			Number of students transferred from other HEIs	GPA
	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota		
Year								
2012/13	40	39	52					3.93
2011/12	37	37	50					3.79
2010/11	43	43	55					3.68

Hungarian Language and Literature – Communication Studies (double major)	Full-time students			Part-time students			Number of students transferred from other HEIs	GPA
	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota		
2012/13	6	6	10				1	3.13
2011/12	9	8	10					4.07
2010/11	7	7	15					3.61

Philosophy (double major)	Full-time students			Part-time students			Number of students transferred from other HEIs	GPA
	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota		
2012/13	37	35	40					3.62
2011/12	34	34	44					3.77
2010/11	40	35	45					3.94

History (double major)	Full-time students			Part-time students				
	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota	Number of students transferred from other HEIs	GPA
2012/13	34	34	42				1	3.91
2011/12	38	38	55					3.69
2010/11	47	46	61				1	3.61

Pedagogy (double major)	Full-time students			Part-time students				
	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota	Number of students transferred from other HEIs	GPA
2012/13	30	30	35				1	3.93
2011/12	40	40	44					3.92
2010/11	30	30	41					3.82

Postgraduate Study Programmes

Literature and Cultural Identity	Full-time students			Part-time students			Number of students transferred from other HEIs	GPA
	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota		
Year								
2012/13	8	8	30				0	4.27
2011/12								
2010/11								

Pedagogy and Contemporary School Culture	Full-time students			Part-time students			Number of students transferred from other HEIs	GPA
	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota		
Year								
2012/13	28	20	15 – 25				11	4.17
2011/12								
2010/11								

Linguistics	Full-time students			Part-time students			Number of students transferred from other HEIs	GPA
	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota		
2012/13								
2011/12	8	8	30				4	4.11
2010/11								

Table 2.2. Pass rate at the undergraduate study programmes (groups)

Undergraduate university study programme in English Language and Literature and Croatian Language and Literature							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study ⁷⁷	Cumulative GPA
2006/2007	10	-	-	-	7	3	4.17
2007/2008	10	-	2 [#]	-	8	-	3.84
2008/2009	26	1 ⁷⁸	1 [#]	1 [#]	22	1	3.71
2009/2010	16	-	1 ⁷⁹	-	15	-	4.03

⁷⁷ The number of students who cancelled their enrollment at the Faculty and thus lost their right to study is presented here. The note is valid for all subsequent tables within Table 2.2, and is marked by the '\$' symbol.

⁷⁸ The number of students who did not personally request an extension for the completion of study without student rights, which they are entitled to in accordance with the Statute of Josip Juraj Strossmayer University of Osijek (Article 154). The note is valid for all subsequent tables within Table 2.2, and is marked by the '#' symbol.

⁷⁹ Pursuant to the Ordinance on the study programmes and studying at the Josip Juraj Strossmayer University of Osijek (Article 50), the students who lost the status of a full-time student (upon personal request) are granted the opportunity to continue their studies as a part-time student, or are granted the completion of study without student rights in accordance with the Statute of Josip Juraj Strossmayer University of Osijek (Article 154). The note is valid for all subsequent tables within Table 2.2, and is marked by the '*' symbol.

Undergraduate university study programme in English Language and Literature and German Language and Literature							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2006/2007	20	-	-	-	15	5	3.77
2007/2008	12	1 [#]	-	-	9	2	3.70
2008/2009	18	-	1*	-	15	2	3.85
2009/2010	18	4 [#]	1*	1 [#] + 2*	9	1	3.70

Undergraduate university study programme in English Language and Literature and History							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2006/2007	13	-	-	1*	12	-	3.72
2007/2008	23	5 [#]	4 [#]	-	12	2	3.58
2008/2009	-	-	-	-	-	-	-
2009/2010	-	-	-	-	-	-	-

Undergraduate university study programme in English Language and Literature and Pedagogy							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2006/2007	12	-	-	-	11	1	4.09
2007/2008	15	-	-	-	14	1	4.47
2008/2009	-	-	-	-	-	-	-
2009/2010	-	-	-	-	-	-	-

Undergraduate university study programme in Philosophy and Croatian Language and Literature							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2006/2007	13	-	2 [#]	-	9	2	3.60
2007/2008	9	2 [#]	-	-	7	-	3.65
2008/2009	-	-	-	-	-	-	-
2009/2010	-	-	-	-	-	-	-

Undergraduate university study programme in Philosophy and Pedagogy							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2006/2007	12	1 [#]	-	-	11	-	4.16
2007/2008	11	-	2 [#]	-	9	-	4.30
2008/2009	18	-	1 [#]	-	17	-	3.71
2009/2010	16	-	-	-	15	1	4.01

Undergraduate university study programme in Philosophy and History							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2006/2007	14	-	-	-	12	2	3.46
2007/2008	12	-	-	-	11	1	3.69
2008/2009	14	-	-	-	14	-	3.37
2009/2010	-	-	-	-	-	-	-

Undergraduate university study programme in Pedagogy and History							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2006/2007	12	-	-	-	12	-	3.75
2007/2008	-	-	-	-	-	-	-
2008/2009	22	-	1 [#]	1*	19	1	3.69
2009/2010	20	-	-	-	19	1 ⁸⁰	3.98

Undergraduate university study programme in Croatian Language and Literature							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2006/2007	45	2 [#]	1*	-	37	5	4.07
2007/2008	38	1 [#]	1 [#]	-	31	5	4.00
2008/2009	32	2 [#]	1 [#]	-	29	-	4.06
2009/2010	34	4 [#]	-	-	30	-	4.22

⁸⁰ The student cancelled enrolment in this study programme and enrolled into the first year of the German Language and Literature study programme.

Undergraduate university study programme in Croatian Language and Literature and Pedagogy							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2006/2007	21	1 [#]	-	-	20	-	3.67
2007/2008	9	-	-	-	8	1	4.08
2008/2009	-	-	-	-	-	-	-
2009/2010	-	-	-	-	-	-	-

Undergraduate university study programme in Information Sciences							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2006/2007	56+1 ⁸¹	1 [#]	1 [#]	-	43	12	3.84
2007/2008	45	4 [#]	1 [#]	1 [#]	39	-	3.92
2008/2009	43	3 [#]	1 [#]	1 [#] + 1 [*]	37	-	3.93
2009/2010	32	2 [#]	3 [#]	2 [#] + 5 [*]	20	-	3.83

⁸¹ The student transferred to this study programme from the Faculty of Humanities and Social Sciences Zagreb in the academic year 2006/2007 (graduated with the generation 2006/2007).

Undergraduate university study programme in Hungarian Language and Literature and English Language and Literature							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2006/2007	-	-	-	-	-	-	-
2007/2008	5	-	-	-	5	-	4.28
2008/2009	4	-	-	-	4	-	3.82
2009/2010	9	2 [#]	-	2 [*]	5	-	4.01

Undergraduate university study programme in Hungarian Language and Literature and Croatian Language and Literature							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2006/2007	-	-	-	-	-	-	-
2007/2008	4	-	-	-	3	1	3.37
2008/2009	1	-	-	-	1	-	3.47
2009/2010	3	-	-	-	3	-	3.44

Undergraduate university study programme in Hungarian Language and Literature and German Language and Literature							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2006/2007	-	-	-	-	-	-	-
2007/2008	7	3 [#]	-	-	0	3+1 ⁸²	-
2008/2009	-	-	-	-	-	-	-
2009/2010	-	-	-	-	-	-	-

Undergraduate university study programme in Hungarian Language and Literature and History							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2006/2007	-	-	-	-	-	-	-
2007/2008	4	-	-	-	2	2	3.30
2008/2009	1	-	-	-	-	1	-
2009/2010	-	-	-	-	-	-	-

⁸² The student cancelled enrolment in this study programme and enrolled into the German Language and Literature study programme.

Undergraduate university study programme in German Language and Literature							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2006/2007	37	1 [#]	1 [#] + 2 [*]	5 [#]	22	6	3.82
2007/2008	37+1 ⁸³	-	2 [#]	-	33	4	3.86
2008/2009	22	3 [#]	-	2 [*]	16	1 ⁸⁴	3.75
2009/2010	23	3 [#]	1 [#]	6 ^{*(1)}	13	-	3.79

Undergraduate university study programme in History and Croatian Language and Literature							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2006/2007	11	-	-	-	9	2	3.83
2007/2008	11	-	-	-	10	1	3.65
2008/2009	22	1 [#]	1 [#]	1 [#]	19	-	3.68
2009/2010	20	1 [#]	-	-	19	-	3.98

⁸³ **: The student transferred to this study programme from the University of Zadar.

⁸⁴ The student cancelled enrolment in this study programme in the academic year 2008/2009 and enrolled into the first year of the study programme in German Language and Literature and English Language and Literature.

Undergraduate university study programme in Psychology							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2006/2007	32	1 [#]	-	-	31	-	4.01
2007/2008	34	2 [#]	-	-	32	-	4.08
2008/2009	40	3 [#]	1 [#]	-	36	-	4.25
2009/2010	32	-	-	-	32	-	3.89

Table 2.2. Pass rate at the graduate study programmes (groups)

Graduate university study programme in English Language and Literature (Teacher Education) and Croatian Language and Literature (Teacher Education)							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study⁸⁵	Cumulative GPA
2008/2009	2	-	-	-	2	-	4.68
2009/2010	1	-	-	-	1	-	4.92

Graduate university study programme in English Language and Literature (Translation Studies) and Croatian Language and Literature (Teacher Education)							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	2	-	-	-	2	-	4.70
2009/2010	4	-	-	-	4	-	4.40

⁸⁵ The number of students who cancelled their enrollment at the Faculty and thus lost their right to study is presented here. The note is valid for all subsequent tables within Table 2.2, and is marked by the '\$' symbol.

Graduate university study programme in English Language and Literature (Teacher Education) and German Language and Literature (Teacher Education)							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	10	-	-	-	10	-	4.52
2009/2010	16	-	-	1 ⁸⁶	15	-	4.32

Graduate university study programme in English Language and Literature (Translation Studies) and German Language and Literature (Translation Studies)							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	13	-	-	-	13	-	4.07
2009/2010	5	-	-	-	5	-	4.26

⁸⁶ Pursuant to the Ordinance on the study programmes and studying at the Josip Juraj Strossmayer University of Osijek (Article 50), the students who lost the status of a full-time student (upon personal request) are granted the opportunity to continue their studies as a part-time student, or are granted an extension for the completion of studies without student rights in accordance with the Statute of Josip Juraj Strossmayer University of Osijek (Article 154). The note is valid for all subsequent tables within Table 2.2, and is marked by the '*' symbol.

Graduate university study programme in English Language and Literature (Teacher Education) and History (Teacher Education)							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	1	-	-	-	1	-	4.45
2009/2010	5	-	-	-	5	-	4.39

Graduate university study programme in English Language and Literature (Translation Studies) and History (Teacher Education)							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	3	-	-	-	3	-	4.38
2009/2010	8	-	-	1*	7	-	4.44

Graduate university study programme in English Language and Literature (Teacher Education) and Pedagogy							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	8	-	-	-	8	-	4.66
2009/2010	6	-	-	-	6	-	4.39

Graduate university study programme in English Language and Literature (Translation Studies) and Pedagogy							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	7	-	-	1*	6	-	4.54
2009/2010	2	-	-	1 ⁸⁷	1	-	4.35

⁸⁷ The number of students who did not personally request an extension for the completion of studies without student rights which they are entitled to in accordance with the Statute of Josip Juraj Strossmayer University of Osijek (Article 154). The note is valid for all subsequent tables within Table 2.2, and is marked by the '#' symbol.

Graduate university study programme in English Language and Literature (Philology) and German Language and Literature (Translation Studies)							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	-	-	-	-	-	-	-
2009/2010	3	-	-	-	3	-	4.43

Graduate university study programme in English Language and Literature (Philology) and History							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	-	-	-	-	-	-	-
2009/2010	2	-	-	-	2	-	4.66

Graduate university study programme in English Language and Literature (Philology) and Pedagogy							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	-	-	-	-	-	-	-
2009/2010	2	-	-	-	2	-	4.81

Graduate university study programme in English Language and Literature (Philology) and Croatian Language and Literature (Teacher Education)							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	-	-	-	-	-	-	-
2009/2010	2	-	-	-	2	-	5.00

Graduate university study programme in Philosophy (Teacher Education) and Croatian Language and Literature (Teacher Education)							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	6	-	-	-	6	-	4.85
2009/2010	9	-	-	-	9	-	4.47

Graduate university study programme in Philosophy (Teacher Education) and English Language and Literature (Translation Studies)							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	1	-	-	-	1	-	3.96
2009/2010	-	-	-	-	-	-	-

Graduate university study programme in Philosophy (Teacher Education) and English Language and Literature (Teacher Education)							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	3	-	-	-	3	-	4.50
2009/2010	-	-	-	-	-	-	-

Graduate university study programme in Philosophy (Teacher Education) and Pedagogy							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	5	-	-	-	5	-	4.70
2009/2010	9	-	-	2*	7	-	4.52

Graduate university study programme in Philosophy (Teacher Education) and History (Teacher Education)							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	13	-	-	-	13	-	4.26
2009/2010	12	-	-	-	12	-	4.24

Graduate university study programme in Pedagogy and History (Teacher Education)							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	21	-	-	-	21	-	4.36
2009/2010	10	-	-	1*	9	-	4.30

Graduate university study programme in Pedagogy and German Language and Literature (Translation Studies)							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	1	-	-	-	1	-	4.37
2009/2010	-	-	-	-	-	-	-

Graduate university study programme in Croatian Language and Literature (Teacher Education)							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	45	-	-	2*	43	-	4.56
2009/2010	42	-	-	3*	39	-	4.52

Graduate university study programme in Croatian Language and Literature (Teacher Education) and Pedagogy							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	16	-	-	-	16	-	4.75
2009/2010	17	-	-	2*	15	-	4.36

Graduate university study programme in Croatian Language and Literature (Teacher Education) and History							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	8	-	-	-	8	-	4.60
2009/2010	15	1	-	-	14	-	4.40

Graduate university study programme in Croatian Language and Literature (Literary Research)							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	-	-	-	-	-	-	-
2009/2010	7	-	1#	3*	3	-	4.59

Graduate university study programme in Information Sciences							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	34	1#	-	3* 3#	27	-	3.97
2009/2010	37	-	1#	2*	33	1	3.98

Graduate university study programme in German Language and Literature (Teacher Education)							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	14	-	-	-	14	-	4.36
2009/2010	21	1#	2#	1#	17	-	4.36

Graduate university study programme in German Language and Literature (Teacher Education) and History (Teacher Education)							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	-	-	-	-	-	-	-
2009/2010	1	-	-	-	1	-	4.33

Graduate university study programme in Psychology							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	35	-	-	-	35	-	4.39
2009/2010	39	-	-	-	39	-	4.31

Graduate university study programme in Written Heritage in Digital Environment							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	3	-	1#	1*	1	-	4.69
2009/2010	-	-	-	-	-	-	-

Graduate university study programme in German Language and Literature (Translation Studies)							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2008/2009	3	-	-	-	3	-	4.56
2009/2010	4	-	-	-	4	-	4.43

Table 2.2. Pass rate at the postgraduate university study programme

Postgraduate university study programme in <i>Linguistics</i>							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2006/2007	42	29 ⁸⁸	-	-	2	-	4.56
2007/2008	-	-	-	-	-	-	-
2008/2009	27	26*	-	-	1	-	4.10
2009/2010	-	-	-	-	-	-	-

Postgraduate university study programme in <i>Literature and Cultural Identity</i>							
Year of enrolment	Number of students enrolled	Number of students who earned up to 1/3 of the maximum ECTS credits	Number of students who earned from 1/3 up to 2/3 of the maximum ECTS credits	Number of students who earned more than 2/3 of the maximum ECTS credits	Number of graduates	Number of students who lost their right to study	Cumulative GPA
2006/2007	22	2	9	3	8	-	4.61
2007/2008	-	-	-	-	-	-	-
2008/2009	-	-	-	-	-	-	-
2009/2010	16	4	10	2	-	-	-

⁸⁸In the postgraduate university study programme *Linguistics*, the credits earned for the doctoral dissertation and extracurricular activities are allocated only upon completion of the studies; therefore, only the ECTS credits earned by the students in curricular activities and examinations are presented.

Table 2.3. Assessing learning outcomes

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

ENGLISH LANGUAGE AND LITERATURE – UNDERGRADUATE STUDY PROGRAMME	Final exam only			Practical work and final exam	Only mid-term/preliminary exams/homework	Mid-term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
	1				23	16	1			1

ENGLISH LANGUAGE AND LITERATURE – GRADUATE STUDY PROGRAMME – PHILOLOGY STUDIES	Final exam only			Practical work and final exam	Only mid-term/preliminary exams/homework	Mid-term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
					3	8	2	1		

ENGLISH LANGUAGE AND LITERATURE – GRADUATE STUDY PROGRAMME – TRANSLATION STUDIES	Final exam only				Only mid- term/preliminary exams/homework	Mid- term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam	Practical work and final exam						
	2				6	2	1	2		

ENGLISH LANGUAGE AND LITERATURE – GRADUATE STUDY PROGRAMME - TEACHER EDUCATION	Final exam only				Only mid- term/preliminary exams/homework	Mid- term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam	Practical work and final exam						
		1		3	12		4	1	1	2

PHILOSOPHY – UNDERGRADUATE STUDY PROGRAMME	Final exam only			Practical work and final exam	Only mid- term/preliminary exams/homework	Mid- term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
			2			31	1			1

PHILOSOPHY – GRADUATE STUDY PROGRAMME	Final exam only			Practical work and final exam	Only mid- term/preliminary exams/homework	Mid- term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
		1	3			12			1	

CROATIAN LANGUAGE AND LITERATURE – UNDERGRADUATE STUDY PROGRAMME - SINGLE MAJOR	Final exam only			Practical work and final exam	Only mid- term/preliminary exams/homework	Mid- term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
	4	15	15		5	10	2	8		1

CROATIAN LANGUAGE AND LITERATURE – UNDERGRADUATE STUDY PROGRAMME - DOUBLE MAJOR	Final exam only			Practical work and final exam	Only mid- term/preliminary exams/homework	Mid- term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
	4	14	13		5	8	2	7		1

CROATIAN LANGUAGE AND LITERATURE – GRADUATE STUDY PROGRAMME – SINGLE MAJOR – TEACHER EDUCATION	Final exam only			Practical work and final exam	Only mid- term/preliminary exams/homework	Mid- term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
	1	6	14	1	6	5	2	6	1	

CROATIAN LANGUAGE AND LITERATURE – GRADUATE STUDY PROGRAMME – SINGLE MAJOR – LINGUISTIC RESEARCH	Final exam only			Practical work and final exam	Only mid- term/preliminary exams/homework	Mid- term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
	1	6	13		5	5	1	6		

CROATIAN LANGUAGE AND LITERATURE – GRADUATE STUDY PROGRAMME – SINGLE MAJOR – LITERARY RESEARCH	Final exam only			Practical work and final exam	Only mid- term/preliminary exams/homework	Mid- term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
	1	8	12		4	5	2	7		

CROATIAN LANGUAGE AND LITERATURE – GRADUATE STUDY PROGRAMME – DOUBLE MAJOR – TEACHER EDUCATION	Final exam only			Practical work and final exam	Only mid- term/preliminary exams/homework	Mid- term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
	1	8	15	1	6	5	3	7	1	

CROATIAN LANGUAGE AND LITERATURE – GRADUATE STUDY PROGRAMME – DOUBLE MAJOR – LINGUISTIC RESEARCH	Final exam only			Practical work and final exam	Only mid- term/preliminary exams/homework	Mid- term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
	1	7	14		5	5	1	6		

INFORMATION SCIENCES – UNDERGRADUATE STUDY PROGRAMME	Final exam only			Practical work and final exam	Only mid-term/preliminary exams/homework	Mid-term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
					35	4		23	4	1

INFORMATION SCIENCES – GRADUATE STUDY PROGRAMME	Final exam only			Practical work and final exam	Only mid-term/preliminary exams/homework	Mid-term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
					14		11	1	2	

HUNGARIAN LANGUAGE AND LITERATURE – UNDERGRADUATE STUDY PROGRAMME	Final exam only			Practical work and final exam	Only mid-term/preliminary exams/homework	Mid-term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
	5	11	16		14	5	2			1- PE

HUNGARIAN LANGUAGE AND LITERATURE – GRADUATE STUDY PROGRAMME – TEACHER EDUCATION	Final exam only			Practical work and final exam	Only mid-term/preliminary exams/homework	Mid-term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
		2	9	1	4	2				

HUNGARIAN LANGUAGE AND LITERATURE – GRADUATE STUDY PROGRAMME – COMMUNICATION STUDIES	Final exam only			Practical work and final exam	Only mid-term/preliminary exams/homework	Mid-term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
	2	8	2		3		4		2	

GERMAN LANGUAGE AND LITERATURE – UNDERGRADUATE STUDY PROGRAMME - SINGLE MAJOR	Final exam only			Practical work and final exam	Only mid-term/preliminary exams/homework	Mid-term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
	3	3	3		35	18	14			

GERMAN LANGUAGE AND LITERATURE – UNDERGRADUATE STUDY PROGRAMME - DOUBLE MAJOR	Final exam only			Practical work and final exam	Only mid-term/preliminary exams/homework	Mid-term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
	3	5	3		33	18	14			

GERMAN LANGUAGE AND LITERATURE – GRADUATE STUDY PROGRAMME – SINGLE MAJOR – TEACHER EDUCATION	Final exam only			Practical work and final exam	Only mid-term/preliminary exams/homework	Mid-term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
	3	2	6		17	1	10	1	1	

GERMAN LANGUAGE AND LITERATURE – GRADUATE STUDY PROGRAMME – SINGLE MAJOR – TRANSLATION STUDIES	Final exam only			Practical work and final exam	Only mid-term/preliminary exams/homework	Mid-term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
	11	2	1		6	2	5	6	1	

GERMAN LANGUAGE AND LITERATURE – GRADUATE STUDY PROGRAMME – DOUBLE MAJOR – TEACHER EDUCATION	Final exam only			Practical work and final exam	Only mid- term/preliminary exams/homework	Mid- term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
	3	2	6		17	1	8	1	1	

GERMAN LANGUAGE AND LITERATURE – GRADUATE STUDY PROGRAMME – DOUBLE MAJOR – TRANSLATION STUDIES	Final exam only			Practical work and final exam	Only mid- term/preliminary exams/homework	Mid- term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
	11	1			3	5	2	5	1	

PEDAGOGY – UNDERGRADUATE STUDY PROGRAMME	Final exam only			Practical work and final exam	Only mid- term/preliminary exams/homework	Mid- term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
		2	34							

PEDAGOGY – GRADUATE STUDY PROGRAMME	Final exam only			Practical work and final exam	Only mid- term/preliminary exams/homework	Mid- term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
			12	1	1			1		

HISTORY – UNDERGRADUATE STUDY PROGRAMME	Final exam only			Practical work and final exam	Only mid- term/preliminary exams/homework	Mid- term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
		1	42				1			

HISTORY – GRADUATE STUDY PROGRAMME – TEACHER EDUCATION	Final exam only			Practical work and final exam	Only mid- term/preliminary exams/homework	Mid- term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
		5	21							

PSYCHOLOGY – UNDERGRADUATE STUDY PROGRAMME	Final exam only			Practical work and final exam	Only mid- term/preliminary exams/homework	Mid- term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
	16	8	26		5	3	1	6		1

PSYCHOLOGY – GRADUATE STUDY PROGRAMME	Final exam only			Practical work and final exam	Only mid- term/preliminary exams/homework	Mid- term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
	17	3	7		1		1		3	2

POSTGRADUATE UNIVERSITY STUDY PROGRAMME IN <i>LINGUISTICS</i>	Final exam only			Practical work and final exam	Only mid- term/preliminary exams/homework	Mid- term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
	4	5	8				3	10		

POSTGRADUATE UNIVERSITY STUDY PROGRAMME IN <i>LITERATURE AND CULTURAL IDENTITY</i>	Final exam only			Practical work and final exam	Only mid- term/preliminary exams/homework	Mid- term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
		17			1	11	2	17		

POSTGRADUATE UNIVERSITY STUDY PROGRAMME IN <i>PEDAGOGY AND CONTEMPORARY SCHOOL CULTURE</i>	Final exam only			Practical work and final exam	Only mid- term/preliminary exams/homework	Mid- term/preliminary exams/homework and final exam	Seminar paper	Seminar paper and final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam							
		1			2	8	1	2	2	

Table 2.4.

Specify the number of research papers in scientific 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 scientific journals which are relevant for advancement in academic rank	Number of papers of doctoral candidates published in Croatian scientific journals which are relevant for advancement in academic rank
Postgraduate university study programme in <i>Linguistics</i>	29	1	14	27
Postgraduate university study programme in <i>Literature and Cultural Identity</i>	15	1	5	18

Table 2.6. Web pages

Study programme name	Number of courses with a specific web page	For courses which have a specific web page, it includes the following elements (in each column, specify the number of web sites which include this element)					
		Objectives and contents of the course, list of literature	Schedule of written and oral exam terms and office hours	Results of preliminary exams and written exams	Exercises with keys from previous exam terms	Additional teaching material (texts of the lectures, PowerPoint presentations, drawings, pictures, videos, etc.)	Possibility of interactive communication between teachers and students
English Language and Literature – Teacher Education (double major) graduate	14	14	12	12	3	10	12
English Language and Literature – Translation Studies(double major) graduate	14	14	14	14	3	12	14
English Language and Literature (double major) undergraduate	40	40	23	23	10	23	23
Croatian Language and Literature (double major) undergraduate	4	2	4	4	0	3	4
Croatian Language and Literature (single major) undergraduate	3	2	3	3	0	2	3

Information Sciences (single major) graduate	23	23	23	23	0	23	23
Information Sciences (single major) undergraduate	40	34	40	40	4	39	40
Hungarian Language and Literature – Communication Studies (double major) graduate	1	0	1	1	0	1	1
German Language and Literature – Teacher Education (double major) graduate	11	1	11	11	1	11	11
German Language and Literature – Teacher Education (single major) graduate	11	1	11	11	1	11	11
German Language and Literature – Translation Studies (double major) graduate	12	3	12	12	1	11	12
German Language and Literature – Translation Studies (single major) graduate	12	3	12	12	1	11	12
German Language and Literature (single major) undergraduate	7	1	7	7	1	7	7

German Language and Literature (double major) undergraduate	6	1	6	6	1	6	6
Pedagogy (double major) graduate	1	0	1	1	0	1	1
Pedagogy (double major) undergraduate	2	0	2	2	0	2	2
History (double major) graduate	20	20	6	6	0	2	6
History (double major) undergraduate	46	46	10	10	0	0	10
Psychology (single major) graduate	7	2	7	7	1	6	7
Psychology (single major) undergraduate	21	8	21	21	0	20	21

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)
Subsection for Pedagogical, Psychological, Didactic and Methodical Training	140 hours of obligatory courses 15 or 20 hours of elective courses 2 hours at educational institutions	Yes – Senate of the Josip Juraj Strossmayer University of Osijek	Yes - 60 ECTS credits
Subsection for Editing and Proofreading and Professional Training in Editing and Proofreading	80 hours	Yes – Senate of the Josip Juraj Strossmayer University of Osijek	Yes – 4 ECTS credits
Subsection for Conference Interpreting Services	60 hours	Yes – Senate of the Josip Juraj Strossmayer University of Osijek	Yes – 4 ECTS credits
Subsection for Croatian Language and Latin Script for Foreigners	Level 1 – Beginners – (70 hours) Level 1– Intermediate – (35 hours) Level 1– Advanced – (20 hours)	Yes – Senate of the Josip Juraj Strossmayer University of Osijek	No

3. Students

- a) Comment on the quality and structure of the students who applied and students who enrolled undergraduate, graduate and integrated undergraduate 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 data in Table 2.1 reveal that interest among students to enrol in undergraduate study programmes offered by the Faculty is high and that the overall number of applicants along with the number of first- and second-choice applicants exceeds several times the maximum enrolment quotas. In this respect it can be said that the quantity of applicants guarantees a solid selection since only the best applicants can be ranked high enough to be accepted in the admission quota. The text below provides an analysis of the data in Table 2.1 for the current and the past two academic years.

The table shows that in the case of the Single major study programme in Croatian Language and Literature there was an average of 135.67 applicants; i.e. an average of 6.78 applicants per slot. The data also show that 24.08 % of applicants selected this study programme as a first choice of study; i.e. there was an average of 1.63 first-choice applicants per slot, which points to the fact that the number of applicants decreased considerably, while this decrease in the number of first-choice applicants is slightly less prominent. The ratio between the comprehensive school leavers and the vocational school leavers is 3.17:1, while the comprehensive school leaver grade average is 3.84, and the vocational school leaver grade average is 3.91.

In the case of the Single major study programme in Information Sciences there was an average of 556.33 applicants, i.e. 16.69 applicants per slot, which we find gives reason for optimism; 13.96 % of applicants selected this study programme as a first choice of study; i.e. there was an average of 2.33 first-choice applicants per slot, which means that there was a decrease in the overall number of applicants, but more importantly the number of first-choice applicants has risen. The ratio between the comprehensive school leavers and the vocational school leavers is 1.60:1, while the comprehensive school leaver grade average is 3.82, and the vocational school leaver grade average is 4.02

In the case of the Single major study programme in German Language and Literature there was an average of 126.67 applicants, i.e. an average of 6.91 applicants per slot; 24.74 % of applicants selected this study programme as a first choice of study; i.e. there was an average of 1.71 first-choice applicants per slot, which is very good. The data reveal a decrease in the overall number of applicants, and a rather slight decrease in the number of first-choice applicants. The ratio between the comprehensive school leavers and vocational school leavers is 2.20:1, while the comprehensive school leaver grade average is 3.87, and the vocational school leaver grade average is 4.20.

In the case of the Undergraduate study programme in Psychology there was an average of 476.00 applicants, i.e. an average of 15.87 applicants per slot, which we find should give reason for satisfaction. The data also show that 23.74 % of applicants selected this study programme as a

first choice of study, i.e. there was an average of 3.77 first-choice applicants per slot. The data reveal that there has been a visible decrease in the number of applicants and a rather significant decrease in the number of first-choice applicants. However, this shouldn't be reason for concern, since this number is still very high. The ratio between the comprehensive school leavers and the vocational school leavers is 3.71:1; the comprehensive school leaver grade average is very high, 4.41, and the vocational school leaver grade average is even higher, 4.68.

In the case of the Undergraduate double major study programme in History there was an average of 330.33 applicants, i.e. an average of 8.26 applicants per slot. The data also show that 24.12 % of applicants selected this study programme as a first choice of study; i.e. there was an average of 1.99 first-choice applicants per slot, which we find is very good. We have recorded a decline in the number of applicants, while the number of first-choice applicants remained constant. The ratio between the comprehensive school leavers and vocational school leavers is very high, 3.24:1, while the comprehensive school leaver grade average is 3.99, and vocational school leaver grade average is 4.00.

In the case of the Undergraduate double major study programme in Pedagogy there was an average of 454.67 applicants, i.e. 15.16 applicants per slot. The data also show that 17.23 % of applicants selected this study programme as a first choice of study; i.e. there was an average of 2.61 first-choice applicants per slot. The data point to a significant decrease in both the overall number of applicants and the number of first-choice applicants. The ratio between the comprehensive school leavers and the vocational school leavers is 4.88:1, their grade average is quite high - the comprehensive school leaver average grade is 4.24, and the vocational school leaver average grade is 4.45.

In the case of the Undergraduate double major study programme in German Language and Literature there was an average of 178.67 applicants, i.e. 4.29 applicants per slot. The data also show that 29.85 % of applicants selected this study programme as a first choice of study; i.e. there was an average of 1.28 first-choice applicants per slot, which we find to be very good. We have recorded a decline in the number of applicants, while the number of first-choice applicants remained constant. The ratio between the comprehensive school leavers and the vocational school leavers is 3.42:1, while the comprehensive school leaver grade average is 4.00, and the vocational school leaver grade average is 3.97.

In the case of the Undergraduate double major study programme in Hungarian Language and Literature there was an average of 192.67 applicants, i.e. an average of 7.71 applicants per slot. The data show that 18.69 % of applicants selected this study programme as a first choice of study; i.e. there was an average of 1.44 first-choice applicants per slot. We have recorded a decline in both the overall number of applicants, and the number of first-choice applicants. The ratio between the comprehensive school leavers and the vocational school leavers is 1.36:1, while the comprehensive school leaver grade average is 3.86, and the vocational school leaver grade average is 4.14.

In the case of the Undergraduate double major study programme in Croatian Language and Literature there was a very high average of 884.33 applicants; i.e. an average of 13.27 applicants per slot. The data also show that 15.34 % of applicants selected this study programme as a first choice of study; i.e. there was an average of 2.04 first-choice applicants per slot. We have recorded a decline in the number of applicants, while the number of first-choice applicants

remained constant. The ratio between the comprehensive school leavers and the vocational school leavers is 2.20:1, while the comprehensive school leaver grade average is 4.08, and the vocational school leaver grade average is 4.11.

In the case of the Undergraduate double major study programme in Philosophy there was an average of 120.33 applicants; i.e. 4.51 applicants per slot. The data also show that 31.30 % of applicants selected this study programme as a first choice of study, which is the highest percentage of first-choice applicants compared to other study programmes at our Faculty; i.e. there was an average of 1.41 first-choice applicants per slot. We have recorded a decline in the number of applicants, while the number of first-choice applicants remained constant. The ratio between the comprehensive school leavers and the vocational school leavers is 2.87:1, while the comprehensive school leaver grade average is 3.80, and the vocational school leaver grade average is 4.00.

In the case of the Undergraduate double major study programme in English Language and Literature there was a high average of 762.33 applicants; i.e. an average of 9.94 applicants per slot. The data also show that 20.55 % of applicants selected this study programme as a first choice of study; i.e. there was an average of 2.04 first-choice applicants per one slot. We have recorded a mild decline in both the overall number of applicants, and the number of first-choice applicants. The ratio between the comprehensive school leavers and the vocational school leavers is 4.16:1, while the comprehensive school leaver grade average is 4.13, and vocational school leaver grade average is 3.26.

Based on this analysis and indicators contained therein we find that we have reason to be pleased with the quality and the structure of the students who applied for and the students who enrolled in the undergraduate study programmes at our Faculty. Based on our experience we can in principle be satisfied with respect to the consistency and adequacy of their prior learning, although most teachers believe that the level of their prior knowledge should be higher and that the Faculty should try to attract applicants with better grades and better prior learning.

However, the situation is markedly different with respect to the quality and structure of the students who applied for and enrolled in graduate study programmes at our Faculty. Almost all students who applied for graduate study programmes completed their undergraduate study programmes at our Faculty, i.e. we have only a small number of applicants coming from other Universities and/or other units of our University. Graduate study programmes' enrolment quotas are determined according to the number of potential applicants which usually equals the number of students in the final year of undergraduate study programmes, since almost all students who complete undergraduate study programmes enrol into graduate study programmes.

The main reason for this should be sought in the fact that the labour market has barely recognized the baccalaureate degree, but in addition to that, the legislation in force also prevents most of them from finding employment. Table 2.1. reveals that the number of students enrolled in non-teacher education programmes has decreased, in particular the number of students enrolled in the English Language and Literature and German Language and Literature Translation Studies. The problem has peaked in the current academic year since no students were enrolled into the single and double major programmes in German Language and Literature - Translation Studies due to the fact that the requirement as regards the minimum number of students per a study programme was not met. Anticipating such a situation and on the initiative

of the Committee for Non-Teacher Education Study Programmes, several years ago we drafted and proposed a new non-teacher education Graduate study programme in Publishing which would have prevented this from happening since it could be combined with other non-teacher education study programmes and thus increase interest in other non-teacher education study programmes and better prepare translation studies students for the labour market. We also started to draft several other double major non-teacher education study programmes in line with the labour market demand which we would offer to our students. Despite positive reviews and a positive *Report of the University Committee on Undergraduate, Graduate and Professional Study Programmes* which proposed the study programme in Publishing to start in the 2012/2013 academic year, the University Administration failed to grant the authorisation for its initiation, which put us in this difficult position.

The prior learning of students enrolling graduate study programmes is very good, and their academic performance is extremely high. Students are already familiar with the functioning of the academic teaching process; student groups are smaller and more homogeneous; students know each other better, and the teaching materials target specialized and specific knowledge, all of which increases the level of motivation in graduate students.

Table 2.1. also reveals data on our postgraduate university study programmes. Although the Self-Evaluation Guidelines do not require us to comment on this, we would nevertheless like to note that we are satisfied with the quality of our postgraduate students. This is a necessary precondition for good teaching in the third phase of the educational cycle which requires candidates to be more active in scientific research.

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

The data shown in Table 2.2. are divided into three parts in line with the three levels of study, i.e. the pass rate in undergraduate, graduate and postgraduate university study programmes for the generations of students specified in the Self-Evaluation Guidelines. It is possible to analyse the pass rate in single major study programmes with respect to that specific study programme, but in the case of double major study programmes the pass rate is analysed at the level of the study programme group, i.e. the combination of two respective study programmes. The data required for Table 2.2. were gathered during October 2013 to and including 1 November 2013.

It could be said that the pass rate in undergraduate study programmes at the Faculty is more than excellent. The data in table 2.2. show that the majority of students in the analysed generations have completed their studies and only a small number of students have earned less ECTS credits than necessary to complete the respective study programme. It can be concluded that all study programmes at the Faculty have a good pass rate and that the data pertaining to individual study programmes, when analysed in percentages, are rather homogeneous and should be viewed as a whole. Therefore, out of the total of 1,071 students enrolled, 881 of them graduated, which amounts to an excellent percentage, 82.26 %; 71 students, i.e. 6.63 % have dropped out and lost the right to study; and 119 students, i.e. 11.11 % are still studying.

The GPA for all study programmes and all study programme groups for the analysed generations amounts to a very solid 3.82; the highest average grade is 4.28, achieved by students of the

double major study programme group in English Language and Literature and Pedagogy, while the lowest average grade is achieved by students of the study programme in Hungarian Language and Literature, particularly when combined with the study programme in History, where the average grade amounts to 3.43 (data for only one generation) and with the study programme in Croatian Language and Literature, where it amounts to 3.43. These data speak for themselves; they are the result of carefully planned enrolment quotas which facilitate better organisation of teaching, but also indicate a high level of student motivation to learn and complete their studies.

The situation in graduate study programmes is even better, and the figures in Table 2.2. give more than enough reason for satisfaction. Table 2.2. shows the data for the academic year 2008/2009 onwards, since this was when the graduate study programmes at the Faculty were first introduced. Out of the total number of 533 students, as many as 497 of them graduated, which amounts to an excellent 93.24 %. The data reveal that 35 students, i.e. 6.57 %, are still studying, and the number of students who have dropped out and lost the right to study is negligible, namely there was only one such student, which amounts to 0.19 %. We find that we should be extremely pleased with the GPA students have achieved in all study programmes which is very high, 4.47 and which should be attributed to even better motivation of our students at this level to complete their studies and earn the necessary qualifications.

The situation at postgraduate study programmes is rather specific since this is a higher level of education where focus is placed on research. The data for postgraduate university study programmes are also presented in Table 2.2. The analysis has shown that in the case of the Postgraduate university study programme in Linguistics, 14 out of 69 enrolled students earned a Ph.D. degree, which amounts to 20.29 %, their cumulative GPA being 4.33. The other enrolled students have taken all the courses and earned ECTS credits for passing exams, while the rest of the credits – those for their dissertation and extracurricular activities - will be awarded to them upon the completion of their studies.

In the case of the Postgraduate university study programme in Literature and Cultural Identity, 8 out of 38 enrolled students earned a PhD degree, which amounts to 21.05 %. The other students have taken all the courses and earned a certain amount of ECTS credits in line with the number of exams they have passed and requirements they met in the course of their studies. The GPA at this study programme is 4.61.

We can conclude that the overall pass rate of our students and their performance during the course of their studies give grounds for satisfaction

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

The Faculty informs the potential students by carrying out systematic, carefully designed activities which take into account state-of-the-art advances in information technology. Therefore, potential students can find information regarding the Faculty in several ways:

- On the Faculty's web page (www.ffos.unios.hr) which publishes all relevant information as regards the organisation and activities of the Faculty, information on the admission requirements, information on academic staff and other employees, implementation plans

and programmes of all study programmes, and information relevant for potential students. The Faculty's web page features a section "For future students" where one can find basic information on the Faculty. During the enrolment time, information important for future students is published in a visible section on the front page (information on registration, obtaining of certificates, on the start of the semester, etc.).

- Through promotional materials printed by the Faculty and distributed during different events, of which the most important is the University Fair. Each year the Faculty takes part in the Fair and for that purpose we prepare the *FFOS Undergraduate Enrolment Guide*. The Guide provides all information the future students may need: basic information on the Faculty, official contacts, short description of all study programmes being offered, a detailed description of the credit allocation system and criteria for the drafting of the enrolment list and as well as the admission quota list for each study programme and each study programme combination. In addition to the Guide, individual leaflets are prepared in different colours, each colour signifying one study group. These coloured leaflets provide more detailed information on respective study programmes. Apart from this, the Faculty prepares a wide range of promotional materials featuring the Faculty's logo such as pocket calendars, bookmarks, pens, etc. Each year we send a certain number of brochures, leaflets and other promotional materials to all comprehensive schools in Osijek.
- Through public lectures organised within the framework of the "Open Thursday" activity and held at the Faculty premises each month. The plan for those lectures is set in advance for the entire academic year so that all interested persons can see in advance the topics of the lectures, and so that they can come and listen to the lecture, and take part in discussions on specific topics. The Faculty regularly informs the media (TV, radio, printed media) on this and other activities.
- Through occasional visits of our teachers to primary and secondary for the purpose of promotion of our study programmes. This activity is carried out periodically and mainly when initiated by interested schools.
- Through direct presentation to secondary school leavers in the area of Osijek whereby we familiarize them with the content and organization of our study programmes, and the employment opportunities available to them upon the completion of studies. Occasionally, this activity is organised by Regional Offices of the Croatian Employment Service (the presentation for the secondary school leavers in the Osijek area was held at the Faculty, while the one for the secondary school leavers in the Vukovar area was organised on the premises of the Croatian Employment Service, Regional Office in Vukovar).

We believe that the quality of students enrolling in our study programmes is an important issue. In this respect we try to design activities which would attract the best students interested in study

programmes in the field of humanities and social sciences. The *Faculty's Marketing Plan*⁸⁹ as well as activities of some of our departments aimed at detailed analyses of the quality of enrolled students, the defining of criteria to be met by desirable students of individual study programmes, and target secondary school leaver groups we want to attract, etc. go along these lines.

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

The assessment of student performance in the study programmes delivered at the Faculty of Humanities and Social Sciences in Osijek is laid down in *the Faculty of Humanities and Social Sciences Guidebook for Evaluation and Grading of Students* whose aim is to:

- codify the manner and the presentation of the student evaluation system at the Faculty of Humanities and Social Sciences
- offer assistance to teachers to develop a student evaluation system within their respective courses
- enable students a better insight and understanding of the student evaluation process.

The abovementioned guidebook consists of two main chapters. The first chapter defines the key terms, and specifies and elaborates on the student evaluation guidelines. The second chapter provides examples of student evaluation in different courses. The purpose of these examples is to present possible ways of the evaluation and grading of students. While preparing the guidebook we have taken the account of the *Ordinance on study programmes and studying at the Josip Juraj Strossmayer University of Osijek*, documents which monitor and direct the implementation of the Bologna process, professional literature and the examples of good practice. The guidebook offers to the teachers of our Faculty a variety of models, i.e. patterns of student evaluation in different courses. Teachers themselves then choose the model that best suits them depending on the previously defined learning outcomes, i.e. exit competencies which determine both the course descriptions and the teaching methods that will be applied in the course. In this respect the guidebook also lays down the possibility to check whether the learning outcomes were accomplished (the acquisition of knowledge, skills and competencies) in the course of the teaching process. It also clarifies the role of periodical examinations in relation to final examinations through written and/or oral exams as well as their impact on the final grade in the respective course. In addition to these methods to determine whether the learning outcomes have been met, the guidebook also includes numerous other student evaluation tools such as presentations, projects, seminar papers, oral presentations, etc. Teachers are invited to select from among them depending on the specific learning outcomes defined for the respective course. This is the reason why data in Table 2.3 reveal a wide variety of different student evaluation methods used by individual study programmes at the Faculty.

In addition to this, the *Faculty of Humanities and Social Sciences Guidebook for the Evaluation and Grading of Students* provides for disciplinary actions against students who engage in

⁸⁹ <http://www.ffos.unios.hr/?id=44>

academic misconduct such as cheating and plagiarism⁹⁰. These actions are laid down in the *Ordinance on student conduct and disciplinary responsibility*, the content of which is presented to the students at the beginning of their studies.

On the other hand, the issues related to the objectivity and fairness of teachers at the Faculty of Humanities and Social Sciences in Osijek in the process of student evaluation are laid down in the *Ordinance on the disciplinary responsibility of teachers and associates at the Josip Juraj Strossmayer University of Osijek*. The objectivity of the examinations, both periodic and final, at the Faculty of Humanities and Social Sciences is accomplished in the following manner: in the case of a written examination all students take the exam at the same time and at the same place, while in the case of an oral examination, students take exams in pairs or often groups of more students, depending on the space available; in this way students themselves can also control the fairness and objectivity of examinations and the transparency in grading.

e) State opinions of students about relations between students and teachers mentioned in student surveys 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.

Systematic surveying of students at the Josip Juraj Strossmayer University of Osijek was introduced in 2006 with a view to collect students' views on the quality of the studying process; students evaluated the courses as well as the teachers of the courses they had attended in the first semester. From 2006 up to the present the form, the scope and the organisation of the student survey have been gradually developed and improved. The Faculty pays great attention to the student surveys which in turn provide our staff with valuable students' opinions on the teaching process. Therefore, in addition to the survey conducted at the level of the entire University, we also conduct a survey at the level of our Faculty. Teachers from several departments take part in the implementation of this survey (Department of Psychology, Department of Pedagogy, Department of Information Sciences). The aims of the University survey are the following:

- To explore students' opinions on teaching conditions
- To explore their perception of teachers
- To monitor their self-evaluation as regards their role in the teaching process
- To gain insight into the problems related to efficient study
- To collect their views on potential ways to improve the teaching process
- To indirectly acquaint students with the ways in which they can actively add to the improvement of the teaching quality.

In addition to these aims, the survey conducted at the level of the Faculty tries to gain a deeper insight into the teaching quality and the student-teacher relationship. Students evaluate the teachers whose courses they took the previous semester, and based on the experience gained in the implementation of the survey and on the survey results, the Faculty continually strives to make the survey methodologically better. Despite this, students keep objecting that the survey is

⁹⁰ "In case of plagiarism of the submitted seminar paper, the student will receive a grade of 0 % for that seminar paper and will not be given the opportunity to resubmit. If caught cheating during the examination, the student will receive a grade of 0 % for that exam and will not be given the opportunity for the make-up examination. (*Guidebook*, p. 15)

too long (they complain that it can be 'tedious') and express their concern with regard to potential negative reactions of teachers concerning the survey results. Due to this, students sometimes lose interest in the surveys and we find it necessary to continually encourage them to take part in them and to raise their awareness as to the importance of good survey implementation and their large turnout for the improvement of the teaching quality and student-teacher relations. In this respect we try to provide them with feedback on the survey results and the follow-up activities. We have therefore instituted regular monthly meetings with the representatives of the Students Union Subsidiary and the Vice-Dean for Study Programmes and Student Affairs where such issues are discussed. Students also have at their disposal the option to voice their discontent completely anonymously. Namely, the Students Union Subsidiary web page features an application which enables students to completely anonymously express their opinions and point to the existing students' problems. The student postings and opinions are redirected to the e-mail address of the Students Union Subsidiary where they are processed and forwarded to the Faculty Administration. However, despite these measures, some students still believe that they are not sufficiently acquainted with the measures and activities taken with a view to resolving the existing problems, or with the improvements which ensued as a direct result of the surveys. It remains the responsibility of the Faculty Administration to keep developing new ways of collecting students' opinions.

The results of the surveys conducted so far have shown that the Faculty can be satisfied with the overall evaluations and opinions expressed by students. For the purpose of the data analysis required in this Self-Evaluation we will use the results of the most recent University Survey which was conducted in May 2012 for the academic year 2011/2012, and the results of the Faculty Survey conducted in May 2013 for the academic year 2012/2013. A more detailed survey result analysis is presented in chapter 4f.

The University survey reveals that the average grade for the teachers and associates at the entire University is 4.37. At our Faculty 998 students out of the total of 1870 students eligible to take part in this survey turned out, which is 53.37 %. In the survey 519 courses, 108 teachers and 77 associates were evaluated, and students filled in 11678 individual questionnaires. The average grade for the teachers and associates of our Faculty was 4.48, which we find to be a good result. One of the main and most important benefits of the University Survey was that the teachers who continually receive low grades were singled out. Although none of the teachers at our Faculty were given such low grades that would be cause for concern, the Faculty Administration decided to hold interviews with five teachers and associates who received the lowest grades. This was carried out and now we need to wait for the analyses of future surveys to see whether these measures have produced any results.

The Faculty Survey was carried out electronically. Students were able to fill in the questionnaire during the classes in line with the schedule set in advance, but they were also given the option to access the questionnaires at any time and at any place, e.g. at home. The anonymity was ensured through the use of the @ffos mail account username and password, and additional anonymity was ensured through keeping the students' data and their replies separately, and through the fact that once the individual questionnaire was completed, the connection would be disconnected. It was impossible to connect data later. The system was able to recognise the courses for which students have completed the questionnaire, but was not able to recognise the content of replies.

This system along with all the preconditions we have created produced an increase in the student turnout which we find satisfactory. If we take into consideration the average number of 25 students per course, we get a number of 23,875 possible individual questionnaires; 11,397 questionnaires were filled in, i.e. 47.73 % of the students turned out for the Faculty Survey. The Survey evaluated 174 teachers and associates, 813 courses, i.e. 563 teacher/course combinations since some courses are taught by several teachers. The mean value of the observed variables, i.e. the average grade for all teachers at the Faculty was 4.43 which is very similar to the result achieved in the University Survey. If we look at the average grades for departments, which are also the holders of study programmes, the results are as follows: the Department of Croatian Language and Literature, the Department of Information Sciences and the Department of English Language and Literature received the highest average grade – 4.57, and then come the other departments: Department of Philosophy – 4.48, Department of Psychology – 4.47, Department of Pedagogy: 4.44, Department of German Language and Literature – 4.43, Department of History – 4.24, while the lowest mean value was recorded in the case of the Sub-Department of Hungarian Language and Literature.

It can be concluded that students perceive the overall teaching process at the Faculty of Humanities and Social Sciences to be very good, in some parts even excellent, and the results will be used by the Faculty Administration and individual organisational units (departments and sub-departments) to continually develop their activities aimed at improving the teaching process quality.

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 quality and conditions of student life 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.

The Faculty, as a higher education institution, does not have its own capacity for student accommodation and its own restaurants. This issue can only be considered at the level of the entire University, so following the consultations with our students, we offer our opinion on students' accommodation and nutrition. There is a problem of the lack of bed capacity in student dormitories. There are two student dormitories in Osijek with a total capacity of 730 beds. The number of students who apply for housing at the University exceeds by several times this current bed capacity, so that students turn to renting apartments, which adversely affects their living standards. We have also noted discontent of our students due to recently reduced student meal subventions, which is yet another factor adversely affecting student living standard.

There is a canteen at the Faculty premises which falls within the competence of the University Student Centre (STUC). Considering the number of students and the fact that classes are organised throughout the entire day, we cannot be satisfied with this segment of the student living standard at the Faculty. Through the Students Union Subsidiary students have repeatedly filed complaints against the canteen premises and the staff employed there; they have also

submitted their complaints to the STUC Administration, and we hope that some improvements will be introduced, at least with respect to the canteen staff. As far as the canteen premises are concerned, this is in fact an inadequate basement room which is in relatively poor condition and rather small. We believe that these problems would be partly solved once we build an annex to our Faculty building, for which we already have construction drawings prepared, but due to the lack of funds, the works have not started yet. One of the solutions the Faculty will consider is to apply for international tenders organised by the EU in order to acquire the necessary funds.

As far as extra-curricular activities are concerned, we are proud to have instituted a Commendation for Extra-Curricular Activities which is presented annually to students with the most outstanding achievements in various extra-curricular activities. Our students participate in various sports and recreational activities, in particular in student sports competitions in basketball (women's and men's teams), volleyball (women's team), handball (women's and men's teams), football (men's team), chess (men's team), swimming (men's team), bowling (women and men individually), tennis (women and men individually), billiards (women and men individually), table tennis (men's team), and sand volleyball (women's team). We are very satisfied with the number of students participating in sports competitions and with the results they have achieved. In addition to this, several student associations are also active at the Faculty – LIBROS (Information Sciences Student Club), Student Literary Club ALEPH, PSIHOS (Psychology Student Club), ISHA (International Students of History Association), GERMANISMUS (Students of German Language and Literature Association), and LingvOs (Student Linguistics Association). In these clubs and associations (but also outside them) students engage in different extra-curricular activities such as journal publishing, organisation of conferences, literary evenings, readings of philosophical texts, etc.

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

After the independent periodic external evaluation of the Quality Assurance System had been conducted at the Faculty at the beginning of 2011, the Faculty Administration in cooperation with the Faculty's Quality Assurance Committee and Quality Assurance Office launched the initiative to monitor whether the criteria set for student evaluation and grading are consistently implemented at an annual level and whether there is cooperation with the Students Union Subsidiary with respect to measures introduced to motivate students for better academic performance. Namely, we drafted an *Ordinance* the purpose of which was to include into the single framework the already existing awards and commendations (e.g. Dean's Award) and the newly introduced ones (e.g. "Golden Student" Award) and to lay down the awarding procedures. The *Ordinance* was adopted in accordance with the relevant Faculty and University acts; it entered into force in July 2011 and was published on the Faculty's web page under the section titled *Documents*⁹¹. The Ordinance lays down the criteria and the procedures for awarding and commending the Faculty's full-time students and defines the types of awards and commendations. The students of our Faculty can be presented with two types of awards and three types of commendations, as follows:

⁹¹ <http://www.ffos.unios.hr/?id=44>

1. "Golden Student" Award
2. Dean's Award
3. Commendations for best academic performance in the previous year of study
4. Commendations for undergraduates and graduates who completed their study programmes in the previous academic year for outstanding academic performance in a generation of undergraduate, i.e., graduate students
5. Commendation for Extra-Curricular Activities.

The Ordinance establishes the awarding criteria for each award and commendation. For example the "Golden Student" Award is presented to a student who has completed his/her undergraduate and graduate study programmes with a cumulative GPA of 5.00, and has delivered an outstanding performance in extra-curricular activities that have contributed to the Faculty's reputation (publication of papers, talks given at a conference, the first place won at state-level sports competitions, etc.). The award consists of a certificate of commendation and a financial award the amount of which is determined by the Faculty's Dean each year. The Dean's Award is presented to two final year undergraduate students and two final year graduate students with the best cumulative GPA, and who, in the course of their studies, have not received the Rector's Award, the Annual Lions Club Osijek Student Award or the Dean's Award (during their undergraduate studies). The Award is given to one student of a single major study programme and to one student of a double major study programme, i.e. each year four students of the Faculty win the Dean's Award since it is awarded at two levels – the undergraduate and the graduate, and for single major and double major study programmes. This award consists of a certificate of commendation for the "Dean's Award" and a financial award the amount of which is determined by the Faculty's Dean each year. The Commendation for best academic performance in the previous year of study is awarded to students for best academic performance in the first and the second year of undergraduate studies, and in the first year of graduate studies. The Commendation consists of a certificate of commendation for the "Dean's Award". The Commendation for undergraduates and graduates who completed their study programmes in the previous academic year for outstanding academic performance in a generation of undergraduate, i.e., graduate students is awarded to Bachelors of Arts and Masters of Arts. The Commendation is given to six students; one student graduates with the highest honours (*summa cum laude*), two students graduate with high honours (*magna cum laude*), and three students graduate with honours (*cum laude*). This Commendation consists of a certificate of commendation for the "Dean's Award" and is awarded at the graduation ceremony.

The Commendation for Extra-Curricular Activities is awarded each year to three students who have contributed to the Faculty's reputation through their extra-curricular activities (international competitions, talks given at scientific conferences, a paper published in a Faculty journal, arts and sports groups, work in student associations, etc). This Commendation can be awarded to a student only once in the course of his/her studies; it consists of a certificate of commendation for the "Dean's Award". The abovementioned Ordinance also defines who decides on awards and commendations, the procedure for the publication of information on the recipients of awards and commendations, and the time of the award presentation. After the amendments to the Ordinance were adopted and entered into force at the Faculty Council session in July 2012, the Ordinance also provides for a Student Awards Committee. The Committee consists of five members of

whom two are *ex officio* members – the Vice-Dean for Study Programmes and Student Affairs, and the President of Students Union Subsidiary.

In addition to awards and commendations provided for in the abovementioned Ordinance, each year students of our Faculty are presented with two Rector's Awards and one Lions Club Osijek Student Award. The Faculty only recommends potential recipients of these awards and the final decision is taken by the University Administration and the Lions Club Osijek Administration respectively who also participate in presenting these awards which consist of a certificate of commendation for the "Dean's Award" and a financial award.

Apart from that, our teachers often afford students with an opportunity to take part in research in the field of their scientific interest, and then publish the results of such research in their books. Students find this to be something that motivates them to perform better.

The effect of such and similar activities, awards and commendations is evident indeed, as we observe that each year the potential candidates for recommendations and awards keep achieving better results, which should be attributed to the stronger motivation of our students, at least those who see such recognition as an important part of their CV which will provide them with better employment opportunities.

It remains a permanent task of the Faculty to find, in cooperation with our students, new ways to increase their motivation to try harder and do better.

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.).

In 2007 the Department of Psychology established the Counselling Service for students of the Faculty of Humanities and Social Sciences in Osijek. Counselling appointments are scheduled via e-mail, and the counselling takes place during business hours on the Faculty's premises. The Counselling Service was established with a view to making assistance and support more available to students facing problems. The primary purpose of the Counselling Service was to help students deal with their learning problems, but also to help them adapt to a new academic environment. Namely, teaching assistants of the Department of Psychology noticed that many students have difficulties meeting academic requirements. Since they have in their primary education (psychology) and through additional trainings (in counselling and therapy) acquired knowledge and skills which could be used to help students deal with their problems, they decided to act. Therefore, they proposed to establish a counselling service, which was accepted by the Faculty Administration as a worthy initiative. The Counselling Service was then established, and in the meantime it has been reorganized and renamed into the Counselling Office, but its mission, goals, and activities have remained the same. The Counselling Office for students of the Faculty carries out the following activities:

- Advises students with poor academic performance on learning strategies
- Boosts students' motivation to learn
- Advises students how to cope with exam anxiety
- Helps students develop social skills

- Helps students acquire or reshape self-presentation strategies
- Provides assistance to students with difficulties in adapting
- In general, helps students to adapt to student and academic life
- Informs students on the types of assistance they can access through the Counselling Office
- Carries out research on the quality of students' life and on the Counselling Office evaluation
- Organises thematic workshops (learning skills, motivation, stress coping strategies)

The Counselling Office is run by teaching assistants of the Department of Psychology who are trained to render the counselling and therapy services. The Office therefore provides to students of our Faculty continuous psychological assistance, and counsellors guide students through the counselling processes with the aim to develop their learning and organisational skills, to help them cope with exam anxiety, and to help them in numerous other areas pertaining to the adaptation to student and academic life in general. It is therefore necessary to continuously encourage students to seek assistance from the Counselling Office, whenever they need support in different situations. A student counselling office is a common part of every modern university and one of the important preconditions for taking better care of students. The Faculty has recognized the advantages of having the Department of Psychology and its staff, since there was no need to employ additional staff or to invest substantial financial funds into making the Counselling Office operative, and the beneficial effects on the quality of student life it has produced are obvious. The Head of the Counselling Office submits an annual *Report on the Activities of the Counselling Office*.

The Faculty has developed a mentoring system which has been constantly monitored and upgraded. It is the responsibility of the Faculty's Quality Assurance Committee to submit to the Faculty Council an annual *Report on the analysis of the mentoring system* which analyses the system and provides guidelines for future activities. We have prepared a Mentoring Guide which has been revised several times, and we have also developed *Mentor Report Forms* which are filled in by mentors and submitted to the Quality Assurance Office. The primary role of mentors is to give advice to students and thus contribute to the better academic performance of students at the Faculty of Humanities and Social Sciences in Osijek.

Mentors:

- Introduce students to the organisation of the Faculty, Faculty's services, Faculty's building, rules of academic conduct, ethical principles in academic context, and their role as mentors;
- Informs students on the latest developments related to curricular and professional matters relevant for students (e.g. supplies students with information on their rights and obligations in the course of their studies, on the study programme and possible modifications thereof, and information on scholarships, mobility, opportunities to take part in academic conferences, etc.);
- Advises and guides students in the course of their studies, while at the same time taking into consideration their academic ability, wishes, preferences, and capacities in order to help them improve their efficiency and academic performance (e.g. helps students decide

on the choice of elective courses with respect to the course content, number of ECTS credits, course schedule, etc.);

- Talks to students about their difficulties in meeting academic requirements, and gives them friendly advice to help them overcome those difficulties (e.g. difficulties in attending classes, learning strategies, use of academic resources, and if necessary, a mentor can refer students to the Counselling Office, etc).

After years of monitoring the mentoring system, and based on the advantages, but also on the shortcomings that it observed, the Faculty's Quality Assurance Committee recommended that as of the academic year 2013/2014 each department appoint student peer mentors, which was accepted by the Faculty Administration. Appointed student advisors complement the mentoring system in its activities aimed at first-year undergraduate students, which opens a possibility that the existing mentoring system be modified in a way that meetings between teachers and mentees become optional. Student advisors introduce students, in particular the first-year undergraduate students, to information relevant for good academic performance and efficient adaptation to students' life, they: teach their mentees how to use the *Studomat* application, inform them how to obtain the username and password necessary to access the Faculty e-mail service, familiarize them with the work of the Student Administration Office, as well as inform them how to use library services, exercise their right to subsidized meals in student restaurants, apply for accommodation in student dormitories, apply for private accommodation subsidies, find part-time work or a summer job through the Student Employment Service, use Student Centre services, apply for scholarships, etc. Students from the Students Union Subsidiary, in cooperation with the Vice-Dean for Student Programmes and Student Affairs, have prepared a document, i.e. an information package that student advisors can use as a source of relevant information that they forward to student mentees. For the purpose of better informing them, student advisors hold a meeting with the first-year undergraduate students during the first week of the winter semester. The effects of these measures will be analysed in the next annual report of the Faculty's Quality Assurance Committee.

The University of Osijek has an Office for Disabled Students which provides information and support to students with disabilities and seeks to address their special needs. In March 2013 the implementation of development contracts began at our University, whereby our Faculty, through its contact persons, is working towards the set goals, one of them being to facilitate access to higher education, and provide support during the course of their studies to socially and economically deprived students and students with disabilities. We have delivered the data that were required, and the next steps in the realisation of the set goals are expected to be taken in the current academic year.

The Faculty provides support to international students through its Department of Lifelong Learning - Subsection for Croatian Language and Latin Script for Foreigners by organising for foreigners courses in the Croatian language and the Latin script, which are intended for adults interested in learning the Croatian language and the Latin script, but also for international students who study at our Faculty and at our University.

In addition to all these types of support offered to our students, we should not forget the financial support that the Faculty provides to student associations, students participating in scientific conferences, and the financial support for the organisation of student conferences and publishing

journals. We have also introduced a network system for applying for and approving the final bachelor paper and master's thesis topics, which is directly connected with the state-of-the-art and well organised Faculty Repository. This assistance and support system facilitates the application and approval process significantly and also makes it easier to submit the final version of the papers and theses, which saves both time and money.

In the end we would like to emphasize that the Vice-Dean for Study Programmes and Student Affairs keeps regular monthly meetings with the representatives of the Students Union Subsidiary where they address issues pertaining to different areas of student life, and continually discuss students' needs for different types of support, and options that the Faculty has available to address these needs.

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

The following legal acts provide for the protection of student rights:

- *The Statute of Josip Juraj Strossmayer University of Osijek* – in particular Articles 53 and 166 which refer to the right of a student to exercise a suspensive veto, and to the right of a student to object to the grade assigned by a teacher;
- *The Statute of the Faculty of Humanities and Social Sciences* – in particular Article 97 which refers to the right of a student to object to the grade assigned by a teacher;
- *The Ordinance on the study programmes and studying at the Josip Juraj Strossmayer University of Osijek* – in particular Article 57 which refers to the right of a student to take an oral exam, even if the respective student has not passed the written exam;
- *The Rules of Procedure of the Faculty of Humanities and Social Sciences Council* – in particular Article 28 which refers to the right of a student to exercise a suspensive veto, and
- *The Students' Union and Other Students' Organisations Act* - in particular Article 17 which refers to the Students Ombudsperson.

The tasks of the Students Ombudsperson are the following:

- To receive the students' complaints related to the infringement of their rights, and to discuss them with the competent bodies of the Faculty;
- To advise students how to exercise their rights;
- To take part in Disciplinary Procedures brought against a student, for the purpose of protection of his/her rights;
- To carry out other tasks related to the protection of students' rights in line with the *Statute of the University Students' Union* and the *Statute of the Faculty Students' Union Subsidiary*
- To supervise the activities of the Students Union and instruct them how to assist in the upgrading of the quality of student life

The Students Ombudsperson should approach each student and his/her problem on an individual basis, and in line with that seek a legitimate solution to the problem. The procedure regarding the reception and filing of complaints is very simple; the Students Ombudsperson assists the student

in writing a legitimate complaint which is then referred for consideration to the Faculty's Legal Counsel or to the Committee responsible for complaints. Students can also file their complaints with the University Students Union should they consider that their rights have been violated.

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 Alumni of the Faculty of Humanities and Social Sciences in Osijek (Alumni FFOS) was established on 9 November 2010 with a view to keeping tradition alive and promoting the Faculty's reputation by developing bonds between the current and former students of the Faculty of Humanities and Social Sciences. The goals of the Alumni are to establish and develop cooperation with the institutions employing our alumni, to develop cooperation with similar organisations in Croatia and abroad, to encourage and to improve scientific, professional and cultural activities of its members, and to exert influence on the shaping of public opinion and views on important scientific, cultural and social issues.

For the purpose of achieving the set goals the Alumni carries out the following tasks:

- Convenes regular meetings of the Alumni members;
- Organises public lectures, public discussions and workshops;
- Organises programmes in order to commemorate important events in the Faculty's history;
- Organises informal meetings;
- Publishes occasional publications.

The FFOS Alumni membership is based on free will, and a person can become a member if he/she belongs to the academic community of the Faculty of Humanities and Social Sciences in Osijek (or one of its predecessors). Persons working at the University, and Faculty's friends and partners may be invited to become honorary members of the FFOS Alumni. To become a member of the FFOS Alumni one needs to complete the online form:<http://web.ffos.hr/mods/alumni/>, and supply the contact details, but also the information on the study programme one has graduated from, academic years of enrolment and graduation, the field of professional and scientific interest, and the current employment. The Alumni FFOS currently has 124 members.

The Faculty also prepares activities with a view to gathering feedback from the employers on their satisfaction with the level of competencies demonstrated by former graduates of the Faculty. This will also help us analyse the quality of our learning outcomes and the extent to which they have been accomplished. In turn, these data will provide us with a permanent corrective of our study programmes and the teaching process. In the meantime, we have conducted some pilot-surveys, and based on the experience we had so far, we have prepared final questionnaire forms, and currently we are working on the data base containing an address book for Employers Names intended for our alumni.

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

As already mentioned, the Faculty can be extremely satisfied with a number of indicators in this area. Although we can notice a slight decrease in the number of applications for our study programmes, we still have a large number of secondary education leavers interested in studying at our Faculty, and their quality and structure (i.e. whether they are comprehensive or vocational school leavers) is satisfactory. The pass rate of our students also gives reason for satisfaction, regardless whether we view it cumulatively per a generation of enrolled students or as a percentage of transitions into the higher year of study. We should also be satisfied with the GPA achieved by our students. In general, we can say that the Faculty is satisfied with the current level of academic requirements met by our students, and we should also be pleased with the number and variety of extra-curricular activities our students engage in. It remains our permanent task to maintain the accomplished level and find new ways of improvement.

However, we shouldn't be satisfied with certain elements of students' living standards, such as lack of accommodation capacity and poor student nutrition standards; students also complain about the recently introduced changes into the system of the student meal subsidies. We are also not satisfied with the poor condition of the room at our Faculty reserved for the student canteen. The only possible solution to this problem is the construction of an annex to the existing Faculty building. The plans and construction documentation have already been prepared, and we need a bit of understanding and assistance from the competent authorities in order to carry out this construction project.

Our students see room for improvement in encouraging them to engage in scientific research, but also to be more active in the teaching process. They also emphasize the poor working conditions in some attic rooms. It is obvious that the Faculty needs to work on the inclusion of students into scientific research projects, continue to support student projects, award and commend the best students, encourage students to take part in the mobility programmes, and create an atmosphere of mutual trust between teachers and students while building collaborative relationships with students in order for them to end up being partners in the teaching process.

Table 3.1. Student structure⁹²

Study programme	Full-time students	Senior undergraduate students ('absolvents')	Total
UNDERGRADUATE			
English Language and Literature and Croatian Language and Literature	33	1	34
English Language and Literature and German Language and Literature	52	2	54
English Language and Literature and Pedagogy	29	-	29
English Language and Literature and History	32	-	32
Philosophy and English Language and Literature	39	-	39
Philosophy and Croatian Language and Literature	29	-	29
Philosophy and Pedagogy	-	1	1
Croatian Language and Literature	47	-	47
Croatian Language and Literature and Pedagogy	26	-	26
Croatian Language and Literature and History	28	3	31
Information Sciences	93	-	93
Hungarian Language and Literature and English Language and Literature	37	1	38
Hungarian Language and Literature and Croatian Language and Literature	30	-	30
German Language and Literature	46	3	49
German Language and Literature and Philosophy	3	-	3
German Language and Literature and Croatian Language and Literature	25	-	25
German Language and Literature and History	20	-	20
Pedagogy and History	33	3	36
Psychology	98	-	98
Total	700	14	714

⁹² Data as on 22 November 2013

Study programme	Full-time students	Senior undergraduate students ('absolvents')	Total
GRADUATE			
Croatian Language and Literature (Teacher Education)	63	13	76
German Language and Literature (Teacher Education)	32	11	43
German Language and Literature (Translation Studies)	5	3	8
Information Sciences	40	28	68
Psychology	69	25	94
English Language (Teacher Education) and German Language (Teacher Education)	19	1	20
English Language (Translation Studies) and German Language (Translation Studies)	4	2	6
English Language (Teacher Education) and History (Teacher Education)	2	3	5
English Language (Teacher Education) and Pedagogy	-	2	2
Philosophy (Teacher Education) and English Language (Teacher Education)	15	3	18
Philosophy (Teacher Education) and English Language (Translation Studies)	10	4	14
Philosophy (Teacher Education) and Croatian Language (Teacher Education)	2	4	6
Philosophy (Teacher Education) and Pedagogy	35	9	44
Philosophy (Teacher Education) and History (Teacher Education)	7	6	13
English Language (Teacher Education) and Croatian Language (Teacher Education)	23	7	30
English Language (Translation Studies) and Croatian Language (Teacher Education)	10	4	14
Croatian Language and Literature (Teacher Education) and History (Teacher Education)	29	3	32
Croatian Language and Literature (Teacher Education) and Pedagogy	-	1	1
Pedagogy and History (Teacher Education)	34	3	37
German Language (Translation Studies) and Croatian Language	-	4	4

(Teacher Education)			
German Language (Translation Studies) and History (Teacher Education)	1	-	1
German Language and Literature (Teacher Education) and Croatian (Teacher Education)	8	-	8
Hungarian Language (Communication Studies) and English Language (Translation Studies)	4	1	5
Hungarian Language (Communication Studies) and Croatian Language (Teacher Education)	6	2	8
Hungarian Language (Communication Studies) and English Language (Teacher Education)	5	-	5
Total	423	139	562

Study programme	Full-time students	Senior undergraduate students ('absolvents')	Total
POSTGRADUATE			
Linguistics	29	50	79
Literature and Cultural Identity	15	23	38
Pedagogy and Contemporary School Culture	20	-	20
Total	64	73	137

Table 3.2 Quality and conditions of student life

	Area (in m2)	Number of seating or active workplaces
Study area	102.1	69
Student restaurants (for X- card users)	45	40
Other restaurants ⁹³	57	20
Accommodations	-	-
Sports objects	1152 (24x48)	football playground (small)
Facilities for student associations and cultural activities	18.5	7
Recreational facilities	-	-

Table 3.3. Graduate¹ employment²

Study programme name	Number of graduates in the past three years ⁴	Number of unemployed according to the statistics of the Croatian Employment ³ Service ⁴
GRADUATE STUDY PROGRAMME⁵		
Croatian Language and Literature (Teacher Education and Literary Research) ⁶	103 + 3	49(6) ⁷
German Language and Literature (Teacher Education and Translation Studies) ⁶	47 + 7	2(1)
Information Sciences	81	8(4)
Psychology	102	17(11)
English Language and Literature (Teacher Education) - double major	85	9(5)
English Language and Literature (Translation Studies) – double major	53	11(6)
English Language and Literature (Philology Studies) - double major	9	2(1)
History (Teacher Education) - double major	118	7(1)
Pedagogy (double major)	91	13(10)
Croatian Language and Literature (Teacher Education)	103	15(0)

⁹³ These data apply to premises within the Faculty building which are leased to a private person and where warm and cold beverages are offered, and up to this academic year the baked goods as well.

- double major		
German Language and Literature (Teacher education and Translation Studies) – double major ⁶	2 + 3	4(1)
Philosophy (Teacher Education) - double major	71	6(4)
Hungarian Language and Literature (Communication Studies) - double major	3	0
Hungarian Language and Literature (Teacher Education) - double major	4	1(0)

NOTES:

¹ – Due to the specific nature of registering unemployment of the Croatian Employment Service, the data on the number of unemployed graduates are classified per study programmes, and not per study programme groups, which is actually what students graduated in.

² – The data in Table relate to the number of graduates in calendar years 2011, 2012 and 2013, and the data on the number of unemployed graduates were obtained from the Croatian Employment Service – Regional Office in Osijek and relate to September 2013.

³ – We receive the unemployment data on a monthly basis, and we also continually monitor the trends in the number of the unemployed in the Croatian Employment Service Register; it is important to emphasise that we do not receive the information whether the unemployed are our former students or whether they have graduated somewhere else.

⁴ – It is impossible to analyse the data for double major study programmes cumulatively because a double major study programme graduate is registered with the Croatian Employment Service as unemployed in both majors, when in reality this is one and the same person.

⁵ – We have presented only the data for graduate study programmes since our students, after completing the undergraduate study programme, as a rule, enrol in and graduate from graduate study programmes and acquire qualification for the current labour market.

⁶ – The unemployment data that we receive from the Croatian Employment Service do not reveal the specialization for all single major study programmes or for double major combination with the Study programme in German Language and Literature.

⁷ – The first number is the number of unemployed as registered with the Croatian Employment Service, and the number in brackets is the number of unemployed without prior working experience, i.e. their share in the total number.

4. Teaching staff

- 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.

There is a total of 181 employees at the Faculty, out of which there are 141 teachers involved in the teaching process. According to their titles, they are represented as follows: 77 teachers with academic rank, 17 teachers with teaching titles (lecturers, senior lecturers, language instructors and senior language instructors) and 47 employees with assistant titles (teaching assistants, senior teaching assistants and junior researchers). Out of 8 junior researchers, four of them have already earned the academic degree of PhD, and their advancement into academic rank of assistant professors is expected. Out of the total number of employees at the Faculty, 78% of them participates in the teaching process as full-time staff. (Figure 4.a.1.).

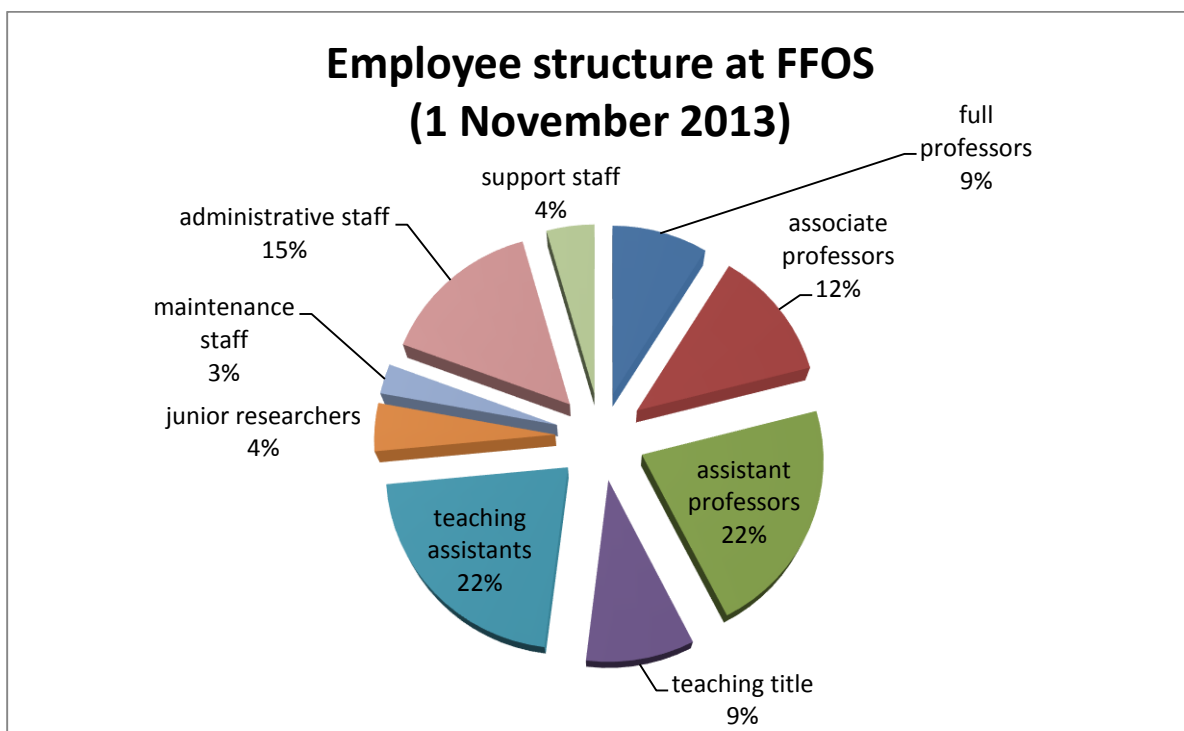


Figure 4.a.1. Employee structure at FFOS (1 November 2013)

The comparison of data starting with the year 2009 shows that in the last four years the number of employees with academic rank increased by 79% and with teaching titles by 21.42%. At the same time, the number of employees with associate titles decreased by 38% (Figure 4.a.2.). These data and the data in the Table 4.4. (comparison of the second and the third part) point to the fact that the personnel policy of the Faculty is successful mainly because it is based on the

principle of educating its own staff (teaching assistants and junior researchers) and supporting academic advancement. This principle is a part of the Strategic Plan of the Faculty of Humanities and Social Sciences (September 2013), and also the Plan for academic advancement and substitution. The fact that the average age of teachers with academic rank is 47.3 years of age also goes to support the expected favourable structure of teachers in the future. More precisely, the full professors are 55.5 years old on average, associate professors 47.09 and assistant professors, the most numerous group, are 39.31.

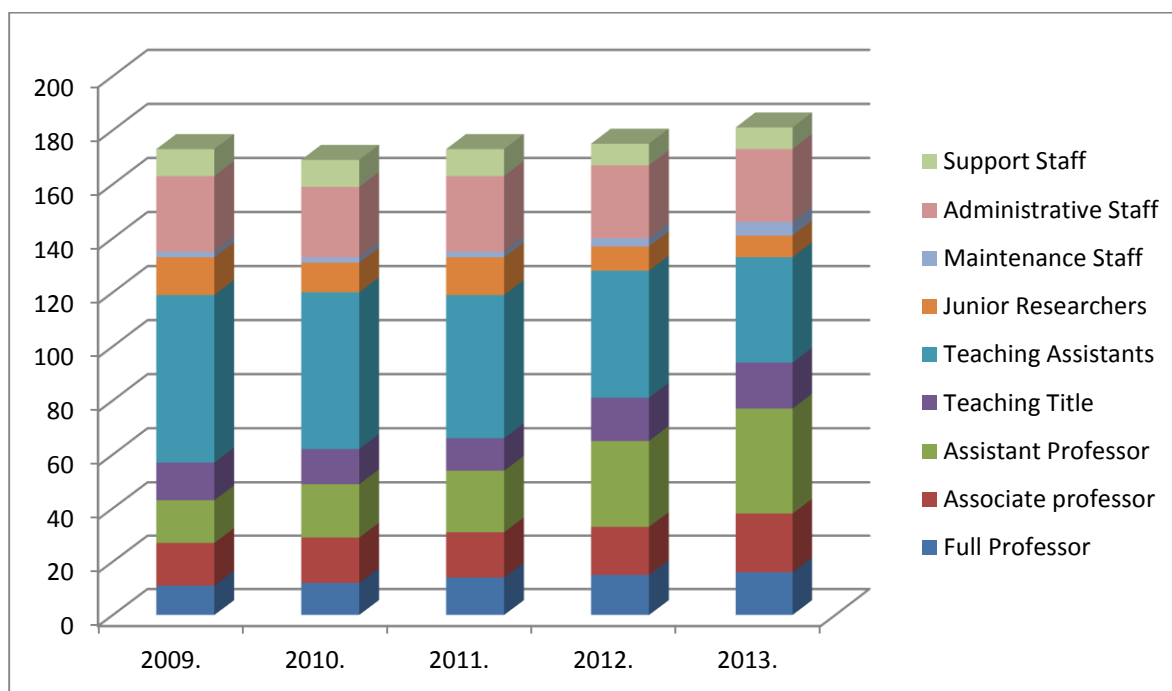


Figure 4.a.2. Comparison of the employee structure from 2009 to 2013

The structure of the teachers in this academic year is satisfactory and enables the implementation of the study programmes. In comparison to the year 2009, the number of external associates has decreased by as much as 73%, because of the academic advancement of employees in academic rank, especially teaching assistants' advancement in rank (Figure 4.a.3.). However, due to the specificity of the Faculty and its various studies and research fields, some problems related to coverage of teaching with our own teaching staff occur only in individual, mainly recent study programmes (Single-major study programme in Psychology and in a lesser extent in the Double major study programmes in Hungarian Language and Literature and Pedagogy). There is still a pronounced need for external associates for these study programmes, and the higher teaching workload is impacted thereby. In this respect, the inability to obtain approval for the hiring of new staff is a burning issue.

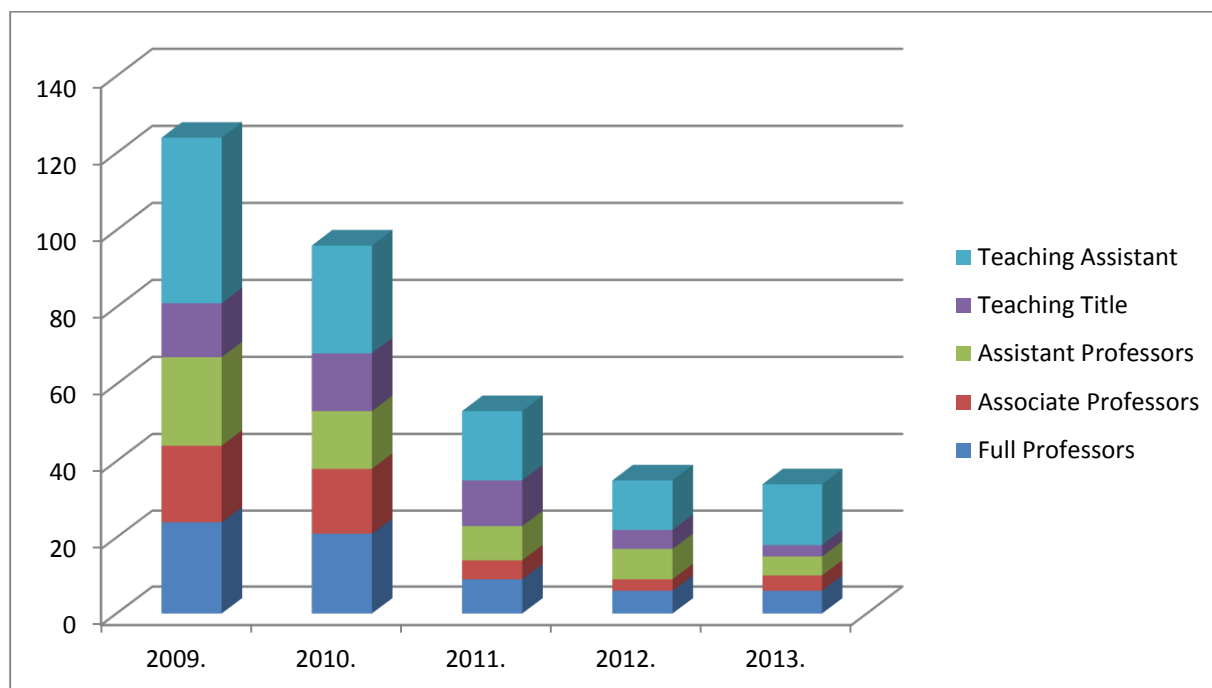


Figure 4.a.3. Comparison of the number of external associates from 2009 to 2013

The Strategic Plan of the Faculty of Humanities and Social Sciences (September 2013) contains the expectation of the further increase in the number of teachers with academic rank, while gradually reducing the share of external associates. This objective is to be achieved through more efficient planning of academic advancement and substitution and through monitoring of the implementation of the Plan for advancement in academic rank.

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

Data on the number of students and teachers at the Faculty of Humanities and Social Sciences in the past five academic years, as well as data on the ratio of teachers and students can be found in Table 4.b.1. With regard to these data, it is necessary to note the following:

- The total number of students means the number of students enrolled in all undergraduate, graduate and postgraduate programmes at the Faculty. The data include all categories of students: full-time students enrolled in the academic year for the first time, students enrolled in the same year for the second time, students who received an extension to complete their studies, and students who have completed their coursework but have not completed their degree. Data do not include part-time students, because there are no part-time students at the Faculty.
- For the part-time teachers employed at the Faculty, the percentage of employment at the Faculty was taken into account (e.g. for the teacher with 15% of working time the value 0.15, not 1, was used in the analysis). This explains the data concerning the 130.65 employed teachers in the academic year 2012/2013.

Table 4.b.1. The total number of students and teachers, and the ratio of the teachers and students at FFOS in the academic years.⁹⁴

Academic year		2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Total number of students		1485 (27/11/2008)	1606 (19/11/2009)	1576 (6/12/2010)	1574 (4/1/2012)	1556 (11/12/2012)	1304 (30/10/2013)
Number of teachers	academic rank	43	43	49	53	63,65	70
	teaching title	13	14	13	12	12	17
	associate title	68	76	70	67	55	54
Total number of teachers		124	133	132	132	130,65	141
The ratio of full-time teachers and the total number of students		1:27	1:28	1:25	1:24	1:21	1:15
The ratio of all teachers and the total number of students		1:17	1:17	1:16	1:16	1:15	1:11

For the purpose of clarity and better insight into the trend of the ratio of teachers and students, the data in the bottom two lines of the table are shown in the following chart.

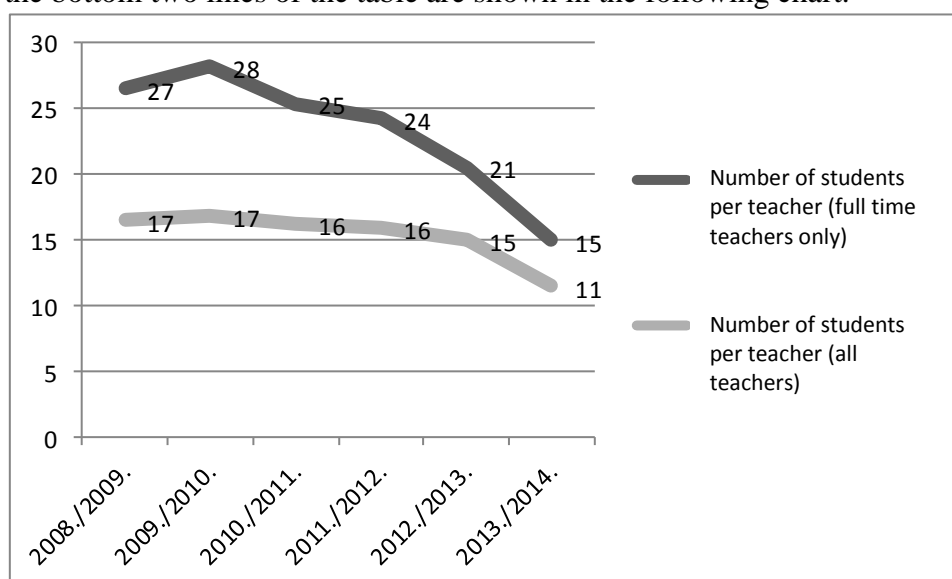


Figure 4.b.1. The ratio tendency of the number of teachers and students at the Faculty of Humanities and Social Sciences in the last five years

From the above data it is evident that in the academic year 2009/2010 the ratio was the most unfavourable (1:28), whereas in the academic year 2012/2013 it was more favourable (1:21), and in this academic year (2013/2014) the ratio is even better (1:15). Trends are positive since,

⁹⁴ Data on the number of teachers are taken from the decisions on the organisation of the Faculty, which are brought for each subsequent academic year at the September meeting of the Faculty Council.

according to the analysed data, the number of students per teacher has decreased. This is a good prerequisite for quality work.

According to Article 6, Paragraph 3 of the Ordinance on the content of license and conditions for issuing license for carrying out higher education activities, implementation of study programmes and re-accreditation of higher education institutions (Official Gazette, no. 24/10), the ratio of the total number of full-time teachers and the total number of enrolled students must not be higher than 1:30. The data above show that the Faculty meets this requirement. According to Article 6, paragraph 5 of the abovementioned Ordinance, in calculating the ratio of teachers and students even teachers with associate titles can - if necessary – be taken into account, and that the number of teachers with associate titles be multiplied by a coefficient of 0.5. If we consider the ratio in the analysed period is extremely favourable (Table 4.b.1., Figure 4.b.1.).

The reason for the gradual improvement of the ratio is the advancement of a certain number of those with associate title to the academic rank of assistant professor. The number of teachers with academic rank in the academic year 2008/2009 was 43, while five years later, in the academic year 2012/2013, that number rose by 10 and amounted to 53. The ratio of teachers and students improved also due to employment of teaching staff (as a result of the redistribution of jobs within the University) in the following organizational units: the Department of Pedagogy, the Department of Philosophy, the Sub-Department of Hungarian Language and Literature and the Sub-Department of Common Courses. Namely, the total number of teachers at the Faculty increased from 124 (academic year 2008/2009) to 141 (academic year 2013/2014).

The above data does not take into account the fact that the students from the nine organisational units attend courses taught by the teachers from the Sub-Department of Common Courses. Since these are partially elective courses, it is impossible to determine a methodologically correct method to include these teachers when calculating the ratio of teachers and students. Nevertheless, it should be mentioned that taking the teachers from that Sub-Department into account would certainly have a favourable impact on the ratio.

The ratio of teachers and students can be analysed for individual organisational units as well. Since the organisational units of our Faculty deliver both single and double major study programmes, in order to obtain the most reliable data in the analysis of the ratio of teachers and students for each organisational unit, the following methodology has been used: the number of students in a single major study programme was multiplied by a coefficient of 1, and the number of students in a double major study programme was multiplied by a coefficient of 0.5. Using a coefficient of 0.5 in the case of double major study programmes is explained by the fact that in the double major study programme each organisational unit delivers 50% of the courses in which a student earns 50% of the total number of ECTS credits.

If we take into account the ratio of teachers in individual organisational units and students who attend the courses of the respective organisational units, the results are as follows:

Table 4.b.2. The total number of students per teacher in organisational units and academic years – without associates

Organisational unit	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Department of Croatian Language and Literature	21	22	19	20	15	12
Department of History	35	50	39	40	25	21
Department of Information Sciences	43	52	35	33	24	18
Department of English Language and Literature	18	16	15	15	15	15
Department of German Language and Literature	24	24	25	20	21	18
Department of Pedagogy	38	41	27	27	19	15
Department of Philosophy	37	30	31	32	19	18
Department of Psychology	53	68	110	75	68	50
Sub-Department of Hungarian Language and Literature	*	*	16	16	39	15

* There are no teachers with academic rank or teaching title

If we take associate titles into account, the ratio is as follows:

Table 4.b.3. The total number of students per teacher in organisational units and academic years – with associates

Organisational unit	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Department of Croatian Language and Literature	14	14	13	13	11	10
Department of History	19	21	17	18	16	14
Department of Information Sciences	21	20	18	17	15	13
Department of English Language and Literature	11	11	11	11	12	11
Department of German Language and Literature	18	18	19	17	18	16
Department of Pedagogy	23	19	15	15	12	10
Department of Philosophy	18	18	19	19	14	13
Department of Psychology	20	25	31	28	28	23
Sub-Department of Hungarian Language and Literature	21	18	8	13	26	9

It is obvious that the ratio of the observed period was acceptable, but only if we take associate titles into account for certain individual academic years and certain individual organisational units. While five years ago, the ratio of six organisational units was beneficial only if we take

associate titles into account (Department of History, Department of Information Sciences, Department of Pedagogy, Department of Philosophy, Department of Psychology and Sub-Department of Hungarian Language and Literature), in the last academic year just two organisational units had an acceptable ratio if we take only associate titles into account (Department of Psychology and Sub-Department of Hungarian Language and Literature). According to newest data, in the current academic year, this is still valid only for the Department of Psychology.

The most unfavourable ratio is at the Department of Psychology. This is explained by the fact that this is a new department, which was established in the academic year 2003/2004, so it is understandable that it takes time to strengthen in numbers, especially if we take into consideration that the Department delivers a single major study programme, and that the advancement of teaching assistants into the rank of assistant professor is a long-term process (in addition to acquiring a PhD, the teaching assistant must achieve and meet many other conditions prescribed by the Ordinance on the conditions of appointment to academic rank of the National Council for Science and the Decision of the Rectors' Conference on the necessary conditions for the evaluation of educational and professional activities in the procedure of appointment to academic rank. The other organisational units that recorded an unfavourable ratio of teachers and students in the past five years also do not have a long tradition, since they have also been established in recent years: the Department of History (1996/1997), the Department of Pedagogy (2003/2004), the Department of Philosophy (2004/2005), the Sub-Department of Hungarian Language and Literature (2007/2008) and the Department of Information Sciences (2005-2006).

Based on the data presented, we conclude that the Faculty recorded a positive trend in the ratio of teachers and students.

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

The teaching workload is determined in accordance with legal regulations (Collective Agreement for Science and Higher Education, Article 33), and the Heads of the organisational units and Faculty Administration take care to ensure an equitable distribution of teaching workload at the particular organisational unit.

Table 4.2. shows the workload of teachers and external associates in delivering undergraduate, graduate and postgraduate study programmes in the academic year 2013/2014. Since some courses of single major and double major undergraduate and graduate studies are delivered jointly (e.g. the single major and double major undergraduate University study programme in German Language and Literature), the workload in these study programmes is shown in total, and not by the individual study programme. More detailed insight in the teaching workload is given in Table 4.3. which presents a series of data on teachers of the Faculty rank, date of advancement in rank, newly achieved academic rank, the percentage of employment at the Faculty) including their standard workload in contact hours at the employer institution and external institutions in the current academic year.

It is obvious from the tables that the number of employees at the Faculty and their workload performance meets the requirements of almost all undergraduate, graduate and postgraduate study programmes. The data from the Table 4.c.1 show the percentage of the teaching workload of the teaching staff of the Faculty in relation to external associates in delivering undergraduate

and graduate study programmes.

Table 4.c.1. The ratio of the workload of teachers and external associates in delivering undergraduate and graduate university study programmes

Study programme title	Lectures, seminars and exercises	
	Teachers of the Faculty	External associates
Double major undergraduate university study programme in English Language and Literature	100%	-
Double major graduate university study programme in English Language and Literature - Teacher Education	100%	-
Double major graduate university study programme in English Language and Literature - Translation and Interpreting Studies		
Double major undergraduate university study programme in Philosophy	96%	4%
Double major graduate university study programme in Philosophy (Teacher Education)	100%	-
Double major undergraduate university study programme in Croatian Language and Literature	100%	-
Single major undergraduate university study programme in Croatian Language and Literature		
Double major graduate university study programme in Croatian Language and Literature (Teacher Education)	100%	-
Single major graduate university study programme in Croatian Language and Literature (Teacher Education)		
Undergraduate university study programme in Information Sciences	98%	2%
Graduate university study programme in Information Sciences	93%	7%
Double major undergraduate university study programme in German Language and Literature	100%	-
Single major undergraduate university study programme in German Language and Literature		
Double major graduate university study programme in German Language and Literature (Teacher Education)	100%	-
Double major graduate university study programme in German Language and Literature (Translation Studies)		
Single major graduate university study programme in German Language and Literature (Teacher Education)		
Single major graduate university study programme in German Language and Literature (Translation Studies)		
Undergraduate university study programme in Pedagogy	84%	16%
Graduate university study programme in Pedagogy	100%	-
Undergraduate university study programme in History	95%	5%
Graduate university study programme in History (Teacher Education)	92%	8%
Undergraduate university study programme in Psychology	59%	41%
Graduate university study programme in Psychology	68%	32%
Undergraduate university study programme in Hungarian Language and Literature	76%	24%

Graduate university study programme in Hungarian Language and Literature (Communication Studies)	68%	32%
Common Courses at undergraduate and graduate university study programmes ⁹⁵	87%	13%

The relatively unfavourable ratio of the workload of teachers and external associates in the academic year 2013/2014 concerns the delivery of only some of the study programmes: Undergraduate university study programme in Psychology, Graduate university study programme in Psychology, Undergraduate university study programme in Hungarian Language and Literature, Graduate university study programme in Hungarian Language and Literature.

The reasons for the greater involvement of external associates in the delivery of these study programmes are, on the one hand, the impermissibility of hiring new teaching staff, and on the other hand, the shortage of teachers within particular specialty areas on the labour market, especially teachers with the relevant academic rank, which causes the unfavourable personnel structure of the organisational units delivering these study programmes (Table 4.3.).

In the implementation of two postgraduate university study programmes - Literature and Cultural Identity and Pedagogy and Contemporary School Culture - there is a present need for the increased involvement of external associates Table 4.c.2.

Table 4.c. 2. The ratio of the workload of teachers and external associates in delivering postgraduate university study programmes

Study programme titles	Lectures, seminars and exercises	
	Teachers of the Faculty	External associates
Postgraduate university study programme in <i>Linguistics</i>	97%	3%
Postgraduate university study programme in <i>Literature and Cultural Identity</i>	53%	47%
Postgraduate university study programme in <i>Pedagogy and Contemporary School Culture</i>	55%	45%

It should be noted, however, that in recent years there has been a significant decrease in the number of external associates in the implementation of the study programmes of the organisational units of the Faculty (see 4.a.). Because of the advancement of teachers in academic rank, the trend of reducing the share of external associates is expected to continue.

⁹⁵ The workload of teachers and external associates in delivering common courses a) all undergraduate study programmes (e.g. Physical Education 1, English 1, German 1, etc.) and b) graduate study programmes - teacher education (e.g. Psychology of Education, Pedagogy, Didactics).

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

The external involvement of the teachers in higher education institutions in the country and abroad is defined by the Act on Scientific Activity and Higher Education (Article 46). The teachers who are offered an engagement at an institution of higher education are required to notify the Faculty Management, after which it conducts an analysis of the teaching and research activities of the teacher. If the analysis proves that the external involvement of the teacher does not affect the work at the Faculty, the Dean issues the approval to the teacher for external involvement. The teacher's obligations as an external associate are regulated by the contract that is issued by the higher education institution that engages them.

The Faculty Management collects data on the external involvement of teachers in order to monitor their teaching outside their home institution. The database covers the period from the academic year 2008/2009 till today and contains the following information: the name of the higher education institution where the teacher was engaged as a part-time employee, the level of the study programme (undergraduate, graduate and postgraduate) where the teaching took place, the course name, the number of lectures, exercises and seminars in the winter / summer semester and teaching workload in standardized teaching hours.

The above data show that in the past five years, part-time employment of teachers of the Faculty was carried out outside the Josip Juraj Strossmayer University of Osijek (Table 4.d.1.). It is necessary to emphasize that the teachers of the Faculty were engaged mainly at the University of Mostar, the Faculty of Humanities and Social Sciences in Tuzla (Bosnia and Herzegovina) and at the University of Pécs (Republic of Hungary). Teaching cooperation with the abovementioned faculties was established by means of bilateral agreements on cooperation at the state, university and/or faculty level.

Table 4.d.1. The number of teachers of the Faculty of Humanities and Social Sciences engaged as external associates at higher education institutions at home and abroad over the past five academic years

	at the University	away from the University	
		home	abroad
2008/2009	6	9	7
2009/2010	13	10	7
2010/2011	15	8	7
2011/2012	13	6	10
2012/2013	14	8	10

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.

Having the insight into the Implementation of teaching at the University units, the Faculty of Humanities and Social Sciences – by semesters, we can see that the size of student groups for lectures, seminars and exercises is in accordance with the Collective Agreement for Science and Higher Education (Article 32), which defines the size of teaching groups. In this overview, it is evident that the students are divided into two or even four groups, depending on the form of teaching. Having this in mind, one can say that the work in groups at lecturers, seminars and exercises is optimal, which means that it enables the achievement of learning outcomes designed for each individual course.

Both students and teachers expressed their opinion about the size of student groups, since this issue is part of the student and teacher surveys carried out at the Faculty of Humanities and Social Sciences. The abovementioned question was answered through assessment, so the results are presented quantitatively without qualitative responses. The results of student surveys can be found on the website of the Faculty of Humanities and Social Sciences, the Quality Assurance System, (link: <http://web.ffos.hr/kvaliteta/?id=55>). The results of the survey among students indicate that students are very satisfied with the size of the groups. In a survey conducted in 2008/2009 the satisfaction of the students was expressed with the mean score of 4.39, and in 2010/2011 with 4.37. In the academic year 2011/2012, the mean score was 4.49, and in 2012/2013, it was 4.47. According to the stated results, the increase of the students' satisfaction with the group size improves with every new survey. Such progression in average marks shows the systematic care of the Faculty to improve the conditions of teaching, particularly the size of the student group. In addition, the results show that the results of student surveys are taken into account in order to enhance the quality of teaching, and therefore the entire studies.

The teachers also gave their assessment of the size of the student groups expressed in the survey conducted in three academic years, and these results can also be found on the website of the Quality Assurance System (Link: <http://web.ffos.hr/kvaliteta/?id=56>). The results of the survey conducted show good and very good average marks. In the year 2009 the teachers gave a good mark (3.31), and in 2012 and 2013 a very good mark (3.82 and 3.81).

In the teachers' surveys in the three academic years we can also notice an increase in mean scores when teachers assess the size of the student groups in each subsequent year. This, as well as the students' assessment, may also be explained by the systematic care and commitment to improve the conditions of teaching.

If we compare the mean scores of students and teachers about the size of the student groups, it can be seen that the mean scores of the students are slightly higher compared to the mean scores of the teachers. Although the size of the student groups are done according to the Collective Agreement for Science and Higher Education, the teacher survey results indicate that it is necessary to take continuous care that the student groups are of appropriate size taking the staff and spacial capacity into account.

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

The competencies of teachers and external associates delivering study programmes of the Faculty is continuously monitored and evaluated in accordance with the Strategic Plan of the Faculty of Humanities and Social Sciences (September 2013), and the Ordinance on the establishment and operation of the Quality Assurance System for higher education at the Faculty of Humanities and Social Sciences (February 2009) and the Guide to Quality Assurance of education and research at the Faculty of Humanities and Social Sciences in Osijek (June 2011). These documents identified the indicators related to research and monitoring of the development of the different areas of teaching staff competencies. The basic indicators are the quality of teaching, the research activities (participation in research projects, publishing scientific papers, participation in the organization and activities at conferences, etc.) and professional work. Since the indicators of the quality of the research activities will be discussed in detail in Chapter 5, here we will further analyse those indicators that comprise the quality of teaching and professional work.

The quality of teaching is estimated by examining the perceptions of students about the teaching competencies of teachers. For this purpose, there is a University student survey carried out at the end of the summer semester. Together with the previously mentioned university survey, due to the specific features of the Faculty, periodically the internal student survey is also conducted. Based on the analysed results there are certain measures introduced to enhance teaching competencies of teachers, and there are recommendations for the implementation of certain forms of further teacher trainings. In the presented results, the statements relating to the assessment of teaching competencies of teachers are singled out (Table 4.f.1 and 4.f.2.). In all the surveys the ratings range from 1 (worst score) to 5 (best score). Since the score is considered satisfactory if it is equal to or greater than 3, we can conclude that the students' perception on the competencies and work of teachers is very good, and excellent. In the last University student survey in the academic year 2011/2012 there were 97.30% of the teachers/associates had high a high average grade (above 3.51), while only 2.7% of the teachers/associates scored below 3.5. Teachers, whose teaching is graded with less than 3, are called in by the Dean and the Vice-Dean for Education to discuss the assessment in order to determine the reasons for such a low score. Additional forms of training in teaching competencies are suggested and the results of these teachers in the following surveys are monitored.

Table 4.f.1. The results of the last two University Student Surveys

University student survey:	2009/2010	2011/2012
The percentage of participation in the survey	57.44	53.37
Average score for teachers/associates	4.25	4.48
Survey question – teacher/associate:		
- instructs students in the duties to be performed	4.37	4.55

- informs students on assessment	4.36	4.53
- has clear criteria for assessment of students' knowledge and work	4.2	4.36
- lectures in a clear and understandable way	4.17	4.3
- encourages students to be active	4.02	4.28
- available for office hours	4.17	4.47
- communicates appropriately with students	4.34	4.53
- approachable and friendly	4.29	4.47
- doesn't cancel classes without notice	4.42	4.65
- makes up cancelled classes	4.32	4.64
- my expectations of the course are met	4.14	4.27

Table 4.f.2. The results of the internal student survey

	2010/2011	2011/2012 (winter semester)	2012/2013
The percentage of participation in the survey	9.6%	11.7%	47.73
Average score for teachers/associates	4.42	4.45	4.46
Survey question – teacher/associate:			
- informs students about educational goals	4.51	4.53	4.54
- informs students about the content to be taught	4.58	4.56	4.56
- instructs students on obligations to be fulfilled	4.57	4.59	4.58
- informs students on how the exams and revision tests will be conducted	4.51	4.52	4.54
- provides clear criteria for assessment of students' work	4.29	4.32	4.40
- shows good command of the course content	4.64	4.66	4.60
- teaches in a clear and understandable way	4.34	4.40	4.37
- teaching methods are appropriate	4.22	4.25	4.31
- gives students feedback on their work	4.34	4.34	4.38
- encourages students to be active	4.19	4.21	4.31
- instructs students on sources of information about the subject matter	4.38	4.39	4.37

- available for office hours	4.51	4.67	4.55
- communicates appropriately with students	4.58	4.60	4.58
- approachable and friendly	4.52	4.51	4.53
- cancels classes without notice	1.50	1.43	1.69
- makes up cancelled classes	4.46	4.62	4.58
- my expectations of the course are met	4.13	4.12	4.16

In order to assess the quality of teaching as objectively as possible, once a year a self-evaluation of the teachers' work is conducted. Table 4.f.3. shows the results of the last two teacher surveys. The comparison of the results of the student and teacher surveys indicate a high degree of correlation between the students' opinion and teachers' self-assessment.

Table 4.f.3. The results of the teacher survey (self-assessment of teaching competencies)

	2008/2009	2011/2012
Average score of teachers/associates	4.68	4.76
Survey question		
I inform students about educational goals.	4.54	4.72
I inform students about the content to be taught.	4.76	4.82
I instruct students on obligations to be fulfilled.	4.93	4.95
I inform students on how the exams and revision tests will be conducted.	4.92	4.92
I provide clear criteria for assessment of students' work.	4.7	4.73
I teach in a clear and understandable way.	4.41	4.63
My teaching methods are appropriate.	4.32	4.51
I give students feedback on their work.	4.58	4.58
I encourage students to be active.	4.65	4.63
I instruct students on sources of information about the subject matter.	4.54	4.63
I am available for office hours.	4.78	4.93
I communicate appropriately with students.	4.85	4.83
I am approachable and friendly.	4.76	4.78
I make up cancelled classes.	4.79	4.95

The indicators of the development of teachers' competencies are the frequency of the teachers' participation in various programmes, lectures, workshops and other forms of education and training, such as peer moderation monitoring and support. For example, the workshops on the implementation of Moodle in the courses are continuously held, resulting in more frequent application of this tool in the classroom (Figure 4.f.1.). The slight increase in self-assessment of teaching competencies can also be attributed to the participation of teachers in workshops dealing with, for example, formulating course objectives and learning outcomes, monitoring and evaluation, and very well elaborated system of dissemination.

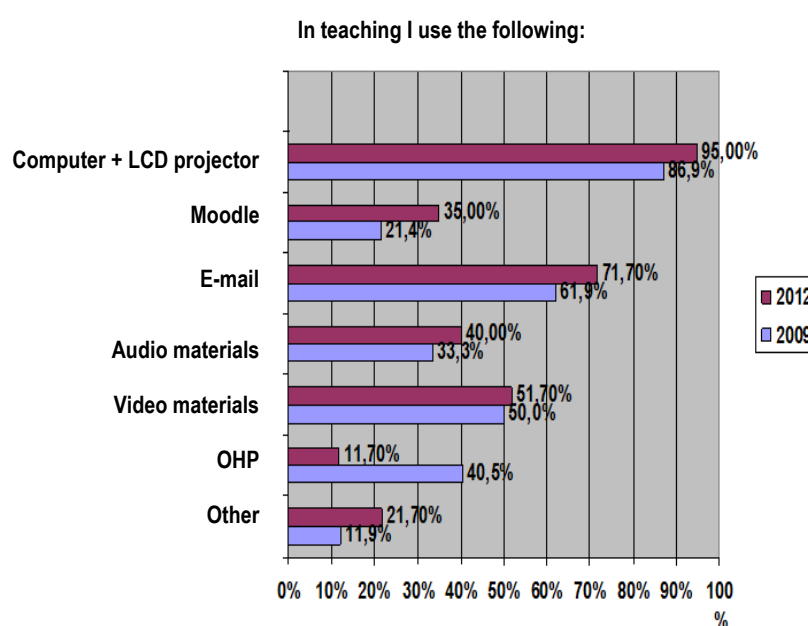


Figure 4.f.1. The use of technology in teaching (self-assessment, teacher survey 2009 and 2013)

One of the indicators of teaching competencies is advancement in academic rank and teaching titles according to the statutory conditions which include the provisions of the Ordinance on advancement into academic rank, artistic-teaching rank, teaching, assistant and professional titles, and corresponding job positions and the Decision of the Rectors' Conference on the necessary conditions for the evaluation of educational and professional activities in the procedure of appointment to academic rank. The conditions for advancement include positively assessed inaugural lecture, publishing of teaching materials, mentoring of students' final bachelor papers and master's thesis and doctoral theses, positively evaluated student survey and training in higher education institutions abroad. The realization of the requirements for advancement to higher rank is therefore one of the important indicators of teaching competencies.

The results of the previous analysis of indicators of teaching competencies show a high level of teaching and professional competencies of teachers of the Faculty of Humanities and Social Sciences in Osijek. Teachers have mostly completed their studies where they acquired basic teaching competencies (according to data from the year 2009 and 2012 more than 90 % of teachers), and those who have not acquired a degree of a master of education in a particular area, attended and successfully completed the Psychological, Pedagogical, Didactic, Methodological Training. Despite the teaching competencies acquired during their studies or additional training, all teachers continuously improve in various areas of competencies. Enabling the continuing education of teachers is a part of the Strategic Plan of the Faculty of Humanities and Social Sciences. The training is based on the expressed personal needs of teachers and the Plan for professional training of teachers in teaching competencies and other skills (organising lectures, seminars, workshops and courses), and the peer moderation and monitoring and support is organized in order to improve teacher competencies.

The assessment of the professional teacher competencies is based on an analysis of teacher involvement in activities to popularise science and the cooperation with external stakeholders, such as a number of workshops and lectures for the popularisation of science, participation in the professional projects in cooperation with the community partners, participation in the committees and external stakeholders' bodies (e.g. in committees for state qualifying exams), participation in the activities and programmes of the centre for lifelong learning, participation in public debates, round tables and other events that present the activities of the Faculty. Furthermore, one of the indicators of the quality of professional work is also the publishing of teaching materials. This will be further elaborated in Section 4.i.

The indicators used in the assessment and monitoring of teachers' competencies are fully comparable with similar faculties in the Republic of Croatia (Faculty of Humanities and Social Sciences in Zagreb and Faculty of Humanities and Social Sciences in Rijeka) and match in a very high degree with indicators applied to similar institutions abroad (e.g. Faculty of Humanities and Social Sciences in Maribor, Faculty of Humanities and Social Sciences in Tuzla). Comparison with the above mentioned faculties shows that the applied indicators are determined according to the documents that ensure the competencies of teachers and external associates as well as the quality of teaching and are generally based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area and the Act on Quality Assurance in Science and Higher Education

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 Quality Assurance Office and the Department of Lifelong Learning organise a professional development for teachers and external associates in the field of attaining and enhancing various competencies. For each calendar year, a plan of professional training has been drawn up and it clearly states date, area of competencies, programme/topic, objectives, activity holders, duration,

forms and methods of work, the number of participants and how to apply. The complete data can be found on the website of the Faculty of Humanities and Social Sciences.⁹⁶

Professional development encompasses different areas of competencies: informatics, information sciences, pedagogy, psychology, didactics and methodology, philosophy, competencies for research and professional activities, rhetorical and communication skills. The areas of competencies and the programme, and professional development topics are in the Table 4.g.1. and in the Table 4.g.2.

Table 4.g.1. Professional training in 2012.

Area of competencies	Programme / training topic
the field of informatics and information sciences competencies	<i>Teacher training to work in the ISVU system</i> <i>Database search</i> <i>Teacher training teachers to work in the Moodle system</i>
the field of pedagogical and psychological competencies	<i>Critical friendship in higher education</i> <i>Evaluation in higher education</i> Module 1 (workshop) <i>Forms of evaluation in higher education</i> Module 2 <i>Evaluation of the students' practical and project work</i>
the field of didactic and methodological competencies	<i>Knowledge tests construction</i>
the field of philosophical competencies	<i>The idea of the University</i>
the field of competencies for research and professional activities	<i>Research ethics</i>

The objectives of the listed programmes are:

- enable participants to survey and analyse the data produced in the framework of the ISVU system and create statistical reports for higher education institutions and their own needs and create *ad hoc* reports
- explore the possibilities of realising critical friendships and develop interest in the application of critical friendship in their teaching practice
- develop skills for making appropriate test materials (especially written tasks) and design criteria for evaluating knowledge
- distinguish areas of objective and qualitative assessment of student work
- identify the different techniques of qualitative monitoring of students' work
- select the appropriate monitoring techniques for students' practical and project work
- present the project of monitoring students' practical or project assignments that will be used in teachers' future work

⁹⁶ <http://www.ffos.unios.hr/opsirnije.php?id=478> and on the website of the Quality Assurance System, link: <http://web.ffos.hr/kvaliteta/?id=109>

- acquire knowledge necessary to set the evaluation criteria in accordance with the set goals and tasks of teaching
- introduce the basic philosophical premises of Franjo Markovic and his place in the university world
- introduce the basic ethical principles in research and the issues of "intellectual property"
- introduce the most important databases and learn the ways of searching databases
- train teachers to work with Moodle.

Table 4.g.2. Professional training in 2013.

Area of competencies	Programme / training topic
the field of competencies in informatics	<i>The basic operations in table calculator MS-Excel</i>
the field of philosophical competencies	<i>Ethical behaviour in the academic community Morality in teacher-student relation</i>
the field of pedagogical and psychological competencies	<i>Equalization of opportunities for students with disabilities in higher education</i>
the field of rhetorical competencies	<i>Public speaking skills</i>
the field of competencies for research and professional activities	<i>Writing an research paper abstracts in English</i>
the field of communication competencies	<i>The course of English as a foreign language (general) The course of German as a foreign language (general)</i>

The objectives of the listed programmes are:

- introduce the basics of working in Microsoft Excel, i.e. train participants in creating a tabulation budget independently (application launch; work with the worksheet; basic operations; data entry and cell formatting; proper use of basic mathematical formulae and functions; displaying data in graphical form; formatting graphics, etc.)
- present the basic moral principles of cooperation with students
- introduce the Modern principles of OSI, the support system for students with disabilities
- learn the basic features of various conditions and disorders of persons with disabilities (sight and hearing impairments, physical disability, dyslexia, ADHD and behavioural disorders, mental disorders) and forms of support and customisation of the teaching process and other aspects of academic life for the purpose of equalizing opportunities of studying
- distinguish different strategies of public speaking
- identify verbal and non-verbal communication signs
- apply the knowledge in own speech and public communication
- be familiar with the rules of writing abstracts of research papers in English

- improve the writing skills in English within a specific written form
- improve the four language skills (speaking, reading, writing and listening) to the developmental level of users.

In addition to the above activities, there are other activities planned in collaboration with other higher education institutions, other institutions and individual lecturers. For example, *E-learning Academy*; guest lectures of experts from other universities; institutions; embassies; etc.; roundtables organised by the ministries; public debates; book presentations; literary circles; expert meetings for the development of international projects and training within projects (Erasmus ...); summer schools; seminars; academic exchanges; spiritual renewal.

Regarding the professional support to teachers, conducted surveys⁹⁷ show that 25% of the teachers in the year 2012 attended pedagogical-psychological-didactic-methodological (PPDM) training, whereas in 2013, 43% of the teachers said they attended PPDM training.

Responding to the question *it would be useful to organise enhancing competencies*, in the survey conducted in 2012, the largest number of teachers expressed the need for training in the field of research and professional competencies (58.3%), and the least in the field of pedagogy (10%). A fifth of respondents (20%) consider it useful to organise didactic-methodological workshops, while the need for improvement in the area of psychological competencies reported 36.7% of the respondents. Almost a half of teachers surveyed (48.3%) indicated the need for competencies in information sciences and informatics.

In a conducted survey in the following year (2013), answering the same question (*it would be useful to organise enhancing competencies*), there is a significant increase of interest in the development of specific competencies, especially research and professional, 62% of the teachers think they are useful to organise, 51.9% expressed their need for competencies in information sciences and informatics, and 17.7% for pedagogical competencies. The highest increase was recorded in the statement of the need for improvement in the didactic-methodological competencies, 30.4% of the respondents, which is more than a 10% increase compared to last year. Training in the area of psychological competencies is found by 37.7% of teachers as useful to organise, which is exactly the same ratio as in last year's survey.

These results showing an increase in the interest of teachers for training in fields, which are not only educational, but also some other competencies, are indicators of teachers' responsibilities towards their own training and progress and awareness of the need to invest in the development and improvement of competencies as a part of lifelong learning.

Comparing interests for training expressed by teachers and implementation of plans for professional development at the Faculty, we can observe compliance, which means that the professional development is planned, organized and realised according to the needs of teachers.

As a form of professional development of teachers, in the summer semester of the academic year 2011/2012, our Faculty organised and conducted peer monitoring and support. Since this form of training proved extremely useful and effective, in the following academic year 2012/2013 the

⁹⁷ : <http://web.ffos.hr/kvaliteta/?id=56>

document *Peer Monitoring and Support - Handbook for University Teachers*⁹⁸ was prepared and it states that in the current academic year this form of teacher training is going to continue.

Based on available data from related higher education institutions in Croatia (Faculty of Humanities and Social Sciences in Rijeka, Faculty of Humanities and Social Sciences in Zagreb) and abroad (Faculty of Arts in Maribor, Slovenia; Faculty of Philosophy in Tuzla, Bosnia and Herzegovina; Faculty of Humanities in Pecs, Hungary) it is obvious that listed higher education institutions do not have such developed forms of teachers' support such as training in teaching competencies, and that this aspect of teacher training is largely left to the teachers' self-initiative. The emphasis is placed on the research work of teachers (research papers, projects) and academic training of teachers in the framework of international (e.g. Erasmus and CEEPUS mobility programme) and national programmes (e.g. the National Science Foundation programmes), which is also at our Faculty an important aspect of teachers' competencies (Chapter 5 and 6).

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.

According to the Statute of the Faculty of Humanities and Social Sciences (Article 23), the Dean decides on rewards and recognition of employees. On the occasion of the 50th anniversary of the foundation of the Faculty of Humanities and Social Sciences the Dean made a decision to give a total of 26 awards for special contribution to the development of the Faculty, and these are 9 awards to the former Deans of the Faculty, 13 awards to the initiators and founders of undergraduate and graduate study programmes and 4 awards to the initiators and founders of postgraduate study programmes.

One of the measures of the Faculty with the purpose to motivate teachers to show more commitment and interest for improving lies in the possibility of training in educational and other types of competencies (compare 4.g). The second one is to encourage teachers to participate in academic and professional conferences, and in accordance with the Conclusion on financial support for participation at academic and professional conferences from 22 March 2011. These measures have encouraged teachers to greater commitment, both in the area of professional training as well as in research activities. This is supported by data in the Report on the implementation of the Plan for teacher training in 2012 and the number of grants that teachers used in recent years to participate at conferences.

The Dean decides on rewards for employees whose work contributed to the academic and professional reputation of the Faculty:

- the best teacher and the best teaching assistant or a junior researcher (based on the results of student survey)
- the leaders and organizers of international scientific conferences
- the editors of scientific journals
- the founders of the extracurricular activities

⁹⁸ <http://www.ffos.unios.hr/?id=44>

- the employees in professional and administrative, technical and supporting positions.

At the initiative of the Dean of the Faculty and the recommendations of the Higher Education Quality Assurance Committee, the Ordinance on remuneration of teachers and associates amounted to research activities, professional work and teaching practice is in the making. It is expected that the various forms of remuneration would further encourage teachers to greater efforts, which will have a positive impact on the educational process and research productivity of teachers.

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

The data on the number and type of publications used in teaching are given in Table 4.i.1., while Table 4.5. contains data about the teaching material used in the academic year 2012/2013.

Table 4.i.1. Publications used in teaching published in the past five years by the Faculty teachers

Type of publication	Textbook	Guidebook	Peer-reviewed teaching material	Supplementary teaching materials	Book	Article	Book chapter
Number of publications issued	16	26	4	5	15	135	41

Table 4.i.1. contains only numeric data and the complete bibliographic information on these publications are attached to appendix 4.i.1.:

In the above table, together with the categories: textbook, guidebook, peer-reviewed teaching materials and supplementary teaching materials, which are of a primarily teaching character, there are also the following categories: book, book chapter and article. In the case of the latter, it refers to works that were created within the research activities of teachers, but the content is closely related to some of the courses. Using these papers as teaching materials justifies the fact that they are necessary for the achievement of learning outcomes outlined by the study programmes. To substantiate this claim, let us state that some of the learning outcomes are related to the fact that by the end of each cycle the students will be able to:

- read and understand literary and theory texts, recognise basic literary-scholarly methods used in the analysis of literary texts,
- read and understand the literature of various genres and themes in the German language and theoretical texts on linguistic topics,
- use critical apparatus of guidebooks and lexicons,
- critically assess scientific literature,
- read scientific literature in Croatian (and foreign) language,

- collect, interpret and connect facts relevant to the preparation of written work or oral presentations,
- successfully promote and present the philosophical and profession content to a wider audience.

In addition, some of the titles that were considered relate to the postgraduate university study programmes. Since there is a *sine qua non* to prepare students for research activities, these students must work intensively with the original academic papers.

Taking into consideration the number of teachers and the number of various study programmes and courses that these teachers deliver, publishing activities of the teaching materials should be better. The coverage of literature written by our teachers is partial.

This situation can be explained by the fact that it is necessary for the advancement of teachers to publish research papers (N.B. research papers published in the period of 2008-2013 that are not connected with teaching were not included in the lists). Therefore, teachers cannot devote 50% of their working time that according to the Collective Agreement for Science and Higher Education should be spent on research (Article 35, Paragraph 1) exclusively on the preparation and publication of textbooks and other teaching materials.

That the Faculty intends to improve in this segment is made evident by the fact that the Strategic Plan of the Faculty of Humanities and Social Sciences 2011 - 2015 (completely revised edition adopted at the meeting of the Faculty Council on 11 September 2013) provides continuous support and development of the Faculty's publishing activities, and the operational plan for implementing activities states that it will "encourage teachers to publish textbooks and other teaching materials" as well as "support publishing of textbooks and other university publications".

Many of the teachers in their teaching use the Moodle system, amongst other things, to post the course materials. For this purpose, they prepare and adapt different materials such as handouts and slide shows accompanying their lectures, exercises, samples of the lesson plans, and diaries of demonstration classes. Since these are not peer-reviewed materials, they are not included in the Table 4.i.1.

Appendix 4.i.1. Bibliographic data on publications related to teaching published by the Faculty members

Textbooks

1. Babić, Snježana; Velimir Petrović (2008). *Die deutsche Rechtschreibung*. Zagreb: Školska knjiga.
2. Karabalić, Vladimir (2013). *Das Prädikat und seine Ergänzungen im Deutschen und Kroatischen. Eine Einführung in die kontrastive Syntax*. Osijek: Filozofski fakultet.
3. Karabalić, Vladimir; Pon, Leonard (2008). *Syntax der Satzglieder im Deutschen. Ein Lehr- und Arbeitsbuch*. Osijek: Sveučilište Josipa Jurja Strossmayera u Osijeku – Filozofski fakultet.

4. Labadi, Karolj (2011). *Kárpát-medencei ismeretek*. Pragma Könyvek 2. Pragma, Osijek. (Introduction to Carpathian basin).
5. Labadi, Zsombor (2011). *Irodalom, beszéd, szöveg*. Pragma – Horvátországi Magyar Tudományos és Művészeti Kör, Osijek.
6. Lepeduš, Hrvoje; Cesar, Vera (2010). *Osnove biljne histologije i anatomije vegetativnih organa*. Osijek: Sveučilište Josipa Jurja Strossmayera u Osijeku. ISBN 978-953-6931-35-4.
7. Medve, Zoltán (2011). *Fejezetek a kortárs magyar irodalomról*. Pragma, Eszék.
8. Munjiza, Emerik (2009). *History hrvatskog školstva i pedagogije*. Osijek: Sveučilište J. J. Strossmayer, Filozofski fakultet Osijek.
9. Mušanović, Marko; Lukaš, Mirko (2011). *Osnove pedagogije*. Rijeka: HFD.
10. Petr Balog, Kornelija (2010). *Prema kulturni vrednovanja u visokoškolskim knjižnicama*. Osijek : Filozofski fakultet.
11. Pintarić, Ana (2008). *Umjetničke bajke – teorija, pregled i interpretacije*. Osijek: Filozofski fakultet.
12. Pintarić, Ana (2009). *Biblija i književnost – interpretacije*. Osijek: Filozofski fakultet.
13. Rem, Goran (2011). *Pogo i tekst*. Zagreb: Meandarmedia.
14. Rem, Goran; Rem, Vladimir (2008). *Šokci u Historyi, kulturni i književnosti*. Osijek: Sveučilište Josipa Jurja Strossmayera u Osijeku, Filozofski fakultet / Šokačka grana, Osijek.
15. Rem, Goran; Sablić-Tomić, Helena (2008). *Hrvatska suvremena književnost: pjesništvo i kratka priča: od 1968. do kraja osamdesetih godina 20. stoljeća te dalje kroz prvo desetljeće 21. stoljeća*. Osijek: Filozofski fakultet.
16. Talanga, Tomislav (2013). *Einführung in die Wortbildung der deutschen Sprache. Uvod u tvorbu riječi njemačkoga jezika*. Osijek: Filozofski fakultet.

Handbooks

1. Aleksa Varga, Melita; Hrisztova-Gotthardt, Hrisztalina (2012). *Kochbuch der deutschen Grammatik 1*. Osijek: Filozofski fakultet Sveučilišta Josipa Jurja Strossmayera u Osijeku.
2. Babić, Josip (2008). *Johann Gottfried Herder i njegove ideje u južnoslavenskome književnom i kulturno političkom kontekstu 19. stoljeća*. Osijek: Sveučilište J. J. Strossmayera u Osijeku, Filozofski fakultet and Matica hrvatska, Ogranak Osijek.
3. Bagarić Medve, Vesna; Pon, Leonard (2012). *Kochbuch der deutschen Grammatik 2*. Osijek: Filozofski fakultet Sveučilišta Josipa Jurja Strossmayera u Osijeku.
4. Bognar, Ladislav; Whitehead, Jack; Bognar, Branko; Perić-Kraljik, Mira; Munk, Krešimir (eds.). (2009). *Poticanje stvaralaštva u odgoju i obrazovanju: Knjiga radova – Priručnik za sadašnje i buduće učiteljice i učitelje*. Zagreb: Profil.
<http://Pedagogy.net/knjiga/Encouraging_creativity_in_education_book.pdf>.
5. Farkaš Brekalo, Loretana (2010). *Od slovoslovnosti slavonske*. Osijek: Filozofski fakultet.
6. Ham, Sanda (³2009, ⁴2012). *Školska gramatika hrvatskoga jezika*. Zagreb: Školska knjiga.

7. Ham, Sanda; Babić, Stjepan; Moguš, Milan (²2008, ³2009., ⁴2012). *Hrvatski školski pravopis*. Zagreb: Školska knjiga.
8. Karabalić, Vladimir; Omazić, Marija (eds.) (2008). *Istraživanja, izazovi i promjene u teoriji i praksi prevodenja – Explorations, Challenges and Changes in Translation Theory and Practice – Theorie und Praxis des Übersetzens. Alte Fragen und neue Antworten*. Osijek: Filozofski fakultet.
9. Kolenić, Ljiljana; Rittgasser, Stefan (2012). *Hrvatsko-njemački rječnik jezikoslovnoga nazivlja – Kroatisch-deutsches Wörterbuch linguistischer Termini*. Zagreb: Hrvatsko filološko društvo, Biblioteka Kroatini.
10. Krivak, Marijan (2012). *Suvremenost(i) postmoderno stanje filozofije (kulture)... i filma*. Osijek: Filozofski fakultet Sveučilišta Josipa Jurja Strossmayera.
11. Labadi, Karolj (2008). *Drávaszög Lexikon*. HunCro–ZIMP, Eszék–Budapest. (Leksikon Dravskog trokuta (Baranje). HunCro, Osijek–Budimpešta, 2008).
12. Labadi, Karolj (2009). *Élet a háború után. Etnikai, néprajzi és kulturális jelenségek a horvátországi magyarság körében az 1991-es déli szláv háború után*. Mackensen, Budapest. (Life after war. Cultural and ethnic phenomena after the war in 1991 in Croatia.)
13. Labadi, Karolj (2010). *Kopács, a víz melletti falu*. HunCro, Osijek. (Kopačevo, selo kraj vode, HunCro, Osijek, 2010).
14. Labadi, Karolj (2011). *Laskó könyve*. Helyi választmány, Laskó. (The book of Laskó).
15. Labadi, Karolj (2012). *Egyházak Alsó-Baranyában és Szlavóniában*. HunCro Médiaközpont kft., Osijek.
16. Lukaš, Mirko; Munjiza, Emerik (2010). *Pedagoška hrestomatija – izbor tekstova hrvatskih pedagoga*. Osijek: Sveučilište J.J. Strossmayera u Osijeku – Filozofski fakultet.
17. Lukić, Milica (2009). *Mali staroslavensko-hrvatski rječnik*. Zagreb: Matica hrvatska.
18. Miliša, Zlatko (2011). *Anarhizam – prosvjedi – odgoj*. Split: Naklada Bošković.
19. Miliša, Zlatko (2012). *Tamna strana ekrana*. Varaždin: TIVA Tiskara.
20. Miliša, Zlatko; Tolić, Mirela; Vertovšek, Nenad (2010). *Mladi – odgoj za medije. Priručnik za stjecanje medijskih kompetencija*. Zagreb: M.E.P. d.o.o.
21. Miliša, Zlatko; Zloković, Jasminka (2008). *Odgoj i manipulacija u obitelji i medijima*. Zagreb: MarkoM usluge d.o.o.
22. Rem, Goran; Jukić, Sanja (2012). *Panonizam hrvatskoga pjesništva I*. Budapest: Filozofski fakultet Univerziteta Eotvosa Loranda; Osijek: Društvo hrvatskih književnika, Ogranak slavonsko-baranjsko-srijemski, Filozofski fakultet, Budimpešta-Osijek-Đakovo.
23. Rem, Goran; Jukić, Sanja (2012). *Panonizam hrvatskoga pjesništva II*. Budapest: Filozofski fakultet Univerziteta Eotvosa Loranda; Osijek: Društvo hrvatskih književnika, Ogranak slavonsko-baranjsko-srijemski, Filozofski fakultet, Budimpešta-Osijek-Đakovo.
24. Rem, Goran; Pšihistal, Ružica (2009). *Vinkovačka književna povjesnica*. Vinkovci: Matica hrvatska, Ogranak Vinkovci.
25. Šundalić, Zlata; Pepić, Ivana (2011). *O smješnicama & smješnice*. Osijek: Filozofski fakultet Sveučilišta J.J. Strossmayera u Osijeku.

26. Vuletić, Gorka (ed.) (2011). *Kvaliteta života i zdravlje*. Filozofski fakultet u Osijeku i Hrvatska zaklada za znanost. Elektronička publikacija. ISBN: 978 – 953 – 314 – 036 – 0.⁹⁹

Peer-reviewed teaching materials

1. Varga, Mirna. Peer-reviewed teaching material for the course English Language I, Study programme : Psychology, academic year 2009/10 web.ffos.hr/moodle/
2. Kuna, Dubravka. Peer-reviewed teaching material for the course English Language I, Study programme: Croatian Language and Literature – single and double major, History/Pedagogy, academic year 2009/10 web.ffos.hr/moodle/
3. Dukić, Gordana. Peer-reviewed teaching material for the course Probability and Statistics. (Decision on the acceptance of the positive report of the Expert Committee for the evaluation of the teaching materials on the 7th session of the Faculty Council of the Faculty of Humanities and Social Sciences in the academic year 2012/2013 held on 24 April 2013). <<http://web.ffos.hr/oziz/moodle/course/view.php?id=37>>.
4. Dukić, Gordana. Peer-reviewed teaching material for the course Statistical Data Analysis. (Decision on the acceptance of the positive report of the Expert Committee for the evaluation of the teaching materials on the 7th session of the Faculty Council of the Faculty of Humanities and Social Sciences in the academic year 2012/2013 held on 24 April 2013). <<http://moodle.ffos.hr/course/view.php?id=17>>.

Supplementary teaching materials

1. Faletar Tanacković, Sanjica. Teorija i praksa informacijskih djelatnosti. (Information Sciences I) Osijek: Filozofski fakultet, 2013. <<http://web.ffos.hr/oziz/moodle/course/view.php?id=2>>.
2. Hasenay, Damir. Teaching materials for the course Paper Preservation and Data P and Preservation of Materials (peer-reviewed, accepted by the Faculty Council, available in Moodle as a ppt and pdf)
3. Lukić, Milica (2013). Teaching materials for the course *Staroslavenski jezik* (Old Slavic Language) for the students of the single major study programme in Croatian Language and Literature, Filozofski fakultet, Osijek
4. Lukić, Milica (2013). Teaching materials for the course *Staroslavenski jezik* (Old Slavic Language) for the students of the double major study programme in Croatian Language and Literature, Filozofski fakultet, Osijek.
5. Lukić, Milica (2013). Teaching material for the course *Staroslavenski jezik i hrvatsko glagoljaštvo* (Old Slavic Language and Croatian Glagolitic Movement) for the students of single major study programme in Croatian Language and Literature, Filozofski fakultet, Osijek.

⁹⁹ http://bib.irb.hr/datoteka/592441.KVALITETA_ZIVOTA_I_ZDRAVLJE.pdf

Books

1. Bagarić Medve, Vesna (2012). *Komunikacijska kompetencija. Uvod u teorijske, empirijske i primijenjene aspekte komunikacijske kompetencije u stranome jeziku*. Osijek: Filozofski fakultet.
2. Belaj, Branimir (2008). *Jezik, prostor i konceptualizacija, Shematična značenja hrvatskih glagolskih prefiksa*. Osijek: Filozofski fakultet.
3. Kuna, Branko (2012). *Predikatna i vanjska posvojnost*. Osijek: Filozofski fakultet.
4. Lehocki-Samardžić, Ana (2011). *A fordítás elmelete es gyakorlata*. Pragma Könyvek 1. Pragma – Horvátország Magyar Tudományos és Művészeti Kör, Osijek.
5. Marijan, Boško (2010). *Crtime iz prapovijesti Slavonije (brončano doba)*. Osijek: Filozofski fakultet u Osijeku.
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j) Specify to what extent you are satisfied with the current situation and propose possible improvements.

The analysis of the current situation indicates a possible satisfaction in the following:

- the teaching staff structure that, overall, enables the delivery of all study programmes,
- a favourable ratio of teachers and students,
- the size of the student groups for lectures, exercises and seminars,
- the continuous increase in the number of teachers with academic rank and the significant reduction in the number of external associates over the past years,
- the level of teaching competencies of the teachers at the Faculty, the indicators for monitoring and procedures for improving teaching competencies and
- the procedures for monitoring the work of teachers outside of the institution in the context of the impact of their external involvement on the performance and development of the Faculty.

Improvements are needed in balancing the number of teachers with the requirements set for the delivery of the study programmes, and in empowering of different departments and sub-departments, especially the Department of Psychology and the Sub-Department of Hungarian Language and Literature with the new teaching staff. In this respect it is necessary to boost the dynamics of employment that has stagnated in the last five years compared to the period before the year 2009 (Table 4.4.) and was based only on the redistribution of vacancies at the Faculty or the University.

In the coming period, it is also necessary to pay considerable attention to encouraging teachers to publish textbooks and other teaching materials, and through a developed system of rewarding teachers make a positive impact on increasing the quality of their teaching and scientific research.

Table 4.1. Staff structure

Staff	Full-time staff		Cumulative employment		Full-time teachers who are employed part-time in other institutions	Part-time teachers	
	Number	Average age	Number	Average age		Number	Average age
Full professors	16	55.50			5	6	57.80
Associate professors	22	47.09			6	4	56.67
Assistant professors	39	39.31			7	5	44.17
Teaching titles	17	44.24				3	45.00
Assistants	39	33.67			4	16	36.85
Professional associates*	5	39.00					
Junior researchers	8	33.13					
Technical staff	4	55.50			-----		
Administrative staff	20	46.15			-----		
Support staff	8	51.88			-----		

* Library staff

Table 4.2. Workload of full-time and part-time teachers

Study programme name	Lectures		Seminars and exercises		Mentorship*		Other forms of teaching	
	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers
Double major undergraduate university study programme in English Language and Literature	510	-	2295	-	-	-	-	-
Double major graduate university study programme in English Language and Literature (Teacher Education) Double major graduate university study programme in English Language and Literature (Translation and Interpreting Studies)	555	-	660	-	-	-	-	-
Double major undergraduate university study programme in Philosophy	525	30	435	-	-	-	-	-
Double major graduate university study programme in Philosophy (Teacher Education)	165	-	225	-	-	-	-	-
Double major undergraduate university study programme in Croatian Language and Literature Single major undergraduate university study programme in Croatian Language and Literature	1545	-	2430	-	-	-	-	-
Double major graduate university study programme in Croatian Language and Literature (Teacher Education) Single major graduate university study programme in Croatian Language and Literature (Teacher Education)	645	-	585	-	-	-	-	-
Undergraduate university study programme in Information Sciences	615	30	1175	-	-	-	-	-
Graduate university study programme in Information Sciences	420	30	510	45	-	-	-	-
Double major undergraduate university study programme in German Language and Literature Single major undergraduate university study programme in German Language and Literature	615	-	2415	-	-	-	-	-
Double major graduate university study programme in German Language and Literature (Teacher Education) Double major graduate university study programme in German Language and Literature (Translation Studies) Single major graduate university study programme in German Language and Literature (Teacher Education) Single major graduate university study programme in	330	-	795	-	-	-	-	-

German Language and Literature (Translation Studies)								
Undergraduate university study programme in Pedagogy	410	105	435	60	-	-	-	-
Graduate university study programme in Pedagogy	330	-	360		-	-	-	-
Undergraduate university study programme in History	630	30	570	30	-	-	-	-
Graduate university study programme in History (Teacher Education)	150	15	210	15	-	-	-	-
Undergraduate university study programme in Psychology	450	195	930	780	-	-	-	-
Graduate university study programme in Psychology	270	165	675	270	-	-	-	-
Undergraduate university study programme in Hungarian Language and Literature	270	180	780	150	-	-	-	-
Graduate university study programme in Hungarian Language and Literature (Communication Studies)	90	60	300	120	-	-	-	-
Postgraduate university study programme in Linguistics	160	5	-	-	-	-	-	-
Postgraduate university study programme in Literature and Cultural Identity	45	40	-	-	-	-	-	-
Postgraduate university study programme in Pedagogy and Contemporary School Culture	72	56	-	-	-	-	-	-
Common courses at undergraduate and graduate university study programmes	120	-	1890	300	-	-	-	-

* Only relevant for the artistic field

Note: The last line of the above table shows the workload of full-time and part-time teachers in the common courses for a) all undergraduate university study programmes (e.g. Physical Education 1, English Language 1, German Language 1, etc.) and b) graduate university study programmes – specialization in teacher education (e.g. Psychology of Education, Pedagogy, Didactics).

Table 4.3. List of teachers (on 1 November 2013)

Nr.	Teacher	Rank	Academic degree	HEI which issued the qualification	Field	Date of the last appointment to academic rank	Cumulative employment percentage	Workload at the home institution in standardised teaching hours	Workload at other institutions in standardised teaching hours
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE									
1.	Mario Brdar	Full Professor	PhD	UNIOS	Philology	25/2/2013	100%	285	
2.	Marija Omazić	Associate Professor	PhD	FFOS	Philology	16/9/2009	100 %	180	
3.	Višnja Pavičić Takač	Associate Professor	PhD	FFOS	Philology	17/12/2008	100 %	292.5	50
4.	Borislav Berić	Assistant Professor	PhD	FFOS	Philology	10/7/2009	100 %	300	105
5.	Gabrijela Buljan	Assistant Professor	PhD	FFOS	Philology	16/9/2009	100 %	315	
6.	Tanja Građečak Erdeljić	Assistant Professor	PhD	FFOS	Philology	1/5/2010	100 %	322.5	
7.	Goran Milić	Assistant Professor	PhD	FFOS	Philology	1/11/2013	100 %	292.5	
8.	Biljana Oklopčić	Assistant Professor	PhD	FFOS	Philology	1/1/2011	100 %	315	
9.	Sanja Runtić	Assistant Professor	PhD	FFOS	Philology	1/4/2009	100 %	300	
10.	Goran Schmidt	Assistant Professor	PhD	FFOS	Philology	1/11/2013	100 %	277.5	
11.	Alma Vančura	Assistant Professor	PhD	FFOS	Philology	1/11/2013	100 %	292.5	
12.	Dubravka Vidaković Erdeljić	Assistant Professor	PhD	FFOS	Philology	1/11/2013	100 %	300	
13.	Jadranka Zlomislić	Assistant Professor	PhD	FFOS	Philology	1/11/2013	100 %	315	
14.	Romana Čačija	Senior Language Instructor		FFOS	Philology	31/3/2010	100 %	427.5	
15.	Vlatka Ivić	Senior Language Instructor		FFOS	Philology	1/10/2011	100 %	450	

16.	Blaženka Šoštarić	Senior Language Instructor		FFOS	Philology	1/10/2011	100 %	412.5	
17.	Ljubica Matek	Senior Teaching Assistant	PhD	FFOS	Philology	7/12/2012	100 %	180	
18.	Draženka Molnar	Senior Teaching Assistant	PhD	FFOS	Philology	1/4/2013	100 %	225	
19.	Jasna Poljak Rehlicki	Senior Teaching Assistant	PhD	FFOS	Philology	27/2/2013	100 %	127.5	
DEPARTMENT OF PHILOSOPHY									
20.	Vladimir Jelkić	Associate Professor	PhD	FFOS	Philosophy	4/7/2012	100 %	52.5+ sabbatical	
21.	Marijan Krivak	Associate Professor	PhD	FFOS	Philosophy	1/4/2012	100 %	375	
22.	Željko Senković	Associate Professor	PhD	FFOS	Philosophy	4/7/2012	100 %	307.5	120
23.	Davor Balić	Assistant Professor	PhD	FFOS	Philosophy	4/7/2012	100 %	360	
24.	Boško Pešić	Assistant Professor	PhD	FFOS	Philosophy	1/11/2013	100 %	297	
25.	Ivan Stublić	Senior Teaching Assistant	PhD	FFOS	Philosophy	1/3/2012	100 %	330	
26.	Martina Žeželj	Senior Teaching Assistant	PhD	FFOS	Philosophy	1/4/2012	100 %	360	
27.	Darija Rupčić	Junior Researcher–Teaching Assistant	MS	FFOS	Philosophy	10/6/2011	100 %	195	
DEPARTMENT OF CROATIAN LANGUAGE AND LITERATURE									
28.	Loretana Farkaš Brekalo	Full Professor	PhD	UNIOS	Philology	14/11/2011	100 %	202.5	
29.	Ljiljana Kolenić	Full Professor With Tenure	PhD	UNIOS	Philology	30/3/2009	100 %	352.5	20
30.	Sanda Ham	Full Professor With Tenure	PhD	UNIOS	Philology	21/12/2009	100 %	300	
31.	Ana Pintarić	Full Professor With Tenure	PhD	UNIOS	Philology	20/7/2009	100 %	0	
32.	Ružica Pšihistal	Full Professor	PhD	UNIOS	Philology	1/10/2013	100 %	255 + free semester	
33.	Goran Rem	Full Professor	PhD	UNIOS	Philology	27/4/2009	100 %	315	

34.	Vlasta Rišner	Full Professor	PhD	UNIOS	Philology	14/11/2011	100 %	300	
35.	Zlata Šundalić	Full Professor	PhD	UNIOS	Philology	29/11/2010	100 %	337.5	
36.	Milovan Tatarin	Full Professor	PhD	UNIOS	Philology	19/4/2010	100 %	330	
37.	Branimir Belaj	Associate Professor	PhD	FFOS	Philology	17/12/2008	100 %	300	
38.	Branko Kuna	Associate Professor	PhD	FFOS	Philology	30/5/2012	100 %	30 + sabbatical	
39.	Milica Lukić	Associate Professor	PhD	FFOS	Philology	1/3/2011	100 %	315	
40.	Kristina Peternai Andrić	Associate Professor	PhD	FFOS	Philology	11/9/2013	100 %	360	80
41.	Dubravka Brunčić	Assistant Professor	PhD	FFOS	Philology	29/5/2013	100 %	337.5	
42.	Dragica Dragun	Assistant Professor	PhD	FFOS	Philology	1/6/2012	100 %	360	
43.	Sanja Jukić	Assistant Professor	PhD	FFOS	Philology	19/12/2012	100 %	322.5	
44.	Marica Liović	Assistant Professor	PhD	FFOS	Philology	7/11/2012	100 %	360	
45.	Jadranka Mlikota	Assistant Professor	PhD	FFOS	Philology	1/11/2010	100 %	255	
46.	Jakov Sabljic	Assistant Professor	PhD	FFOS	Philology	1/12/2011	100 %	345	
47.	Krešimir Šimić	Assistant Professor	PhD	FFOS	Philology	1/12/2011	100 %	345	120
48.	Goran Tanacković Faletar	Assistant Professor	PhD	FFOS	Philology	1/11/2011	100 %	307.5	
49.	Ivan Trojan	Assistant Professor	PhD	FFOS	Philology	4/7/2012	100 %	360	
50.	Tina Varga Oswald	Assistant Professor	PhD	FFOS	Philology	1/6/2012	100 %	345	
51.	Vesna Bjedov	Senior Teaching Assistant	PhD	FFOS	Philology	1/7/2010	100 %	292.5	
52.	Ana Mikić Čolić	Senior Teaching Assistant	PhD	FFOS	Philology	1/2/2013	100 %	337.5	
53.	Ana Bede	Teaching Assistant		FFOS	Philology	1/9/2011	100 %	157.5	
54.	Ivana Pepić	Teaching		FFOS	Philology	18/12/2008	100 %	180	

55.	Tena Babić Sesar	Assistant Junior Researcher – Teaching Assistant		FFOS	Philology	1/6/2011	100 %	165	
56.	Vera Blažević Krezić	Junior Researcher– Teaching Assistant		FFOS	Philology	1/12/2010	100 %	202.5	
57.	Silvija Ćurak	Junior Researcher– Senior Teaching Assistant	PhD	FFOS	Philology	1/2/2013	100 %	247.5	
58.	Tatjana Ileš	Junior Researcher– Teaching Assistant		FFOS	Philology	1/12/2006	100 %	maternity leave	
59.	Maja Glušac	Junior Researcher– Senior Teaching Assistant	PhD	FFOS	Philology	1/10/2012	100 %	240	
DEPARTMENT OF INFORMATION SCIENCES									
60.	Damir Hasenay	Full Professor	PhD	UNIOS	Chemical Engineering	2/4/2012	100 %	180	60
61.	Gordana Dukić	Associate Professor	PhD	FFOS	Economy	1/4/2013	100 %	367.5	
62.	Sanjica Faletar Tanacković	Associate Professor	PhD	FFOS	Communication and Information Sciences	29/5/2013	100 %	322.5	
63.	Kornelija Petr Balog	Associate Professor	PhD	FFOS	Communication and Information Sciences	10/7/2009	100 %	352.5	
64.	Zoran Velagić	Associate Professor	PhD	FFOS	Communication and Information Sciences	1/3/2011	100 %	sabbatical	
65.	Boris Badurina	Assistant Professor	PhD	FFOS	Communication and Information Sciences	1/3/2011	100 %	322.5	
66.	Boris Bosančić	Assistant Professor	PhD	FFOS	Information Sciences	1/12/2012	100 %	360	
67.	Maja Krtalić	Assistant Professor	PhD	FFOS	Communication and Information Sciences	1/2/2012	100 %	352.5	

68.	Jelena Lakuš	Assistant Professor	PhD	FFOS	Information Sciences	1/3/2008	100 %	322.5	
69.	Ivana Martinović	Senior Teaching Assistant	PhD	FFOS	Communication and Information Sciences	1/2/2012	100 %	180 + maternity leave	
70.	Milijana Mičunović	Senior Teaching Assistant	PhD	FFOS	Communication and Information Sciences	4/7/2012	100 %	232.5	
71.	Anita Papić	Senior Teaching Assistant	PhD	FFOS	Communication and Information Sciences	27/2/2013	100 %	142.5 + maternity leave	
72.	Kristina Feldvari	Teaching Assistant		FFOS	Communication and Information Sciences	18/12/2008	100 %	180	
73.	Darko Lacović	Teaching Assistant		FFOS	Communication and Information Sciences	1/9/2009	100 %	180	
74.	Josipa Selthofer	Teaching Assistant		FFOS	Graphics Technology	1/3/2008	100 %	180	
75.	Snježana Stanarević Katavić	Teaching Assistant	PhD	FFOS	Information Sciences	1/10/2007	100 %	172.5	
76.	Tomislav Jakopec	Teaching Assistant		FFOS	Communication and Information Sciences	19/12/2008	100 %	165	
HUNGARIAN LANGUAGE AND LITERATURE STUDY									
77.	Zsombor Labadi	Assistant Professor	PhD	FFOS	Philology	1/7/2011	100 %	352.5	
78.	Zoltan Medve	Assistant Professor	PhD	FFOS	Philology	1/12/2012	100 %	352.5	105
79.	Gabrijela Dobsai	Teaching Assistant		FFOS	Philology	1/10/2013	100 %	157.5	
80.	Ana Lehoccki Samradžić	Teaching Assistant	PhD	FFOS	Philology	1/11/2008	100 %	187.5 + maternity leave	
81.	Monika Molnar Ljubić	Teaching Assistant		FFOS	Philology	10/11/2012	100 %	180	
82.	Hajnalka Kispeter	Language Instructor		FFOS	Philology	1/10/2013	100 %	132 + maternity leave	
83.	Beatrix Oszko	Language Instructor	PhD	FFOS	Philology	1/10/2013	100 %	457.5	

DEPARTMENT OF GERMAN LANGUAGE AND LITERATURE									
84.	Vlado Obad	Full Professor With Tenure	PhD	UNIOS	Literary Science	21/7/2003	100 %	330	
85.	Vesna Bagarić Medve	Associate Professor	PhD	FFOS	Philology	1/4/2013	100 %	180	
86.	Vladimir Karabalić	Associate Professor	PhD	FFOS	Philology	25/2/2009	100 %	337.5	
87.	Tomislav Talanga	Associate Professor	PhD	FFOS	Philology	25/2/2009	100 %	352.5	
88.	Željko Uvanović	Associate Professor	PhD	FFOS	Philology	17/12/2008	100 %	333	
89.	Melita Aleksa Varga	Assistant Professor	PhD	FFOS	Philology	1/3/2011	100 %	360	
90.	Sanja Cimer	Assistant Professor	PhD	FFOS	Philology	1/11/2013	100 %	322.5	
91.	Ivana Jozić	Assistant Professor	PhD	FFOS	Philology	1/11/2010	100 %	360	40
92.	Leonard Pon	Assistant Professor	PhD	FFOS	Philology	29/5/2013	100 %	377.5	
93.	Snježana Babić	Senior Language Instructor		FFOS	Philology	1/5/2012	100 %	480	
94.	Silvija Berkec	Senior Language Instructor		FFOS	Philology	1/5/2012	100 %	420	
95.	Ružica Čubela	Language Instructor		FFOS	Philology	1/10/2013	100 %	360	
96.	Stephanive Merkel	Language Instructor		FFOS	Philology	1/10/2013	100 %	390	
97.	Ana Hartmann	Senior Teaching Assistant	PhD	FFOS	Philology	1/4/2012	100 %	72 + termination of employment	
98.	Stephanie Jug	Senior Teaching Assistant	PhD	FFOS	Philology	1/10/2013	100 %	210	
DEPARTMENT OF PEDAGOGY									
99.	Nada Babić	Full Professor With Tenure	PhD	UNIOS	Pedagogy	14/4/2003	100 %	381	
100.	Stanislava Irović	Full Professor	PhD	UNIOS	Pedagogy	15/12/2008	100 %	376.5	112.5
101.	Zlatko Miliša	Full Professor	PhD	University of	Pedagogy	28/10/2011	100 %	300	105

				Zadar					
102.	Vesna Buljubašić Kuzmanović	Associate Professor	PhD	FFOS	Pedagogy	1/4/2013	100 %	423	
103.	Goran Livazović	Assistant Professor	PhD	FFOS	Pedagogy	4/7/2012	100 %	375	240
104.	Mirko Lukaš	Assistant Professor	PhD	FFOS	Pedagogy	1/2/2012	100 %	330	165
105.	Renata Jukić	Senior Teaching Assistant	PhD	FFOS	Pedagogy	27/2/2013	100 %	300	150
106.	Senka Gazibara	Teaching Assistant		FFOS	Pedagogy	1/1/2013	100 %	180	
107.	Ružica Pažin Ilakovac	Teaching Assistant		FFOS	Pedagogy	8/11/2010	100 %	150	45
108.	Katarina Rengel	Teaching Assistant		FFOS	Pedagogy	1/12/2011	100 %	180	
109.	Sanja Simel	Teaching Assistant		FFOS	Pedagogy	1/3/2012	100 %	180	
110.	Sanja Španja	Teaching Assistant		FFOS	Pedagogy	18/12/2008	100 %	135	45
DEPARTMENT OF HISTORY									
111.	Ivan Balta	Full Professor With Tenure	PhD	UNIOS	History	27/3/2013	100 %	352,5	120
112.	Boško Marijan	Associate Professor	PhD	FFOS	History	1/10/2011	100 %	210	
113.	Jasna Šimić	Associate Professor	PhD	FFOS	Archaeology	1/11/2013	100 %	367.5	52.5
114.	Dubravka Božić Bogović	Assistant Professor	PhD	FFOS	History	1/2/2012	100 %	292.5	
115.	Zlatko Đukić	Assistant Professor	PhD	FFOS	History	1/11/2011	100 %	360	
116.	Sladana Josipović Batorek	Assistant Professor	PhD	FFOS	History	1/11/2013	100 %	322.5	
117.	Tamara Alebić	Teaching Assistant		FFOS	History	12/10/2009	100 %	202.5	
118.	Marija Brandić	Teaching Assistant		FFOS	History	1/2/2006	100 %	180	
119.	Igor Josipović	Teaching Assistant		FFOS	History	1/12/2011	100 %	202.5	

120.	Ivana Jurčević	Junior Researcher– Senior Teaching Assistant	PhD	FFOS	History	7/11/2012	100 %	225	
DEPARTMENT OF PSYCHOLOGY									
121.	Hrvoje Lepeduš	Associate Professor	PhD	University of Dubrovnik	Biology	12/7/2010	100 %	105	20
122.	Gorka Vuletić	Associate Professor	PhD	FFOS	Interdisciplinary scientific fields (Psychology, Public Health and Health Care)	1/12/2011	100 %	450	60
123.	Silvija Ručević	Assistant Professor	PhD	FFOS	Psychology	1/6/2011	100 %	375	50
124.	Daniela Šincek	Assistant Professor	PhD	FFOS	Psychology	7/11/2012	100 %	375	
125.	Valerija Križanić	Senior Teaching Assistant	PhD	FFOS	Psychology	27/2/2013	100 %	262.5	
126.	Ana Kurtović	Senior Teaching Assistant	PhD	FFOS	Psychology	1/10/2010	100 %	412.5	
127.	Ivana Marčinko	Senior Teaching Assistant	PhD	FFOS	Psychology	1/4/2011	100 %	322.5	
128.	Ana Babić Čikeš	Teaching Assistant		FFOS	Psychology	1/10/2005	100 %	180	
129.	Ana Jakopec	Teaching Assistant		FFOS	Psychology	1/10/2010	100 %	202.5	67.5
130.	Damir Marinić	Teaching Assistant		FFOS	Psychology	1/3/2006	100 %	240	
131.	Marija Milić	Teaching Assistant		FFOS	Psychology	1/4/2011	100 %	247.5	
132.	Gabrijela Vrdoljak	Teaching Assistant		FFOS	Psychology	1/10/2008	100 %	180	
133.	Jasmina Tomašić Humer	Junior Researcher– Senior Teaching Assistant	PhD	FFOS	Psychology	1/8/2012	100 %	maternity leave	

SUB-DEPARTMENT OF COMMON COURSES									
134.	Marija Bubalo	Senior Lecturer	MS	FFOS	Information Sciences	19/12/2012	100 %	382.5	
135.	Dubravka Kuna	Senior Lecturer		FFOS	Philology	31/3/2010	100 %	420	
136.	Gordana Todorović	Senior Lecturer		FFOS	Philology	31/3/2010	100 %	360	
137.	Mirna Varga	Senior Lecturer		FFOS	Philology	31/3/2010	100 %	360	
138.	Željko Beissmann	Lecturer		FFOS	Educational Sciences	1/12/2008	100 %	540	
139.	Ninočka Truck Biljan	Lecturer		FFOS	Philology	28/10/2009	100 %	427.5	
140.	Silvija Galić	Lecturer	MS	ETFOS (Faculty of Electrical Engineering)	Computing	29/1/2013	100 %	375	
141.	Malgorzata Stanisz	Language Instructor		FFOS	Philology	1/10/2013	100 %	210	

Table 4.4. Dynamics of teachers' employment from the year 2007 to 1 November 2013

Year	Number of newly employed teachers	Number of teachers whose contracts expired
2007	11	7
2008	17	6
2009	3	3
2010	4	4
2011	7	6
2012	5	4
2013	7	5

Table 4.5. Teaching materials used in the last academic year (2012/2013)

Study programme name	Number of Croatian textbooks	Number of foreign textbooks translated into Croatian	Number of research papers related to teaching	Number of manuals	Number of instructional material related to the artistic field	Number of courses for which there are reviewed manuals on the institution's web site	Number of courses for which there is a web page with supplementary teaching materials	Number of e-courses
Undergraduate university study programme in Croatian Language and Literature – single major	26 / 11	0	208	42	12	2	14	0
Undergraduate university study programme in Croatian Language and Literature – double major	21 / 10	0	158	36	12	2	14	0
Graduate university study programme in Croatian Language and Literature – single major	9 / 2	0	138	7	6	0	3	0
Graduate university study programme in Croatian Language and Literature – double major	9 / 2	0	127	7	6	0	3	0
Undergraduate university study programme in History – double major	58 / 4	16	24	15	0	0	6	0
Graduate university study programme in History – double major	30 / 6	24	18	10	0	0	3	0
Undergraduate university study programme in Information Sciences – single major	76 / 122	22	94	85	0	0	34	0

Graduate university study programme in Information Sciences – single major	21 / 85	9	167	28	0	0	21	0
Undergraduate university study programme in English Language and Literature – double major	0 / 22	0	53	71	57	0	26	0
Graduate university study programme in English Language and Literature – double major (Teacher Education)	7 / 11	0	66	15	22	0	12	0
Graduate university study programme in English Language and Literature – double major (Translation and Interpreting Studies)	0 / 6	3	40	12	24	0	13	0
Undergraduate university study programme in German Language and Literature – single major	13 / 76	0	117	144	53	0	12	0
Graduate university study programme in German Language and Literature – single major (Teacher Education)	15 / 18	5	101	50	18	0	15	0
Graduate university study programme in German Language and Literature – single major (Translation Studies)	4 / 13	0	96	34	14	0	13	0
Undergraduate university study programme in German Language and Literature – double major	9 / 67	0	117	134	52	0	12	0

Graduate university study programme in German Language and Literature – double major (Teacher Education)	15 / 17	5	96	48	18	0	14	0
Graduate university study programme in German Language and Literature – double major (Translation Studies)	1 / 10	0	53	28	0	0	11	0
Undergraduate university study programme in Pedagogy – double major	39 / 2	17	81	69	0	0	3	0
Graduate university study programme in Pedagogy – double major	9 / 5	0	32	18	0	0	2	0
Undergraduate university study programme in Philosophy – double major	4 / 6	8	73	8	0	0	0	0
Graduate university study programme in Philosophy – double major	31 / 7	22	12	3	0	0	0	0
Undergraduate university study programme in Psychology – single major	20 / 19	22	87	85	0	1	21	0
Graduate university study programme in Psychology – single major	24 / 12	16	42	21	0	0	7	0
Undergraduate university study programme in Hungarian Language and Literature – double	13 / 68	3	32	13	3	0	1	0

major								
Graduate university study programme in Hungarian Language and Literature – double major (Communication Studies)	2 / 28	2	12	1	17	0	0	0
Postgraduate university study programme in Linguistics	13 / 28	1	67	2	0	0	1	0

Notes to Table 4.5.:

1. Since there are four organisational units teaching literary studies, the column "Number of instructional material related to the artistic field" includes all literary works that are important teaching materials in the respective study programmes. A title there may refer to literary works of various genres (a novel, a collection of poems, a poem, a drama or an essay) and scope. In addition, there are courses in which films based on well-known literary works are compared with the respective literary works. The abovementioned column contains also the number of films that are used in these courses as teaching materials.
2. Data for the Postgraduate university study programme in Linguistics cover the 1st and 2nd semester since in the last year the teaching was delivered only in these two semesters.
3. Because the Postgraduate university study programme in Literature and Cultural Identity was not delivered in the last academic year, this study programme is not in the table.

5. Research and professional activity

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

According to the Register of Research Organisations, the Faculty of Humanities and Social Sciences conducts research activities in the fields of humanities and social sciences. The purpose and mission of the Faculty of Humanities and Social Sciences in Osijek is to be an active stakeholder in higher education and research in these two fields, particularly in the disciplines: philology, philosophy, history, information science, psychology and pedagogy.

In the Strategic Plan 2011 to 2015 (amended and revised edition)¹⁰⁰ the Faculty of Humanities and Social Sciences in Osijek mapped out its strategic objectives for the development of research activities, defined detailed operational plans for the achievement of the objectives, the expected outcomes, the performance indicators and the monitoring mechanisms. The implementation of the Strategic Plan, and thus the research development strategy, have been monitored since 2011 through the regular annual Reports of the Working Group for the Monitoring of the Implementation of the Strategic Plan¹⁰¹, which served as a basis for the revision of the Strategic Plan in 2013. Based on the Strategic Plan, the *Strategic Research Programme of the Faculty of Humanities and Social Sciences in Osijek 2013 to 2017*¹⁰² was prepared in 2013, in which the state of research potential of the Faculty of Humanities and Social Sciences in Osijek and its position in the research and business setting, as observed at the end of 2012, have been established, and plans for the period 2013 to 2017 developed. Special emphasis has been placed on the planned research topics, the collaboration with other research institutions and the community in Croatia and abroad, and the involvement of young researchers in research work. The Strategic Research Programme includes the following given seven chapters and annexes:

1. Purpose of establishment and work
2. SWOT Analysis of the research potential of the Faculty of Humanities and Social Sciences in Osijek and its position in the research and business setting
3. Strategic objectives for research development
 - 3.1. General and specific strategic objectives
 - 3.2. Thematic priorities and strategic directions
4. Expected outcomes of the Strategic Research Programme
5. Planned research topics and work programme
6. Organisational research development plan of the Faculty of Humanities and Social Sciences in Osijek

¹⁰⁰ <http://www.ffos.unios.hr/interni/dokumenti.php?id=13>

¹⁰¹ <http://www.ffos.unios.hr/interni/dokumenti.php?id=13>

¹⁰² <http://www.ffos.unios.hr/interni/dokumenti.php?id=6>

7. Performance indicators for the implementation of the Strategic Research Programme in a five-year period

There are three general strategic directions for the development of research activities at the Faculty of Humanities and Social Sciences in Osijek:

- enhance the visibility and reputation of the Faculty of Humanities and Social Sciences in Osijek as a regional centre of excellence in education and research in the field of humanities and social sciences,
- improve the competitiveness and strategic definition of basic, applied and developmental research carried out at the Faculty by determining the thematic priorities and strategic directions, and enhance the networking of the research potential at the Faculty and beyond, and
- ensure the transfer of research deliverables and newly acquired knowledge to the study programmes, dissemination, publication and application of research results to the benefit of the community.

The general strategic objectives of the Faculty of Humanities and Social Sciences in Osijek for the development of academic research and international cooperation are grouped into four thematic areas: postgraduate university study programmes, research work, projects and international cooperation:

Objective 1 Postgraduate study programmes – Develop a culture of research and higher education to serve as a foundation for high-quality postgraduate study programmes. Improve the quality of postgraduate study programmes and include doctoral candidates in various aspects of research activities at the Faculty.

Specific objective 1.1. Improve the efficiency of postgraduate university study programmes at the Faculty of Humanities and Social Sciences in Osijek

Specific objective 1.2. Launch new postgraduate university and specialist study programmes

Specific objective 1.3. Provide for the involvement of doctoral candidates in research activities

Specific objective 1.4. Ensure improved visibility and dissemination of doctoral research

Objective 2 Research activities – Promote and support all aspects of academic research by investing in academic infrastructure and human resources. Take measures for raising visibility, dissemination and a more efficient application of research results in the classroom and in the community, and improve the recognisability of the research potential of the Faculty of Humanities and Social Sciences in the Croatian and international academic community.

Specific objective 2.1. Ensure improved visibility and recognisability of academic potential and research activity of the Faculty

- Specific objective 2.2. Raise the quality of research (scientometric and bibliometric indicators)
- Specific objective 2.3. Develop research infrastructure (publishing activities, allocating funds for the organization of scientific conferences, purchase of books and journals, access to *online* journal databases, research equipment)
- Specific objective 2.4. Provide institutional support for the career development of researchers (provide financial support for the achievement of minimum requirements for advancement in academic rank in various ways : through supporting publishing activities, participation at conferences and active participation in research and professional associations, sabbaticals, participation of teaching assistants and junior researchers at pre-doctoral conferences, etc.)
- Specific objective 2.5. Raise the quality of scientific journals published by the Faculty
- Specific objective 2.6. Encourage the launch of new scientific journals published by the Faculty and in cooperation with partner institutions
- Specific objective 2.7. Involve students of all study levels in research activities at the Faculty
- Specific objective 2.8. Intensify activities aimed at the popularization of the profession and sciences (participation in debates, round tables, the Science Festival, giving lectures and conducting workshops for the general public)
- Specific objective 2.9. Develop a system of rewarding research activities of Faculty staff

Objective 3 Projects – Increase the number of projects funded by national source (Croatian Science Foundation), and particularly by international sources (FP7, COST, UKF). Actively support the submission of project proposals and the implementation of projects.

- Specific objective 3.1. Intensify activities aimed at the submission of research project proposals. Targeted preparation of research topics proposed in the Strategic Research Programme 2013 to 2017 for the submission of project proposals to new competitions
- Specific objective 3.2. Secure administrative and expert assistance for the submission of project proposals and project implementation
- Specific objective 3.3. Give periodic public lectures on project-related topics for the purpose of the popularization of research activities
- Specific objective 3.4. Adopt incentive measures for researchers implementing international projects or actively participating in the implementation of international projects.

Objective 4 International cooperation – Encourage all forms of mobility and international cooperation with foreign universities and institutions

- Specific objective 4.1. Encourage and increase the outgoing and incoming mobility of students and teachers
- Specific objective 4.2. Enter into strategic partnerships with universities and institutions abroad

In the coming period, in order to ensure systematic development of the Faculty and strategic profiling of academic research, the Faculty will give priority to the following internationally competitive thematic areas and areas that ensure the preservation of Croatian values and identity in the European context:

- preservation of cultural heritage
- theoretical and applied linguistic research of language and literature in the regional, European and global context
- learning and training
- information and communication technologies and services
- sustainable development of society
- fundamental knowledge of humanity and society of relevance for the Croatian national development
- development of understanding of humanity, national identity and distinction
- understanding and overcoming of social processes and risks caused by the new technologies
- global economic development, changes in the demographic structure and increased complexity of managing modern societies
- fundamental knowledge-driven research.

The above themes are in line with the national research priorities defined by the *Short- and Long-term Strategic Research Directions of the Republic of Croatia*¹⁰³, which cite the humanities and Croatian identity as long-term strategic directions, and the following as short-term directions: Croatian identity, fundamental and applied research in humanities and social sciences which highlight Croatian contributions to the world culture, religion, art, humanities and social sciences, Croatian and Slavic languages, Croatian linguistic particularities, regional cooperation and the role of Croatia in the European society. The strategic guidelines of the Faculty of Humanities and Social Sciences are aligned with the recommendations of the European Commission for funding strategic research in the field of humanities and social sciences within the FP7 Programme. The Programme gives priority to the studies of social cohesion, social and educational challenges of the EU, social trends and their implications, the quality of life, Europe and the world, European citizens, migration and integration, socio-economic and scientific indicators, as well as growth, development and competitiveness in a knowledge-based society¹⁰⁴.

39 topics that the researchers of the Faculty of Humanities and Social Sciences plan to research in the following five-year period, and that fall within the scope of themes with such

¹⁰³ <http://public.mzos.hr/Default.aspx?art=6605&sec=2130>

¹⁰⁴ http://ec.europa.eu/research/social-sciences/research_en.html

priority and competitiveness, have been proposed in Chapter 5 of the Strategic Research Programme. For each topic, the following is listed: the author of the project proposal, project outline, research purpose, research objectives, beneficiaries, partners, the number of researchers, deliverables and the number of students and doctoral candidates to be involved in the research. Some of the proposed topics are designed in the form of installation research projects for young researchers, and the others in the form of longer-term research projects that are to be submitted to competitions at home and abroad. The proposed topics are proportionate to the research interests and potentials of the institution in specific fields: most of the proposed research topics are in the field of philology (20), followed by topics in the field of information sciences (8), psychology (4), pedagogy (4), philosophy (2), and history (1).

Table 5.a.1. Proposed research topics

	PROPOSED RESEARCH TOPICS	APPLICANT AND DEPARTMENT
1)	CORPUS LINGUISTIC ANALYSIS OF STUDENT LINGUISTIC PRODUCTION	Dr. Melita Aleksa Varga, Assistant Professor, Department of German Language and Literature
2)	THE ROLE OF INFORMATION INSTITUTIONS IN OVERCOMING OF DIGITAL INEQUALITY	Dr. Boris Badurina, Assistant Professor, Department of Information Sciences
3)	TEXTUAL COMPETENCY IN THE FIRST AND OTHER LANGUAGES	Dr. Vesna Bagarić Medve, Associate Professor, Dr. Leonard Pon, Associate Professor, Department of German Language and Literature
4)	CROATIAN RENAISSANCE POLYHISTORS IN MORHOF'S POLYHISTOR	Dr. Davor Balić, Assistant Professor, Department of Philosophy
5)	CROATIAN LANGUAGE TEACHING AIMED AT STUDENT LANGUAGE COMPETENCE	Dr. Vesna Bjedov, Senior Teaching Assistant, Department of Croatian Language and Literature
6)	APPLICABILITY OF INFORMATION THEORIES IN LIBRARIANSHIP	Dr. Boris Bosančić, Assistant Professor, Department of Information Sciences
7)	THE OLDEST REGISTERS OF BAPTISMS, MARRIAGES AND DEATHS IN THE VICINITY OF OSIJEK	Dr. Dubravka Božić Bogović, Assistant Professor, and Dr. Ana Lehocik Samardžić, Senior Teaching Assistant, Department of History, and Department of Hungarian Language and Literature
8)	MULTILINGUAL CONSTRUCTION: THEORETICAL BACKGROUND AND PEDAGOGICAL APPLICATION	Dr. Mario Brdar, Full Professor, Department of English Language and Literature
9)	NEW LEARNING CULTURE	Dr. Vesna Buljubašić-Kuzmanović, Associate Professor, Department of Pedagogy
10)	REVALORISATION OF THE OEUVRE OF ZORA RUKLIĆ	Dr. Dragica Dragun, Assistant Professor, Department of Croatian Language and Literature
11)	ECONOMIC FACTORS AND THE INFLUENCE OF LIBRARIES ON THE LOCAL COMMUNITY	Dr. Gordana Dukić, Assistant Professor, Department of Information Sciences
12)	MEDIA EDUCATION: MEDIA IN THE	Dr. Goran Livazović, Assistant Professor,

	EDUCATION AND SOCIALISATION OF CHILDREN AND ADOLESCENTS	Department of Pedagogy
13)	RESOCIALIZATION OF CROATIAN WAR VETERANS	Dr. Mirko Lukaš, Assistant Professor, Department of Pedagogy
14)	ENVIRONMENTAL EDUCATION CURRICULUM	Dr. Renata Jukić, Senior Teaching Assistant, Department of Pedagogy
15)	INFORMATION NEEDS AND PATTERNS OF INFORMATION BEHAVIOR (OF CROATIAN CITIZENS) IN A NETWORKED SOCIETY	Dr. Sanjica Faletar Tanacković, Assistant Professor, Department of Information Sciences
16)	THE SPEECH OF CROATIAN VILLAGES IN THE OBERPULLENDORF DISTRICT (AUSTRIA, BURGENLAND)	Dr. Loretana Farkaš Brekalo, Full Professor, Department of Croatian Language and Literature
17)	ANALYSIS OF THE MUTUAL INFLUENCE OF CROATIAN AND ENGLISH IN THE CONTEXT OF THE MODERN IT ENVIRONMENT	Dr. Tanja Gradečak Erdeljić, Assistant Professor, Department of English Language and Literature
18)	PRESERVATION, PROTECTION AND SUSTAINABLE USE OF CULTURAL HERITAGE - REQUIREMENTS FOR THE ORGANIZATION OF DEVELOPMENT MODELS	Dr. Damir Hasenay, Full Professor, Department of Information Sciences
19)	MEDIA SUBJECT OF POETRY, LITERARY CRITICISM AND SCIENCE	Dr. Sanja Jukić, Assistant Professor, Department of Croatian Language and Literature
20)	STUDY OF THE LANGUAGE OF CROATIAN PRE-ILLYRIAN RELIGIOUS TEXTS	Dr. Ljiljana Kolenić, Full Professor, Department of Croatian Language and Literature
21)	NEWSPAPERS AS SOURCE OF SCIENTIFIC INFORMATION IN THE SOCIAL SCIENCES AND HUMANITIES	Dr. Maja Krtalić, Assistant Professor, Department of Information Sciences
22)	ROLE OF PHOTOSYSTEM II IN REGULATION OF PLANT TOLERANCE TO ABIOTIC STRESS	Dr. Hrvoje Lepeduš, Associate Professor, Department of Psychology
23)	PHILOLOGICAL AND CULTURAL TASKS OF CROATIAN <i>CYRILLOMETHODIANA</i>	Dr. Milica Lukić, Associate Professor, Department of Croatian Language and Literature
24)	CULTURAL INTERACTION IN CENTRAL EUROPE: INTERCULTURALISM AND "BYCULTURALISM" (Local and global cultural and literary connections of Croatia, Hungary, Slovenia and Vojvodina - Serbia from 1990 until today)	Dr. Zoltan Medve, Assistant Professor, Department of Hungarian Language and Literature
25)	SLAVONIA AND THE CROATIAN LITERARY LANGUAGE IN THE 19TH AND THE FIRST HALF OF THE 20TH CENTURY	Dr. Jadranka Mlikota, Assistant Professor, Department of Croatian Language and Literature
26)	MOBILITY AND INCLUSIVENESS IN MULTILINGUAL EUROPE	Dr. Marija Omazić, Associate Professor, Department of English Language and Literature
27)	SECOND LANGUAGE LEXICAL COMPETENCE	Dr. Višnja Pavičić Takač, Associate Professor, Department of English Language and Literature

28)	STORYTELLING AND IDENTITY	Dr. Kristina Peternai Andrić, Associate Professor, Department of Croatian Language and Literature
29)	EVALUATION (OUTCOMES) OF INFORMATION SERVICES IN PROCESSES OF QUALITY MANAGEMENT IN HIGHER EDUCATION TEACHING	Dr. Kornelija Petr Balog, Associate Professor, Department of Information Sciences
30)	PANNONISM OF LITERATURE OF THE CVELFERIJA REGION IN THE CONTEXT OF MEDIA CULTURE	Dr. Goran Rem, Full Professor, Department of Croatian Language and Literature
31)	LANGUAGE OF ADMINISTRATIVE RECORDS	Dr. Vlasta Rišner, Full Professor, Department of Croatian Language and Literature
32)	NEUROPSYCHOLOGICAL INDICATORS OF ANTISOCIAL BEHAVIOUR	Dr. Silvija Ručević, Assistant Professor, Department of Psychology
33)	TOTALITARIANISM AND THE DECONSTRUCTION OF THE POLITICAL AREA	Dr. Željko Senković, Associate Professor, Department of Philosophy
34)	NEW FORMS OF YOUTH RISK BEHAVIOURS	Dr. Daniela Šincek, Assistant Professor, Department of Psychology
35)	POETICS OF MAVRO VETRANOVIĆ	Dr. Krešimir Šimić, Assistant Professor, Department of Croatian Language and Literature
36)	RHETORICAL PROSE (CROATIAN PRE-REVIVAL SERMON)	Dr. Zlata Šundalić, Full Professor, Department of Croatian Language and Literature
37)	A SURVEY OF CROATIAN LITERATURE IN 17TH CENTURY DUBROVNIK	Dr. Milovan Tatarin, Full Professor, Department of Croatian Language and Literature
38)	THE SLAVONIAN THEATRE AND ITS SETTING	Dr. Ivan Trojan, Assistant Professor, Department of Croatian Language and Literature
39)	QUALITY OF LIFE AND HEALTH	Dr. Gorka Vuletić, Associate Professor, Department of Psychology

The Strategic Research Programme of the Faculty of Humanities and Social Sciences in Osijek and its translation into English are attached to the re-accreditation documents.

b) List 10 world-renowned scientific journals in which your teachers publish their works. Comment on the relevant impact factors. Specify several prominent cultural institutions museums and galleries where your teachers present their works.

There are ten world-renowned scientific journals listed in Table 5.b.1. in which the teachers of the Faculty of Humanities and Social Sciences in Osijek publish their works. The journals have been ranked primarily according to the five year impact factor (IF), then according to their indexing criteria in the Web of Science (WoS), Scopus and Current Contents Connect (CC) databases, and finally according to the SCImago journal rank and the corresponding quartiles. Further criteria taken into consideration for the selection of journals include ERIH

classification, and lastly, the classification as prescribed by the valid *Ordinance on the conditions for the advancement into academic rank*¹⁰⁵. In addition, we have selected both the national and international journals in order to demonstrate the full scope and diversity of journals in which our researchers publish their works. According to the current conditions for the advancement into academic rank in the field of humanities, the criterion of excellence of scientific papers was exclusively their classification as either publications in categories A1, A2 or A3 (authored books). The ordinances on advancement into academic rank would periodically prescribe the list of journals classified as either categories A1 or A2. Other scientometric and bibliometric indicators (indexing in databases, citations, IF, other ranking and classification) were not taken into account, which has been clearly demonstrated by the analysis of the total research output of the Faculty, where the best results have been achieved precisely in the categories A1 and A2 (scientific papers) and A3 (authored books). Given the increasingly frequent requirements with regard to monitoring and evaluation of bibliometric indicators of research work and the programme funding of research activities based on such requirements, it is necessary that the research activities of the Faculty are targeted strategically and specifically at improving the visibility and quality of its research and the increase of all bibliometric indicators.

Table 5.b.1. List of ten world-renowned scientific journals in which teachers of the Faculty of Humanities and Social Sciences in Osijek publish their scientific papers

	Journal	WoS	CC	Scopus	Five year impact factor (IF)	SCImago rank	ERIH classification	Classification according to the Ordinance on the conditions for the advancement into academic rank
1	Law and Human Behavior	+	+	+	2.750	1.17 (Q1)	INT2	A1
2	Information Research	+	+	-	0.677	0.49 (Q2)	-	A1
3	Journal of Documentation	+	+	+	1.333	1.42 (Q1)	-	A1
4	Collegium Antropologicum	+	+	+	0.572	0.31 (Q2)	INT2	A1
5	Libri	+	+	+	0.356	0.4 (Q2)	-	A1
6	Language Sciences	+	+	+	0.609	0.33 (Q2)	INT2	A1
7	Društvena istraživanja	+	+	+	0.120	0.2 (Q3)	-	=A1
8	Odgojne znanosti	+	-	+	0.143	0.21 (Q3)	NAT	=A1
9	Jezikoslovlje	+	-	+	0.069 ¹⁰⁶	0.1 (Q4)	NAT	A1

¹⁰⁵ Ordinance on the conditions for the advancement into academic rank (Official Gazette 84/2005, 138/2006, Constitutional Court Decision 42/07-USRH, 120/2007, 71/2010, 116/2010 and 38/2011)

¹⁰⁶ IF for 2009

10	Filozofska istraživanja	+	-	+	-	0.1 (Q4)	NAT	A1
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c) List 10 most important papers of your institution in the last 5 years (for each scientific field your institution is working in). Specify and comment the citation of your papers according to the global databases (WOS, SCOPUS, Google Scholar). Compare the scope of your research achievements with comparable Croatian and international HE institutions.

10 most important scientific papers in the **field of social sciences** in the last 5 years have been selected according to the following criteria:

- scientific papers in international scientific journals with respect to the five year impact factor (according to *Journal Citation Report*)
- the total number of papers published in a specific journal according to the analysis of the results obtained by means of WoS and Scopus databases search
- citations in WoS and Scopus databases.

Table 5.c.1. 10 most important papers in the field of social sciences

	Scientific papers in the field of social sciences	IF	No. of citations in WoS	No. of citations in Scopus
1	Ručević, Silvija: Psychopathic personality traits and delinquent and risky sexual behaviors in Croatian sample of non-referred boys and girls. <i>Law and human behavior</i> (0147-7307) 34 (2010), 5; 379-391.	2.388	6	5
2	Petriček, G., Vrcić-Keglević, M., Vuletić, G., Cerovečki, V., Ožvačić, Z., Murgić, L. Illness perception and cardiovascular risk factors in patients with type 2 diabetes: Cross-sectional questionnaire study (2009) <i>Croatian Medical Journal</i> , 50 (6), 583-593.	1.612	5	9
3	Krtalić, Maja; Hasenay, Damir: Exploring a framework for comprehensive and successful preservation management in libraries. <i>Journal of documentation</i> 68 (2012), 3; 353-377.	1.138	0	0
4	Faletar Tanacković, Sanjica; Badurina, Boris: Collaboration as a Wave of Future: Exploring Experiences from Croatian Archives. <i>Library Hi Tech</i> (0737-8831) 26 (2008), 4; 557-574.	0.659	2	5
5	Hasenay, Damir; Krtalić, Maja: Preservation of newspapers: Theoretical approaches and practical achievements. <i>Journal of librarianship and information science</i> (0961-0006) 42 (2010), 4; 245-255.	0.602	2	2
6	Samardžić, S., Vuletić, G., Tadijan, D. Five-year cumulative incidence of smoking in adult Croatian population: The CroHort study Petogodišnja incidencija pušenja odrasle populacije Hrvatske - CroHort Studija (2012) <i>Collegium Antropologicum</i> ,	0.414	3	3

	36 (1), 99-103.			
7	Bosančić, Boris: A blueprint for building online reference knowledge bases. <i>Reference & user services quarterly</i> (1094-9054) 50 (2010), 2; 152-162.	0.395 ¹⁰⁷	0	2
8	Faletar Tanacković, Sanjica; Lacović, Darko; Stanarević, Snježana: Public libraries and linguistic diversity: small scale study on Slovak ethnic minority in eastern Croatia. <i>Libri</i> (0024-2667) 62 (2012), 1; 52-66.	0.368	0	0
9	Livazović, G., Ručević, S. Externalizing behaviors and eating disorder risk factors in adolescents Rizični čimbenici eksternaliziranih ponašanja i odstupajućih navika hranjenja među adolescentima (2012) <i>Drustvena istraživanja</i> , 21 (3), 733-752.	0.120	0	0
10	Klobučar, J., Ajduković, M., Šincek, D. Expectations, perception of needs and difficulties at introducing supervision from the perspective of the social care centre director Očekivanja, percepcija potrebe i poteškoća pri uvođenju supervizije iz perspektive ravnatelja centara za socijalnu skrb. <i>Ljetopis socijalnog rada</i> , 18 (2), (2011) 281-303.	0.105	0	1

The table 5.c.2. lists scientific papers **in the field of humanities**. They have been selected according to the following criteria:

- the total number of papers published in a specific journal according to the analysis of the results obtained by means of WoS and Scopus databases search. The analysis of papers indexed in WoS has established that the researchers of the Faculty of Humanities and Social Sciences in Osijek published the majority of their papers in the field of humanities in the following journals: *Filozofska istraživanja* (21.83%), *Jezikoslovlje* (18.39%), *Hrvatski filmski ljetopis* (9.19%), and *Književna smotra* (9.19%).
- scientific papers in international scientific journals with respect to the five year impact factor (according to *Journal Citation Report*)
- SCImago journal rank
- classification of papers according to the *Ordinance on the conditions for the advancement into academic rank*.

¹⁰⁷ IF for 2011

Table 5.c.2. 10 most important scientific papers in the field of humanities

	Scientific papers in the field of humanities	IF	SCImago journal rank	Classification according to the Ordinance on the conditions for the advancement into academic rank
1	Brdar-Szabó, Rita; Brdar, Mario: The problem of data in the cognitive linguistic research on metonymy : a cross-linguistic perspective. <i>Language sciences</i> 34/6 (2012), 728-745.	0.609	Q2 (0.330)	A1
2	Matek, Ljubica: Faust u angloameričkoj književnoj i kulturnoj tradiciji. <i>Književna smotra</i> 153(3) 41 (2009), 23-37.	-	-	A1
3	Oklopčić, Biljana. Sensual Women of Yoknapatawpha County : A Bakhtinian Approach. <i>Neohelicon</i> 39 (2012),135-147.	-	Q2 (0.115)	A1
4	Balić, Davor Title: Searching for Sources of Jocher's Entry on Petric. <i>Filozofska istraživanja</i> 30/3; (2010) 501-517.	-	Q4 (0.1)	A1
5	Peternai Andrić, Kristina. Metafikcija i problem oblikovanja osobne povijesti. // <i>Književna smotra</i> . 154 (2009), 4; 525-541.	-	-	A1
6	Gradecak-Erdeljic, Tanja. The Schematisation Process Of English Light Verbs. <i>Jezikoslovlje</i> 10/2 (2009), 95-131.	0.069 ¹⁰⁸	Q4 (0.1)	A1
7	Jelkic, Vladimir. Lyrical subject and the philosophy of history. <i>Filozofska istraživanja</i> 32/2 (2012), 313-326.	-	Q4 (0.1)	A1
8	Senkovic, Zeljko. Apories on the Meaning of Politics in Work of Hannah Arend. <i>Filozofska istraživanja</i> 31/1 (2011), 45-56.	-	Q4 (0.1)	A1
9	Krivak, Marijan. How Much Fascism Has Remained after Auschwitz? With the (Auto)immunizational Paradigm of Roberto Esposito. <i>Filozofska istraživanja</i> 29/3 (2009), 543-565.	-	Q4 (0.1)	A1
10	Belaj, Branimir; Tanacković Faletar Goran. Cognitive foundations of emotion verbs complementation in Croatian. <i>Suvremena lingvistika</i> 37 (2011), 153-169.	-	Q4 (0.1)	A1

¹⁰⁸ IF za 2009. godinu

Citations of papers according to world-renowned citation databases (WoS, Scopus)

The total number of indexed papers written by researchers of the Faculty of Humanities and Social Sciences in Osijek in **WoS** database for the period from 1995 to 2013 is 119, and a total of 129 citations of indexed papers were recorded. In the period from 2008 to 2013 a total of 87 indexed papers were recorded, indicating thus a significant increase. Another 33 citations of indexed papers in the period from 2008 to 2013 was also recorded. The total number of cited papers in the period from 2008 to 2013 is 75. There has been a downward trend in the number of papers since 2008 to the present day, as well as an upward trend in the number of citations in 2010, 2011 and 2012. The recorded decrease of the number of papers in 2013, however, does not reflect the actual situation, because the said analysis did not cover the entire year. Figure 5.c.1. also provides the data on the sum of times cited without self-citations (121), the number of citing articles written by our authors (114), the number of citing articles by our authors without self-citations (107), and the average number of citations per indexed paper (1.08). The average total number of citations in papers authored by the teachers of the Faculty of Humanities and Social Science in Osijek per year is 9.9.

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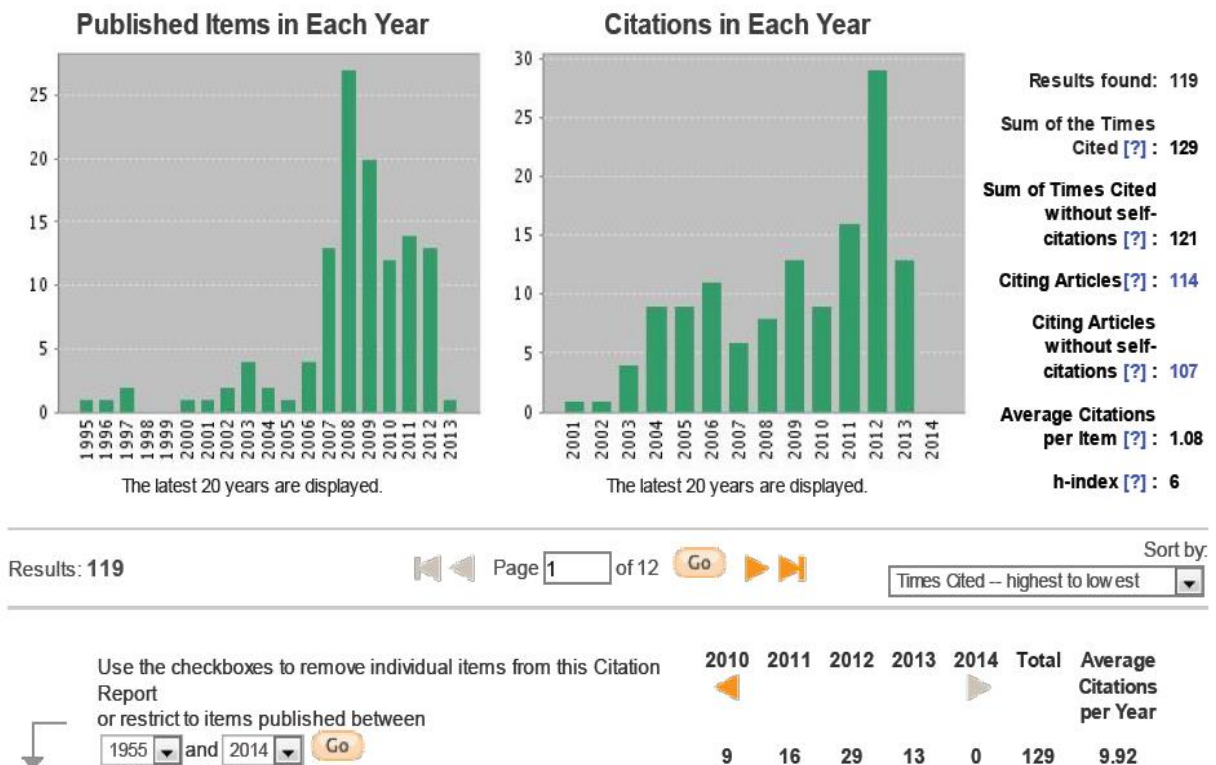


Figure 5.c.1. The total number of indexed papers and citations by the Faculty's researchers in WoS database

The total number of indexed papers in **Scopus** is 126 and the sum of citations of papers indexed in Scopus is 186. In the period from 2008 to 2013 the number of indexed papers is 93, whereas the number of citations is 63. An upward trend is evident in the number of citations in the period from 2009 to 2012 relative to the total values.

Scopus

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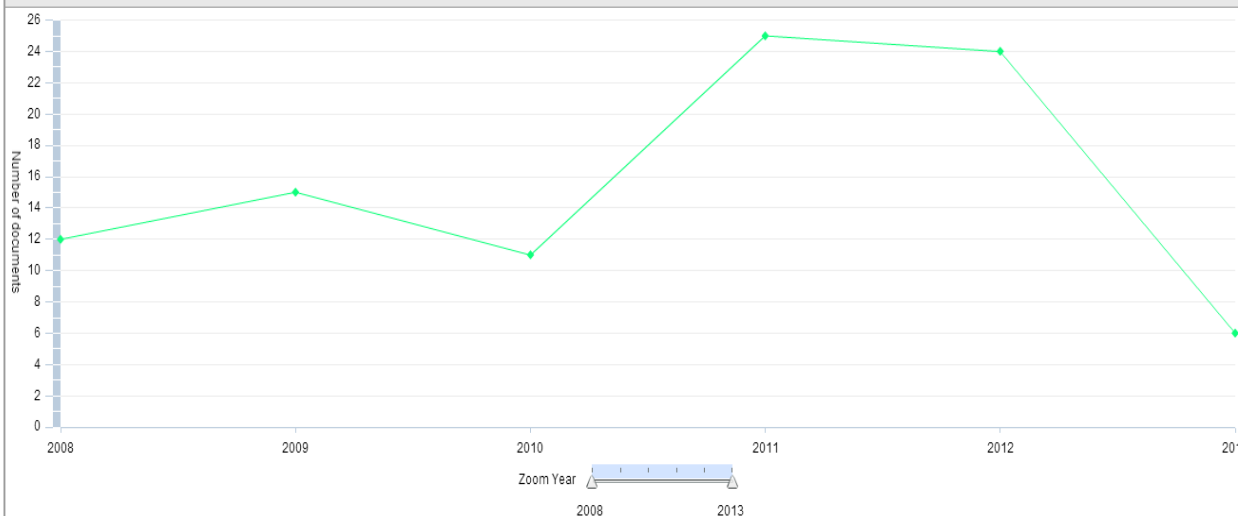
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Years This chart shows the total number of documents for this query by Year.



Year	Documents
2013	6
2012	24
2011	25
2010	11
2009	15
2008	12

Figure 5.c.2. The total number of indexed papers in Scopus per year in the period from 2008 to 2013 (as of 4 November 2013)

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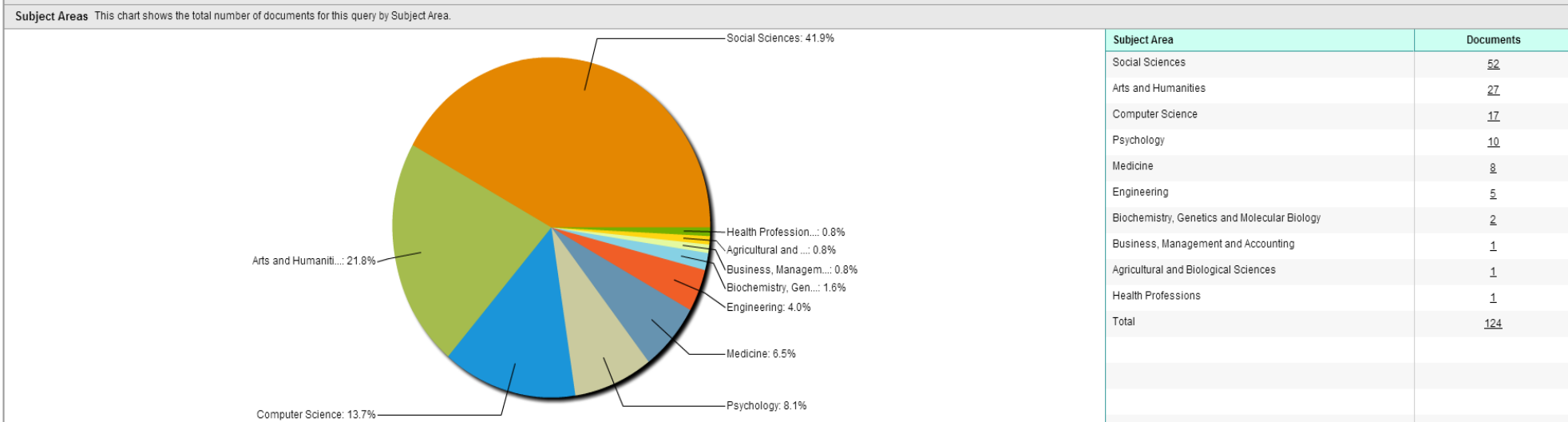


Figure 5.c.3. The total number of indexed papers per specific fields in the period from 2008 to 2013 (as of 4 November 2013)

Comparison of the scope of research achievements with comparable Croatian and international HE institutions

Based on the analysis of personal bibliographies and the data obtained from the CROSB database, in the period from 2008 to 2013 the researchers of the Faculty of Humanities and Social Sciences in Osijek published a total of **1614** papers (**15.66 per researcher in the period from 2008 to 2013, or 3.13 per researcher per year**). A total of 1341 scientific papers (13 per researcher in the observed period, that is, 2.6 scientific papers per researcher annually) and 273 professional papers were published in the following databases and publications:

- 28 scientific papers in journals indexed in CC database¹⁰⁹
- 62 scientific papers in journals indexed in WoS database¹¹⁰
- 93 scientific papers in journals indexed in Scopus database
- 86 other peer-reviewed scientific papers represented in databases recognized for the advancement into academic rank in the field of social sciences
- 15 scientific papers in Category A1 in the field of social sciences
- 280 scientific papers in Category A1 in the field of humanities
- 307 scientific papers in Category A2 in the field of humanities
- 21 authored books published abroad
- 75 authored books published in Croatia
- 62 scientific papers in national journals with international peer review
- 76 scientific papers in national journals with national peer review
- 65 peer reviewed papers in proceedings of international conferences at home and abroad
- 35 peer reviewed papers in the proceedings of national conferences
- 32 peer reviewed book chapters
- 8 edited books published abroad
- 96 edited books published in Croatia
- 273 professional papers published in various publications.

¹⁰⁹ All papers in Current Contents Connect database are also indexed in the Web of Science database.

¹¹⁰ The total number of papers obtained by WoS database search for the period 2008 to 2013 is 87; however, the number of professional papers has been subtracted, as these have been listed under the special category (Professional papers).

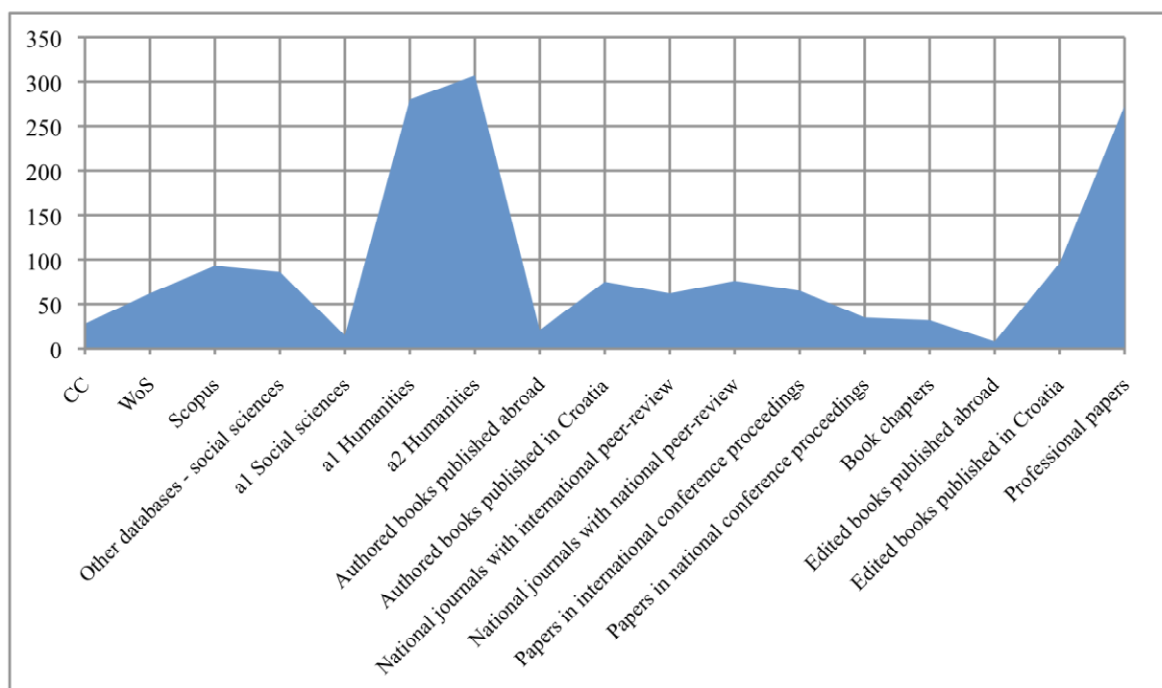


Figure 5.c.4. The total FFOS research productivity for the period from 2008 to 2013 per type of publication

In the observed period, there is a noticeable trend to publish papers in the publications prescribed by the *Ordinance on the conditions for the advancement into academic rank*¹¹¹. **Consequently, in the field of social sciences, a greater emphasis has been placed on the publication in databases** prescribed by the said Ordinance, while there is an expressed tendency in the field of humanities to publish papers in publications of categories A1 and A2, as well as authored and edited books.

For the sake of comparison of the scope and quality of research achievements of the Faculty with comparable Croatian and international HE institutions, the following have been selected:

- FFRI – Faculty of Humanities and Social Sciences in Rijeka
- FFMA – Faculty of Humanities and Social Sciences in Maribor
- FFNS – Faculty of Humanities and Social Sciences in Novi Sad
- FFTZ – Faculty of Humanities and Social Sciences in Tuzla
- UFOS, EFOS, PRAVOS, KBF, OKOS¹¹² – Units of the Josip Juraj Strossmayer University offering programmes in humanities and social sciences.

The criteria for the selection of the above HE institutions were the following: the field of research activity of the institution, the comparability of the organizational structure of the institution, the size of the institution, well-established cooperation and exchange programmes with these institutions, and comparability of the conditions in which research activities are

¹¹¹Ordinance on the conditions for the advancement into academic rank (Official Gazette 84/2005, 138/2006, Constitutional Court Decision 42/07-USRH, 120/2007, 71/2010, 116/2010 and 38/2011)

¹¹² UFOS – Faculty of Teacher Education in Osijek; EFOS – Faculty of Economics in Osijek, PRAVOS – Faculty of Law in Osijek, KBF – Catholic Faculty of Theology in Djakovo, OKOS – Department of Cultural Studies in Osijek.

conducted. The data on foreign faculties have been obtained by searching the names of the authors from relevant departments in databases or lists of academic staff working at these institutions, and for FFTZ from the Register of Researchers of the University of Tuzla. The data for the Croatian HE institutions have been obtained through the exchange of indicators collected for the purpose of preparing the Self-Evaluation, based on constructive inter-institutional cooperation with FFRI and UFOS. The comparison with the units of the Josip Juraj Strossmayer University (UNIOS) has been prepared on the basis of the analysis of the data collected for the purpose of preparing the report on research activity indicators for programme funding that UNIOS submitted to the Ministry of Science and Sports of the Republic of Croatia in 2013.

Table 5.c.3. and Figure 5.c.5. provide comparative data on indexing and citation obtained by the WoS and Scopus database search for selected **foreign** HE institutions and FFOS.

Table 5.c.3. Comparative data for selected foreign HE institutions and FFOS according to WoS and Scopus

	Number of academic staff	Total indexing in WoS	Total citations in WoS	Total indexing in Scopus	Total citations in WoS Scopus	Five-year indexing in WoS	Five-year citation in WoS	Five-year indexing in Scopus	Five-year citation in Scopus
FFOS	103 ¹¹³	119	129	126	189	87	33	93	63
FFMA	83	220	684	315	980	137	144	186	224
FFTZ	52	8	5	8	3	5	3	6	3
FFNS	197	108	124	102	134	87	92	84	107

Within the group of selected comparable foreign HE institutions, FFMA has better overall and five-year bibliometric indexing and citation indicators in comparison with FFOS (the ratio of the total indexing and the number of teachers $119/103 = 1.13$); FFNS has achieved lower results (the ratio of total indexing and the number of teachers $108/197 = 0.55$), whereas FFTZ has achieved significantly lower results (the ratio of the total indexing and the number of teachers $8/52 = 0.15$). The same applies to other parameters that have been compared (See Figure 5.6.)

¹¹³ Senior teaching assistants who have defended their dissertations and have been assigned a researcher identification number are also included in the total number of researchers and all ratios for FFOS.

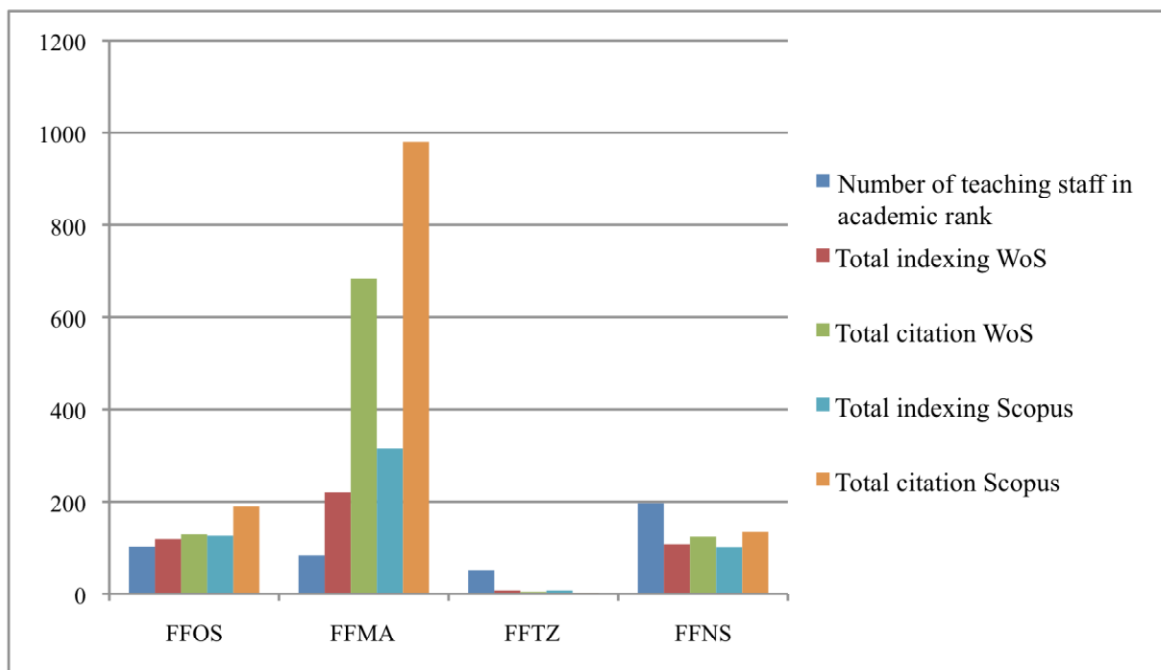


Figure 5.c.5. Comparative data on total indexing and citation for selected foreign HE institutions and FFOS according to WoS and Scopus

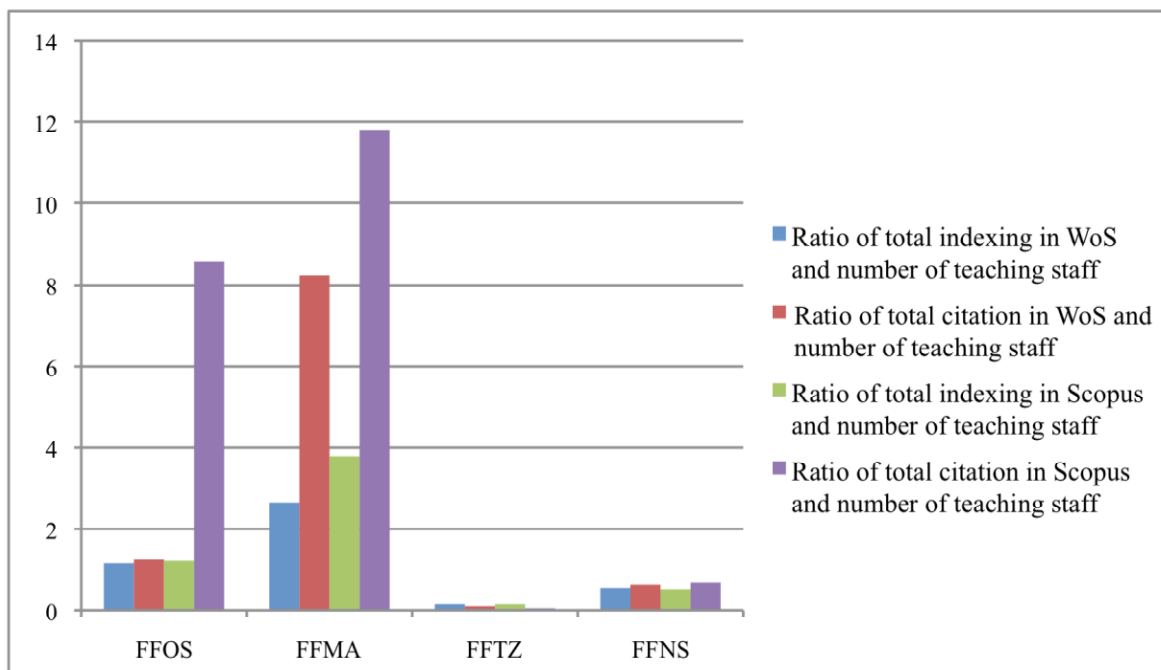


Figure 5.c.6. Comparative data on total indexing and citation for selected foreign HE institutions and FFOS per number of academic staff according to WoS and Scopus

Significantly better results achieved by the Faculty of Humanities and Social Sciences in Maribor can be ascribed to the minimum standards for the advancement into academic rank in the Republic of Slovenia, laid down by the Slovenian Quality Assurance Agency for Higher

Education¹¹⁴, which, among other requirements for the advancement into academic rank, particularly emphasizes that papers are to be published in journals indexed in specified databases (SSCI, SCI, AHCI), and prescribes the minimum number of such published papers. Such regulations do not exist in Bosnia and Herzegovina, or Serbia¹¹⁵, which has reflected negatively on their results.

Below are comparisons with selected higher education institutions in the Republic of Croatia. Based on the research productivity indicators per individual units of the Josip Juraj Strossmayer University in Osijek (UNIOS) contained in the report submitted to the Ministry of Science, Education and Sport in April 2013, our research productivity in the period of the last five years has been compared with that of the institutions in the field of social sciences and humanities within UNIOS. The report clearly indicates that the scientific output of the Faculty of Humanities and Social Sciences in Osijek is by far greater than of any other university unit, both regarding the total number of papers per academic staff and almost all individual categories of works, as shown in Figure 5.c.7.

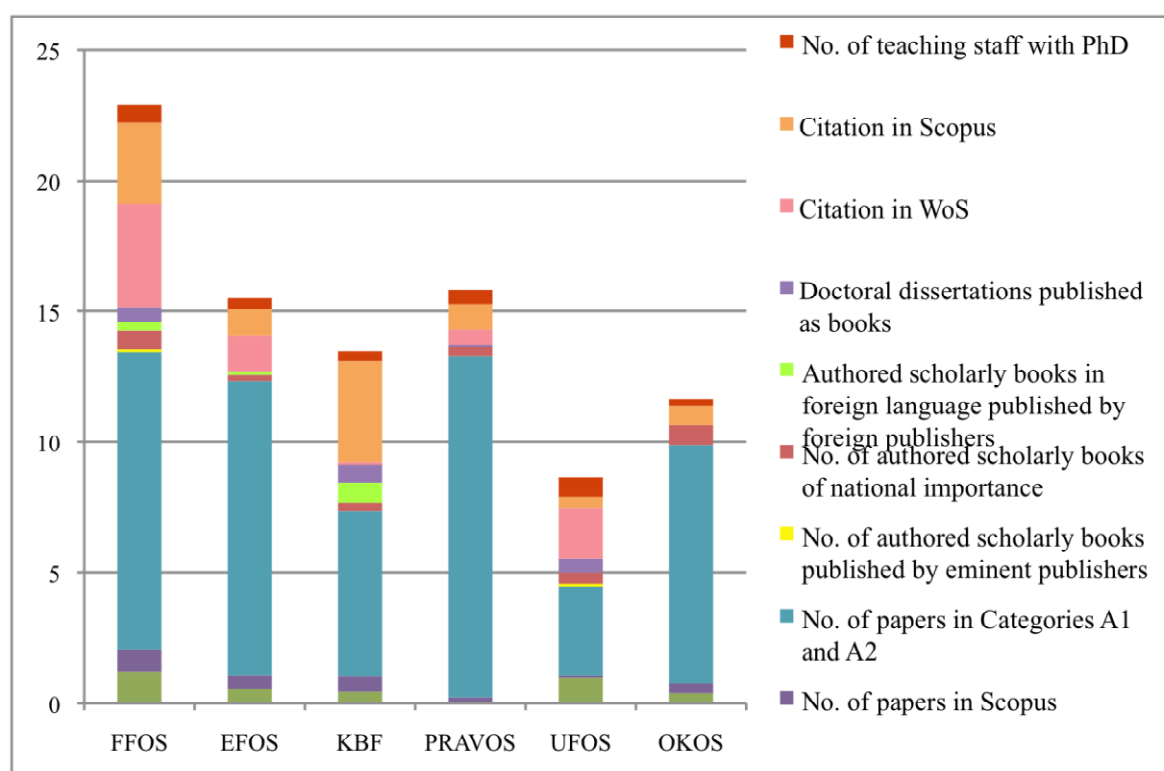


Figure 5.c.7. A comparative overview of research output indicators per units of the Josip Juraj Strossmayer University in Osijek (UNIOS) for the period from 2008 to 2012 and per total number of academic staff

¹¹⁴<http://test.nakvis.si/sl-SI/Content/Details/5> See document: *Minimalni standardi za izvolitev v nazive visokošolskih učiteljev, znanstvenih delavcev in visokošolskih sodelavcev na visokošolskih zavodih*. Article 19 stipulates that candidates for the advancement into academic ranks shall have their papers published in a foreign language in journals indexed in SSCI or SCI databases where $IF > 0$, or in AHCI database. Articles 25 to 31 further stipulate the minimum number of papers in specified databases, which is required for the advancement into academic rank.

¹¹⁵ *Pravilnik o postopku i načinu vrednovanja i kvantitativnom iskazivanju naučnoistraživačkih rezultata istraživača* ("Sl. glasnik RS", No. 38/2008)

Figure 5.c.8. provides a comparative overview of research productivity indicators for selected comparable HE institutions in the Republic of Croatia for the observed period, according to the data collected for the purpose of preparing this Self-Evaluation, specifically the table 5.5.¹¹⁶ All categories of works listed in Table 5.5. have been classified according to the number of academic staff. It is evident that the Faculty of Humanities and Social Sciences achieves much better individual and overall results in its research activities.

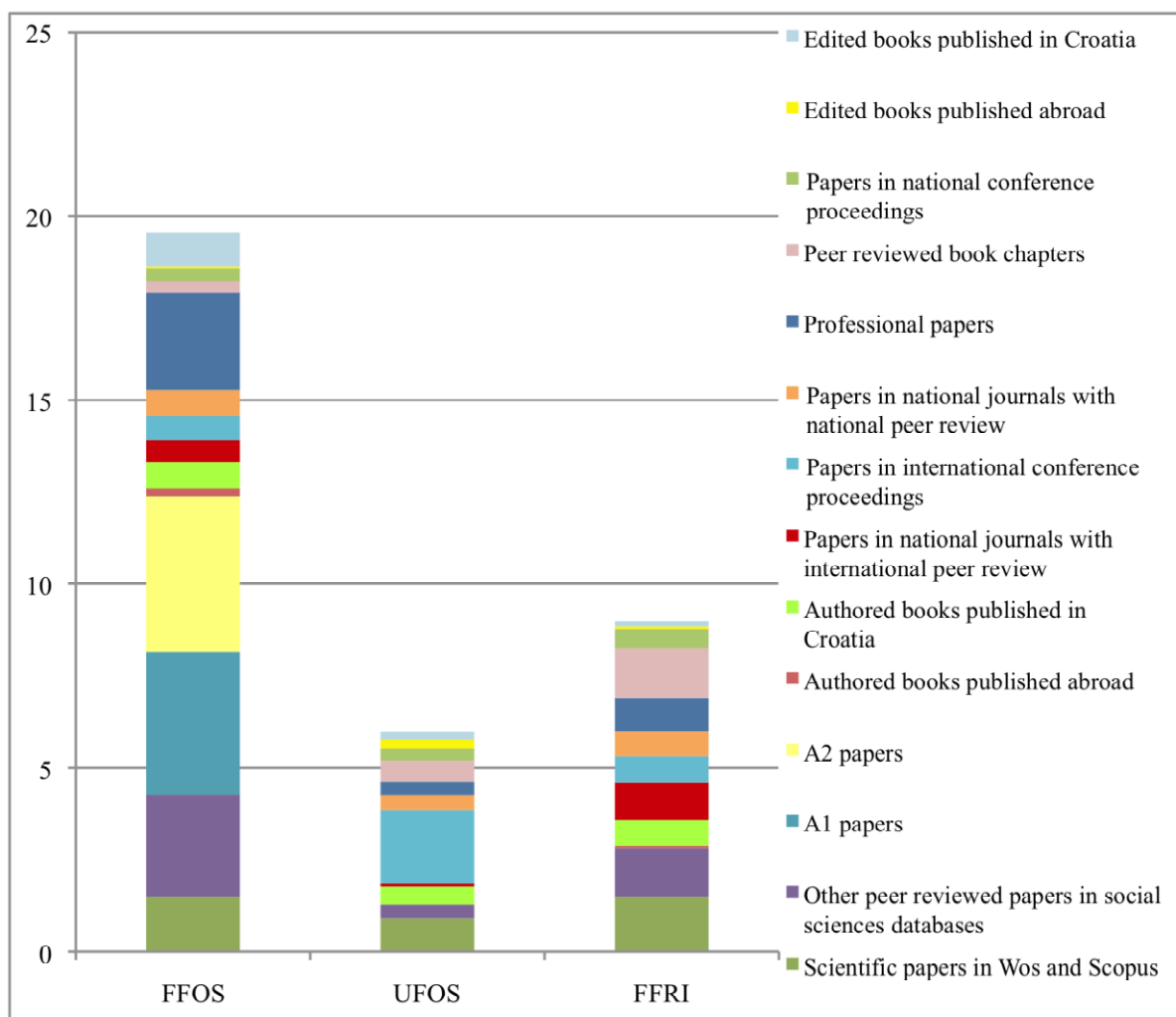


Figure 5.c.8. A comparative overview of overall research productivity for FFOS and selected HE institutions in the Republic of Croatia for the period from 2008 to 2013 classified according to the ratio of the number of works and the academic staff

¹¹⁶ The comparison is based on the data from Table 5.5. of the Self-Evaluation, which was submitted by UFOS and FFRI. In the case of FFRI, only the data relevant for the humanities and social sciences has been taken into account, whereas the data relevant for technical sciences has been excluded. Also, FFRI has included all academic staff and their associates in its calculations.

d) If your research area 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.

Authored research books are of great importance for the field of humanities, because they are evaluated in the procedure of advancement into academic rank. Table 5 F) provides a selection of ten authored books that are representative of the research activities of the Faculty, whereas Table 5 G) provides ten edited books and conference proceedings that clearly illustrate the wide range of research activities of the Faculty, the diversified cooperation within and outside the institution, and some prominent national and international publishing houses that publish its works.

Table 5.d.1. A list of selected authored books

	Author	Title of the authored book	Publisher / Place of publication	Year
1	Višnja Pavičić Takač	Vocabulary Learning Strategies and Foreign Language Acquisition	Multilingual Matters, Cleveland – Buffalo – Toronto	2008
2	Zoran Velagić	Pisac i autoritet: bit autorstva i sustav autorizacije vjerskih knjiga u 18. stoljeću	Ljevak Publishing, Zagreb	2010
3	Boško Marijan	Crtice iz prapovijesti Slavonije (brončano doba)	Faculty of Humanities and Social Sciences, Osijek	2010
4	Željko Senković	Aristotelova »Etika«	Faculty of Humanities and Social Sciences, Osijek	2011
5	Milovan Tatarin	Čudan ti je animao čovjek: rasprave o Marinu Držiću	The Institute for Historical Sciences of the Croatian Academy of Sciences and Arts, Zagreb – Dubrovnik	2011
6	Kristina Peternai Andrić	Ime i identitet u književnoj teoriji	Antibarbarus, Zagreb	2012
7	Branko Kuna	Predikatna i vanjska posvojnost u hrvatskome jeziku	Faculty of Humanities and Social Sciences, Osijek	2012
8	Marica Liović	Od euforije do zaborava: nepoznate drame Josipa Kosora	The Centre for Scientific Work in Vinkovci, the Croatian Academy of Sciences and Arts Zagreb – Vinkovci	2012
9	Sanja Jukić, Goran Rem	Panonizam hrvatskoga pjesništva, I–II	Faculty of Humanities and Social Sciences,	2013

			Osijek; ELTE Budapest	
10	Željko Uvanović	Gerhart Hauptmanns Egoismus: Eine Interpretation aufgrund des Reisebericht »Griechischer Frühling« und der Tagebücher	Akademische Verlagsgemeinschaft München	2013

Table 5.d.2. A list of selected edited books and conference proceedings

	Editors	Title of the edited book or conference proceedings	Publisher / Place of publication	Year
1.	Vladimir Karabalić Marija Omazić	Istraživanja, izazovi i promjene u teoriji i praksi prevodenja	Faculty of Humanities and Social Sciences, Osijek	2008
2.	Ana Pintarić	Zlatni danci 9 – Život i djelo(vanje) Ante Gardaša	Faculty of Humanities and Social Sciences, Osijek	2008
3.	Mario Brdar Marija Omazić Branimir Belaj Branko Kuna	Lingvistika javne komunikacije: sociokulturni, pragmatički i stilistički aspekti	The Croatian Applied Linguistic Society, Faculty of Humanities and Social Sciences, Zagreb – Osijek	2009
4.	Mario Brdar Marija Omazić Višnja Pavičić Takač	Cognitive Approaches to English: Fundamental, Methodological, Interdisciplinary and Applied Aspects	Newcastle upon Tyne – Cambridge Scholars Publishing	2009
5.	Slobodan P. Novak Milovan Tatarin Mirjana Mataija Leo Rafolt	Leksikon Marina Držića	The Miroslav Krleža Institute of Lexicography, Zagreb	2010
6.	Zlata Šundalić	Antun Kanižlić: Primogući i srce nadvladajući uzroci	Faculty of Humanities and Social Sciences, Osijek	2010
7.	Margaret Farren Jack Withehead Branko Bognar	Action Research in the Educational Workplace	Academica Press, Bethesda, Dublin, Palo Alto	2011
8.	Mario Brdar Marija Omazić Višnja Pavičić Takač Tanja Gradečak-Erdeljić Gabrijela Buljan	Space and Time in Language	Peter Lang, Frankfurt am Main	2011

9.	Mario Brdar Stefan Gries Milena Žic Fuchs	Cognitive Linguistics: Convergence and Expansion	John Benjamins, Amsterdam – Philadelphia	2011
10.	Mario Brdar Ida Raffaelli Milena Žic Fuchs	Cognitive Linguistics between Universality and Variation	Newcastle upon Tyne – Cambridge Scholars Publishing	2012

The research work of the teaching staff of the Faculty of Humanities and Social Sciences in Osijek is of twofold character: on the one hand, the dissemination of newly acquired knowledge is directed towards the foreign market of knowledge (publishing books abroad and publishing papers in international journals and conference proceedings), and on the other, the promotion of knowledge in the principal research areas in the national context has by no means been neglected. Although efforts are constantly made to be as competitive as possible when it comes to citations in respectable foreign databases, the research that is of significance to the Croatian science and culture in general must not be neglected, even when it deals with the issues that are not now relevant to the global academic community. The Faculty of Humanities and Social Sciences in Osijek has integrated humanities and social sciences and deems it necessary to support the driving force of the Croatian science and culture in the national framework. It also insists that the achievements in the fields of humanities and social sciences constitute an extremely important part of the national identity. It is precisely why the books and conference proceedings that represent the diversity of professional interests of the teachers of the Faculty of Humanities and Social Sciences in Osijek have been selected, as well as the different types of publications, such as: synthetic surveys, monographs, lexicons, materials, and interpretations. When selecting authored books and conference proceedings, we have been guided by the following criteria: a) the publications demonstrate that the teachers of the Faculty of Humanities and Social Sciences in Osijek research topics concerning both the past and the present; b) the topics are of national and comparative character; and c) the topics are interdisciplinary.

To begin with, there is a great number of linguists at the Department of English Language and Literature, the Department of German Language and Literature and the Department of Croatian Language and Literature whose research of the current issues in the area of cognitive linguistics and pragmatics (public communication, academic language) is of great relevance. One may even refer to them as “the Osijek circle of cognitive linguists”, as evidenced by many scientific conferences organized at the Faculty of Humanities and Social Sciences in Osijek and the subsequently published conference proceedings. In addition, the teachers from these departments are often editors of such conference proceedings, which are commonly published abroad. The impact of their research activity is twofold: firstly, the topics written about abroad are also discussed in the Croatian academic community, and secondly, new ideas and contributions of the Croatian academic community are distributed internationally. The Faculty of Humanities and Social Sciences in Osijek is a place where, among other things, the Croatian literary heritage is fostered. It should not be perceived solely as a place where researchers specialize in a certain era or certain authors from lower ranks of literary history and then only write about them, but rather as a place where they generally attempt to

strengthen the importance of the literary culture of the past, especially nowadays, when the criteria of usability and pragmatism are marginalizing the disciplines of the humanities. The publication of reprints of old and rare books and unknown opuses, the preparation of personal lexicons, the exploration of extra-literary aspects that significantly impacted the status of certain books and authors in the past, may not be activities with immediate results; however, they are of utmost importance in the long run. At the risk of sounding pathetic, we believe that the identity of a nation is not determined solely by assimilating, sometimes quite complacently, to whatever is currently popular, but rather in fostering its peculiarities. After all, the Faculty of Humanities and Social Sciences in Osijek is quite naturally a place in which such topics that are not “powerful” enough to penetrate the foreign market of knowledge, are discussed more fervently than anywhere else. This, however, does not make them less significant. The Croatian researchers simply must study Marin Držić, Antun Kanižlić, Josip Kosor, or the prehistory of Slavonia, in the same way the Italians, the English or the Germans study Petrarch, William Shakespeare, or Johann Wolfgang von Goethe respectively.

At the same time, the teachers of the Faculty of Humanities and Social Sciences in Osijek write about interdisciplinary topics, whether in recently established fields (such as biopolitics), or the globally popular topic of identity formation. Nowadays, interdisciplinarity is imperative, and the selection of books in this document clearly shows the proficiency of the teachers of the Faculty of Humanities and Social Sciences in Osijek in the above mentioned areas, as evidenced by the fact that some of these books have been published by foreign publishing houses.

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 for research productivity that the mentors of doctoral dissertations at the postgraduate university study programmes of the Faculty of Humanities and Social Sciences in Osijek must fulfil, are prescribed by the *Ordinance on study programmes and studying at the Josip Juraj Strossmayer University of Osijek* of 29 July 2013 (consolidated version), in accordance with which the rules for the implementation of the three postgraduate university study programmes were adopted, namely the Rules for the Implementation of the Postgraduate University Study Programme in Linguistics (30 March 2011), the Rules for the Implementation of the Postgraduate University Study Programme in Literature and Cultural Identity (25 May 2011) and the Rules for the Implementation of the Postgraduate University Study Programme in Pedagogy and Contemporary School Culture (3 July 2013). In addition to other requirements prescribed by Article 95 of the *Ordinance on study programmes and studying at the Josip Juraj Strossmayer University of Osijek* that are to be fulfilled in order for a person to be appointed the mentor at the doctoral study programme, Article 95, paragraph 1, point 3 of the *Ordinance* stipulates that a person may be appointed mentor if he or she has had scholarly achievements in the last five years, if he or she has published relevant papers, or presented artworks related to the subject of the doctoral research. The Rules for the implementation of the three postgraduate university study programmes at the Faculty of

Humanities and Social Sciences in Osijek prescribe, specifically Article 13 thereof, that the criteria for research productivity of the mentors of doctoral dissertations shall be their academic achievement in the last five years and published relevant scientific papers related to the subject of the doctoral research. When evaluating the topic of the doctoral dissertation (Form 2) the mentors shall list at least five papers attesting to their competence.

The comparison of the research productivity criteria for mentors of doctoral dissertations has been made with the following universities in the Republic of Croatia and abroad: Faculty of Humanities and Social Sciences in Zagreb, Faculty of Humanities and Social Sciences in Rijeka, Faculty of Teacher Education in Osijek, University in Novi Sad (the Republic of Serbia), University in Tuzla (Bosnia and Herzegovina) and the University in Maribor (the Republic of Slovenia).

Pursuant to Article 9, paragraph 1, point 3 of the *Regulations on doctoral studies at the University of Zagreb* of 20 April 2010, which applies to the **Faculty of Humanities and Social Sciences in Zagreb**, which served as a point of comparison, a person may be appointed a mentor at the doctoral study programme if he or she is, in addition to the requirements prescribed by Article 9 of the *Regulations*, active in scholarship or the arts, relevant in the international scholarly and artistic community, and has published scholarly work or presented artistic work in the last five years related to the topic of the doctoral research.

The research productivity criteria for mentors of doctoral dissertations at the **Faculty of Humanities and Social Sciences in Rijeka** are prescribed by the *Ordinance on study programmes at the University of Rijeka* of 1 July 2008. Pursuant to Article 5 of the *Ordinance*, prospective mentors at the postgraduate study programme shall list their prior experience as mentors of doctoral dissertation (if applicable) and enclose the list of original scientific papers published in the last five years as evidence of their international recognisability.

According to the MOZVAG support module for study programme evaluation procedures, the **Faculty of Teacher Education in Osijek** participates in the delivery of the postgraduate university study programme in Pedagogy and Contemporary School Culture. Since the Faculty of Humanities and Social Sciences in Osijek is the coordinating body of this particular study programme, the criteria for research productivity for mentors of doctoral dissertations are prescribed by Article 95, paragraph 1, point 3 of the *Ordinance on study programmes and studying at the Josip Juraj Strossmayer University of Osijek*, which also applies to the Faculty of Humanities and Social Sciences in Osijek.

Pursuant to Article 29 of the *Ordinance on the amendments of the Ordinance on the third cycle – doctoral study programme* at the University of Tuzla of 6 November 2013 (consolidated version), prospective mentors at the third-cycle study programme shall have authored at least one scientific paper related to the subject of the doctoral research that is published in journals indexed in international scientific bibliographic databases (CC, SCIE, SSCI, AHCI, ERIH, ECON LIT, MathSciNet (Mathematical Reviews), with exception of the studies in arts, and should it be necessary, full professors and associate professors who have published at least three scientific papers in other relevant journals in that field may also be appointed mentors.

Pursuant to Article 372 of the *Statute* of the **University of Maribor**, any HEI teacher actively involved in the research in the discipline related to the doctoral dissertation and whose research activities fulfil at least half of the requirements for the advancement into the rank of an associate professor may be appointed mentor to a doctoral candidate. Requirements for the advancement into the rank of an associate professor are prescribed by Article 21, paragraph 1 of *Merila za volitve v nazive visokošolskih učiteljev, znanstvenih delavcev in visokošolskih sodelavcev* (Criteria for the advancement into rank of HEI teachers, researchers and HEI associates). Pursuant to the said Article the requirements for the advancement into the rank of an associate professor are as follows: the production and publication of at least six scientific papers (or presentation of artworks) recognized by their peers in accordance with Article 24 of *Merila* (Criteria) as being of international importance, or of importance to the national or state identity or culture, with three papers published after the last advancement into rank. The candidate for an associate professor shall have been the first or principal author of three out of six such papers. Article 24 of *Merila* stipulates which scientific papers are recognized internationally and which are recognized nationally (for the national fields – Slovene and Hungarian studies): a scientific monograph, an independent scientific paper in the form of a monograph, original scientific papers published in journals with impact factor (according to JCR) or in journals indexed in SCI, SSCI and A&HCI databases, and original scientific papers published in journals other than those indexed in SCI, SSCI and A&HCI databases with an international board of reviewers and classified as international bibliographic databases.

The research productivity criteria that the mentors of doctoral dissertations must fulfil at the **University in Novi Sad** are prescribed by the *Regulations on doctoral study programme* of 25 February 2013 (consolidated version). Pursuant to Article 12, paragraph 4 of the Regulations, a mentor may also be a teacher or researcher who has required competences to teach at the doctoral study programme and who has at least five scientific papers published or accepted for publication in scientific journals in the adequate field of the study programme in the last ten years, as listed by the competent Ministry for scientific research, and who fulfils the following additional criteria required for the educational-scientific, or educational-artistic field: a teacher or researcher who has published at least five papers in journals from the ISI list may be appointed mentor in the field of natural and mathematical science; a teacher or researcher with at least three papers published or accepted for publication in journals from the SSCI list may be appointed mentor in the field of social sciences and humanities; a teacher or researcher who has published at least five papers from the ISI list may be appointed mentor in the field of medical sciences; a teacher or researcher who has published at least five papers from the ISI list may be appointed mentor in the field of technical and technological sciences; a teacher with at least three representative references required for the advancement into the teaching rank at the University, who also fulfils the requirements as stipulated by the *Regulations*, may be appointed mentor in the field of arts.

On the basis of comparison made with selected HE institutions in the Republic of Croatia and abroad, the following conclusions can be drawn: the prescribed requirements for research productivity to be fulfilled by mentors of doctoral dissertations at postgraduate university study programmes at the Faculty of Humanities and Social Sciences in Osijek correspond to

those at doctoral study programmes at the Faculty of Humanities and Social Sciences in Zagreb, the Faculty of Humanities and Social Sciences in Rijeka and the Faculty of Teacher Education in Osijek, that is, at the HE institutions in the Republic of Croatia, whereas the research productivity criteria that mentors of doctoral dissertations must fulfil at foreign universities which were used for comparison, have been prescribed in their respective Regulations in more detail.

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

The Faculty of Humanities and Social Sciences in Osijek, within its financial resources and in accordance with the legislation, looks after its junior researchers, teaching assistants and senior teaching assistants (doctoral and postdoctoral candidates) by providing conditions for their research and advancement. Pursuant to *The Collective Agreement for Science and Higher Education (2010)*, the costs of tuition for postgraduate study programmes, which the employees working as teaching assistants at public HE institutions and public institutes are required to complete and which they are attending at their home institution or the institution with which they have not signed an employment contract, are covered by their employment institutions, provided that these study programmes are necessary for the fulfilment of their obligations under the employment contract, and related to their position at the HEI. The amount of a one-off allowance for printing and binding of a doctoral dissertation is also fixed by the Collective Agreement.

The Faculty uses the funds allocated to research projects and its own funds to provide young researchers with additional financial support for the active participation at conferences, seminars, workshops and doctoral schools, the purchase of research literature and other resources required for their research, the access to national and international journal databases, the covering of travel expenses for the purpose of doctoral study programmes and copying and binding of doctoral dissertations. In this way, they have the possibility to fulfil the minimum requirements for the advancement in academic rank. In addition to the financial and technical support, young researchers may, if they so request, be granted a paid leave for the completion of their doctoral dissertation or for doing their predoctoral or postdoctoral research at foreign institutions (e.g. *Fulbright Program, Ron Brown Scholarship*, etc.) They are also eligible for support for publishing activities or for technical assistance by an administrative officer while preparing their publications, and for administrative support for the installation research project proposals (such as translation services, or creating a budget).

The Faculty encourages the advancement of young researchers, establishes relations between them and the institutions with which it has signed cooperation agreements. It also informs them about various competitions and scholarships via the Faculty Science portal and *mailing-lists*. *The Development Strategy of the Faculty* and the *Strategic Research Programme* additionally define the policy of monitoring and support, as well as specific tasks of the Faculty aiming at providing support for young researchers and their active participation in research (such as organising predoctoral sections at conferences, involving them in the Science Festival, Open Thursday, the planned research projects of the Faculty, encouraging them to publish works in scientific journals published by the Faculty, giving them the

opportunity to work in many student journals to practise academic writing from early on, etc.).

Furthermore, the research and progress of junior researchers and teaching assistants of the Faculty is monitored by their mentors and project managers who, once a year, submit their reports to the Faculty Council for adoption. The progress of young researchers at the postgraduate university study programme is periodically monitored by the Legal Counsel of the Faculty and the Vice-Dean for Research at their regular meetings, where doctoral candidates submit their dissertation progress reports.

All procedures for the exercise of the above rights have been regulated by current contracts, ordinances and decisions adopted by the Faculty¹¹⁷, such as: *Ordinance on Teaching Assistant Performance Evaluation*, *Ordinance on Junior Researcher Performance Evaluation*, *Ordinance on Publishing Activities*, *Teacher Guidelines for Preparing Publications*, *Decision on Granting Financial Support for Participation at Scientific and Professional Conferences*, and *Collective Agreement for Science and Higher Education*.

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

In the period from 2008 to 2013 the teachers of the Faculty of Humanities and Social Sciences in Osijek published a total of **1614** papers, (**1341** scientific papers), 270 of which (or 20%) were published in cooperation with other HE institutions and scientific organisations, whereas **40 scientific papers and books** were co-authored with foreign authors (based on the data obtained from CROSBIB and submitted teachers' scientific bibliographies). Of the total number of papers published in the observed period, 183 papers were indexed in CC, WoS and Scopus, out of which as many as 63 papers (or 34%) resulted from the cooperation with other HEIs (25/28 CC, 10/62 WoS, 28/93 Scopus), which is evidence of an extensive and high-quality cooperation (see Table 5.5.) By examining the WoS database it has been established that the closest cooperation of the Faculty of Humanities and Social Sciences in Osijek was that with other units of the Josip Juraj Strossmayer University of Osijek (specifically the Faculty of Teacher Education, the Academy of Arts, and the Faculty of Law), the City and university Library Osijek, the Clinical Hospital in Osijek, the Institute of Public Health, the Ruđer Bošković Institute, the University of Zadar, the Faculty of Humanities and Social Sciences in Zagreb, the Academy of Dramatic Arts and the Faculty of Law in Zagreb. Table 5.g.1. provides a list of countries and foreign institutions with which the employees of the Faculty of Humanities and Social Sciences in Osijek co-authored 40 scientific papers and books. Most of these publications have been a result of joint research work, whereas some have been products of cooperation agreements, and some have resulted from joint activities of mentors and doctoral candidates from abroad.

¹¹⁷ See the list at: <http://www.ffos.unios.hr/?id=44>.

Table 5.g.1. List of countries and foreign institutions with which researchers of the Faculty co-authored scientific papers in the period from 2008 to 2013

State	HE institution
Australia	Monash University
Bosnia and Herzegovina	University in Tuzla, Faculty of Humanities and Social Sciences Faculty of Education in Zenica University in Mostar, Faculty of Humanities and Social Sciences
Montenegro	Institute for Montenegrin Language and Literature, Podgorica Faculty of Humanities and Social Sciences in Nikšić, University of Montenegro
France	Université Paris Diderot-Paris 7
Ireland	Dublin City University
Hungary	ELTE, Eötvös Loránd University, Budapest VIRT Pannon Egyetem Pécsi Tudományegyetem, Idegennyelvi Titkárság Pécsi Tudományegyetem, Bölcsészettudományi Kar Debreceni Egyetem
The Netherlands	Universiteit van Amsterdam
Poland	Uniwersytet Śląski, Instytut Filologii Słowiańskiej
USA	University of California, Santa Barbara
United Kingdom	University of Edinburgh University of Cumbria University of Strathclyde

The Scopus database search has established, however, that of the total number of indexed papers (126), only 6 are a result of international cooperation with other HE institutions and scientific organisations. Of the total number of papers indexed in WoS database (119), only 3 are a result of international cooperation. This data, however, does not reflect the actual situation, because the data obtained from personal bibliographies of teachers and the data published in the Croatian scientific bibliography (CROSBİ) has revealed that the researchers from our Faculty have co-authored papers with foreign researchers, but such papers have either not been indexed in the above databases, or they constitute such cooperation that is usually not indexed in databases and bibliographies (e.g. foreign guest editors of a journal published by the Faculty of Humanities and Social Sciences in Osijek). The Faculty of Humanities and Social Sciences in Maribor published 40 papers co-authored with foreign researchers (per 83 academic staff members), the Faculty of Humanities and Social Sciences in Novi Sad published 25 such papers (per 197 academic staff members), whereas there have

been no papers resulting from international cooperation of the Faculty of Humanities and Social Sciences in Tuzla indexed in WoS and Scopus.

The comparison with foreign HEIs based on the WoS and Scopus data has revealed that the researchers of FFOS publish a significantly lower number of papers co-authored with foreign institutions per number of academic staff than FFMA and FFNS, but somewhat more than FFTZ. Significantly better results in the international cooperation of the Faculty of Humanities and Social Sciences in Maribor can be ascribed to the minimum standards for the advancement into academic rank in the Republic of Slovenia¹¹⁸ laid down by the Slovenian Quality Assurance Agency for Higher Education, which, among other requirements for the advancement into academic rank, specifically emphasizes international visibility and recognisability.

With respect to selected HEIs from the Republic of Croatia, the Faculty achieves similar results, as evidenced by WoS and Scopus data, whereas the data obtained from CROSBİ has shown that our Faculty achieves better results than UFOS (FFOS has produced 40, whereas UFOS only 4 papers as a result of international cooperation in the observed period).

Table 5.g.2. Comparative data on papers published in cooperation with authors from abroad in the period from 2008 to 2013 according to WoS and Scopus

	Number of academic staff	Ratio of papers resulting from the cooperation with other national institutions / a total number of papers indexed in WoS	Number of papers resulting from the international cooperation (WoS)	Ratio of papers resulting from the cooperation with other national institutions / a total number of papers indexed in Scopus	Number of papers resulting from the international cooperation (Scopus)
FFOS	103	90/119	3/119	123/126	6/126
FFMA	83	202/220	40/220	269/315	60/315
FFTZ	52	8/8	0/8	6/8	1/8
FFNS	197	100/108	25/108	65/102	31/102
UFOS ¹¹⁹	35	23/32	0/25	23/32	0/28

On the other hand, the Faculty of Humanities and Social Sciences in Osijek boasts a very diversified and productive cooperation with other institutions in the Republic of Croatia, as well as other types of international cooperation, such as publication of journals and other works in cooperation with foreign institutions (*ExEll*), participation of foreign researchers in editorial boards of journals published by the Faculty of Humanities and Social Sciences in Osijek (*Jezikoslovlje*, *ExEll*), participation of foreign authors in edited books and conference proceedings edited by the researchers of our Faculty, a great number of participants from abroad at conferences organised by our Faculty, many doctoral candidates from abroad

¹¹⁸<http://test.nakvis.si/sl-SI/Content/Details/5> See the document: *Minimalni standardi za izvolitev v nazive visokošolskih učiteljev, znanstvenih delavcev in visokošolskih sodelavcev na visokošolskih zavodih*. A list of international visibility indicators and their quantitative values are prescribed by the Senates of respective universities.

¹¹⁹ Based on the data submitted by the Faculty of Teacher education in Osijek on 12 December 2013. Data on papers published in cooperation with other institutions are given as aggregate data for all databases.

pursuing their doctoral research at postgraduate university study programmes offered by our Faculty, many visiting lecturers and part-time teachers, etc. (see Chapter 6).

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

In order to gather opinions from doctoral candidates on the availability of mentors of doctoral dissertations, that is, on the time their mentors dedicate to introducing them to scientific research methods, the doctoral candidates at the postgraduate university study programmes at the Faculty of Humanities and Social Sciences in Osijek – specifically the Postgraduate university study programme in Linguistics and the Postgraduate university study programme in Literature and Cultural identity, who pursue their doctoral degree or have already defended their dissertation, were asked to complete a survey, which consisted of the following three thematic parts:

A) Doctoral dissertation topic and proposal

1. Did you select your doctoral dissertation topic autonomously (before choosing your mentor) or in cooperation with your mentor?
2. Did your mentor have any objections to your first draft of dissertation proposal? What was the nature of such objections (were they related to the methodology, research objective, research literature or something else?)
3. What was the communication with your mentor like (verbal, via e-mail)?
4. What was the most valuable observation you received from your mentor while preparing your dissertation proposal?

B) Literature

1. Did your mentor require that you carefully examine the literature before writing your dissertation proposal? Did he/she provide you with the list of research literature before you started your research?
2. Did your mentor recommend any Internet resources to you?
3. Do you discuss the research literature with your mentor?
4. Was the initial research literature recommended by your mentor or did you find the key books/texts by yourself?

C) Methodology

1. Did your mentor influence the selection of your methodological framework for your doctoral research?
2. Did your mentor explain the principles of academic writing to you?
3. Does your mentor recommend any theoretical literature required for the preparation of your doctoral dissertation?
4. Did you organise your doctoral research autonomously or in cooperation with your mentor?

5. How often do you consult your mentor about your doctoral dissertation: a) on a weekly basis; b) on a monthly basis; c) once in three months? Describe the dissertation advising sessions.
6. What are the most common remarks you receive from your mentor (those related to the language and style, structure, interpretation, methodology, etc.)?

37 doctoral candidates responded to the survey. Through the analysis of answers to the above questions we have obtained information on the availability of mentors of doctoral dissertation at postgraduate university study programmes at the Faculty of Humanities and Social Sciences in Osijek. Doctoral candidates select the research field autonomously, whereas the topic itself is defined more precisely in cooperation with the mentor.

The mentors' observations regarding the first version of the proposal are usually related to the language and style, the choice of research literature and to recommending additional research literature, the structure of the proposal itself and its officially specified form, the order of chapters, defining the research objectives in more detail, designing the methodology and methodological procedures, and giving suggestions as to the aspects of research that are not sufficiently represented in the proposal. The communication with mentors is verbal, written, by e-mail, video communication via Skype and in the form of advising sessions.

The most important observations of mentors in the process of preparing the dissertation proposal pertain to the more precise wording of the title of the dissertation, the formal structuring of the proposal and the specification of the research objectives, the exact definition of the research area, the necessity of setting a clear hypothesis and methodology to make the proposal clear and well structured, the addition of aspects for its empirical part and the substantiation of the topic with current and professional literature. Doctoral candidates are advised that works for the analysis should be representative, and that the doctoral dissertation topic must be a significant contribution to their scientific field. The approach to the research, that is, the synopsis, should be designed with the aim of achieving these objectives. Other remarks by mentors are actually instructions on how to form more comprehensive, concise and meaningful sentences and to emphasise the values of that which we call the "scientific truth", which is considered to be most valuable advice on the part of the mentor.

There were no special demands from mentors regarding the thorough examination of literature before writing the proposal, as this is self-explanatory for the majority of doctoral candidates. After examining the basic research literature, doctoral candidates collect, together with their mentors, additional literature in both electronic and hardcopy format. The mentors advise doctoral candidates on all resources that are of importance for their doctoral dissertation, both the written and Internet sources, and provide them with those books that are more difficult to find. The list of literature for the preparation of the doctoral dissertation proposal is made gradually in cooperation with the mentor, because some of the basic resources, key texts and books are collected by the doctoral candidates in the process of researching their topic, and some, including the additional literature, are suggested by mentors.

As far as the methodology is concerned, the mentors propose the methodological framework for the research. However, the specific nature of the analysed material itself tends to define the approach. The selected methodological framework is a sum of the mentor's suggestions,

and the doctoral candidates' examination of the topic and the results obtained through the analysis of their material. The existing methodology, which is taken as a model from similar research and which the doctoral candidates considered prior to actually doing their research, is complemented by the mentor's suggestions on how to analyse the results in the most appropriate manner. Remarks regarding the precise definition of the corpus and the methods of its examination are of special value to doctoral candidates.

For the most part, the doctoral candidates have already been introduced to academic writing. The others were given explanations by their mentors. Some of the doctoral candidates participated in the workshop on academic writing at the graduate study programme level, while others were asked to consult the book titled "Akademsko pismo" (Academic Writing) by Dubravka Oraić Tolić, which was shown to be very useful for preparing their dissertation. However, most of the doctoral candidates have already authored works of various types (such as papers and books) and are familiar with academic writing.

Doctoral candidates regularly receive information from their mentors on new titles related to their research topic. As far as the organization of the doctoral dissertation is concerned, candidates' original ideas are often directed and defined in more detail by mentors. In other words, the structure of the dissertation is developed by the candidates themselves, but the mentors define it more precisely and eliminate unnecessary repetitions. As far as frequency of consultations is concerned, it often depends on the pace of the research, the production phase and other obligations of doctoral candidates, and therefore they may take place anywhere between several times a week to once in three months. The consultations intensify in the later phase, during which the results are summarized. Before meeting with their mentors, doctoral candidates prepare key questions and accompanying examples, so as to use the time designated for consultation as efficiently as possible. The mentors' remarks are often extensive, the research methods and sources of information are discussed, as are the basic resources and their availability. Face-to-face consultations are especially appreciated.

Depending on how far along the dissertation is at the time, the mentors' remarks are usually related to the structure itself (organisation of text, a systematic division of the text into smaller sections, chapters and subchapters), as well as to methodology, interpretation, technical and editorial questions. Remarks concerning interpretation are mostly of a cautionary nature in terms of interpreting the results, with special emphasis on potential stereotypes and oversights that are typical of a specific topic. As far as the theoretical framework is concerned, the students are encouraged to take a stand in relation to authoritative claims and theses mentioned in their dissertation, that is, create their own conclusions on them.

The results of the survey on mentor availability show that mentors dedicate sufficient time to their doctoral candidates in terms of advising them on scientific research methods and directing the work on their doctoral dissertation by giving them constructive criticism and extensive advice.

i) Specify the content and character of 10 most important research 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.

From 2008 to 2013 there were 15 research projects (14 funded by MSOS and 1 by CSF), 7 installation projects (at UNIOS) and 3 professional international projects implemented in the field of humanities and social sciences.

As two researchers have transferred to other institutions in the Republic of Croatia, two projects were transferred to the University of Zadar and the Teacher Education in Osijek respectively. Following the completion of three projects at the end of 2013, there were a total of 17 projects under implementation. Of the 125 researchers on all projects, 86 were Faculty staff members and 39 were associates from other institutions, which attests to intensive cooperation.

In 2012/2013, 64 researchers of the Faculty of Humanities and Social Sciences and 22 associates from other institutions were actively involved in the implementation of the 17 active projects. In addition to working on home projects, 35 of our researchers are working as associates on projects coordinated by other faculties and institutions in Croatia and abroad. The following institutions should be singled out as partners: the Faculty of Humanities and Social Sciences in Zagreb, the Faculty of Teacher Education in Osijek, the HAZU (CASA - Croatian Academy of Sciences and Arts), the Faculty of Humanities and Social Sciences in Rijeka, the University of Zadar, the Association of Hungarian Scientists and Artists in Croatia, as well as the following foreign institutions: ECML in Graz, Donauschwäbische Kulturstiftung des Landes Baden-Wuerttemberg, Ligatus Research Centre, University of the Arts London, and the Academy of Sciences of the Republic of Austria. On an individual basis, our researchers participate in the implementation of projects within the framework of the FP7, NATO, Pestalozzi and the Lifelong Learning Program.

Below is a summary and a commentary on the results of 10 research projects approved by MSOS, which were implemented in the given period. As evidenced by the following overview of the projects, they are thematically diverse, which also reflects on the diverse activities of our HE institution. Both social sciences and humanities have been taken into consideration, although the number of projects in the field of humanities is higher, specifically in the field of philology.

Evaluation of Library Services in Academic and Public Libraries

(MSOS 122-1221210-0759) Project manager: Dr. Kornelija Petr Balog, Associate Professor

The project was launched with the aim of gaining an insight into the state of Croatian academic and public libraries, to examine attitudes, preparedness, and experience of employees in Croatian academic and public libraries for the implementation of procedures for measuring their libraries' performance, and to single out dimensions of their effectiveness on the basis of the conducted investigation. There was also the intent to raise the awareness of library employees on the necessity and justifiability of the performance measurement and on

raising the quality of services provided in such institutions by organizing workshops on evaluation, and to prepare a manual on the evaluation and the taxonomy of attitudes and opinions of Croatian librarians. Since no research of this kind and extent had been carried out in public and academic libraries in Croatia before, the project yielded valuable data, and owing to the extensive participation in many national and international conferences as well as the publication of papers in national and international journals, the project was specially credited with raising the Croatian librarian community's awareness of performance measurement. The project greatly contributed to the inception of the culture of evaluation in Croatian public and academic libraries.

One authored book and one textbook were published as part of the project, along with two papers published in journals indexed in CC database, 24 papers in other journals, three papers in conference proceedings with international peer review and 24 other papers. Two doctoral dissertations and two master's theses were defended as part of the project.

**Digital Library of Croatian Printed Heritage (by 1800): Structural Premises
(MSOS 122-2691220-3043) Project manager: Dr. Zoran Velagić, Associate Professor**

The fundamental objectives of the project are to define the comparative advantages of processing and presenting content in new media and to develop a system that would enable the intertextual search of the printed heritage. The existing projects of the digitization of written heritage mostly "transfer" the content from the printed into electronic media, but fail to use the comparative advantages of the latter. One gets the impression that a computer screen is used as a book page, which is what it actually does by displaying book pages in some image format. This reduces the digitization to "digital photocopying". The other approach, namely the digitization (OCR), decontextualizes the content from its original media and the user is thus denied access to its original presentation. Therefore, the fundamental objective of the project is to develop new, more efficient methods of presentation and search of the content offered to readers in layers. It will enable the following: 1) presentation of digital content (text of the book), 2) parallel presentation in both image and text format, which permits simultaneous acquisition of information at multiple levels, i.e. the text can be followed both on the original medium and the digitized format supplemented with comments (an interactive book overview), 3) downloading the complete contents of the image or text format, whereby various formats are supported (html, pdf, TEI, ePub). The search of digitized text collections is made possible at the following levels: 1) the index allows the search by title, and the catalogue allows the search by publishing year, the type of material, the holder of the original, the type of text and the author, 2) the interactive overview of the book also offers the possibility to search throughout the text, and the search for items in specific texts shows the results from the entire library, and 3) special labels (tags) are provided, which is a system comparable to indexes of printed works.

The deliverables of the project were: two authored books, two papers in journals indexed in CC database, 15 papers in other journals, six papers in conference proceedings with international peer review, two book chapters and 26 other papers. In addition, two doctoral dissertations and one master's thesis were defended as part of the project.

**Book Heritage in Croatian Libraries: Challenges of Discovery and Interpretation
(MSOS 122-2691220-1012) Project manager: Dr. Jelena Lakuš, Assistant Professor**

The project was part of a long-term programme dedicated to the organization, interpretation and preservation of Croatian book heritage. Its immediate objectives were to investigate the history of the Croatian libraries, especially certain previous aristocratic families' private libraries, as well as church, state and public libraries, the study of the development, impact and mutual contacts of Croatian and other European libraries and librarians in the 19th and 20th century, and the study of the life and works of eminent Croatian librarians. The project is primarily based on the study of previously undiscovered and/or underused archival materials on Croatian books, libraries and librarians, as well as the study of preserved book collections. The research and processing of literary and archival materials on the Croatian books, libraries and librarians, and of preserved collections have only in the last decade become the subject of systematic work aiming at overcoming the current fragmentation in the field of the history of Croatian libraries and librarianship. Since our written heritage is part of a wider Central European and Mediterranean context, the works resulting from this project represent an invaluable contribution to the understanding and interpretation of the Croatian book heritage, which is of overall benefit to both the national and international professional and academic community. The results obtained from the targeted research contribute to the proper interpretation of certain events from the past, the interpretation of contributions of individual book donors and bibliophiles, the perception of the role of individual library specialists in the preservation and development of collections and the appropriate placement of preserved heritage in the European context.

The project researchers presented their results in three authored books, nine papers in the conference proceedings with international peer review, eight book chapters, 26 papers in scientific journals and six other papers. The project also resulted in one doctoral dissertation.

**Bioethics and Philosophy of History
(MSOS122-1300990-2617) Project manager: Dr. Vladimir Jelkić, Associate Professor**

The research should demonstrate the philosophical origin of science and technology, the link between philosophy of history and the postulates of modern age philosophy, as well as the futility of definitive interpretation of world history. In that way other approaches and perspectives become possible, as well as the pluriperspective problem area, which bioethics essentially is. What must be articulated out of that pluriperspectivity are current problems of radical changes at the end of an epoch of world history, and a philosophic-historical perspective must be designated as a basis for a rough frame suitable for a new situation. On the one hand, that task requires the analysis of premises about the development of the scientific and technical civilization (from F. Bacon to modern scientism), and on the other an introduction to the discussion of those thinkers who questioned such premises, for instance, from Vic, who believed that the limitation of knowledge was legitimized by a limited force of creation, Nietzsche's understanding of perspectivism and the overall criticism of modernism,

to the contemporary authors who write with an experience of facing the possibility of a global catastrophe. The research should contribute to the understanding of a new epoch and point to possible global landmarks in a new situation of the world's history. In addition, the research aims at creating a philosophic-historical perspective within the bioethical methodical pluriperspectivism.

As part of the research two authored books and one book chapter were published, along with two papers in journals indexed in CC database and 15 papers in other journals.

Marginal Genres in Croatian 18th Century Literature (MSOS 122-1222665-2677) Project manager: Dr. Zlata Šundalić, Associate Professor

The central subject of the research project *Marginal genres in Croatian 18th century literature* are secondary, marginal genres of the Croatian 18th century literature, such as sermons, prayer books, catechisms, books of lections, evangelistaries, the biographies of saints, church hymnals or hymnals in combination with prayer books, catechisms or some other church materials. The primary genres in the Croatian Pre-Illyrian literature include: epics (popular and enlightening, historical, religious, humorously comical), poetry of enlightening and occasional character, and drama (drama in French and Italian fashion and national drama in Dubrovnik, as well as scholastic Jesuit drama in northern Croatia). The research project *Marginal genres in Croatian 18th century literature* investigated the Croatian 18th century literature and demonstrated that it did not only contain sporadic examples of the prose of that period, but that precisely that genre gap was filled with valuable prosaic segments from the religious literary works. The targeted reading, oriented towards topics and motifs (in relation to everyday life, woman, man, plant, animal, etc.) of marginal genres of the Croatian 18th century literature, speaks of suppressed but extensive materials written in the form of prose, of a culture that served as a form of life and an essential part of human identity in a specific space and time. The reading of religious texts, which was inspired by the project *Marginal genres in Croatian 18th century literature*, showed that there are parts in this type of literature that confirm its literary and aesthetical refinement and as such actively participate in the development of the Croatian literary history.

The deliverables of the project are two authored and three edited books, 14 book chapters, three papers in scientific journals and two papers in conference proceedings.

Centuries-old Croatian and Montenegrin Literary and Cultural Identities (MSOS 122-0000000-0605) Project manager: Dr. Jakov Sabljčić, Assistant Professor

The interdisciplinary project *Cultures in Contact: Centuries-old Croatian and Montenegrin literary and cultural identities* seeks to explore the Croatian and Montenegrin (inter)cultural and identity values, that is, the centuries-old historical, linguistic, literary, cultural, artistic and religious incentives between the Croatian and Montenegrin cultural circles. It covers the period of Humanism and Renaissance at the time of the activities of the Crnojević and the Glagolitic printing press in Senj, and the period of intense cultural relationships in the 19th and 20th centuries (the Petrović Dynasty and the Croatian political and cultural leaders). In

addition, it focuses on the relationships in the field of education, culture, linguistics, culturology, arts, music, architecture and construction and investigates the literary relations during the 20th century. It also investigates the historical, linguistic, literary and artistic heritage of the Montenegrins in Croatia, with special emphasis on the enclave in Peroj, Istria. It simultaneously aims to update the contemporary Croatian literature in Montenegro and to valorise more recent literary and cultural contacts.

The project deliverables are: 17 authored books, seven edited conference proceedings, 23 book chapters, 22 papers in journals, three papers in conference proceedings with international peer review and 44 other papers. One doctoral dissertation was defended.

The Language of Croatian Glagolitic Breviaries (MSOS 122-1300620-2619)

Project manager: Dr. Loretana Farkaš Brekalo, Full Professor

The project investigates the first printed Croatian Glagolitic breviaries published in the Croatian Glagolitic milieu. In addition to missals, the breviaries were the most necessary books for priests, and as such they were also soon printed. Of the three printed Croatian Glagolitic breviaries, two are counted among incunabulums, and the third, the so-called Brozic breviary, was printed in 1561. The first print of the Croatian Glagolitic breviary was completed in 1491 and along with the Baromic breviary it enriches the beginnings of the Croatian and European printing. Thus, by printing their own liturgical books in their own Glagolitic script and the language of the Church-Slavonic liturgy of the Croatian editorial board, the Glagolitic clergy once again attested to their independence and inheritance of tradition on the one hand, and on the other, to their openness towards the positive influence of the European culture and civilization. The previous research of the language of breviary texts have shown the language to be the Croatian Church-Slavonic language with a very archaic morphology, as well as with numerous more recent characteristics at all language levels.

The researchers on this project published one edited book, one textbook and three book chapters, five papers in journals and one paper in scientific conference proceedings.

Slavonian Dialect

(MSOS 122-1222665-3063) Project manager: Dr. Ljiljana Kolenić, Full Professor

The aim of this project is to describe the contemporary idioms of the Slavonian dialect, especially those in the area of Slavonski Brod, Vinkovci, Županja, Đakovo, Valpovo and Požega, as well as those in the neighbouring countries in which Slavonian dialect is still used. It attempts to investigate the extent of the changes that such idioms have undergone for the past one hundred years (starting with the Ivšić's description) under the influence of schools, media and as a result of the natural course of development. It is expected that the accent system is the most unchangeable aspect of the Slavonian dialect, whereas lexis and phonology are the most changeable. The idioms of the Slavonian dialect will be recorded, which will allow the checking of the accuracy of data at any moment. The idioms of the Slavonian dialect are the most archaic Shtokavian idioms, because they are exposed to everyday changes to the greatest extent. It is therefore very important for the Croatian dialectology to describe such idioms, because delaying in doing so may be fatal, as dialects change and disappear. The

archaic nature of the Slavonian dialect helps us to reconstruct the development of the Croatian Shtokavian dialect.

The research results have been presented in three authored books, eight book chapters, 28 papers published in journals, 11 papers published in conference proceedings with international peer review and 42 other papers. The research project also resulted in the defence of five doctoral dissertations and two master's theses.

Language and Style of Regional Periodicals

(MSOS 122-1222665-2667) Project manager: Dr. Vlasta Rišner, Full Professor

The contemporary conceptions about language characteristics of particular styles will be compared with language characteristics of different styles substantiated in newspapers and magazines of several periods: the late 19th, the 20th and the beginning of the 21st century. The research and description starts from the assumption that periodicals, especially older ones, confirm the morphological, syntactic, lexical and phraseological peculiarities of different styles. In order to also actualize the pragmatic approach in the research, the language of ephemeral sources (invitations, programmes, and the like) that can be found in local heritage museums, and the language used in advertisements and announcements published already in the 19th century periodicals (magazines such as “Lipa”, “Vjesnik Virovitičke županije”, etc.) will be described as well. The research will continue with the set prepositional expressions used as actual prepositions and other grammaticalised parts of speech that indicate the course of development of the Croatian language from the 19th century to the present day. The project will also include a comparison of the results of nominalisation and decomposition of the predicate in older and contemporary language and the extraction of lexical and phraseological characteristics of particular newspapers and magazines, their “newspeak” and local/regional features (characteristics of the Slavonian dialect and Ilok idiom in respect to the Croatian standard language). The research results will be compared with the existing description in normative and other linguistic literature, which will be followed by the description of the relation between the characteristics of the dialect and those of the standard language in the periodicals used as materials. The morphological, syntactical and lexical characteristics of the contemporary non-fiction style are also described.

The research results have also been presented in five authored and two edited books, 20 book chapters, 17 papers in conference proceedings with international peer review, 19 papers published in journals and 20 other papers. One doctoral dissertation has also been defended as part of this project.

Cognitive Linguistic Approach to Polysemy in Croatian and Other Languages

(MSOS 122-1301049-0606) Project manager: Dr. Mario Brdar, Full Professor

The general goal of the proposed research into polysemous structures is a detailed account of the cognitive and other mechanisms that lead to polysemy and of the functional effects attaching to polysemy in the process of communication. The range of specific questions addressed can be grouped under three general headings concerning: 1. the ontogenesis of

polysemy; 2. its distribution in language systems; and 3. the extent and the limits of polysemy in linguistic systems and in communication. Under each of the three headings it will be systematically explored whether the situation with regard to the above issues is the same in Croatian as in other languages (Slavic, Germanic, Romance and Finno-Ugric) and all specificities of the Croatian language will be identified and classified. The significance of the proposed research lies in the attempt to systematically determine the position and the particularities of the Croatian language in relation to some other, more or less areally and typologically related languages. Since the mappings that lead to polysemy constitute some of the fundamental and ubiquitous strategies in human activity (e.g. reasoning, various types of arts), the insight into these aspects of polysemy opens up new perspectives for the investigation of other human activities, especially the mechanisms of human cognizance. The research also points to the possibility of lexicographic and instructional and grammatical presentation of the observed regularities, and their integration into the tools for automatic language processing and translation.

The deliverables of the project are four authored books, nine edited conference proceedings, six original and review papers published in journals indexed in CC and SCI databases, 39 book chapters, 22 papers in other journals, 19 papers in conference proceedings with international peer review and 22 other papers. Also, six doctoral dissertations and four final papers were defended.

Opinion on the quality of work and results of scientific research projects

Generally speaking, the scientific research projects conducted at the Faculty of Humanities and Social Sciences in Osijek are very successful. Since this particular research cycle is nearing its end, all objectives set at the time of the project proposals can be said to have been accomplished in their entirety. The research results have been presented at a number of national and international conferences and published in a considerable number of works in various publications. Given the wide variety of scientific disciplines that those projects are related to, the assessment of the quality of work resulting from them and the comparison with other works resulting from related projects at other institutions can only be broadly outlined.

Taking into consideration the categories of works that are considered the most relevant in a certain field, and their mutual ranking as relatively objective quality assessment criteria, the active projects of our HE institution have received favourable ratings. Of three projects in the field of social sciences (information sciences), one project, specifically No. 122-2691220-3043 has ranked 17th, while the project No. 122-1221210-0759 has ranked 28th. The following diagrams include only the top 50 projects (of more than 240 in total) based on the CROSB criteria: 1. scientific papers indexed in the CC; 2. other papers indexed in the CC; 3. authored books; 4. papers in scientific conference proceedings with international peer review; 5. other papers in other journals. Project No. 122-1300990-2617 from the scientific field of philosophy has ranked, according to relevant criteria, 14th among more than 150 active projects (1. authored books; 2. original scientific papers and review papers indexed in the CC; 3. other papers in other journals, 4. papers in conference proceedings with international peer review; 5. book chapter). Three projects in the field of philology have also ranked among the

first 50 according to the same criteria, among which the project No. 122-0000000-0605 has ranked 1st, whereas projects No. 122-1222665-2667 and No. 122-1301049-0606 are in the middle, namely ranked 27th and 35th (out of more than 300 active research projects).

One of the major deliverables of these projects is a large number of dissertations and theses directly resulting from the research, namely, a total of 19 doctoral dissertations, five master's theses and four bachelor's theses.

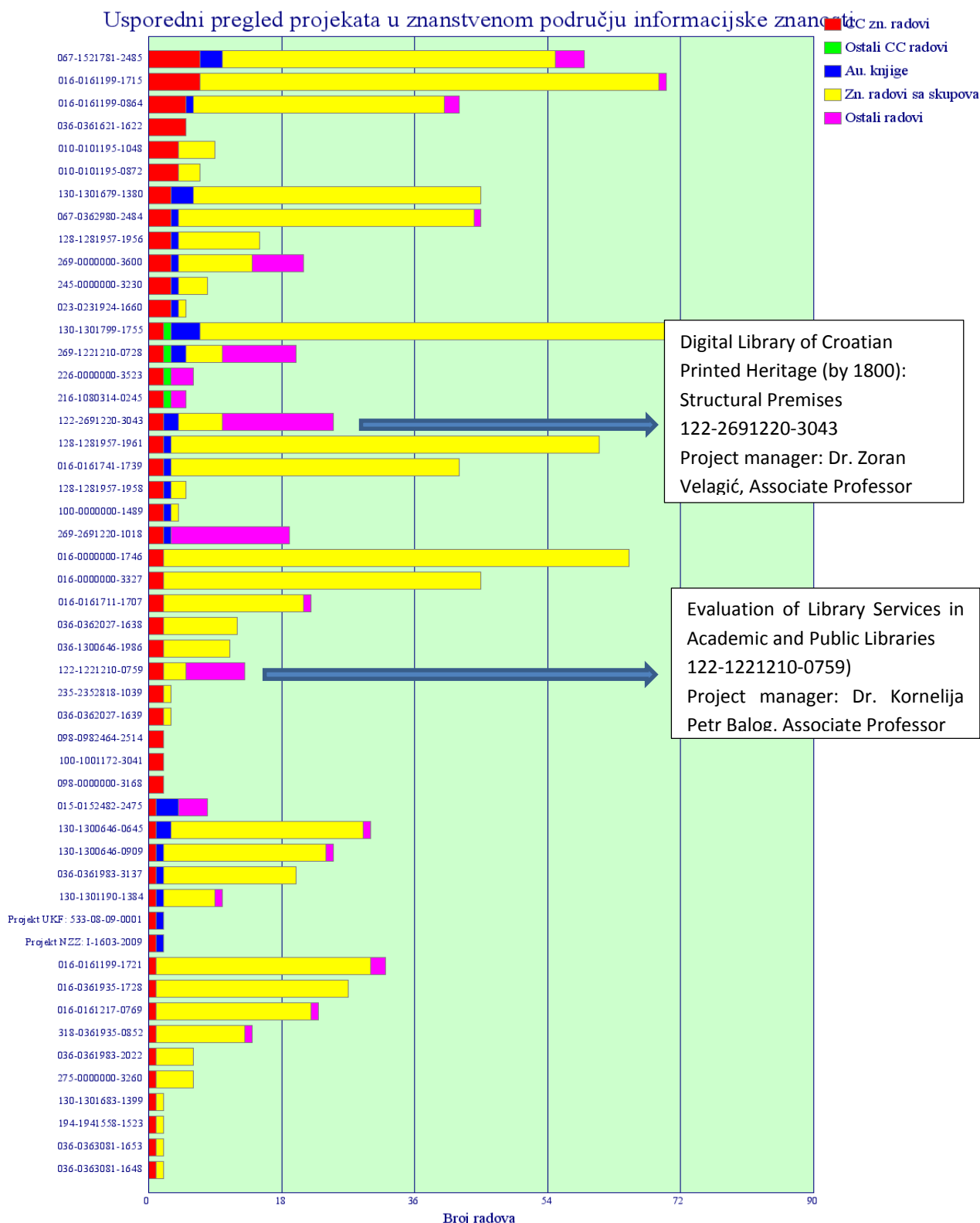


Figure 5.i.1. A comparative overview of the first 50 out of 240 national projects in total (MSES, UKF, NFS) in the field of information sciences per number and category of papers

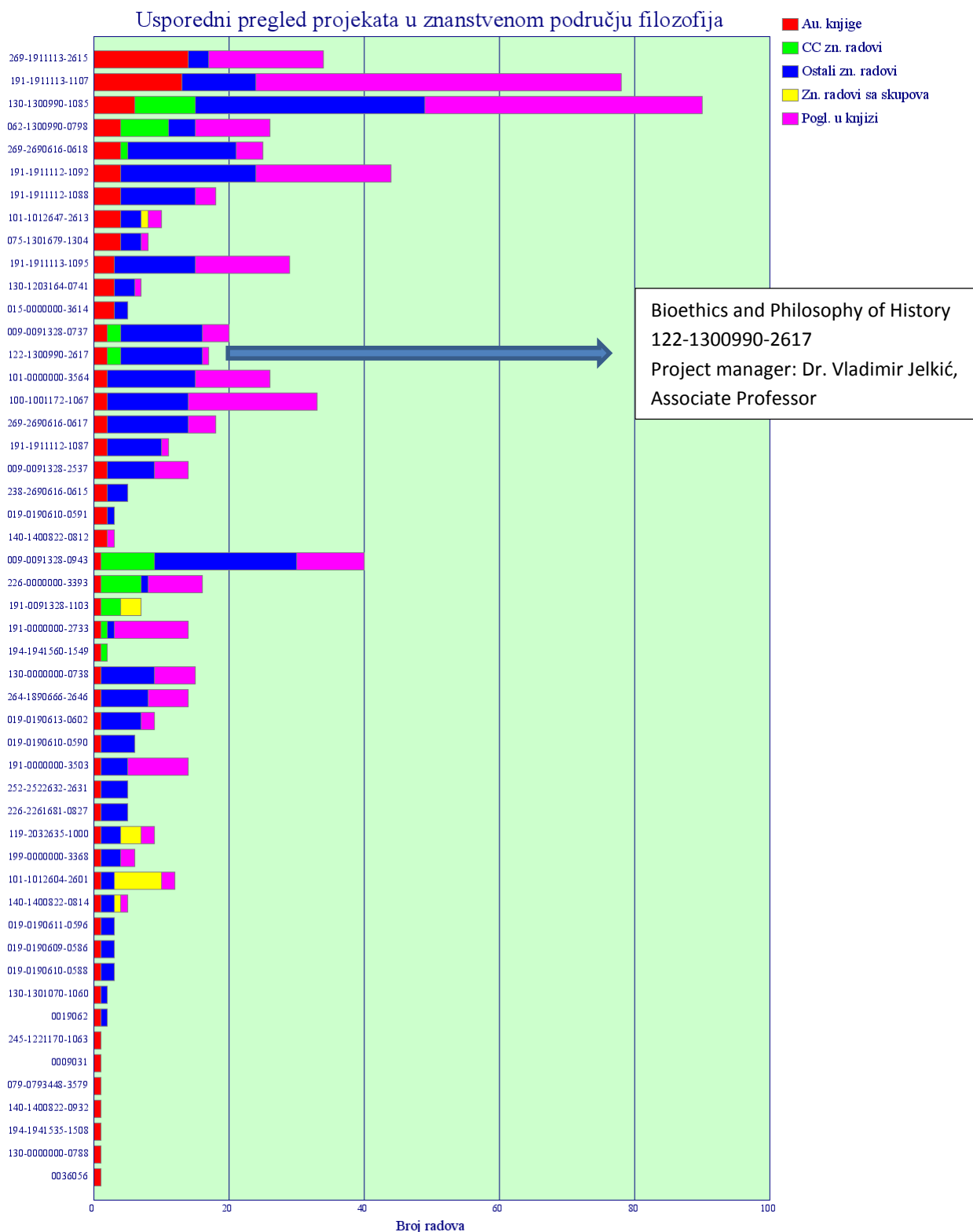


Figure 5.i.2. A comparative overview of the first 50 out of 150 national projects in total (MSES, UKF, NFS) in the field of philosophy per number and category of papers

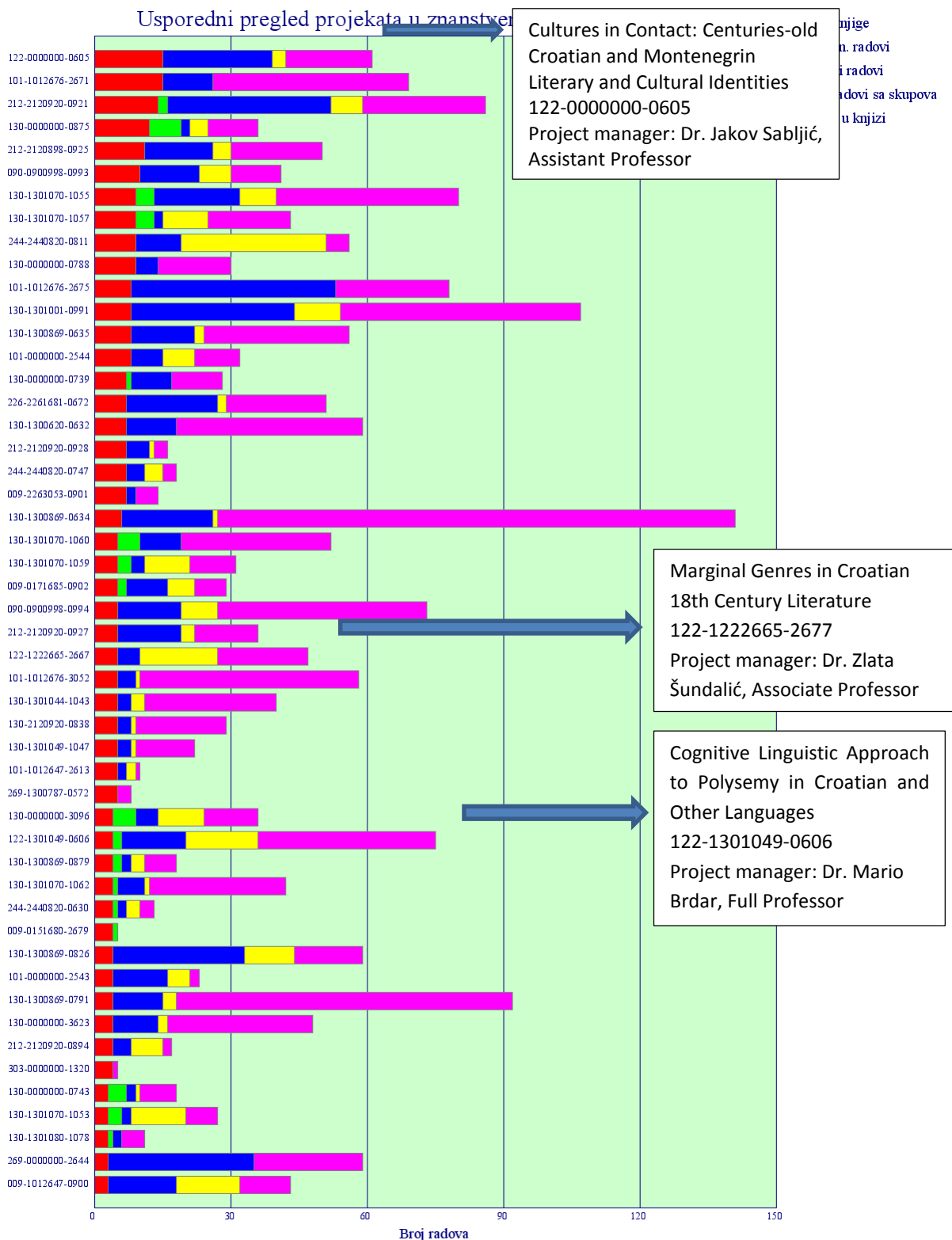


Figure 5.i.3. A comparative overview of the first 50 out of 300 national projects in total (MSES, UKF, NFS) in the field of philology per number and category of papers

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

- teaching
- intellectual and technological contributions to society and economy
- other institutional activities.

The results and methodology of research have been integrated into the teaching process at multiple levels with the aim to raise the quality of teaching objectives, that is, the acquisition of competences as formulated in the learning outcomes. The findings of scientific research contribute to the teaching process most effectively and immediately through a dynamic system of elective courses, but they also appear in the required courses at all study levels, that is, the undergraduate, graduate and postgraduate study programmes. The teachers of the Faculty of Humanities and Social Sciences in Osijek introduce the research elements through seminar papers, bachelor's and master's theses. However, it is at the postgraduate university study programmes that they are paid special attention to. Students are involved in research projects primarily through the preparation of their bachelor's and master's theses that are related to the research subjects. A great number of works that resulted from such research have become an important supplement to mandatory and recommended literature for certain courses. Another result of the research is the field work. Owing to the character of its activities, the Faculty of Humanities and Social Sciences in Osijek has found itself in a specific situation, due to the lack of prerequisites for a more immediate application of research results in industry and public sector, especially when it comes to research in the humanities.

Research results in the field of information sciences are applicable to the information and cultural institution operations, especially to the organisation of collections and the development services. They are also very useful to media subjects in ensuring a long-term accessibility of various contents, and they meet the needs of researchers of a wide variety of profiles due to their indispensable use in the development of national and local projects for the preservation and accessibility of printed materials, manuscripts and other heritage in different forms, and the establishment of digital collections based on the latest web standards and open source code tools. It is expected that the experimental digital collections for the presentation of written heritage and the principles upon which they are built, will serve as a starting point for the founding of a reference centre of the Croatian cultural and scientific written heritage. As a web service it would represent an outset for research conducted by various researcher profiles, contain meticulously processed and presented digital versions of the original, gather existing knowledge about the originals, provide detailed and comprehensive bio-bibliographic data, etc. It is envisaged that the establishment of the reference centre will be funded by a recently founded National and University Library Foundation.

The implementation of the projects has brought about a very productive collaboration with museums and other cultural institutions (e.g. the Museum of Slavonia in Osijek, libraries, etc.)

Workshops have been organized in collaboration with the local library associations (the Library Association of Slavonia and Baranja and the Association of Librarians in Zadar).

Various materials, in particular the museum holdings, which were collected during the research, have thus become accessible not only to the academic community but also the general public. The Faculty has established collaborative relationships with many libraries. The research results have remained at the disposal of these institutions, which have thus come into possession of valuable data they can now use in their management processes, without having to invest their staff's time or energy, or their financial resources which would have been otherwise spent on external associates entrusted with such work.

The above is complemented by philological research projects conducted as field research and in collaboration with monastery libraries (such as the one in Tvrdja in Osijek, Šarengrad, Vukovar, Ilok, Brod and Cernik).

The results of other philological research projects are applicable to the lexicographical practice, the development of translation tools, automatic text processing, etc. The project dealing with the study of idioms of the Slavonic dialect strengthens the awareness of the need to preserve and nurture local/regional idioms.

The research results of the projects conducted at the Faculty of Humanities and Social Sciences in Osijek are published in scientific journals, presented at national and international scientific and professional conferences, contributing thus to the systematic development and dissemination of nationally and internationally recognized excellence in education and research and to the transfer and application of knowledge for the benefit of the entire community.

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

There is an intensive publishing activity at the Faculty of Humanities and Social Sciences. There are currently five scientific journals published or co-published by the Faculty of Humanities and Social Sciences in Osijek (*Jezikoslovlje*, *ExEll*, *Libellarium*, *Život i škola*, and *Povijesni zbornik*) and four student journals (*Essehist*, *Hrvatistika*, *Aleph*, and *Libros*), while the launch of a new literary science journal is in its preparatory stage.

Jezikoslovlje

The linguistic journal *Jezikoslovlje* was launched in 1998. After the initial two years, the publication was discontinued for two years. It was resumed in 2002 and the journal has been issued regularly ever since. For the first two years, it was published once a year, but in the period from 2002 to 2011 it was published semi-annually. As of 2012, however, it has been published three times a year. At the same time its scope has increased from the initial 130-200 pages per year on average, followed by an increase to around 250-300 pages on average in the period from 2002 to 2011, to an average of 700 pages now that it is issued three times a year. The aim of the journal is to promote the constructive interaction between theoretical and descriptive findings by providing a broadly conceived forum for research in the traditional disciplines of linguistics, ranging from phonology and morphology to syntax, semantics and pragmatics, as well as for research from neighbouring disciplines. The importance of the

journal lies in the fact that it publishes contributions relevant to the linguistic community at large and reflects current trends in linguistic research in the above disciplines within the broad range of theoretical frameworks. This openness is also reflected in the wide variety of contributions: original scientific papers, review papers, discussions, book reviews, book notices, as well as conference reports. Languages of publication are Croatian, English and German. All papers are accompanied by abstracts and keywords in Croatian and in one of the other two languages.

The initial three-member Editorial Board responsible for the first two issues gradually expanded. Since 2002, in addition to the Editor-in-Chief, the journal has had a four-member Editorial Board consisting of the members from the Faculty of Humanities and Social Sciences in Osijek, three Editorial Secretaries from the Faculty and the Board of Consulting Editors consisting of 50 members, of which four are Croatian nationals and 46 are from abroad. In 2004 the Editorial Board consisted of seven members from the Faculty of Humanities and Social Sciences in Osijek. Since 2012 there have been 15 members in the Editorial Board (seven from the Faculty of Humanities and Social Sciences in Osijek, two from Zagreb and six from abroad), while the Board of Consulting Editors consist of 42 members (one from Croatia and as many as 41 from abroad, namely from Austria, Belgium, Denmark, Japan, Hungary, the Netherlands, Norway, New Zealand, German, Poland, Russia, USA, Slovenia, Spain, and Great Britain).

Papers published in the journal are categorized. The content of scientific papers has been classified by the UDC scheme. Joining the DOI system is also envisaged in the near future. Before they are published, the papers are subjected to a double-blind peer review process, while the Editorial Board decides on the suitability of book reviews, book notices and conference reports for publishing. All papers receive at least two reviews, or three, if necessary, which is referred to as super-review. As a rule, one reviewer is from Croatia and the other from abroad. In addition to the members of the Editorial Board and the Board of Consulting Editors, other eminent experts from Croatia or abroad can be included in the reviewing process if necessary. For that purpose, standardised forms in three languages are used, whereas the transition to the electronic, *online* review system is also envisaged.

The journal is indexed in the following databases: *CSA Linguistics and Language Abstracts (LLBA)*, *Linguistic Bibliography Online (BLOnline)*, *Linguistics Abstracts*, *MLA Directory*, *Germanistik*, *International Bibliography of Book Reviews of Scholarly Literature In the Humanities and Social Sciences (IBR)*, *Bibliographie linguistischer Literatur/Bibliography of Linguistic Literature (BLL)*, *EBSCO*, *Central and Eastern European Online Library (CEEOL)*. In the period from 2007 to 2010 the journal was included in the *Arts and Humanities Citation Index (AHCI)*, *Social Sciences Citation Index (SCCI)*, *Social Scisearch*, *Journal Citation Reports/Social Sciences Edition*, *Web of Science*. The journal's impact factor (IF) for 2009 was 0.067. Its SJR (SCImago Journal Ranking) in 2012 was 0.101.

All papers are available online, free of charge, at Hrčak Portal of Scientific Journals of Croatia, the *EBSCO*, and the *Central and Eastern European Online Library (CEEOL)*.

A total of 246 papers have been published so far, of which 176 scientific and 70 professional papers. Six thematic or special issues have been published (of which three were international conference proceedings). Many papers have been written by authors from the neighbouring

countries, such as: Bosnia and Herzegovina, Macedonia, Hungary, Slovenia and Serbia. As far as Croatian authors are concerned, apart from those from Osijek, many come from other Croatian universities, primarily from Zagreb, but also from Zadar and Rijeka. These data clearly demonstrate the regional importance of the journal. However, the journal's significance and impact cross the regional borders, as it includes papers authored by many researchers from the following countries: Armenia, Belgium, the Czech Republic, Estonia, France, Iran, South Africa, Canada, the Netherlands, Germany, Portugal, Poland, Romania, Russia, USA, Slovakia, Spain and Turkey. The papers published in the journal are regularly cited in other publications (which is evidenced by the WoS, Scopus, Google Scholar and Hrčak data), and some have been reprinted, with permission, in conference proceedings published by respectable international publishers. The papers published in the first issue in 2013 appeared on Hrčak portal in May 2013, and have been downloaded 709 times in total in a period shorter than six months. One of the papers from the thematic issue 6.1 (2003) has been downloaded 2.865 times, which speaks volumes about the interest in particular papers. Another paper from the special, double issue 9.1-2 (2008) has been downloaded 1.870 times and another one that appeared in the issue 12.1 has been downloaded 1.169 times. The total number of downloads of the papers from the thematic issue 6.1. is 5.589, those from the thematic issue 4.1. (2003) have been downloaded 2.517 times, and the total number of downloads of papers from the special, double issue 9.1-2 is 4.108.

Special consideration is given to young researchers from the Faculty of Humanities and Social Sciences in Osijek. 40 scientific and professional papers have been published in the journal, whose authors and co-authors studied at the postgraduate university study programme in Linguistics at the Faculty of Humanities and Social Sciences in Osijek, 11 papers were written by authors who obtained their PhD at other HE institutions and 12 papers by students who graduated from the Faculty of Humanities and Social Sciences in Osijek and who were or still are still pursuing their PhD in Linguistics at universities in Croatia or abroad. All of these papers were published at the very beginning of their academic careers, that is, before the academic advancement, which further testifies to the significant role of the journal.

ExELL – Explorations in English Language and Linguistics

Online journal *ExELL (Explorations in English Language and Linguistics* (<http://www.exell.ff.untz.ba/>)) is a joint publication of the Faculty of Humanities and Social Sciences in Osijek and the Faculty of Humanities and Social Sciences in Tuzla. It was launched in 2013 and has since published one issue. It includes six scientific papers authored by researchers from Bosnia and Herzegovina, Hungary, Spain, France and Sweden. It is a semi-annual journal which publishes original scientific and professional papers on all aspects of the English language and it is the first journal of this type in Croatia and Bosnia and Herzegovina. The papers are published in English and they are all categorized, assigned a UDC code and supplemented with abstracts and keywords in English.

The Editor-in-Chief is from the Faculty of Humanities and Social Sciences in Tuzla, while its Editorial Board consists of two members from each HE institution publishing the journal. The Board of Consulting Editors consists of 44 members (eight from Croatia, specifically Osijek, Zagreb, Split and Rijeka, two from Bosnia and Herzegovina, and the rest from Bulgaria,

France, Italy, Canada, China, Hungary, Germany, the Netherlands, Poland, Romania, USA, Singapore, Slovakia, Serbia, Spain, Sweden, Switzerland, Turkey, and the United Kingdom). All papers can be accessed, free of charge, on the journal website, and will soon be indexed in several databases. There have already been 300 visits recorded since the first issue appeared online in mid-September 2013.

Before they are published, the papers undergo a double-blind peer review, while the Editorial Board decides on the suitability of book reviews, book notices and conference reports for publication. All papers receive at least two reviews, or three, if necessary, which is referred to as super-review. In addition to the members of the Editorial Board and the Board of Consulting Editors, other eminent experts from Croatia or abroad can be included in the reviewing process if necessary. For that purpose, standardised forms are used.

Libellarium

Libellarium, Journal for the Research of the Written Word, Books and Heritage Institutions was launched in 2008. It was published autonomously by the Department of Information Sciences of the University in Zadar until 2012, and ever since it has been co-published with the Department of Information Science of the Faculty of Humanities and Social Sciences in Osijek. 2012 was also a year in which the thematic scope of the journal was expanded, as a result of which its subtitle, namely the “Journal for the Research of the History of the Written Word, Books and Heritage Institutions” was replaced by the current wording “Journal for the Research of the Written Word, Books and Heritage Institutions”.

The journal is issued semi-annually and publishes scientific papers, book notes and other materials used for the research of the written heritage. Papers are published in both Croatian and English, and only exceptionally in other languages, in particular Italian, French and German.

The objective of the journal is to encourage and promote the research of the past and present of the written word, books and heritage institutions. In a competitive environment of a multitude of international journals, *Libellarium* seeks to open a space for issues of national importance, since the Croatian written and printed heritage offers great opportunities for studying in accordance with contemporary research methodology, which had not been applied systematically or sufficiently in previous research. The journal encourages the publication of works that will introduce the Croatian written and printed heritage to the wider academic community, works that will promote research in accordance with the prevalent and the most recent research paradigms, and those that will examine the position of the written word in the contemporary social context. In this respect, special attention is given to contemporary publishing trends and the modern reception of the written word, which reflects the belief of the Editorial Board that the processes of creation, dissemination and reception of written discourse must be viewed in the overall continuity of their development.

The quality of papers and research excellence have been assured by an international Editorial Board and a dual-path peer-to-peer anonymous approach. Each contribution published in the journal is subject to evaluation and categorization by two reviewers. To ensure their objectivity and mobility, routine procedures and forms are used in the process of accepting and reviewing papers, as well as in the journal editing and publishing process. The published

scientific papers are categorized either as original scientific, professional, or review papers. They are assigned a UDC code and are supplemented with standard information.

The journal is published in printed and open access electronic form and is available on the journal web page,¹²⁰ at the Hrčak Portal of Scientific Journals of Croatia¹²¹ and through the international Directory of Open Access Journals (DOAJ).

In the five years since its first issue, 50 scientific papers have been published in *Libellarium*, written by authors from Croatia, Slovenia, England and Vojvodina. While the contributors are generally distinguished and experienced researchers, special attention is given to graduate and postgraduate students and professionals working in heritage institutions such as libraries and archives. The papers focus thematically on the history of books and libraries, the possibilities of using printed materials in historical research, the history of communication, the protection of materials, educational systems, production technologies, the issues of modern publishing, etc.

Život i škola

Život i škola, a journal of theory and practice of education, was launched in 1952. It is issued semi-annually and publishes papers in the field of pedagogy, psychology, didactics, and methodology. At the moment it is co-published by the Faculty of Humanities and Social Sciences and the Faculty of Teacher Education in Osijek. The Editorial Board consists of 21 members from different parts of Croatia and Slovenia, Hungary, Ukraine, Slovakia, Russia, Belarus and Macedonia. The papers are published in their original language, and summaries are written in both English and German. Scientific papers must be evaluated favourably by a double blind review. Professional papers undergo a blind review process, and if necessary, two. Other papers, book notes, short communications and conference reports, are evaluated by the Editorial Board. In addition to members of the Board of Consulting Editors, papers are reviewed by other experts from Croatia and from abroad, if necessary. Standardized forms are used in the reviewing process. The papers are classified under the usual categories: original scientific papers, review papers, preliminary communications and professional papers. All scientific and professional papers are assigned a UDC code. The three regular sections of the journal are: “Theoretical Issues”, “From the Practice” and “Book Notes”. As the journal evolved, so did the structure of the texts themselves. As a result, the majority of papers published today (59%) are categorized as scientific papers (original scientific papers, preliminary communications and review papers), while professional papers make up 27% and are primarily contributions of practitioners who discuss their own practice experience in education. Book notes provide information on the recent national and international publications in the field of education that are of relevance to the topics that the journal deals with. The level of the methodological structure of texts and supplementing sources corresponds to that required from scientifically relevant educational journals. The instructions for contributors, found in the back pages of each published journal, include the criteria that each category must meet, which makes it possible for the authors themselves to establish in

¹²⁰ <http://ozk.unizd.hr/libellarium/index.php/libellarium>

¹²¹ <http://hrcak.srce.hr/libellarium>

which category their paper belongs. According to the type of the text and the topics that particular texts deals with, the Editor-in-Chief selects reviewers of either the same or higher academic rank. Each paper is reviewed by two peers. They give recommendations as to whether the paper can be published and propose the category of the article, but the final decision is made by the Editor-in-Chief.

Although there are around 500 copies published of each issue, the journal is mainly followed online, where it has been available for the last ten years. *Život i škola* has recorded 284.334 visits online in the last five years, or 56.866 per year.

The journal has been indexed in the following databases so far: MLA International Bibliography, New York, USA; EBSCO Publishing, Editorial Department, Massachusetts, USA; Emerald Management Reviews database, United Kingdom; Ulrich Serials Analysis System, USA. The *online* version of the journal is also available.¹²²

Former Editors-in-Chief were Mirko Jirsak, Branko Ratkovičić, Ante Vukasović, Živojin Petrović, Nikola Barić, Hrvoje Vrgoč, Antun Kuntarić, Miroslav Dorešić, Ante Bežen, Viktor Himmelrajh, Ana Pintarić and Anđelka Peko.

Povijesni zbornik

The journal *Povijesni zbornik: The Annual for Culture and Historical Heritage* was launched as a double issue for 2006-2007, after which it was published regularly until 2009. After the first four issues it was discontinued, so that its fifth issue was published in 2012. The journal is published annually. Its aim is to publish not only studies, papers, contributions, remarks and review papers, but also the historical materials by Croatian and foreign authors, researchers, scholars and experts, as well as history students and students of related scientific disciplines. It is our intention to make *Povijesni zbornik* evolve into a scientific and professional publication that will address various historical topics from the earliest times to contemporary events of interest to the professional and academic community and the general public.

The contributions to the journal are published mainly in the Croatian language, but some have been published in the original languages and scripts of their authors, so far in Serbian and Macedonian. With the exception of the first issue (1-2), all papers have been supplemented with summaries in English, and as of the fifth issue, by keywords in both Croatian and English.

There were nine members in the Editorial Board of the first, double issue. This number was reduced to eight members (issue No. 3). The number of members of the Editorial Board was same in issue No. 4, but the fifth saw an increase to 11. From the launch of the journal, its Editorial Board members have been experts from other universities and institutions in Croatia in which History is studied (Zadar, Zagreb, and Slavonski Brod) and from abroad: Bosnia and Herzegovina, Macedonia, Hungary, Slovakia and Slovenia. Since 2012, in addition to the Editor-in-Chief and the Editorial Secretary, the Editorial Board has consisted of ten members, two of whom are from the Department of History of the Faculty of Humanities and Social Sciences in Osijek, five from Zagreb, Zadar and Slavonski Brod, and three from Hungary and Slovenia.

¹²² <http://hrcak.srce.hr> and <http://ffos.hr>

The papers are categorized and their content described by the UDC codes. Before publishing, they are subjected to a double-blind peer review, while the Editorial Board decides on the suitability of book notes, reviews of various cultural events, conference reports, etc. for publishing. The papers published in the first four issues are available in electronic form at Hrčak Portal of Scientific Journals of Croatia. No. 1 was issued in 2007 (5434 views), No. 2 in 2008 (3595 views), No. 3 in 2009 (613 views) and No. 4 in 2012 (787 views).

A total of 83 papers have been published: 46 original scientific papers, 13 professional papers, 1 review paper; and 23 remarks, critiques, and book notes. National authors are not only experts from Osijek, but also from universities and history institutions in Zadar and Zagreb. The majority of foreign authors are from Bosnia and Herzegovina, Serbia, Macedonia and Slovakia.

Since the launch of *Povijesni zbornik*, papers by students have also been published, as well as the papers by teaching assistants of the Department of History of the Faculty of Humanities and Social Sciences in Osijek prior to their academic advancement. Such papers were either written autonomously or were co-authored.

Aleph

The literary journal of the students of Croatian language and literature *Aleph* was launched in 1994. From its first issue in 2011 *Aleph* has been published regularly once a year. Due to certain changes in the Editorial Board and some other circumstances, the publishing was discontinued in the period 2011-2012, but it will resume in 2014 with the publication of a new issue. As the journal evolved, the initial number of pages (50-100) in the period from 1994 to 1999 increased to 100-500 in the period from 2000 to 2011. In addition to the increase in volume, *Aleph* is published either as a single or a double issue (single issue: 1994-1998, 2000, 2005-2006, double issue: 1999, 2002-2003 and 2006-2011).

The aim of the journal is to publish student papers that cover topics in the field of literature and the ways that literature permeates both other arts through an interdisciplinary and inter-media approach (film, music, theatre, visual arts, etc.) and other scientific disciplines in the field of humanities, such as linguistics, psychology, sociology, history, etc. In addition to papers on literary theory and seminar papers, the journal also publishes students' own literary works; interviews with literary authors and other artists whose activities and work enrich the artistic and cultural scene; translations of shorter works of art that have not yet been officially translated (in English, German, Macedonian, Russian and Polish); literary criticism and reviews of literary works or cultural and artistic events. The special character of the journal is reflected not only in theoretical and research papers, literary works and translations, but also in the active participation of its contributors in cultural and artistic events organized in the community, which are then presented in the form of a paper and published in the journal. The language of publication is Croatian. All papers are components of a specific thematic unit.

Both the Editor-in-Chief and the Editorial Board have changed several times. The Editorial Board consists of four to a maximum of six members and is made up exclusively by the students of the Faculty of Humanities and Social Sciences in Osijek. In 1996, under the editorial leadership of Kristina Peternai, *Aleph* received the Rector's Award.

The published series of the journal has been categorized in the City and University Library in Osijek. Before they are published, the papers undergo multiple proofreading and editing processes by students of Croatian language and literature. The launch of the electronic edition of the journal is envisaged in near future. More than 150 papers authored by students have been published, both by those studying at the Faculty of Humanities and Social Sciences in Osijek and at other faculties. In addition to Osijek students, the journal has established collaboration with students from other Croatian cities (Zagreb, Rijeka, and Split) and neighbouring countries such as Bosnia and Herzegovina, Serbia, and Macedonia.

Essehist

Essehist is a popular science journal for History students and students of other disciplines in the humanities and social sciences. It is published and edited by the students of History of the Faculty of Humanities and Social Sciences in Osijek. The student initiative started in 2008 and 2009 saw the first issue of the journal. Since then, there has been one issue published per year, and the journal has evolved into a regular annual.

Every issue of *Essehist* is thematically defined, and in addition to students' professional papers related to the topics discussed in the respective issue, there are also sections dedicated to the collaboration with teachers and various Croatian and foreign experts and researchers, featuring interviews, book and film reviews, photographs and similar short and interesting articles.

The reviewing process is primarily done by the senior academic staff and teaching assistants at the Department of History of the Faculty of Humanities and Social Sciences in Osijek. Apart from being reviewed, each paper is proofread and its summary is translated into English. Proofreading and translation of papers is performed by the students of Croatian Language and Literature and the students of English Language and Literature of the Faculty of Humanities and Social Sciences in Osijek, whereas graphic design is entrusted to professional designers. Besides the quality of papers, which are professionally reviewed, the original design of the journal is also quite impressive. Specific emphasis placed on the graphic design of the journal has resulted from its very nature, that is, its dedication to the popular science, and as such it serves the promotion and popularization of historical sciences and related disciplines within the humanities and social sciences.

Hrvatistika

Hrvatistika is a students' linguistic journal launched in 2006 by the students of Croatian Language and Literature at the Faculty of Humanities and Social Sciences in Osijek and Dr. Sanda Ham, Full Professor, who was the first Editor-in-Chief. The journal deals with various linguistic topics, attempts to encompass the entire linguistic discipline and gives precedence to the Croatian language, its history, morphology, syntax, dialectology, as well as linguistic issues in Croatian literary texts. Translations and current topics, such as book reviews, anniversaries, interviews, and reports from various linguistic events, have appeared as a regular feature in the last several issues. The aim of the journal is to promote the Croatian language among students as well as students' research activities through the publication of their own papers. However, the authors are not only students of Croatian Language and

Literature, but also students from other departments and other faculties. However, their papers must deal with linguistic issues. In 2010 the Ministry of Science, Education and Sports recognized it as a scientific journal and supported it financially.

The former Editors-in-Chief of *Hrvatistika* were Borko Baraban, Vanja Miškić, Domagoj Kostanjevac, Zvonimir Glavaš and Ivana Buljubašić. Editors-in-Chief and the Editorial Board are exclusively students of Croatian Language and Literature of the Faculty of Humanities and Social Sciences in Osijek and the publication itself is part of activities of the Linguistics Student Association *LingvOs*, which was founded in 2011. All papers published in the journal are reviewed and categorized. The reviewers are the academic staff of the Faculty. Depending on the specific thematic sections of the journal, the Editorial Board collaborates with the teachers of other departments teaching and researching linguistic matters. The content of scientific papers is described by UDC codes. The journal is published on an annual basis in printed form and its size since 2009 has varied between 190 and 280 pages. The papers published in the third issue and later papers are also available online, free of charge (on Hrčak Portal of Scientific Journals of Croatia).

Libros

Libros is a students' journal launched in 2009 by the students of Information Sciences of the Faculty of Humanities and Social Sciences in Osijek. It is issued regularly, once a year. The first issue was released in printed form in January 2010, while later issues (three in total) were issued in electronic form (in pdf format) in the *Open Journal System*, which enables simple publication of electronic papers and journals free of charge. Free online access is available to the current issue of *Libros*, published in October 2013.¹²³

The aim of the journal is to encourage the Information Science students to actively participate in cultural, scientific and professional conferences of relevance to their professional training and advancement. The journal also hopes to establish collaborative relationships with students from Osijek, the students of Information and Library Sciences from Zadar and Zagreb, as well as students who are studying related scientific disciplines abroad. It encourages the publication of students' papers that cover the topics related to their practicum experience, students' associations, volunteering activities, students' hobbies, tasks and participation in student conferences. The language of publication is Croatian and the authors are exclusively the students from the Faculty of Humanities and Social Sciences in Osijek. It also aims at exchanging experiences among students and serves as the source of current information.

The Editors-in-Chief and the Editorial Board have changed and/or expanded over years (from 2 to 3 Editors-in-Chief), whereas the Editorial Board has consisted exclusively of the students of Information Sciences of the Faculty of Humanities and Social Sciences in Osijek, who are also members of the Student Club of Information Sciences. Editors-in-Chief have also been the members of the Student Club of Information Sciences *Libros* (former Editors-in-Chief were Blaženka Čuić and Ivana Čadovska, while the current Editor-in-Chief is Tanja Krstanović).

¹²³ <http://oziz.ffos.hr/libros/>

Before they are published, the papers are proofread and edited by the Editors-in-Chief. So far, 16 papers have been published in printed and 37 in electronic form.

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.

In the last five years there have been three professional international projects conducted at the Faculty of Humanities and Social Sciences in Osijek in collaboration with the Cultural Association of the Danube Swabians of the State Baden-Wuerttemberg (*Donauschwäbische Kulturstiftung des Landes Baden-Württemberg*). These projects spanned over the period of one year.

In the academic year 2011-2012, in the frames of the project *Thaterpädagogisches Seminar* (Seminar in Theatre and Pedagogy), the visit of lecturers from the Ulm Academy of Dramatic Arts was funded. The visiting lecturers held 30 classes with the students of German Language and Literature. The project aimed at introducing students to the drama techniques and raising their awareness of using drama techniques in teaching German as a foreign language. The project resulted in directing and staging of three minidramas by the students themselves, featuring famous fairytales for children.

In the frames of the project *DAF-Spielwerkstatt Dokkica* (German language workshop at Dokkica) that was conducted during the winter semester of the academic year 2011-2012, the academic staff of the Faculty of Humanities and Social Sciences and the Faculty of Teacher Education of Osijek and their students held workshops on a voluntary basis. The plan and programme of the workshop held from November 2011 to the end of May 2012, was devised, also on a voluntary basis, by the first and second year students of the graduate study programme in German Language and Literature – specialization in Teacher Education (both single and double majors), as part of the course of Teaching the German Language to Young Learners. The objective of the project was to develop a sense of a foreign language and raise the motivation for learning German through the acquisition of fundamental communication skills in interesting ways and with materials tailored for children.

Within the frames of the project *Kochbuch der deutschen Grammatik* (A Cookbook of German Grammar) in the academic year 2011-2012, the preparation and publishing of two German textbooks and workbooks were funded, specifically *Kochbuch der deutschen Grammatik 1*, authored by Melita Aleksa Varga and Hrisztalina Hrisztova-Gotthard, and *Kochbuch der deutschen Grammatik 2*, authored by Vesna Bagarić Medve and Leonard Pon. The project participants were the employees of the Faculty of Humanities and Social Sciences in Osijek and the University of Pecs. The textbooks and workbooks provide a description and explanation of grammar topics in an innovative and fun way, in the form of “grammar cooking” recipes, and cover the language levels from A2 to B2.

All three professional projects have managed to involve the academic staff of the Faculty to the maximum, and thus accomplished the set project goals and yielded results that reflect the

joining of academic research, professional and volunteering activities for the benefit of the whole community.

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

The project *Theaterpädagogisches Seminar* has contributed to the popularization of the German language, because it has motivated the participating students to encourage their pupils to learn German through the involvement in drama projects in the German language, and to enrich the cultural life of their communities.

The project *DAF-Spielwerkstatt Dokkica* is of great significance for the education of MA students in Teacher Education, especially for the courses such as *Teaching German Language to Young Learners*, *German Language Teaching Methodology*, and *School Practicum*, and even more so for the participants of workshops themselves. During the preparation, implementation and analysis of activities with young learners, a mentor-student collaboration between teachers of the above courses and their students was established. *Dokkica* has gained well-trained workshop leaders in terms of language skills and teaching methodology, and the Faculty of Humanities and Social Sciences in Osijek has had the opportunity for the practical application of theory taught in the frames of specific courses. Moreover, the Faculty of Humanities and Social Sciences in Osijek has made its resources available to the wider community. The main purpose of the project has been accomplished, that is, the popularization of the German language and motivating pupils to learn German from an early age. The collaboration resulting from the project has, by implication, reflected on the development of the national economy, the services sector and state administration, because the Teacher Education graduates will be equipped for autonomous work, while the popularization of German as a foreign language in Osijek may, by placing emphasis on the development of multilingualism, secure better opportunities for establishing contacts with various institutions and sectors from the German-speaking countries in the long run.

The textbooks that resulted from the project *Kochbuch der deutschen Grammatik* break down the stereotypes connected with the German language and contribute to its popularization, having thus an impact on the secondary education sector.

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

A systematic policy of monitoring the scope and quality of research at the Faculty has been defined in *The Quality Assurance Strategy* and *The Quality Policy*,¹²⁴ both of which give precedence to the advancement of scientific research quality at the Faculty of Humanities and Social Sciences in Osijek. The elements of monitoring the scope and quality of research have been defined in the *Guide to Quality Assurance of Education and Research at the Faculty of*

¹²⁴ <http://web.ffos.hr/kvaliteta/?id=39>

*Humanities and Social Sciences in Osijek*¹²⁵. The Guide is based on the *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)* by ENQA - *European Association for Quality Assurance in Higher Education*¹²⁶. Chapter 5 – *Analysis of Scientific Research and Professional Activities* and Chapter 5.1 – *Analysis of Scientific Research and Professional Activities for the Community* define the objective, the holder, the person responsible, the list of indicators to be monitored and analyzed, the time frame and implementation course of action, as well as the procedure following the analysis. The objectives of these activities are the monitoring, the quality analysis and the advancement of research and professional activities of the Faculty. The holders of these activities are the Vice-Dean for Research and International Cooperation, the Vice-Dean for Outreach and Development and the Head of the Quality Assurance Office, while the person responsible for the implementation is the Vice-Dean for Research and International Cooperation. An annual report on research activities is made in the current year for the previous year. The results of the analysis of the collected indicators are submitted to the Quality Assurance Committee in the form of a report. The report is kept at the Quality Assurance Office. Based on the analysis, the Vice-Dean for Research and International Cooperation in collaboration with the Quality Assurance Committee adopts recommendations for the improvement of those areas of scientific research where it is required. The Faculty Administration, heads of all departments and project managers are introduced to these recommendations.

The systematic and continuous HE institution policy on the monitoring of the research scope and quality partly overlaps with, and is to a certain degree amended by, additional analyses and reports submitted regularly by the Faculty to the Rector's Office of the Josip Juraj Strossmayer University in Osijek and to the Ministry of Science, Education and Sports for the purpose of the research programme funding. Also, included are the Dean's reports on the Faculty's operations, which also cover certain aspects of research and are submitted to the Faculty Council; the reports on the condition and indicators of the doctoral education, which were submitted to the Agency for Science and Higher Education for two postgraduate university study programmes of the Faculty in 2013;¹²⁷ the reports on research productivity that are submitted to the Croatian Bureau of Statistics; regular internal audits conducted by the Quality Assurance System; the reports on the implementation of the *Strategic Plan of the Faculty*; periodic self-evaluations, etc.

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).

The Faculty of Humanities and Social Sciences in Osijek systematically and continuously attends to its policy of rewarding various forms of research activities, such as publication of

¹²⁵ http://web.ffos.hr/kvaliteta/dat/s_48/File/Prirucnik_II._izdanje%20%281%29.pdf

¹²⁶ http://www.enqa.eu/files/ESG_3edition%20%282%29.pdf

¹²⁷ The reports were submitted to the Agency for Science and Higher education on 30 June 2013.

papers and books or participation in international projects. The specific objective 2.9. – Develop a system of rewarding scientific research activities of Faculty staff – has been defined in the *Strategic Research Programme*, whereas at the beginning of 2013, the Quality Assurance Committee of the Faculty of Humanities and Social Sciences in Osijek and the Quality Assurance Office developed recommendations on awarding teaching staff¹²⁸ and the *Draft Regulations* that would regulate it. These *Regulations* are expected to be adopted at the Faculty Council meeting at the beginning of 2014.

If they should so require for their research, the employees of the Faculty are provided language assistance by English or German instructors, technical assistance by administrative officers in preparing the manuscript for publication, and all the information about the calls for conferences, the submission of papers or book manuscripts are promptly published on the Faculty Research Portal¹²⁹ and further disseminated via mailing lists and by heads of departments. Through subscription to the selected databases (*Project Muse, Cambridge Journals Online, Emerald*) and interlibrary loans, the Faculty has provided its researchers with access to journals and book collections, as well as to the latest research accomplishments in their respective research area. The teaching staff have the right to the sabbatical (which may span over the whole academic year or only one semester) for the purpose of research or professional training¹³⁰.

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

The Faculty ensures the application of European standards outlined in the *European Charter for Researchers*¹³¹, as well as the recommendation of the European Commission to EU Member States on the implementation of these standards¹³². It is mainly related to ensuring the freedom of research, opinion and speech, respecting the ethical principles appropriate for our research fields, the ethical standards defined in the national, sectoral or institutional codes of ethics, and respecting intellectual property rights. According to *The European Charter for Researchers*, researchers must refrain from all types of plagiarism and adhere to the principles of intellectual property and joint ownership of the results if the research is conducted in collaboration with mentors and/or other researchers. The researchers are familiar with the strategic objectives of the Faculty and the sources of funding, and are required to obtain all necessary permits and approvals from the Faculty before they begin with their research or use the allocated resources. They should adhere to the principles of proper, transparent and efficient management of funds and cooperate with authorized reviewers of their research. The methods of collecting and analyzing, the results and, where possible, detailed research data,

¹²⁸ <http://web.ffos.hr/kvaliteta/?id=77> Vidi dokumente Nagrađivanje nastavnika od 24. siječnja 2013. i Pohvaljivanje nastavnika i asistenata od 7. veljače 2013.

¹²⁹ <http://web.ffos.hr/portal/>

¹³⁰ <http://www.ffos.unios.hr/?id=44> Vidi Pravilnik o korištenju slobodne studentske godine.

¹³¹ <http://ec.europa.eu/euraxess/index.cfm/rights/europeanCharter>

Translation into Croatian is available at: http://www.mobilnost.hr/prilozi/04_41_04_41_Povelja_istrzivace.pdf

¹³² <http://ec.europa.eu/euraxess/index.cfm/rights/recommendation>

shall be made available to internal or external reviewers whenever necessary or required by the competent authority. The researchers are familiar with their responsibility towards their employers, the clients of their research and other relevant public and private entities, and, on the ethical level, towards the society in general. The researchers should at all times respect the principles of safe working conditions in accordance with national legislation, including taking all necessary steps to protect health and safety, and protective measures against the failure of information technology, for example, by preparing appropriate strategies for data backup. They should also be familiar with applicable national laws on data protection and confidentiality, and take all necessary steps to ensure their compliance with such laws at all times. All researchers should, in accordance with their contractual obligations, ensure the dissemination and use, that is, the publication and application of their research results in other types of research, or, where appropriate, their commercialization. The researchers should ensure that the general public is familiarized with their research activities, in the manner that even the lay people can understand, which enhances the understanding of science by the general public. With its own publishing and popularization activities and its participation in the popularization activities of other stakeholders, the Faculty is actively involved in the dissemination and application of research results. The researchers should, at all stages of their professional development, strive for continuous improvement through regular updating and expansion of their skills and knowledge. Such endeavours are actively supported by the Faculty.

The above principles and requirements have been additionally regulated in national legislation, the provisions of which are fully implemented by the Faculty. Articles 2, 4 and 112 and the Title VI of *The Act on Scientific Activity and Higher Education*¹³³ regulate the academic freedom in research, the rights and obligations, as well as disciplinary responsibility of the teaching staff and associates, the ethics in Science and Higher Education and the work of the Ethics Committee in Science and Higher Education. Furthermore, the Faculty applies the provisions of the *Statute of the University of Josip Juraj Strossmayer in Osijek*¹³⁴, in particular its Articles 68 to 71, which regulate the work of the University Ethics Committee and its constituents, and provisions of Articles 170, 171, and 195 governing the disciplinary responsibility of students and teachers. It also applies the provisions of the *Code of Ethics of the Josip Juraj Strossmayer University in Osijek*¹³⁵, which lists the following fundamental ethical principles that are promoted by the academic community of UNIOS: equity and justice, lawfulness, integrity, equality, academic freedom, academic excellence, scientific criticality, mutual respect and the protection of human rights and dignity, responsibility in science and higher education, responsibility in business relations and relations with the public, the responsible use of modern technology and the protection of nature, animals and the environment. In addition, according to the *Statute of the Faculty of Humanities and Social Sciences in Osijek*¹³⁶ (Articles 49 to 51) the Ethics Committee consisting of five members was established as a standing body of the Faculty Council, which acts in accordance with the *Code*

¹³³ <http://www.zakon.hr/z/320/>

¹³⁴ <http://www.unios.hr/uploads/50STATUT%2013.%20PROCISCENI%20srpanj-rujan%20konacno.pdf>

¹³⁵ <http://www.unios.hr/uploads/50EtickiKodeks.pdf>

¹³⁶ <http://www.ffos.unios.hr/?id=44> See: The Statute of the Faculty of Humanities and Social Sciences in Osijek

of Ethics of the Josip Juraj Strossmayer University in Osijek and the Rules of Procedure of the Ethics Committee¹³⁷, which define the work of the Committee in more detail. The Ethics Committee monitors the implementation of the *Code of Ethics of the University* at the Faculty, establishes the violations of the *Code of Ethics of the University* at the Faculty, instigates the proceedings for the violation of the *Code of Ethics of the University* at the Faculty on its own initiative or the initiative of the teaching staff, other employees, students, or other persons who believe that the *Code of Ethics of the University* has been violated in a particular case. In the case of serious violation of the *Code of Ethics*, the Ethics Committee shall submit to the Dean of the Faculty a proposal for the instigation of the disciplinary action, prepare annual reports on its activities, the procedures carried out for the purpose of establishing the violation of the Code of Ethics and submit them to the Dean of the Faculty and the Faculty Council.

Also, when contracts with MSES on conducting research projects were signed, the project managers were required to sign a Consent on the responsible conduct of research and research integrity. The head of the institution and the project manager shall ensure the responsible conduct of research. Similar binding statements, consents and contracts on the responsible conduct, respecting of intellectual property rights and the application of ethical principles shall be signed along with the contract on conducting research projects with other contracting authorities (CSF, UNIOS, European Commission).

In the procedure of recruitment, appointment and advancement into scientific rank of the best research staff, the principles and conditions of the *Code of Conduct for the Recruitment of Researchers*¹³⁸, the provisions of the *Statute of the Josip Juraj Strossmayer University in Osijek* and the *Ordinance on the Advancement into Academic rank, Artistic-Teaching Rank, Teaching, Assistant and Professional Titles, and Corresponding Job Positions at the Josip Juraj Strossmayer University of Osijek* are also applied. Competitions are published on the Faculty website, in daily newspapers, the Official Gazette, and on the EURAXESS Portal.¹³⁹ They provide a detailed description of the required knowledge and competences and set reasonable deadlines for the implementation of the procedure. The members of the Academic Advancement Committee are selected based on their areas of expertise and competence. The conditions and the procedure for the academic advancement of candidates are transparent, and all candidates are informed about the outcome by the end of the competition procedure. In the recruitment procedure of young researchers, in addition to the basic criteria prescribed in the Regulations, other criteria, such as academic achievements, are also considered. The most successful students in their class or for the duration of studies are selected, which is verified by the average score, the duration of studies or recommendations by academic staff. If necessary, interviews are conducted during the recruitment procedure, which assist in determining the total candidates' potential, experience and strengths, in particular: inclination towards scientific research, a career development plan, teaching experience, teamwork experience, experience in the transfer of knowledge, research management experience, the mobility period, other qualifications, etc. The academic staff is remunerated in accordance

¹³⁷ <http://www.ffos.unios.hr/?id=44> See: The Rules of Procedure of the Ethics Committee

¹³⁸ <http://ec.europa.eu/euraxess/index.cfm/rights/codeOfConduct>

¹³⁹ <http://ec.europa.eu/euraxess/index.cfm/jobs/jvSearch>

with national legislation (pension and health insurance are included), securing thus uninterrupted scientific research. The equality based on gender, age, nationality and social status is ensured by the recruitment procedure.

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

The Faculty of Humanities and Social Sciences in Osijek has considerable research and professional potential, motivated and young research staff, good research reputation, experience and infrastructure, intensive research production, a policy that encourages publishing activities and the advancement of young researchers, a diversity of research, professional and popularization activities, productive collaboration with other HE and scientific institutions, as well as a highly-developed system of support, monitoring and improvement of the quality of research and professional activities, so that our current situation is quite satisfactory. What we are less satisfied with is the reliance on mostly domestic sources of funding projects (17 national and four international projects) and a slightly lower indexing and citation in WoS and Scopus databases in the field of humanities when compared to the social sciences. However, a number of steps have been taken to overcome this and a steady increase in the number of all bibliometric indicators and applications for international competitions has already been recorded.

We are, however, concerned about some **external threats** that affect our research activity, such as: limited financial resources that are hardly sufficient for all research activities, which is partly due to insufficient respect for the value of the humanities in society, the underrated position and reduced funding of humanities and social sciences, uncertain conditions for academic advancement of the teaching staff that impede the researchers' career planning, bureaucratization of project application procedures and project administration, the overbearing influence of market-based logic and commercialisation on the HE institutions in the field of humanities and irregular, haphazard and non-transparent funding of research activity which prevents targeted and detailed long-term strategic research planning.

Through the additional mobilisation of our own resources, taking various opportunities and through strategic and targeted planning of research activities, we are continually trying to overcome the observed internal weaknesses and external threats. The accomplishment of the following objectives and improvements is envisaged in the following period (detailed activities and operational plans are listed in the *Strategic Plan of the Faculty* and the *Strategic Research Programme*. We plan to:

- raise the qualitative and quantitative research indicators (increase all scientometric and bibliometric indicators and ratios);
- increase the number of internationally funded projects;
- improve the visibility and recognisability of academic potential and research productivity of the Faculty;
- intensify the dissemination of research;
- increase the number of papers resulting from international cooperation;
- create a repository of doctoral dissertations and join the *DART-Europe E-theses Portal*

- increase the amount of allocated funds for programme funding of research (MSES);
- increase the amount of Faculty's resources for research activities and infrastructure;
- raise the quality of scientific journals published by the Faculty (indexing in databases, national and international categorization);
- launch new scientific journals;
- enhance the networking of the researchers at the Faculty for the purpose of joint research;
- intensify student involvement in research, especially the involvement of doctoral candidates;
- intensify activities aimed at popularization of the sciences and profession;
- introduce a system of rewarding research activities and incentive measures for researchers who publish their works in highly ranked journals or participate in international projects;
- secure administrative and expert assistance for submission of project proposals and project implementation;
- increase the outgoing mobility of teachers for the purpose of teaching, professional training and research work;
- strengthen the research potential of the Faculty by academic advancement: it is expected that 24 teaching assistants and junior researchers will obtain their PhDs in the period from 2013 to 2017. At least 22 of the current senior research assistants should be appointed to the academic rank of research associate. It is expected that 50 researchers will be promoted to higher academic ranks (30 to the rank of associate professor, 14 to the rank of full professor and 6 to the rank of full professor with tenure);
- appoint the Academic Research Board of the Faculty of Humanities and Social Sciences in Osijek that would deal with all issues related to research activities;
- found the Doctoral School of the Faculty of Humanities and Social Sciences in Osijek
- establish the Academic Research and Project Management Office with at least one trained project manager or part-time employment of a project manager on a limited duration contract for specific projects.

The procedures and results of the development and implementation of strategic documents and reports of the Faculty on conducted analyses and audits that are, to a certain degree, related to research activities, have been extremely extensive, but ultimately very constructive. In the period from 2010 to 2013, over 20 strategic documents and reports were developed, covering the various aspects of research activities. These are:

- Strategic Plan of the Faculty (2011);
- Revised Strategic Plan of the Faculty (2013);
- Biennial reports on the monitoring of the Strategic Plan implementation (since 2011);
- Development of the Strategic Research Programme (2013);
- Biennial reports on research activities (since 2011);
- Biennial reports on international cooperation (since 2011);
- Two reports on the condition of doctoral education in the Republic of Croatia (2013);

- Report on research activity for research programme funding for 2012, submitted to MSES;
- Three reports on the internal audits of the Quality Assurance System;
- Three Dean's reports on the Faculty activities;
- Development of the Self-Evaluation and supplementing documents for an independent external audit of the Quality Assurance System (2010);
- Development of a series of recommendations by the Quality Assurance Committee of the Faculty of Humanities and Social Sciences in Osijek (annually, per submitted report); and
- Development of the present Self-Evaluation for the purposes of the re-accreditation procedure (2013).

The multiplication and reduplication of requests to HE institutions for data collection, the analysis of activities and for research indicators by numerous stakeholders in science is apparent, and sometimes one gets the impression that these requests are uncoordinated, incommensurable, imprecise and not adjusted to the state and conditions in specific scientific fields and institutions, and as such begin to pose an additional administrative burden and an obstacle to the efficient performance of the Faculty's primary tasks. On the other hand, we believe that, as a result the development of all the above-mentioned strategic documents, of conducting all monitoring activities, analyses and audits, and the recommendations obtained from internal and external stakeholders, we have evaluated our position, strengths, weaknesses, threats and opportunities in the field of research activity objectively and realistically and that, based on the acquired knowledge, we are able to effectively target, plan, direct and promote the research activity of the Faculty.

Table 5.1. Mentors

(Mentors for the research 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 university study programme Linguistics (Jezikoslovlje)	13	30	14
Postgraduate university study programme Literature and cultural identity (Književnost i kulturni identitet)	10	9	7

* Only the highest category of works in a specific field is taken into account..

Table 5.2. Sources of funding for research projects

Start year	Project (name)	Duration (months)	State budget (MSES)	State budget (UNIOS)	Local government budget	EU funds	Business sector - private companies	Business sector - public companies	Other sources (list which)	TOTAL (HRK)
2007	Language and Style of Regional Periodicals	84	95,000.00							95,000.00
2007	Slavonian Dialect	84	95,000.00							95,000.00
2007	Centuries-Old Croatian and Montenegrin Literary and Cultural Identities	84	191,333.00							191,333.00
2007	Evaluation of Library Services in Academic and Public Libraries	84	159,333.00							159,333.00
2007	Marginal Genres in Croatian 18th Century Literature	84	120,000.00							120,000.00
2007	The Language of Croatian Glagolitic Breviaries	84	78,333.00							78,333.00
2007	Bioethics and Philosophy of History	84	156,667.00							156,667.00
2007	Cognitive Linguistic Approach to Polysemy in Croatian and Other Languages	84	435,000.00							435,000.00
2007	Book Heritage in Croatian Libraries: Challenges of Discovery and Interpretation	84	218,667.00							218,667.00
2007	Digital Library of Croatian Printed Heritage (By 1800): Structural	84	170,000.00							170,000.00

Start year	Project (name)	Duration (months)	State budget (MSES)	State budget (UNIOS)	Local government budget	EU funds	Business sector - private companies	Business sector - public companies	Other sources (list which)	TOTAL (HRK)
	Premises									
2010	Croatian Science Foundation Project "International Collaboration Workshop for Strengthening Quality of Life and Health Research Resources in Croatia"	12		34,574.26						34,574.26
2013	Croatian Renaissance Polyhistorians in Morhof's <i>Polyhistor</i>	12		6,264.00						6,264.00
2013	Analysis of the Mutual Influence of Croatian and English in the Context of the Modern IT Environment	12		7,370.00						7,370.00
2013	Media Subject of Poetry, Literary Criticism and Science	12		10,200.00						10,200.00
2013	Newspapers as a Source of Scientific Information in the Social Sciences and Humanities	12		12,000.00						12,000.00
2013	Storytelling and Identity	12		5,324.00						5,324.00
2013	New Forms of Youth Risk Behaviours	12		8,670.00						8,670.00
2013	The Slavonian Theatre and its Setting	12		4,526.00						4,526.00

Table 5.3. Sources of funding for professional projects

Start year	Project (name)	Duration (months)	State budget (ministries and public administration)	Local government budget	International funds	Business sector - private companies	Business sector - public companies	Other sources (list which)	TOTAL €
2011	The Theatrical/Educational Seminar Kazališno-pedagoški seminar (<i>Theaterpädagogisches Seminar</i>)	12						<i>Donauschwäbische Kulturstiftung des Landes Baden-Württemberg</i>	1,400.00
2011	Playroom for German as a Foreign Language (<i>DaF Spielwerkstadt Dokkica</i>)	12						<i>Donauschwäbische Kulturstiftung des Landes Baden-Württemberg</i>	1,596.00
2011	Production and printing of the handbook <i>Kochbuch der deutschen Grammatik</i> .	12						<i>Donauschwäbische Kulturstiftung des Landes Baden-Württemberg</i>	2,327.00

Table 5.4. List of research and developmental projects

List of active research and developmental projects awarded by MSES, with names of project managers	
1) Cognitive Linguistic Approach to Polysemy in Croatian and Other Languages	Dr. Mario Brdar, Full Professor
2) Bioethics and Philosophy of History	Dr. Vladimir Jelkić, Associate Professor
3) The Language of Croatian Glagolitic Breviaries	Dr. Loretana Farkaš Brekalo, Full Professor
4) Slavonian Dialect	Dr. Ljiljana Kolenić, Full Professor
5) Book Heritage in Croatian Libraries: Challenges of Discovery and Interpretation	Dr. Jelena Lakuš, Assistant Professor
6) Centuries-Old Croatian and Montenegrin Literary and Cultural Identities	Dr. Jakov Sabljčić, Assistant Professor
7) Evaluation of Library Services in Academic and Public Libraries	Dr. Kornelija Petr Balog, Associate Professor
8) Language and Style of Regional Periodicals	Dr. Vlasta Rišner, Full Professor
9) Marginal Genres in Croatian 18th Century Literature	Dr. Zlata Šundalić, Full Professor
10) Digital Library of Croatian Printed Heritage (By 1800): Structural Premises	Dr. Zoran Velagić, Associate Professor
List of active research, artistic and developmental projects from other national sources (UKF, NSF, other state institutions or Croatian industry), with the names of project managers	
1) Croatian Renaissance Polyhistorians in Morhof's Polyhistor (UNIOS)	Dr. Davor Balić, Assistant Professor
2) Analysis of the Mutual Influence of Croatian and English in the Context of the Modern IT Environment (UNIOS)	Dr. Tanja Gradečak-Erdeljić, Assistant Professor
3) Media Subject of Poetry, Literary Criticism and Science (UNIOS)	Dr. Sanja Jukić, Assistant Professor
4) Newspapers as a Source of Scientific Information in the Social Sciences and Humanities (UNIOS)	Dr. Maja Krtalić, Assistant Professor
5) Storytelling and Identity (UNIOS)	Dr. Kristina Peternai Andrić, Associate Professor
6) New Forms of Youth Risk Behaviours (UNIOS)	Dr. Daniela Šincek, Assistant Professor
7) The Slavonian Theatre and its Setting (UNIOS)	Dr. Ivan Trojan, Assistant Professor

List of active research and developmental projects awarded by international funds, with the names of project managers

1) FP7 project MIME - Mobility and Inclusion in Multilingual Europe (contract with the European Commission signed 29/11/2013)	Dr. Francois Grin, Full Professor (UNIGE); Manager of WP7 Dr. Marija Omazić, Associate Professor
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Table 5.5. Bibliography (in the last 5 years)

A. 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 ¹⁴⁰
Publications in journals included in the CC, WoS and Scopus databases	CC = 28 ¹⁴¹	25	28/103 (0.27)
	WoS = 62 ¹⁴²	10	62/103 (0.60)
	Scopus = 93	28	93/103 (0.90)
Other peer-reviewed publications included in the databases recognized in the advancement into academic rank (social sciences)¹⁴³	ERIC = 1	0	1/31 ¹⁴⁴ (0.03)
	Inspec = 23	17	23/31 (0.74)
	LISTA (LISA) =	4	19/31 (0.61)
	MEDLINE = 5	5	5/31 (0.16)
	PsycINFO = 9	5	9/31 (0.29)
	Academic Search Complete ¹⁴⁵ = 17	11	17/31 (0.54)
	SocINDEX with Full Text ³¹ = 12	8	12/31 (0.38)
Other peer-reviewed publications <u>not</u> included in the databases, but recognized in the advancement into academic rank (social sciences)¹⁴⁶	A1 = 15	2	15/31 (0.51)
Other peer-reviewed publications recognized in the advancement into academic rank (A1 and A2 – humanities)¹⁴⁷	A1 = 280	36	280/72 ¹⁴⁸ (3.88)
	A2 = 307	17	307/72 (4.26)
Authorship of books published abroad	21	7	21/103 (0.20)

¹⁴⁰ The number of teachers among the staff comprises those with academic rank and senior teaching assistants. The total number includes also retired and former employees who worked at the FFOS in this period. Employees who worked at the faculty only for a year during the review period, according to the instructions of ASHE (AZVO), are included in the total number, although this has a negative effect on the ratio of the number of publications per number of teachers.

¹⁴¹ All these publications can be found in WoS, so that the total number in this category is 155.

¹⁴² The total result for the database WoS for the past five years is 87, but the number of professional papers has been deducted and put into the category of **Professional publications**.

¹⁴³ Due to the fact that, according to the *Ordinance on the conditions for the advancement into academic rank* the requirements for the social sciences and humanities are not the same, in the category **Other peer-reviewed publications recognized in the advancement into academic rank** only publications in the field of social sciences are included.

¹⁴⁴ In this category, regarding the ratio of the number of papers / number of teachers, the number of teachers refers to the teachers in the field of social sciences, apart from Dr. Hrvoje Lepeduš, associate professor, who has been an employee of FFOS since 1 February 2013 and his previous papers are not included in FFOS publications.

¹⁴⁵ These databases are not recognized in the advancement into academic rank, but they are listed because they contain the papers of our teachers in the social sciences.

¹⁴⁶ The category **Other publications not included in the databases, but recognized in the advancement into academic rank** contains the research papers of our teachers in the field of social sciences that are not included in the databases.

¹⁴⁷ The category **Other publications recognized in the advancement into academic rank** contains the papers in the field of humanities only, which have been published in the journals cited in the *Ordinance on the conditions for the advancement into academic rank* and they are recognized in the advancement into academic rank.

¹⁴⁸ In this category, regarding the ratio of the number of papers / number of teachers, the number of teachers refers to the teachers in the field of humanities.

A. 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 ¹⁴⁰
Authorship of books published in Croatia	75	9	75/103 (0.72)
Publications in national journals with international peer review	62	3	62/103 (0.60)
Peer-reviewed publications in proceedings of international conferences at home and abroad	65	18	65/103 (0.63)
Publications in national journals with national peer review	76	9	76/103 (0.73)
Professional publications	273	15	273/103 (2.65)
Chapters in peer-reviewed books	32	12	32/103 (0.31)
Peer-reviewed publications in proceedings of national scientific conferences	35	3	35/103 (0.33)
Editorship of foreign books	8	3	8/103 (0.07)
Editorship of national books	96	11	96/103 (0.93)

Table 5.6. Research productivity of the organisational units

Publication category	Total number of publications ¹⁴⁹	Publication number/ teaching staff number ratio for each unit ¹⁵⁰								
		SOCIAL SCIENCES			HUMANITIES					
		Department of Information Sciences	Department of Pedagogy	Department of Psychology ¹⁵¹	Department of Croatian Language and Literature	Department of English Language and Literature	Department of German Language and Literature	Department of Philosophy	Department of History	Sub-Department of Hungarian Language and Literature
Publications in the journals included in the CC, WoS (SSCI, SCI-expanded and A&HCI) and Scopus databases	CC = 32	10/15 = 0.66	1/9 = 0.11	10/7 = 1.42	2/29 = 0.06	9/15 = 0.6	0	0	0	0
	WoS = 69	13/15 = 0.86	4/9 = 0.44	18/7 = 2.57	5/29 = 0.17	13/15 = 0.86	0	16/7 = 2.28	0	0
	Scopus = 109	55/15 = 3.66	2/9 = 0.22	26/7 = 3.71	7/29 = 0.24	12/15 = 0.8	2/11 = 0.18	5/7 = 0.71	0	0
Other peer-reviewed publications included in the databases recognized in the advancement into academic rank (social sciences)¹⁵²	ERIC = 2	2/15 = 0.08	0	0						
	Inspec = 23	23/15 = 1.53	0	0						
	LISTA (LISA) = 26	26/15 = 1.73	0	0						
	MEDLINE = 5	0	0	5/7 = 0.71						

¹⁴⁹ The total number of papers is the sum of the papers of each organisational unit (department).

¹⁵⁰ The number of teachers among the staff comprises those with academic rank and senior teaching assistants (also retired and former employees who worked at the FFOS in this period) within the organisational unit (department).

¹⁵¹ In this category, regarding the ratio of the number of papers / number of teachers, the number of teachers refers to the teachers of the Department of Psychology, apart from Dr. Hrvoje Lepeduš, associate professor, who has been an employee of FFOS since 1 February 2013 and his previous papers are not included in FFOS publications.

¹⁵² Due to the fact that, according to the *Ordinance on the conditions for the advancement into academic rank* the requirements for the social sciences and humanities are not the same, in the category Other peer-reviewed publications recognized in the advancement into academic rank only publications in the field of social sciences are included.

Publication category	Total number of publications ¹⁴⁹	Publication number/ teaching staff number ratio for each unit ¹⁵⁰								
		SOCIAL SCIENCES			HUMANITIES					
		Department of Information Sciences	Department of Pedagogy	Department of Psychology ¹⁵¹	Department of Croatian Language and Literature	Department of English Language and Literature	Department of German Language and Literature	Department of Philosophy	Department of History	Sub-Department of Hungarian Language and Literature
	PsycINFO = 11	0	1/9 = 0.11	10/7 = 1.42						
	Academic Search Complete ¹⁵³ =	9/15 = 0.6	0	11/7 = 1.57						
	SocINDEXwithFullText ⁵ = 13	0	2/9 = 0.22	11/7 = 1.57						
Other peer-reviewed publications <u>not included in the databases</u>, but recognized in the advancement into academic rank (social sciences)¹⁵⁴	19	10/15 = 0.66	9/9 = 1	0						
Other peer-reviewed publications recognized in the advancement into academic rank (A1 and A2 – <u>humanities</u>)¹⁵⁵	A1 = 319				A1 = 130/29 = 4.48	A1 = 83/15 = 5.53	A1 = 55/11 = 5	A1 = 10/7 = 1.42	A1 = 26/7 = 3.71	A1 = 15/3 = 5
	A2 = 319				A2 = 231/29 = 7.96	A2 = 21/15 = 1.4	A2 = 33/11 = 3	A2 = 14/7 = 2	A2 = 14/7 = 2	A2 = 6/3 = 2

¹⁵³ These databases are not recognized in the advancement into academic rank, but they are listed because they contain the papers of our teachers in the social sciences.

¹⁵⁴ The category **Other publications not included in the databases, but recognized in the advancement into academic rank** contains the research papers of our teachers in the field of social sciences that are not included in the databases.

¹⁵⁵ The category **Other publications recognized in the advancement into academic rank** contains the papers in the field of humanities only, which have been published in the journals cited in the *Ordinance on the conditions for the advancement into academic rank* and they are recognized in the advancement into academic rank.

Publication category	Total number of publications ¹⁴⁹	Publication number/ teaching staff number ratio for each unit ¹⁵⁰								
		SOCIAL SCIENCES			HUMANITIES					
		Department of Information Sciences	Department of Pedagogy	Department of Psychology ¹⁵¹	Department of Croatian Language and Literature	Department of English Language and Literature	Department of German Language and Literature	Department of Philosophy	Department of History	Sub-Department of Hungarian Language and Literature
Authorship of books published abroad	24	1/15 = 0.06	3/9 = 0.33	0	10/29 = 0.34	1/15 = 0.06	3/11 = 0.27	0	0	6/3 = 2
Authorship of books published in Croatia	70	3/15 = 0.2	11/9 = 1.22	0	30/29 = 1.03	1/15 = 0.06	10/11 = 0.90	5/7 = 0.71	6/7 = 0.85	14/3 = 4.66
Publications in national journals with international peer review	71	29/15 = 1.93	30/9 = 3.33	0	3/29 = 0.10	3/15 = 0.2	0	1/7 = 0.14	0	5/3 = 1.66
Peer-reviewed publications in proceedings of international conferences at home and abroad	68	27/15 = 1.8	34/9 = 3.77	1/7 = 0.14	0	0	5/11 = 0.45	0	1/7 = 0.14	0
Publications in national journals with national peer review	79	13/15 = 0.86	31/9 = 3.44	9/7 = 1.28	16/29 = 0.55	2/15 = 0.4	4/11 = 0.36	0	0	4/3 = 1.33
Professional publications	294	36/15 = 2.4	26/9 = 2.88	2/7 = 0.28	139/29 = 4.79	33/15 = 2.2	19/11 = 1.72	17/7 = 2.42	17/7 = 2.42	5/3 = 1.66

Publication category	Total number of publications ¹⁴⁹	Publication number/ teaching staff number ratio for each unit ¹⁵⁰								
		SOCIAL SCIENCES			HUMANITIES					
		Department of Information Sciences	Department of Pedagogy	Department of Psychology ¹⁵¹	Department of Croatian Language and Literature	Department of English Language and Literature	Department of German Language and Literature	Department of Philosophy	Department of History	Sub-Department of Hungarian Language and Literature
Chapters in peer-reviewed books	36	4/15 = 0.26	7/9 = 0.77	15/7 = 2.14	0	1/15 = 0.06	2/11 = 0.18	1/7 = 0.14	2/7 = 0.28	4/3 = 1.33
Peer-reviewed publications in proceedings of national conferences	36	16/15 = 1.06	15/9 = 1.66	2/7 = 0.28	0	0	2/11 = 0.18	0	0	1/3 = 0.33
Editorship of foreign books	14	0	2/9 = 0.22	0	1/29 = 0.03	10/15 = 0.66	4/11 = 0.36	0	0	1/3 = 0.33
Editorship of national books	114	8/15 = 0.53	12/9 = 1.33	3/7 = 0.42	60/29 = 2.06	14/15 = 0.93	12/11 = 0.09	2/7 = 0.28	0	3/3 = 1

6. Mobility and international cooperation

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

Internal mobility for enrolments into undergraduate study programmes

Although the *Ordinance on study programmes and studying at Josip Juraj Strossmayer University of Osijek* allows for such a possibility, until now no actual transfers from related undergraduate study programmes have been recorded at the Faculty of Humanities and Social Sciences in Osijek.

Internal mobility for enrolments into graduate university study programmes

The *Ordinance on study programmes and studying at Josip Juraj Strossmayer University of Osijek* allows for such a possibility, and of all the study programmes at the Faculty of Humanities and Social Sciences in Osijek, only the graduate university study program of Information Sciences defines this in more detail. This study programme is open to candidates who have completed a related undergraduate study programme if they have at least six months of work experience in a library, archive, publishing house, book shop, informational-documentational institutions or if they have earned at least 30 ECTS credits in courses offered at an undergraduate study programme in the field of information and communication science. For example, students who have graduated from an undergraduate study programme in Culture Studies, with a specialisation in Library Science, can enrol without taking the differential exams, while the students who have graduated with a specialisation in Media Culture are required to take the differential exams. In other study programmes the requests of interested students are considered individually.

Internal mobility for enrolments into postgraduate study programmes

The Postgraduate university study programme Pedagogy and Contemporary School Culture is open to students who have completed a graduate university study programme in Pedagogy and related disciplines: philosophy, psychology, sociology, education and rehabilitation sciences, and other areas that incorporate a teacher profile.

The Postgraduate university study programme *Jezikoslovlje* is open to candidates who have completed a graduate study programme in the humanities (with a master's degree in a single or double major). The single major study programme must be a language study programme, and in the double major study programme one of the study programmes must be a language study programme. An enrolment, e.g., was approved for a candidate who completed the graduate study programme in Cultural and Social Anthropology at the University of Vienna, on the condition that she takes the differential exams. A transfer was approved for a candidate who completed a master's study programme in the field of linguistics at the Faculty of Humanities and Social Sciences in Tuzla; she had to take the differential exams, and certain courses that she had completed were recognized.

The postgraduate university study programme *Literature and Cultural Identity* can be enrolled by candidates with a university degree in the field of the humanities, with a master's degree in

the humanities, or by those who have not yet defended their master's thesis, but have passed all the required exams. If there are applicants that fall outside of the above-listed categories, their status and the determination of the requirement to take the differential exams are dealt with individually by the PhD Committee.

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.

Strategic documents, general and specific objectives and mode of monitoring the international cooperation

Objectives to be attained by international cooperation of the Faculty of Humanities and Social Sciences in Osijek are defined by the *Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek 2011 - 2015, revised and supplemented edition, Chapter 2. Strategic objective - research and international cooperation, Objective 2.4. International cooperation* and by the related operative plan of activities. The Strategic Plan and the translation thereof are attached to the re-accreditation documentation. A general strategic objective of the Faculty is to stimulate all forms of mobility and international cooperation with foreign universities and institutions, and the specific objectives are as follows:

- Make strategic partnerships with foreign universities and institutions with a view to organising joint activities and transferring good teaching and research practice
- Encourage and increase incoming and outgoing student and teacher mobility
- Remove administrative impediments to mobility
- Monitor the effectiveness indicators of the international cooperation of the Faculty through the Quality Assurance System

The international cooperation of the Faculty is monitored on the basis of the *Guide to Quality Assurance of Education and Research at the Faculty of Humanities and Social Sciences in Osijek, Chapter 6. The International Cooperation Analysis*, whose objectives are to analyse the quality and effectiveness of international cooperation, and to plan and encourage the future international cooperation. The implementation of the general and specific strategic objectives and effectiveness indicators is monitored annually through the Report of the Working Group for the Implementation of the Strategic Plan, the Report on the International Cooperation, and the Report on the International Student Mobility. The reports are adopted by the Faculty Council and are available on the Faculty web site.

Types of international cooperation

At the Faculty of Humanities and Social Sciences in Osijek a great number of different types of international cooperation are being realized:

- Cooperation on the basis of bilateral agreements on research and teaching cooperation with foreign higher education institutions
- International professional and scientific projects¹⁵⁶
- Involvement in international networks of related institutions¹⁵⁷
- Organization of international conferences, seminars and summer schools
- Participation in international conferences, seminars and summer schools organised by other shareholders
- Involvement of external associates and invited speakers from abroad into teaching at all levels of study
- External cooperation of the Faculty's teaching staff with foreign institutions
- Individual cooperation of the teaching staff with foreign institutions
- Participation in scholarship programmes for incoming and outgoing international mobility (*Fulbright/Humphrey, Fulbright Senior Specialist, Fulbright Predoctoral, Junior Faculty Development Programme, DAAD, OeAD, ERASMUS, Erasmus Mundus, JoinEUSee, Grundtvig, EILC, Youth in Action*, scholarships by the Ministry of Science and Education of the Republic of Hungary and the *Balassi Institute* in cooperation with the *Márton Áron Szakkollégium* for members of the Hungarian national minority, the *Otto Bennemann* scholarships, the student scholarships of the University of Augsburg, ICWiP scholarships of the University of Pecs, etc.)
- Co-publication of journals in cooperation with foreign institutions (*ExEll*)
- Involvement of foreign reviewers and guest editors in editorial and scientific boards of journals published by the Faculty (*Jezikoslovlje, Život i škola, Libellarium*)
- Participation of the Faculty's teaching staff in editorial and scientific boards of foreign journals and conferences
- Membership of the teaching staff in international professional and scientific societies
- Membership of the teaching staff in international *alumni* associations (*Chevening Alumni Hrvatska CAH, Croatian Fulbright Alumni, U.S. Alumni Community of Croatia (USACC), Alumniportal Deutschland*)

Cooperation on the basis of the signed agreements

Apart from the 26 bilateral ERASMUS agreements, which serve as a basis for the regulation of international mobility of students, teaching and non-teaching staff¹⁵⁸, in the last 3 years the Faculty has signed further agreements on cooperation:

- The Agreement on Cooperation with the Faculty of Philosophy in Novi Sad
- The Agreement on Cooperation with the Faculty of Philosophy of the University of Sts. Cyril and Methodius in Skopje, signed on 20 February 2010
- The Agreement on Cooperation with the *Deakin University (Deakin University, School of Psychology)* in Melbourne, signed on 10 January 2011

¹⁵⁶ See Chapter 5. l) m) and Table 5.4.)

¹⁵⁷ See Section 6. c)

¹⁵⁸ See Table 6 A) and Chapter 6. d)



- The Bilateral Agreement on Cooperation between the Faculty of Humanities and Social Sciences in Osijek and the Faculty of Humanities in Pecs, signed on 18 February 2011
- The Agreement on Cooperation with the Debrecen University (the Faculty of Child and Adult Education) signed on 15 April 2011
- The Agreement on Cooperation with the Faculty of Education in Sombor (University of Novi Sad), signed on 12 May 2011
- The Consortium Agreement with 22 international partners with a view to implementing the FP7 MIME project signed in October 2013
- The Agreement on Approaching CEEPUS III Trans Network of European Universities

Cooperation in preparing and implementing of international projects

Based on the signed agreements on cooperation with international institutions, with the purpose of preparing proposals for international projects, in the last five years links have been established between scholars and the Faculty and numerous scholars and institutions from abroad. The Faculty has prepared proposals for a number of international projects:

- IPA IIIC - *Regional Competitiveness Operational Programme 2007-2009, Knowledge Transfer Institute* project in cooperation with the Faculty of Philosophy of the University of Novi Sad
- IPA II - project titled *Tržišna privlačnost kulturnog naslijeđa na Koridoru 7 u pograničnoj regiji Hrvatske i Vojvodine ('Market Attractiveness of the Cultural Heritage at the Corridor 7 in the Frontier Region of Croatia and Vojvodina')*, in cooperation with the University of Novi Sad
- IPA IIIC HU-HR -*ENVIROLIFE* project in cooperation with the University of Pecs
- IPA IV *Further development and implementation of the Croatian Qualifications Framework*, IPA BGUE 04 06 – Human Resources Development, Europeaid/131254/M/ACT/HR, - *Learning outcomes, key competences, and qualification standards in publishing studies: development and implementation*
- IPA 2010 *Supporting CSOs in promoting and monitoring of equal opportunities and non-discrimination related politics*, a project titled *Obrazovanje za rodnu jednakost of EIDHR (European Instrument for Democracy & Human Rights)*

The following international projects with the Faculty of Humanities and Social Sciences in Osijek as a project holder, a partner or a user have been accepted for financing:

- **FP7 project MIME – Mobility and Inclusion in Multilingual Europe** (Funding scheme: Collaborative Project – Large scale integrating projects (CP-IP) SSH.2013.5.2-1.) in cooperation with 22 European partners: Université de Genève (coordinator), Universiteit van Amsterdam, Univerza v Ljubljani, Universität Augsburg, Universidade do Algarve, Universitat Rovira i Virgili, Latvijas Universitate, Fondation Nationale des Sciences Politiques, Magyar Tudományos Akadémia Társadalomtudományi Kutatóközpont, Vrije Universiteit Brussel, Università degli studi di Milano-Bicocca, Universität Leipzig, Université de Reims



Champagne-Ardenne, Humboldt-Universität Berlin, Katholieke Universiteit Leuven, University of Limerick, University of the Highlands and Islands Ibg, Uppsala Universitet, Universitatea din Oradea, Fondation observatoire de la finance, SCIPROM sarl. Coordinator for the Faculty of Humanities and Social Sciences in Osijek: Dr. Marija Omazić, Associate Professor

- Croatian Science Foundation (CSF) project – an international cooperation conference titled *Organiziranje suradnog skupa u cilju jačanja istraživačkog potencijala u Hrvatskoj u području kvalitete života i zdravlja ('Organising a Cooperation Conference with the Aim of Reinforcing the Research Potential in Croatia in the Area of the Quality of Life and Health')*. Project Manager: Dr. Gorka Vuletić, Associate Professor
- Three professional international projects in cooperation with National Association of Danube Swabians in Croatia - *Donauschwäbische Kulturstiftung des Landes Badenwürttemberg*¹⁵⁹. Project Manager: Dr. Melita Aleksa Varga, Assistant Professor
- **ERASMUS IP Summer School Cultural Landscapes: Negotiating Cultural Encounters with the English-Speaking World**, Glasgow School of Arts, Glasgow, Scotland, 4-18 August 2012 (ERA-IPR-O4/11). Partner institutions: University of Ljubljana, University of Lisbon, University of Duisburg Essen, University of Limerick. Participating in the IP project were two teachers: Dr. Jasna Poljak Rehlicki, Senior Teaching Assistant and Dr. Alma Vančura, Assistant Professor, and 6 students of the Faculty¹⁶⁰.
- **ERASMUS IP Summer School Cultural Landscapes: Negotiating Cultural Encounters with the English-Speaking World** (ERA-IPR-17/13), Swansea Metropolitan University, Swansea, Wales, 29 July – 10 August 2013. Partner institutions: University of Ljubljana, University of Lisbon, University of Duisburg Essen, University of Limerick, Swansea University. Participating in the IP project were Dr. Jasna Poljak Rehlicki, Senior Teaching Assistant and 6 students of the Faculty¹⁶¹.
- **LLP 2012 Transversal programme – study visits** – Project no. 2012-SV-01-HR-LLP-01212 *Moving throughout Europe with self-awareness and knowledge*, Pavia, Italy, 3 – 7 September 2012. Project Manager: Dr. Biljana Oklopčić, Assistant Professor
- **LLP projekt EILC Erasmus Intensive Language Course** (Erasmus Intensive Programme (IP) Since the year 2013 the Faculty of Humanities and Social Sciences has been participating in the EILC component of the ERASMUS programme as a holder of the ERASMUS Intensive Croatian Language Course at the level of the University. The course is intended for students who stay at Croatian universities with the purpose of study or internship. The first cycle of the ERASMUS Intensive

¹⁵⁹ See Chapter 5. l) and m)

¹⁶⁰ Eva Bošković, Ena Glavačević, Doris Golubović, Nina Kamenić, Mia Hocenski, Vesna Tunjić and Renato Samardžić (students of English Language and Literature).

¹⁶¹ Mirna Čordaš, Marina Lukačević, Barbara Jurić, Anita Frančešević, Andrea Kovačević (students of English Language and Literature) and Goran Živković, a student of History and Croatian Language and Literature.



Croatian Language Course was held successfully from 2 to 27 September 2013, while the second cycle is planned for the 3 - 28 February 2014. Project Manager: Dr. Ana Mikić, Assistant Professor

- **Grundtvig project** (2012-3-HR1-GRU03-02516) for Professional Training - Sanja Španja stayed from 5 to 11 April 2013 at the *School of Education, University of Western Macedonia* in Athens, where she participated in an international seminar titled *Sociocultural Diversities and Human Rights: The Role of Intercultural Education*.

Scholars from the Faculty also participated in the following international projects:

- FP7 PROJECT *Balkan Epidemiological Study on Child Abuse and Neglect BECAN*, (Local Coordinator: Dr. Silvija Ručević, Assistant Professor)
- PESTALOZZI programme *Council of Europe Training Programme for education professionals*, project *Pestalozzi core knowledge, skills and attitude for all teachers*, (Dr. Branko Bognar, Assistant Professor; Project Manager: Josef Huber)
- IPA project DRAVA – GEO, (HUHR/0901/2.1.3./0006), in partnership with the Local Self-Government of Somogy County, Local Self-Government of Zala County, Local Self-Government of Baranya County, University of Pecs and Josip Juraj Strossmayer University of Osijek (Dr. Gordana Dukić, Assistant Professor)
- IPA (HUHR/0901/2.2.3/003) 2009-2013. *Croatian-Hungarian Cultural-Historical and Linguistic Interactions*. Project title: *Teaching Hungarian in Croatia and Croatian in Hungary*. A joint project by university teachers, i.e. Science and Art Circle of Hungarians in the Republic of Croatia (PRAGMA) with the Department of Croatian Language and Literature in Pecs, which resulted in the material support from the IPA Foundation to start the study programmes of Hungarian and Croatian languages and cultures at the Faculties of Humanities in Pecs and Osijek (Dr. Zsombor Labadi, Assistant Professor, and Dr. Karoly Labadi, Associate Professor)
- The Hungarian Archive in Croatia, 2010-2013 (a scientific project of the Science and Art Circle of Hungarians in the Republic of Croatia) (Dr. Zsombor Labadi, Assistant Professor, and Dr. Karoly Labadi, Associate Professor)
- The Austrian Academy of Sciences project titled *Cooking-Eating-Identity* (Dr. Vlado Obad, Full Professor; Project Manager: Dr. Moritz Csaky, Full Professor)
- *Piloting and Implementing the European Portfolio for Student Teachers of Languages EPOSTL2*, ECML Graz (Dr. Vesna Bagarić Medve, Associate Professor; Project Manager: David Newby)
- LLP transversal project titled *Multilingualism within urban contexts: Theory, Policy, Practice*, The Languages Company and The London School of Economics, CERCLES, FIPLV, UK Parliamentary Group on Languages (Dr. Ljiljana Kolenić, Full Professor, Project Manager: Elidir King)
- UK Arts and Humanities Research Council project titled *Language of Bindings*, Ligatus Research Centre, University of Arts, London (Dr. Damir Hasenay, Full

Professor; Dr. Maja Krtalić, Assistant Professor; Project Manager: Nicholas Pickwood)

- NATO Science for Peace and Security Programme, Public Diplomacy Division project titled *Development of a water filtration system of advanced performance for arsenic removal*, NCSR Institute of Materials Science, Athens, Greece (Dr. Damir Hasenay, Full Professor; Project Manager: Dimitrios Petridis)

Study and research visits in the framework of other mobility programmes¹⁶² and participation in international workshops, seminars and summer schools:

- Dr. Jasna Poljak Rehlicki, Senior Teaching Assistant, 2011/2012 stayed for 9 months at Portland State University in Oregon, USA, as a visiting researcher in the *Fulbright Predoctoral* programme
- Dr. Željko Uvanović, Associate Professor - two visits to the University of Zürich for a total duration of 3 months, 1 July - 30 September 2009, and 1 July - 30 September 2011; a three-month stay at LMU München; 1 July - 30 September 2012; the *sabbatical* at LMU München, 1 October 2010 to 28 February 2011
- Dr. Sanja Cimer, Assistant Professor - summer school for young researchers at *Freie Universität* in Berlin, organised by the South-East-European Germanist Association (SOEGV) and German Academic Exchange Service (DAAD), July 2010
- Dr. Goran Schmidt, Assistant Professor, participated from 22 August to 3 September 2011 in the CETRA summer school (*Centre for Translation Studies*) at the *Katholieke Universiteit Leuven* in Belgium, where he attended lectures, seminars and tutorials
- Blaženka Šoštarić, Senior Language Instructor, stayed from 15 to 19 October 2012 on a visit to the Directorate-General for Translation (DGT) in Brussels, with the topic *EU Multilingualism and Translation – From Policy to Practice*, organized by the *People 2 People* programme and the Directorate-General for Translation of the European Commission
- Dr. Biljana Oklopčić, Assistant Professor, stayed as an *Otto Bennemann* scholarship recipient at the *Georg-Eckert-Institut für internationale Schulbuchforschung*, Braunschweig, Germany; project: *The Image of the American South in History Textbooks Worldwide, July-August 2012*
- Valerija Križanić - a research visit in the duration of 3 months (2012) at the University of Maastricht (*School for Mental Health and Neuroscience*), the Netherlands, under the supervision of Dr. Marieke Wichers (self-financed)

Incoming teacher mobility

- One-year stays of German and Austrian language instructors through DAAD and OeAD: 2010/2011 and 2011/2012 the German language instructor Jörn Nuber, and the Austrian language instructor Angelika Welebil, and in 2012/2013 the German

¹⁶² Visits in the duration of 1-3 months, 3-6 months and longer than 6 months are listed in Table 6.1.

language instructor Stephanie Merkel, and the Austrian language instructor Ružica Čubela

- One-year stays of Hungarian language instructors on the basis of trans-national agreement between the Republic of Croatia and Hungary: 2010/2011, 2011/2012 and 2012/2013 Hajnalka Kispeter
- One-year stays of American language instructors: 2011/2012 English Language Fellow Robin Pipkin
- Fulbright Senior Specialists: Dr. Moira Phyllis Baker, Full Professor, May and June 2012 and 2013/14

Organisation of international conferences and seminars at the Faculty of Humanities and Social Sciences in Osijek from 2010 to 2013:

- International conference: Legal and historical determinations of borders of central and south-eastern Europe, the Faculty of Humanities and Social Sciences in Osijek, the Faculty of Law in Osijek, 22 October 2010
- *The 3rd Croatian Syntactic Days - Verbal Syntax*, the Faculty of Humanities and Social Sciences in Osijek, Institute of Croatian Language and Linguistics, 11-13 November 2010
- The 3rd Academic conference: *"Psychosocial aspects of violence in contemporary society - challenge for family, school and community"* Department of Psychology of the Faculty of Humanities and Social Sciences in Osijek, 25-27 November 2010
- The 21st Krleža Days in Osijek: *Croatian and foreign historians of the Croatian drama and theatre, teatrologists and theatre critics*, Croatian Academy of Sciences and Arts, Croatian National Theatre in Osijek, the Faculty of Humanities and Social Sciences in Osijek, 6-9 December 2010
- *Zlatni danci* (Golden Days) 13, the Faculty of Humanities and Social Sciences in Osijek, the Faculty of Humanities in Pecs, 7-8 April 2011
- The 25th international conference: *Applied Linguistics Today: Research and Perspectives*, Croatian Applied Linguistics Society, 12-14 May 2011
- *Trianon (1920-2011) Contacts and Convergence: Historical Reality at the Crossroads of Credibility*, Croatian History Society in Beli Manastir, the Faculty of Humanities and Social Sciences in Osijek, 16 June 2011
- International academic conference: *Concepts and Consequences of Multilingualism in Europe 3*, the Faculty of Humanities Pecs, the Faculty of Humanities and Social Sciences Osijek, 8-11 June 2011
- The 22nd Krleža Days in Osijek: *Croatian and foreign historians of the Croatian drama and theatre, teatrologists and theatre critics, Part two*, Croatian Academy of Sciences and Arts, Croatian National Theatre in Osijek, the Faculty of Humanities and Social Sciences in Osijek, 5-8 December 2011
- Professional and academic conference: *In Hungarian from Kindergarten to University*, the Faculty of Humanities and Social Sciences in Osijek, Science and Art Circle of Hungarians in the Republic of Croatia - PRAGMA, Behlen Alap Zrt. Foundation Budapest, 27 April 2012



- *35YESO - International Conference to Mark the 35th Anniversary of English Studies at the Faculty of Humanities and Social Sciences, Current Approaches to English Studies*, 5-16 October 2012
- The 4th professional and academic conference: *Violence and Mental Health - An Interdisciplinary Approach*, the Faculty of Humanities and Social Sciences in Osijek, Psychological Society Osijek, Department of Psychology of the Faculty of Humanities and Social Sciences in Zagreb, the Croatian Chamber of Psychology, the Croatian Psychological Association, 29 November - 1 December 2012
- The 4th Croatian Syntactic Days "Word Order", 8 - 10 December 2012
- The 23rd Krleža Days in Osijek: *The Theater According to Krleža*, the Croatian Academy of Sciences and Arts, the Croatian National Theater in Osijek, the Faculty of Humanities and Social Sciences in Osijek, 5 - 8 December 2012
- Academic conference: *1st Days of Practical Philosophy*, 17-18 January 2013
- Academic conference: *Zlatni danci ('Golden days') 15 - Children's Poetry*, 4-5 April 2013
- The 3rd student philosophical symposium: *Croatian Philosophical Heritage* 17 May 2013
- Professional conference: *Pluralistic Approaches to Languages and Cultures CARAP – A Framework of reference for pluralistic approaches*, 10 May 2013, in cooperation with the European Centre for Modern Languages (ECML)
- The 14th academic conference: *The Silent Enthusiasts. Father Emerik Pavić and the Franciscans in the Continental Croatia*, 23 - 25 May 2013, in cooperation with the Croatian Studies of the University of Zagreb and the Croatian Franciscan province of Saints Cyril and Methodius
- The 24th Krleža Days in Osijek: *Coexistence and Confrontations in the Croatian Drama and Theater*, Croatian Academy of Sciences and Arts, Croatian National Theater in Osijek, the Faculty of Humanities and Social Sciences in Osijek, 9-11 December 2013

Lectures by guest speakers from abroad from 2010 to 2013

- Tom Jones and Patsy Phillips: a lecture within *Red Rocks Arts and Crafts Festival* project, 29 May 2010
- HE Yosef Amrani, Israeli Ambassador to the Republic of Croatia: *Challenges of Israel in a Changing Middle East*, 22 November 2010
- Marjan Dimitrijević, Institute of National History, Skopje, Republic of Macedonia, a lecture titled *Migrations*, Macedonia, 7 March 2010
- Dr. Klaus Zelewitz, Associate Professor, University of Salzburg, 1 June 2010; a lecture titled *Stefan Zweig und Joseph Roth: Wer von beiden ist der "europaischere" Schriftsteller?*
- Dr. Fernando Magallanes Latas, Full Professor, University of Sevilla, Spain; a lecture titled *Grunde und Moglichkeiten fuer eine Neuorientierung der Literaturgeschichte des Fruehmittelalters*, 13 September 2010



- Blagoja Jovanovski, HE Dančo Markovski, Ambassador of the Republic of Macedonia to the Republic of Croatia; a lecture titled *130 Volumes of Macedonian Literature - From the Clement of Ohrid until the Present* 8 December 2010
- Dr. Douglas Biber, Full Professor, Northern Arizona University, USA, a grant holder of the American Embassy in Zagreb, held an invited lecture at the CALS conference in May 2010
- Dr. Randi Reppen, Full Professor, Northern Arizona University, USA, a grant holder of the American Embassy in Zagreb, held an invited lecture at the CALS conference in May 2010
- Chris Eyre and Neil Diamond: Popular Representation and Stereotypes in the Contemporary Culture and on the Screen; renowned Native American film directors; 26 May 2011
- Dr. Maria Cichońska, Full Professor (University of Katowice, Poland): The Polish Literary Language and its Norm in the Past and Present, 19 May 2011
- Dr. Linda Warley, Full Professor (University of Waterloo, Canada) But Where are You Really From? Multiculturalism, Memory and Canadian Literature, 4 April 2011
- Frank Riedl: a workshop titled *Kultur erlesen. Literarische Texte als Vermittlungsmedium interkultureller Kompetenz*, 28 May 2011
- Dr. Andrew Rouse, Full Professor (University of Pecs), a lecture entitled *The Turk Through the English Eyes*, 12 October 2011
- HE Wiesław Tarka, Ambassador of the Republic of Poland to the Republic of Croatia, a lecture titled: Poland in the European Union - 8 Years of Experience, 12 March 2012
- HE Dr. Bernd Fischer, Ambassador of Germany to the Republic of Croatia, a lecture titled: The Future of Croatia in the European Union. Regional Perspectives, 19 March 2012
- Dr. Leszek Małczak, University of Silesia in Katowice, a lecture titled: *Predstava Hamleta u selu Mrduša Donja* ("Hamlet in the Village of Mrduša Donja") by Ivo Brešan in the Polish Translation and in the Polish Theaters, 17 May 2012
- Dr. Hans Jürgen Heringer, Full Professor, a lecture titled: "Nationalstereotypen – im Ernst?" 9 October 2013; a lecture titled "Eine Typologie der Redeverben - oder zwei - oder drei?" 10 October 2013; a workshop titled "Intercultural training: What it is and what it could be" 11 October 2013
- Dr. Paulina Pycia, a lecture within the ERASMUS programme for teachers: Orientalisms in English and Polish translation of Andrić's novel *Na Drini ćuprija* (The Bridge on the Drina), 23 October 2012
- Dr. Anna Ruttar, a lecture within the ERASMUS programme for teachers: Is there a possibility of (re)constructing a musical score based on a literary text?, 24 October 2012
- Dr. Thomas B. Byers, University of Louisville, USA, a lecture titled: *Postmodernisms: What They Are and Why They Are Not Over*, 17 May 2012
- Salomon Perel, a lecture titled *A Presentation of Witnesses of WWII and the Suffering of Jews in the Holocaust*, 15 October 2012

- Dr. RoseAnne Misajon from the University of Monash, Australia, a lecture on health psychology (subjective and objective measurement of health, psychological aspects of chronic illness, multicultural aspects of understanding health and illness and the impact of illness on the quality of life) 8 November 2012
- Annika Wallen and Anders Bock, European Commission representatives, (*EU Directorate General for Translation*); a lecture on the possibilities of the employment of the citizens of the Republic of Croatia in the EU institutions, 22 May 2012
- Anders Bock, a representative of *EU Directorate General for Translation* of the European Commission, a lecture on the functioning of the *Directorate General for Translation* and the resources available to translators, 12 November 2012
- Esther Gitman, a lecture and promotion of the book *Kad hrabrost prevlada (When Courage Prevailed)* 18 October 2012
- Dr. Vyvyan Evans, Full Professor, *Bangor University*, UK, delivered an invited lecture at the 35 YESO Conference, 15 October 2012
- Dr. Douglas Ambrose, *Fulbright* guest professor at the Faculty of Humanities and Social Sciences in Zagreb, held a lecture titled *A Social Fabric that Shall Defy the Storms of Fanaticism*, 6 March 2013
- Anna Schröder-Sura and Michel Candelier *FREPA – A set of instruments for the development of plurilingual and intercultural competences*, 10 May 2013

Participation in conferences and plenary lectures abroad from 2010 to 2013

Professors from the Faculty of Humanities and Social Sciences in Osijek participate regularly in conferences abroad (on average about 40 conferences per year, for which they are entitled to a financial support by the Faculty), and as invited speakers they held a number of **plenary lectures**:

- Dr. Melita Aleksa Varga, Assistant Professor, CESUN 2010 - Central European Summer University, University of Pecs, invited lecture: *Languages and Language Learning in Central Europe*, 18 July 2010
- Dr. Biljana Oklopčić, Assistant Professor, CESUN 2010 - Central European Summer University, University of Pecs, invited lecture: *The Urban Landscape in European Literature*, 18 July 2010
- Dr. Mario Brdar, Full Professor, and Rita Brdar Szabo - plenary lecture: *Metonymic networks, subjecthood, and topic continuity across languages: When tiers collapse and chains break* at the conference titled *Cognitive Perspectives on Contrastive Grammar*, Bielsko-Biala, Poland, 26 to 27 September 2011
- Dr. Gorka Vuletić Mavrincac, Associate Professor, and associates - plenary lecture: *A comparative study on self-perceived health and quality of life of parents of children with autism spectrum disorders and parents of non-disabled children in Croatia* at the conference titled *Annual Meeting of the European Academy of Childhood Disability*, Rome, Italy, 8 to 11 June 2011
- Dr. Marija Omazić, Associate Professor - invited lecture (*Bangor University Linguistic Circle*): *Phraseology and Cognitive Linguistics: Mechanisms and Constraints on Idiom Creation and Modification*, Bangor, UK, 2012

- Dr. Jakov Sabljčić, Assistant Professor - invited lecture: *Analysis of Unpublished Prose by Radoje Radojević* at the conference titled *Radoje Radojević, Life and Work*, Podgorica, Montenegro, 12 December 2012
- Dr. Jakov Sabljčić, Assistant Professor, and Tina Varga Oswald - invited lecture: *Slovene Antigona in Intertextual Mirror* at the conference titled *Obdobja 31: Slovene Drama*. Ljubljana, Slovenia, 15 to 17 November 2012
- Dr. Nada Babić, Full Professor - plenary lecture: *Play from the perspective of future pedagogues' childhood and adulthood* at The Third Annual International Scientific Conference. *Early Childhood Care and Education*, Moscow, Russia, 21 to 23 November 2013
- Dr. Nada Babić, Full Professor – plenary lecture: *From monologue to dialogue in education: Learning and teaching in higher education* at the international conference titled *International Cooperation in Education in the Context of Globalization*, Alushta, Ukraine, 19 to 22 September 2013

Assessment of the scope and success of the existing international cooperation

Based on the insight into the different aspects of international cooperation of the Faculty of Humanities and Social Sciences in Osijek, we can say that we are satisfied with the scope and diversity of international activities, and we judge the international cooperation to be very good and successful.

As the most successful aspect of international cooperation we would name all the activities in which we were involved through the ERASMUS programme. The Faculty participates in all aspects of ERASMUS cooperation (the outgoing and incoming mobility of students, teaching and non-teaching staff, internship, preparatory visits, teaching, professional training, ERASMUS IP, Erasmus Mundus, EILC), and in all of them it has the best results of all the constituents of the Josip Juraj Strossmayer University of Osijek.¹⁶³

We are very satisfied with the scope of the incoming teacher mobility to the Faculty of Humanities and Social Sciences in Osijek, both with the external cooperation with the purpose of teaching, especially from the Faculty of Humanities and Social Sciences in Pecs, and with longer visits by colleagues from abroad through the Fulbright, DAAD and OeAD programmes, as well as numerous shorter visits with the purpose of giving lectures.

The outgoing teacher mobility of the Faculty in the observed period was equally diverse: mostly there were short study visits and short professional projects, as well as individual type of cooperation (guest lectures, individual participation in international projects). We are satisfied with the quality and number of visits, but we are not completely satisfied with the duration of those activities. We are not completely satisfied with the number of major international projects in which the FFOS participated as a partner; therefore we are taking a number of measures in order to elevate this aspect of international cooperation to the level of the other international activities.

¹⁶³ See Section 6. d)

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

0711 *TRANSkulturelle Kommunikation und TRANSlation* network of European HE institutions offering study programmes in translation, with a view to promoting and advancing this type of education in Central and Southeast Europe and developing joint study programmes in translation. The network consists of 10 European universities (Leopold-Franzens University Innsbruck, University of Rijeka, Constantine the Philosopher University of Nitra, New Bulgarian University, University of Belgrade, Sts. Cyril and Methodius University Skopje, University of South Bohemia Česke Budejovice, Adam Mickiewicz University, Poznan and Pázmány Péter Catholic University, Piliscsaba) coordinated by the University of Maribor. The Department of Information Sciences is participating in EUCLID - *European Association for Library & Information Education and Research*.

A great part of the activities in international associations is realized through individual membership of Faculty employees in scientific and professional associations that promote interests related to the social sciences and the humanities in their areas of expertise, and through which we indirectly contribute to the realisation of scientific, professional and other objectives important to the Faculty of Humanities and Social Sciences in Osijek.

Some of these associations are: Societas Linguisticae Europae, European Society for Studies in English (ESSE), International Cognitive Linguistics Association, Croatian-American Society (HAD/CAS), Fulbright Association, U.S. Alumni Community of Croatia (USACC), Croatian-Canadian Academic Association (CCAS), Central European Association for Canadian Studies (CEACS), EUROPHRAS; European Society for Translation Studies, International Pragmatics Association, European Second Language Association (EuroSLA), International Association of Paremiology (AIP-IAP), Nemzetközi Folklórlingvisztikai Kutatócsoport (International Research Group for Folklore and Linguistics), The European Society for the Study of English (ESSE), TESOL, GPIC (TESOL), International Reading Association, American Society for Information Science and Technology, Südosteuropäischer Germanistenverband (SOEGV), Mitteleuropäischer Germanistenverband (MGV), SCLA (Slavic Cognitive Linguistics Association).

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.

In Section 6. b) we have described all types of international cooperation of the Faculty of Humanities and Social Sciences in Osijek, and in this section we will put a special emphasis on the ERASMUS as the most intensive aspect of inter-institutional cooperation. The University of Osijek has been awarded the Erasmus Extended University Charter – EUCX, which is valid until the academic year 2013/2014. All constituents of the University, including the Faculty of Humanities and Social Sciences in Osijek use the ERASMUS Extended University Charter to participate in the activities of the ERASMUS programme. The Faculty

of Humanities and Social Sciences has so far participated in the following activities of the LLP sub-programme of ERASMUS:

- ERASMUS - individual student mobility with the purpose of study and/or doing internship – incoming and outgoing mobility
- ERASMUS - individual mobility of the teaching and administrative staff – teaching or professional training - incoming and outgoing mobility
- ERASMUS MUNDUS
- ERASMUS - preparatory visits
- ERASMUS IP (INTENSIVE PROGRAMME)
- EILC (Erasmus Intensive Language Course): the project of intensive learning of the Croatian language for the incoming ERASMUS students in the Republic of Croatia

The Faculty of Humanities and Social Sciences in Osijek participates each academic year more intensely in the ERASMUS mobility programme. As of March 2013, a total of 26 preliminary bilateral agreements on cooperation have been signed between the Faculty of Humanities and Social Sciences in Osijek and foreign universities through the ERASMUS programme.

Table 6.d.1. A list of HE institutions with which the Faculty of Humanities and Social Sciences in Osijek has signed preliminary bilateral ERASMUS agreements.

	Name of higher education institution	Country
1	Abo Akademi Univeristy, Turku	Finland
2	Adam Mickiewicz University, Poznan	Poland
3	Alpen Adria Universität, Klagenfurt	Austria
4	Eotvos Lorand University, Budapest	Hungary
5	Friedrich Schiller Universität, Jena	Germany
6	Institute of Education, University of London	England
7	Karl Franzens Universität, Graz	Austria
8	Ludwig Maximilians Universität, München	Germany
9	Marmara University, Istanbul	Turkey
10	Masaryk University, Brno	Czech Republic
11	Otto Friedrich Universität, Bamberg	Germany
12	Pädagogische Hochschule, Karlsruhe	Germany
13	State Higher Vocational School in Nysa, Nysa	Poland
14	Szent Istvan University Godollo, Godollo	Hungary
15	Tomas Bata University, Zlin	Czech Republic
16	Universität Augsburg, Augsburg	Germany
17	University of Economics and Humanities, Bielsko Biala	Poland
18	University of Opole, Opole	Poland

	Name of higher education institution	Country
19	University of Pardubice, Pardubice	Czech Republic
20	University of Pécs, Pecs	Hungary
21	University of Porto, Porto	Portugal
22	University of Seville, Seville	Spain
23	University of Silesia, Katowice	Poland
24	University of West Hungary, Szombathely	Hungary
25	University of Wroclaw, Wroclaw	Poland
26	Univerza v Ljubljani, Ljubljana	Slovenia

The above-listed ERASMUS bilateral agreements have been signed either at the initiative of the departments themselves or at the initiative of the foreign partners, with a view to establishing the exchange of students and teachers with related faculties offering comparable study programmes. The signed agreements cover the area of the humanities and the social sciences, with modern languages and philology, linguistics and literature, German studies, English studies, Hungarian studies, Croatian studies and Slavic studies, communicational and information sciences, and history being the most represented subjects.

The outgoing ERASMUS student mobility (2008-2013)

In the five-year period the Faculty of Humanities and Social Sciences in Osijek has realised the most intensive outgoing student cooperation with the purpose of study of all the constituents of the Josip Juraj Strossmayer University of Osijek: 78 of the total 177, i.e. 44% of the outgoing student mobility has been realised by the students of the Faculty of Humanities and Social Sciences in Osijek.

Table 6.d.2. A list of FFOS outgoing student mobility with the purpose of study (2008-2013)

	Student Name	Study Programme (FFOS)	University Name	Country	Period of Mobility
1	MARTA HAJŠOK	German Language and Literature	Karl Franzens Universität, Graz	Austria	Summer Semester 2008/09
2	MATEJA HAJŠOK	German Language and Literature	Karl Franzens Universität, Graz	Austria	Summer Semester 2008/09
3	IVANA ILAK	English Language and Literature German Language and Literature	Karl Franzens Universität, Graz	Austria	Summer Semester 2008/09
4	ANA IVKOVIĆ	English Language and Literature German Language and Literature	Karl Franzens Universität, Graz	Austria	Summer Semester 2008/09
5	MIA LEUŠTEK	English Language and Literature German Language and Literature	Alpen Adria Universität, Klagenfurt	Austria	Summer Semester 2008/09
6	ZORICA LUKAVEC	English Language and Literature German Language and Literature	Karl Franzens Universität, Graz	Austria	Summer Semester 2008/09
7	SONJA VIDAKOVIĆ	English Language and Literature German Language and Literature	Karl Franzens Universität, Graz	Austria	Summer Semester 2008/09
8	IVANA ILAK	English Language and Literature German Language and Literature	Karl Franzens Universität, Graz	Austria	Summer Semester 2009/10

	Student Name	Study Programme (FFOS)	University Name	Country	Period of Mobility
9	DANE KRVAVICA	English Language and Literature German Language and Literature	Universität Augsburg, Augsburg	Germany	Summer Semester 2009/10
10	ZORICA LUKAVEC	English Language and Literature German Language and Literature	Karl Franzens Universität, Graz	Austria	Summer Semester 2009/10
11	SONJA VIDAKOVIĆ	English Language and Literature German Language and Literature	Karl Franzens Universität, Graz	Austria	Summer Semester 2009/10
12	EVA BOŠKOVIĆ	English Language and Literature German Language and Literature	Karl Franzens Universität, Graz	Austria	Winter Semester 2010/11
13	SANJA GREGIĆ	English Language and Literature and History	Adam Mickiewicz University Poznan	Poland	Winter Semester 2010/11
14	JELENA LACHNER	English Language and Literature Croatian Language and Literature	University of Pecs	Hungary	Winter Semester 2010/11
15	ANĐELA MIHALJEVIĆ	English Language and Literature German Language and Literature	Karl Franzens Universität, Graz	Austria	Whole Academic Year 2010/11
16	LUKA PEJIĆ	English Language and Literature and History	Karl Franzens Universität, Graz	Austria	Whole Academic Year 2010/11
17	DUNJA PIPERKOVIĆ	English Language and Literature German Language and Literature	Karl Franzens Universität, Graz	Austria	Whole Academic Year 2010/11

	Student Name	Study Programme (FFOS)	University Name	Country	Period of Mobility
18	MARTINA PODBOJ	English Language and Literature Croatian Language and Literature	Adam Mickiewicz University Poznan	Poland	Winter Semester 2010/11
19	MARIO RADOVANOVIĆ	English Language and Literature and Philosophy	Karl Franzens Universität, Graz	Austria	Winter Semester 2010/11
20	GAJ TOMAŠ	English Language and Literature German Language and Literature	Karl Franzens Universität, Graz	Austria	Winter Semester 2010/11
21	MARTINA TURKOVIĆ	English Language and Literature German Language and Literature	Karl Franzens Universität, Graz	Austria	Whole Academic Year 2010/11
22	MAJA VONIĆ	Croatian Language and Literature and History	Masaryk University, Brno	Czech Republic	Winter Semester 2010/11
23	IVONA BLATANČIĆ	History and Pedagogy	University of Pecs	Hungary	Whole Academic Year 2010/11
24	DUBRAVKA DUBRAVAC	English Language and Literature and Pedagogy	Karl Franzens Universität, Graz	Austria	Summer Semester 2010/11
25	SERGEJ FILIPOVIĆ	History and Pedagogy	University of Pecs	Hungary	Summer Semester 2010/11
26	TANJA IVKOVIĆ	English Language and Literature German Language and Literature	Universität Augsburg, Augsburg	Germany	Summer Semester 2010/11

	Student Name	Study Programme (FFOS)	University Name	Country	Period of Mobility
27	ANA MIKOLAŠ	History and Pedagogy	University of Pecs	Hungary	Summer Semester 2010/11
28	ANA PERVAN	Information Sciences	University of Pecs	Hungary	Summer Semester 2010/11
29	ANA STIPIĆ	English Language and Literature and Pedagogy	Karl Franzens Universität, Graz	Austria	Summer Semester 2010/11
30	MARINELA STOJIĆ	English Language and Literature German Language and Literature	Universität Augsburg, Augsburg	Germany	Summer Semester 2010/11
31	ELIZABETA VRANJEŠ	German Language and Literature	Universität Augsburg, Augsburg	Germany	Summer Semester 2010/11
32	NIVES BERKA	English Language and Literature and Philosophy	Adam Mickiewicz University Poznan	Poland	Whole Academic Year 2011/12
33	TIHANA ČERNIK	Croatian Language and Literature and Pedagogy	University of Pardubice, Pardubice	Czech Republic	Whole Academic Year 2011/12
34	IVAN HORVAT	English Language and Literature and History	Adam Mickiewicz University Poznan	Poland	Whole Academic Year 2011/12
35	VEDRANA HORVAT	Croatian Language and Literature and Pedagogy	University of Pardubice, Pardubice	Czech Republic	Whole Academic Year 2011/12

	Student Name	Study Programme (FFOS)	University Name	Country	Period of Mobility
36	MARINA KOMPAR	English Language and Literature and Philosophy	Eotvos Lorand University Budapest	Hungary	Whole Academic Year 2011/12
37	ELEONORA KRAMARIĆ	Croatian Language and Literature and Philosophy	University of Pardubice	Czech Republic	Whole Academic Year 2011/12
38	IVANA KUJUNDŽIJA	English Language and Literature German Language and Literature	Karl Franzens Universität, Graz	Austria	Whole Academic Year 2011/12
39	HRVOJE MESARIĆ	English Language and Literature German Language and Literature	Alpen Adria Universität, Klagenfurt	Austria	Whole Academic Year 2011/12
40	JELENA MIKIĆ	German Language and Literature	Karl Franzens Universität, Graz	Austria	Whole Academic Year 2011/12
41	NINA PETROVIĆ	German Language and Literature	Karl Franzens Universität, Graz	Austria	Whole Academic Year 2011/12
42	STJEPAN TOPOLOVEC	English Language and Literature German Language and Literature	Alpen Adria Universität, Klagenfurt	Austria	Whole Academic Year 2011/12
43	MARIJA VILJUŠIĆ	English Language and Literature German Language and Literature	Alpen Adria Universität, Klagenfurt	Austria	Whole Academic Year 2011/12
44	GORDANA ANTOLOVIĆ	English Language and Literature Croatian Language and Literature	Adam Mickiewicz University Poznan	Poland	Winter Semester 2011/12

	Student Name	Study Programme (FFOS)	University Name	Country	Period of Mobility
45	MAJA BABAC	Croatian Language and Literature	University of Silesia, Katowice	Poland	Winter Semester 2011/12
46	SLAĐANA BLAGEC	Croatian Language and Literature	University of Silesia, Katowice	Poland	Winter Semester 2011/12
47	MARIJA KIRALJ	English Language and Literature German Language and Literature	Karl Franzens Universität, Graz	Austria	Winter Semester 2011/12
48	INES KOMIĆ	English Language and Literature Croatian Language and Literature	Institute of Education, University of London	UK	Winter Semester 2011/12
49	TEA TOSENBERGER	English Language and Literature German Language and Literature	Karl Franzens Universität, Graz	Austria	Winter Semester 2011/12
50	BOJAN AMANOVIĆ	History and Pedagogy	Masaryk University, Brno	Czech Republic	Summer Semester 2011/12
51	MARKO BAGIĆ	Croatian Language and Literature and History	University of Pecs	Hungary	Summer Semester 2011/12
52	IVANA SAKAČ	Information Sciences	University of Pecs	Hungary	Summer Semester 2011/12
53	SANJA MERČEP	History and Pedagogy	University of Pardubice	Czech Republic	Summer Semester 2011/12

	Student Name	Study Programme (FFOS)	University Name	Country	Period of Mobility
54	TANJA SLIJEPČEVIĆ	Information Sciences	Karl Franzens Universität, Graz	Austria	Summer Semester 2011/12
55	HANNA KLEIN	German Language and Literature	Karl Franzens Universität, Graz	Austria	Summer Semester 2011/12
56	SANJA BANJEGLAV	History and Pedagogy	Karl Franzens Universität, Graz	Austria	Whole Academic Year 2012/13
57	BARBARA CRNČAN	Croatian Language and Literature	Adam Mickiewicz University Poznan	Poland	Whole Academic Year 2012/13
58	REBECCA DANKO	English Language and Literature German Language and Literature	Ludwig Maximilians Universitaet München	Germany	Whole Academic Year 2012/13
59	MILIJANA IVO	English Language and Literature German Language and Literature	Ludwig Maximilians Universitaet München	Germany	Whole Academic Year 2012/13
60	JURAJ JARMEK	Philosophy and History	Univerza v Ljubljani, Ljubljana	Slovenia	Whole Academic Year 2012/13
61	TEA KEMEŠIĆ	Croatian Language and Literature	Adam Mickiewicz University Poznan	Poland	Whole Academic Year 2012/13
62	INES SMAILOVIĆ	German Language and Literature	Universität Augsburg, Augsburg	Germany	Whole Academic Year 2012/13

	Student Name	Study Programme (FFOS)	University Name	Country	Period of Mobility
63	VAČORA ZSOLT	Information Sciences	University of Pecs	Hungary	Whole Academic Year 2012/13
64	AMALIJA VUKIĆ	Croatian Language and Literature	Adam Mickiewicz University Poznan	Poland	Whole Academic Year 2012/13
65	MAGDALENA ADAMČEVIĆ	German Language and Literature	Karl Franzens Universität, Graz	Austria	Summer Semester 2012/13
66	SARA HOCENSKI	English Language and Literature Croatian Language and Literature	Adam Mickiewicz University Poznan	Poland	Winter Semester 2012/13
67	INES HORVAT	English Language and Literature German Language and Literature	Karl Franzens Universität, Graz	Austria	Winter Semester 2012/13
68	ANA MARTINOVIĆ	German Language and Literature	Karl Franzens Universität, Graz	Austria	Winter Semester 2012/13
69	OLJA NIČIĆ	English Language and Literature Croatian Language and Literature	Friedrich Schiller Universität Jena	Germany	Winter Semester 2012/13
70	DUNJA PAULIK	Croatian Language and Literature	Adam Mickiewicz University Poznan	Poland	Winter Semester 2012/13
71	SONJA TOMIĆ	English Language and Literature Croatian Language and Literature	Adam Mickiewicz University Poznan	Poland	Winter Semester 2012/13

	Student Name	Study Programme (FFOS)	University Name	Country	Period of Mobility
72	SVJETLANA BAOTIĆ	German Language and Literature Croatian Language and Literature	Universität Augsburg, Augsburg	Germany	Summer Semester 2012/13
73	JELENA BATRNEK	Croatian Language and Literature and History	University of Pecs	Hungary	Summer Semester 2012/13
74	ZVONIMIR GLAVAŠ	Croatian Language and Literature and History	Masaryk University, Brno	Czech Republic	Summer Semester 2012/13
75	MAJA POSAVAC	English Language and Literature and Pedagogy	Adam Mickiewicz University Poznan	Poland	Summer Semester 2012/13
76	TIHANA SEDLAR	Croatian Language and Literature and History	Masaryk University, Brno	Czech Republic	Summer Semester 2012/13
77	SANJA BARUŠKIN	Croatian Language and Literature and History	Univerza v Ljubljani, Ljubljana	Slovenia	Summer Semester 2012/13
78	MIHAELA SPAJIĆ	German Language and Literature	Karl Franzens Universität, Graz	Austria	Summer Semester 2012/13

As can be seen in the above list, the greatest number of outgoing mobilities at the FFOS has been realised by the students of English Language and Literature, German Language and Literature and Croatian Language and Literature. Considering the fact that in most cases they were students of double major study programmes who accumulated ECTS credits for the most part in one of the two majors, it is difficult to calculate with precision and to express numerically the structure of the outgoing student mobility according to the organisational units. If we normalise the data in such a way that for each outgoing student of a double major study programme we first add each of the two majors to the total sum, and then divide the total sum by 2 (and finally add the data for single major study programmes), we get an approximate idea of the mobility structure according to the organisational units of the FFOS:

- 1) German Language and Literature: 23.5 students
- 2) English Language and Literature: 20 students
- 3) Croatian Language and Literature: 14.5 students
- 4) History: 8 students
- 5) Pedagogy: 5 students
- 6) Information Sciences: 4 students
- 7) Philosophy: 3 students

Since the academic year 2010/2011, within the outgoing ERASMUS mobility programme students of the University of Osijek have an opportunity to do an internship in foreign institutions and firms. In the past three-year period, 4 FFOS students participated in this type of outgoing mobility, out of the total 36 realised mobilities at the level of the University (8.33%).

Table 6.d.3. The outgoing student mobility of the FFOS with the purpose of internship (2008-2013)

	Academic Year	Student Name	Study Programme (FFOS)	Institution	Country
1.	2011/2012	Martina Podboj	English Language and Literature and Croatian Language and Literature	University of Silesia, Katowice	Poland
2.	2012/2013	Eleonora Kramarić	Croatian Language and Literature and Philosophy	Gistu KY	Finland
3.	2012/2013	Anđela Mihaljević	English Language and Literature and German Language and Literature	Ecole La Mache, Lyon	France
4.	2013/2014	Juraj Jarmek	Philosophy and History	Muzej za arhitekturo in oblikovanje Ljubljana	Slovenia

The incoming ERASMUS student mobility (2011-2013)

The incoming ERASMUS student mobility with the purpose of study was realized for the first time in the academic year 2011/2012, for which all the necessary preparations had been made (courses had been offered that could be delivered in foreign languages, a course called *Croatian as a Foreign Language* had been prepared for the ERASMUS students coming to the Josip Juraj Strossmayer University of Osijek, and also the administrative procedures for the admission of foreign students, the exam application and the administering of the required forms had also been prepared, and an officer had been appointed in charge of the incoming students). Compared to other constituents of the UNIOS, the Faculty of Humanities and Social Sciences in Osijek is leading in this segment as well, and thus in the period from 2011/2012 to 2012/2013 a total of 11 students came to study at the Faculty of Humanities and Social Sciences in Osijek through the ERASMUS programme, which makes for 26% of the total incoming ERASMUS student mobility at the UNIOS.

The incoming students have shown the greatest interest for the Study programme in the Croatian Language and Literature (6), followed by the English Language and Literature (3), while one student studied at the Department of German Language and Literature and one at the Department of Information Sciences. The incoming students came for the most part from Poland (9) and Hungary (2).

Table 6.d.4. The incoming student mobility of the FFOS with the purpose of study (2011-2013)

	Academic Year	Student Name	Home Institution	Receiving Study Programme (FFOS)
1.	2011/2012	Natalia Mazur	Faculty of Polish and Classical Philology, Adam Mickiewicz University in Poznan, Poland	Department of Croatian Language and Literature
2.	2011/2012	Marlena Orłowska	Faculty of Polish and Classical Philology, Adam Mickiewicz University in Poznan, Poland	Department of Croatian Language and Literature
3.	2011/2012	Dalma Iona Csuka	Faculty of Adult Education and Human Resources Development Pecs, Hungary	Department of Information Science
4.	2011/2012	Adrienn Ács	Faculty of Humanities, Institute of Slavic Studies, Department of Croatian Studies, Pecs, Hungary	Department of Croatian Language and Literature
5.	2012/2013	Bartosz Wasilewski	University of Wrocław, Faculty of Philology, Poland	Department of Croatian Language and Literature
6.	2012/2013	Katarzyna Niewiarowska	University of Economics and Humanities, Bielsko Biala, Poland	Department of English Language and Literature

	Academic Year	Student Name	Home Institution	Receiving Study Programme (FFOS)
7.	2012/2013	Paulina Goluch	University of Economics and Humanities, Bielsko Biala, Poland	Department of English Language and Literature
8.	2012/2013	Jessica Mandrek	University of Economics and Humanities, Bielsko Biala, Poland	Department of English Language and Literature
9.	2012/2013	Justyna Kołcon	Adam Mickiewicz University in Poznan, Poland	Department of Croatian Language and Literature
10.	2012/2013	Agata Kaczmarek	Adam Mickiewicz University in Poznan, Poland	Department of Croatian Language and Literature
11.	2012/2013	Katarzyna Borzecka	School of Higher Vocational Education in Nysa, Poland	Department of English Language and Literature

The outgoing ERASMUS (non-)teaching staff mobility (2008-2013)

Notwithstanding a lower intensity of the outgoing (non-)teaching staff mobility of the FFOS in comparison with the outgoing student mobility of the FFOS through the ERASMUS programme, the FFOS is in this segment, too, the most active constituent of the UNIOS. The total outgoing (non-)teaching staff mobility of the FFOS with the aim of teaching is 8, which in reference to 32 at the level of UNIOS makes 25% of the total outgoing (non-) teaching staff mobility of the UNIOS with the aim of teaching. The total outgoing (non-) teaching staff mobility of the FFOS with the aim of professional training in the five-year period is 11, which in reference to the total mobility at the level of UNIOS (n=62) accounts for 17,74%.

Table 6.d.5. The outgoing (non-)teaching staff mobility of the FFOS (2008-2013)

	Academic Year	Teacher Name	Organisational Unit (FFOS)	HEI Name	Country	Purpose
1	2008/09	Sanja Cimer	Department of German Language and Literature	Karl-Franzens-Universität Graz	Austria	Professional training
2	2008/09	Vladimir Karabalić	Department of German Language and Literature	Karl-Franzens-Universität Graz	Austria	Professional training
3	2008/09	Dubravka Kuna	Sub-department of Common Courses	University of Edinburgh	Scotland	Professional training
4	2008/09	Mirna Varga	Sub-department of Common Courses	University of Edinburgh	Scotland	Professional training
5	2009/10	Sanja Cimer	Department of German Language and Literature	Karl-Franzens-Universität Graz	Austria	Professional training
6	2010/11	Tanja Gradečak-Erdeljić	Department of English Language and Literature	Adam Mickiewicz University Poznan	Poland	Teaching
7	2010/11	Željko Uvanović	Department of German Language and Literature	University of Pardubice	Czech Republic	Teaching
8	2011/12	Branko Kuna	Department of Croatian Language and Literature	University of Silesia, Katowice	Poland	Teaching
9	2011/12	Željko Uvanović	Department of German Language and Literature	University of Seville, Seville	Spain	Teaching

	Academic Year	Teacher Name	Organisational Unit (FFOS)	HEI Name	Country	Purpose
10	2011/12	Kristina Mitrić	Library	University of Oxford	UK	Professional training
11	2011/12	Dubravka Kuna	Sub-department of Common Courses	British Study Centres School of English, Oxford	UK	Professional training
12	2011/12	Bernardica Plaščak	Library	Universität Augsburg, Augsburg	Germany	Professional training
13	2011/12	Mirna Varga	Sub-department of Common Courses	British Study Centres School of English, Oxford	UK	Professional training
14	2012/13	Ana Mikić Čolić	Department of Croatian Language and Literature	Uniwersytet Wrocławski, Wrocław	Poland	Teaching
15	2012/13	Željko Uvanović	Department of German Language and Literature	Ludwig-Maximilians-Universität, München	Germany	Teaching
16	2012/13	Goran Rem	Department of Croatian Language and Literature	University of Pecs	Hungary	Teaching
17	2012/13	Branko Kuna	Department of Croatian Language and Literature	Uniwersytet Jagiellonski	Poland	Teaching
18	2012/13	Biljana Oklopčić	Department of English Language and Literature	Georg-Eckert-Institut, Braunschweig	Germany	Professional training
19	2012/13	Damir Hasenay	Department of Information Science	British Library, London	UK	Professional training

The incoming ERASMUS (non-)teaching staff mobility (2008-2013)

The incoming (non-)teaching staff mobility programme has been realised at the University of Osijek since the academic year 2011/2012. In the analysed period, 9 visits from (non-)teaching staff was recorded at the Faculty of Humanities and Social Sciences, which makes the FFOS, with the exception of the Rector's Office, the most active constituent of the University in that segment (9/36, or 25%).

Table 6.d.6. The incoming (non-)teaching staff mobility of the Faculty of Humanities and Social Sciences in 2011/2012 and 2012/2013 with the purposes of teaching and professional training

	Academic Year	Name	University Name	Country	Purpose of mobility
1	2011/12	Jan Čapek	University of Pardubice	Czech Republic	Teaching
2	2011/12	Sven Hanuschek	Ludwig-Maximilians-Universität, München	Germany	Teaching
3	2011/12	Valikova Daniela	Tomas Bata University, Zlin	Czech Republic	Teaching
4	2011/12	Malczak Leszek	University of Silesia in Katowice	Poland	Teaching
5	2011/12	Deak Mate	University of Pecs	Hungary	Professional training
6	2011/12	Szalai Monika	University of Pecs	Hungary	Professional training
7	2012/13	Pycia Paulina	University of Silesia in Katowice	Poland	Teaching
8	2012/13	Ruttar Anna	University of Silesia in Katowice	Poland	Teaching
9	2012/13	Tratnyek Magdolna	University of Pecs	Hungary	Teaching

ERASMUS MUNDUS (JoinEUSee)

One student from FFOS participated in the JoinEUSee/Erasmus Mundus exchange programme in the winter semester of the academic year 2011/2012:

Sanja Merčep; University of Latvia, Faculty of Social Sciences and Faculty of Education, Psychology and Art, Riga, Latvia

ERASMUS PREPARATORY VISITS (2008-2013)

In the given period one ERASMUS preparatory visit was realised:

Vladimir Karabalić: a preparatory visit to *Karl Franzens Universität*, Graz, Austria, 2010

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

By way of a survey we gathered information from the teachers who have had experience of long-term stays at foreign universities. These are mostly teachers from the Department of English Language and Literature, who as receivers of Fulbright scholarships *Fulbright Predoctoral* and *Fulbright Postdoctoral* spent one academic year at a U.S. university before or after obtaining their Ph.D. degree:

1. Dr. Marija Omazić, Associate Professor; Fulbright predoctoral, Northern Arizona University, Flagstaff, AZ, USA, 2001/2002
2. Dr. Sanja Runtić, Associate Professor; Fulbright predoctoral, Postgraduate Department of American Indian Studies, University of Arizona, Tucson, USA, 2003/2004
3. Dr. Kornelija Petr Balog, Associate Professor; Fulbright postdoctoral, Rutgers University – The State University of New Jersey, USA, 2006/2007
4. Dr. Biljana Oklopčić, Associate Professor; Fulbright postdoctoral; The Center for the Study of the American South, UNC at Chapel Hill, 2008/2009
5. Dr. Jasna Poljak Rehlicki, Fulbright predoctoral, 2011/2012 Portland State University

The above-mentioned colleagues are very satisfied with their experience of studying at U.S. universities due to the opportunity of research in the country, language and culture which are their object of research. They gave high grades to the quality of library services, the availability of literature, the availability and cooperation with mentors and other experts, as well as getting to know new approaches to research and teaching at the U.S. universities. Furthermore, they are satisfied with the organisational aspects of life and work on campus. Upon their return to the Faculty, based on their predoctoral research they had carried out in the U.S., they completed and defended their Ph.D. theses, and they introduced new courses into the selection of obligatory and elective courses (Native American Literature, Contemporary American Female Writers, Corpus Linguistics, and Introduction to English Phraseology, among others). In addition, they have adopted and applied the principles of mentorship. The contacts they made during their study visits led to the realisation of the incoming mobility by U.S. professors to the Faculty of Humanities and Social Sciences in Osijek (Dr. Douglas Biber, Full Professor, and Dr. Randi Reppen, Full Professor, who were guest speakers at the international CALS conference organised by the Faculty, and gave lectures and workshops at the Postgraduate university study programme in Linguistics).

According to the number of scholarships of this type, the Faculty is in the leading position in relation to other constituents of the Josip Juraj Strossmayer University, due to the nature of the study programmes of the Faculty. All of the above-mentioned participants have completed the study of English Language and Literature, which allowed them to pass the required standardised tests, *Test of English as a Foreign Language* (TOEFL) and *Graduate Records Examination* (GRE), which are the prerequisites for scholarships of this kind. While activities

of this kind have been relatively common at the Faculty of Humanities and Social Sciences (they have been realised each year or each two academic years), activities such as these are only sporadic at other HE institutions of the University, for which the data are available (UFOS; PFOS).

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

The exchange of teachers and associates with HE institutions from abroad functions through various programmes, e.g.:

- The *Fulbright* programme of the U.S. Government through which the guest visits of American teachers to the Faculty of Humanities and Social Sciences (Department of English Language and Literature) are, already traditionally, realised, together with the return visits of our teachers to the U.S. universities in the form of predoctoral or postdoctoral training.
- The German and the Austrian academic exchange services, DAAD, and OeAD, respectively, through which German and Austrian language instructors are coming to the Department of German Language and Literature.
- The exchange based on bilateral agreements, e.g. between the Faculties of Humanities and Social Sciences in Osijek and Pecs, which over the past period has enabled visits by several teachers in the capacity of external associates from the Faculty of Humanities and Social Sciences in Pecs to the Sub-department of Hungarian Language and Literature of the FFOS.
- LLP ERASMUS, through which the teachers from the Faculty of Humanities and Social Sciences are realising, as a rule, short-term mobility with the aim of teaching and professional training; the incoming teacher mobility is being realised as well.¹⁶⁴
- As a result of good cooperation with Croatian studies scholars from Polish universities, with the support from the Polish Ministry of Science and Higher Education a Lectorate for the Polish language was introduced at the Faculty of Humanities and Social Sciences, in which the foreign-language instructor Małgorzata Staniszc has been employed since 2012/2013.
- The teacher exchange has been conducted also on the basis of individual scholarships of foreign institutions, and the scholarships of the U.S. Embassy Zagreb.
- Finally, we would like to highlight the international mobility realised on the basis of special international cooperation financed by the Ministry of Science, Education and Sports, and on the basis of individual financing.

The total average rating of the cooperation between the FFOS teachers and associates, and other HE institutions from abroad with the aim of teaching is good.¹⁶⁵ Those most satisfied with the international teacher exchange are the organisational units that have realised

¹⁶⁴ See 6. d)

¹⁶⁵ A large part of the following data was obtained by conducting a short informal survey at the level of organisational units within the framework of collecting data on the international mobility for the purpose of preparing Table 6.1.

intensive cooperation with foreign educational institutions over the past period, e.g. the Sub-department of Hungarian Language and Literature, which has been realising the mobility on the basis of a bilateral agreement between the Faculties of Humanities and Social Sciences in Pecs and Osijek, and the Department of Croatian Language and Literature, which has had very good bidirectional international cooperation with HE institutions in Poland and Hungary. In this respect we would like to single out the Department of English Language and Literature and the Department of German Language and Literature, which have traditionally been realising good international cooperation through the U.S. Government *Fulbright* programme and the German and Austrian academic exchange services (DAAD and OeAD) respectively. Somewhat less satisfaction is present among the organisational units that so far have not significantly realised international mobility with the aim of teaching, whereby a lack of financial and other types of support by Croatian institutions is sometimes singled out as an impediment. Generally, there is less satisfaction with the outgoing teacher mobility at the level of all organisational units. It can also be noticed within the ERASMUS international cooperation programme that the intensity of the international outgoing teacher mobility is lower than the intensity of the outgoing student mobility. From 2008 to 2013 the number of outgoing student mobilities with the aim of studying and doing internship was 81, while in the same period the number of outgoing teacher mobilities through ERASMUS, with the purpose of teaching and professional training was 19. However, it has to be pointed out that the Faculty of Humanities and Social Sciences is in that segment, too, the leading constituent of the University. For example, in the previous five-year period the FFOS has realised the most outgoing teacher mobilities through the ERASMUS programme with the purpose of teaching (8 of the total 32, i.e. 25%) and professional training (11 of the total 62, i.e. 17.74%).¹⁶⁶

The teachers who have realised the outgoing mobility over the past period are very satisfied to extremely satisfied with their stay at the foreign educational institutions; in the first place, due to an opportunity of exchanging experience with their international colleagues, receiving professional training and acquiring new research and teaching competencies. Some of the foreign institutions gave our teachers additional support during their study visits. We should highlight e.g. the subsidy for the participation of our teacher from the Department of Psychology in the international conference titled *EPA-EU GEI "Closing in on the Envirome in Mental Health"* during her study visit to the University of Maastricht. In addition, teachers from study programmes in foreign languages and literature specially emphasize the advantages of professional training in the country and culture that is the object of their research. Apart from the above-mentioned items, some organisational units emphasize the logistic support to teachers, whose administrative obligations at the foreign educational institutions during their stay had been minimised, which allowed them to focus on the research and teaching.

The Faculty encourages their teachers to go abroad by giving them information about scholarships and competitions for study visits through its web site, the web sites of individual departments and by exchanging information via mailing lists. Moreover, the administrative impediments are being removed, i.e. by ensuring replacements for the teaching and

¹⁶⁶ See Section 6. d)

administering exams during mobility if it is possible, or by way of adjusting the mode of teaching (intensified teaching or teaching via a distance learning system (*Moodle*)). During the mobility period the teachers have a right to a paid leave of absence, or they can realise the right to use a free study year (*sabbatical*). Some teachers are actively participating in encouraging further mobility of members of their own or other organisational units, by helping with the organisation, collecting documentation and making contacts with the foreign educational institutions. The basic conditions for higher mobility in individual organisational units, such as the Sub-department of Hungarian Language and Literature, and the Department of Croatian Language and Literature are there due to the realised bilateral agreements and the established international connections resulting from the study visits abroad of the members of those organisational units.

On the other hand, based on the available data, we would also point out the satisfaction of the foreign teachers with their stay and work at the Faculty of Humanities and Social Sciences in Osijek. The teachers who visited the Department of German Language and Literature, and the Sub-department of Hungarian Language and Literature emphasise the friendliness and assistance of their Croatian colleagues, as well as that of the administration and the administrative staff, the appropriateness of the entrusted work responsibilities according to their competencies and interests, the organisation of teaching (despite the occasional overly large working groups or some lesser administrative problems). The satisfaction with the infrastructure and technical equipment of classrooms is also emphasized. Apart from that, some of the visiting teachers (e.g. at the Department of English Language and Literature) emphasize the strong motivation of the students and their dedication to work, as well as the hospitality of our teachers. This is also supported by the fact that certain visiting professors come on recommendation of their predecessors and/or that they visited our institution more than once. For example, at the Department of English Language and Literature the following professors have been guests more than once: Myrl Jones (2001/2002, and 2006/2007); on recommendation of Dr. Myrl Jones, Full Professor, the same department hosted Dr. Moira Phyllis Baker, Full Professor (May and June 2012, and again in the academic year 2013/2014) and Dr. Robert Sullivan, Full Professor (2007/2008, and 2009/2010).

The organisational units of the FFOS encourage, in different ways, the foreign teachers to visit the FFOS. Thus, for example, during their visits to the foreign HEIs certain teachers made time to present the Faculty of Humanities and Social Sciences to their hosts, which can be a powerful incentive for the hosts to return the visits. Furthermore, one of the most direct and efficient ways is through personal contact during academic conferences, invitations directed to eminent experts in specific areas (e.g. the visit of Dr. Heringer, Full Professor, from Germany, and Dr. Holzer, Full Professor, from Austria, following the invitation of the Head of the Department of German Language and Literature), or through earlier personal contacts and acquaintances (e.g. the visit of Dr. S. Hanuschek, Full Professor, and Prof. J. Čapek). Furthermore, additional motivation in some cases is the possibility of further research cooperation. For example, our Hungarian colleagues have already published several publications in journals *Acta Hungarica Universitatis Essekiensis* and *Rovátkák*, which are edited by the associates of the Sub-Department of Hungarian Language and Literature of the

FFOS. The above-mentioned research papers are recognised in their home country as international publications.

The visits of foreign teachers have resulted in various types of further cooperation. On a scholarly level, certain visits have resulted in joint publications (for example, in the process of preparation are the conference proceedings "Slawisch-deutsche Kontakte in Literatur" (Aachen: Shaker Verlag 2014)¹⁶⁷, a plan to prepare a textbook for the learners of Croatian as a foreign language, research papers (e.g. the above-mentioned papers by the Hungarian visiting teachers, a planned research paper by the colleagues from the Department of Croatian Language and Literature in cooperation with their Polish colleagues from Wrocław, followed by two papers on emotional competence and the dynamics of affects, in the preparation of which a teacher from the Department of Psychology is participating, thanks to her study visit to The Netherlands). Furthermore, visiting teachers participate in the conferences organised at the Faculty (e.g. Dr. Robert Sullivan, Full Professor (Brown University/University of Mostar), on 16 October 2012 held a plenary lecture at the *35YESO International Conference to Mark the 35th Anniversary of English Studies at the Faculty of Humanities and Social Sciences of the Josip Juraj Strossmayer University (Osijek)*). Talks have begun about opening a Croatian Lectorate in Wrocław. The visiting teachers from Hungary are planning field work in museums and Hungarian institutions in Baranja and Slavonia, which will help to evaluate the rich culture of the Hungarian national minority in Croatia. Also it is planned to conduct research to determine the specificity of language use of the Hungarian minority, in which the Hungarian-Finnish studies scholars from Hungaria will participate, and a more intensive cooperation on the coordination of cross-border research projects, and on the organisation of joint conferences, etc.

Some of the visits resulted in a reciprocal mobility of our teachers to the foreign institutions in question (e.g. two years after the visit of the American professor Michael Clark from Portland State University, Oregon, USA, who stayed at the Department of English Language and Literature during the Summer Semester 2008/09, Dr. Jasna Poljak Rehlicki received the *Fulbright* scholarship and went on a study visit to Portland State University, in part thanks to the letter of invitation from Dr. Michael Clark). Furthermore, some of the visiting teachers (Dr. Myrl Jones, Full Professor, and Dr. Robert Sullivan, Full Professor) supervised the preparation of the Ph.D. theses of members of our organisational units (Dr. Jadranka Zlomislíć, Assistant Professor, and Dr. Ljubica Matek, Senior Teaching Assistant, from the Department of English Language and Literature).

The cooperation sometimes developed in the logistic sense as well, for example, through renting equipment from the Expert Group Experience Sampling Method (University of Maastricht, The Netherlands) with the purpose of gathering data for a research project of the Department of Psychology.

From all of the above, it is obvious that the experience gathered through the outgoing teacher mobility is being applied in many different ways, and the different applications of these experiences can more or less be monitored. Some of the acquired international experiences are planned to be presented during 2013/2014 in the form of public lectures within the "Open

¹⁶⁷ <https://sites.google.com/site/slawischdeutschekontakte/home/kontakte-in-literatur>

Thursday” programme. Besides, the application of experience is also monitored indirectly, by monitoring the publication of papers resulting from the international cooperation, i.e. the completion of Ph.D. dissertations (e.g. after her visit to the Karl-Franzens-Universität in Graz, Dr. Sanja Cimer, Assistant Professor, completed her dissertation), as one of the most tangible outcomes of the international experience.

State possible students’ opinions and comments about the visiting teachers.

Most of the significant visits of teachers from foreign HE institutions to the Faculty of Humanities and Social Sciences have been realised on the basis of agreements on cooperation between the Faculty of Humanities and Social Sciences and the concerned institutions (Faculty of Humanities and Social Sciences of the University of Pecs, in one case the University of Ljubljana), through the American Fulbright programme, and the German and Austrian academic exchange services (DAAD and OeAD). Since the evaluation of visiting teachers from abroad who came to the FFOS in the capacity of external associates was included in the University Student Survey, the data about satisfaction with those teachers is mostly based on the results of that survey¹⁶⁸.

Based on the agreement signed in 2011 with the Faculty of Humanities and Social Sciences in Pecs, up to six teachers-external associates have participated in the implementation of the study programme in the Hungarian Language and Literature at the FFOS. The available results of the University Student Survey show that students grade the concerned teachers highly (the Grade Point Average for 2009/2010 was 4.536, ranging from 4.16 to 4.95; for 2011/2012 the GPA amounts to 4.585, with the grades ranging from 4.31 to 4.93). The elements to be graded, according to the standardised form of the University Student Survey, include the organisational elements of teaching (e.g. informing the students about the requirements, the conciseness of the grading criteria), manner of presentation, and the teacher’s attributes (e.g. approachability). In their additional comments the students emphasize their satisfaction with the teachers’ professional approach and knowledge, their methodical approach, as well as the satisfaction with the possibility of listening to native speakers, as well as getting to know the Hungarian culture and literature from the point of view of the lecturers belonging to that culture. Some of the problems that the students point to are the difficulty of following lectures for those individuals with initially lower Hungarian language competencies, and the concentrated delivery of classes. In addition, the professor who taught at the Department of Psychology during the academic year 2009/10 also got a high grade (4.63).

Further, according to the results of the conducted University Student Surveys, a high degree of satisfaction with the foreign language instructors is also present among the students of German Language and Literature. The GPA for the two language instructors for the academic year 2009/2010 was 4.36 (individually 4.21 and 4.51), and for 2011/2012 it was 4.42 (individually 4.66 and 4.18).

At the mentioned departments, but also at those visited by foreign teachers who were not included in the University Student Survey, we gathered the opinions of students via a short

¹⁶⁸ In the past five-year period the University Student Survey has been conducted for the academic years 2009/2010 and 2011/2012.

informal survey that was conducted within the framework of collecting data for Table 6.1. In certain cases (at the Department of English Language and Literature) the opinions were gathered in other ways, through essays that the students prepared within the courses held by foreign teachers, which were given to us by the teachers and the students on their own initiative, for the purpose of the Self-Evaluation. The mentioned materials show that the students hold an extremely positive opinion about the foreign visiting teachers. Those opinions are, first and foremost, based on the fact that the teachers come from English, i.e. Hungarian and German speaking areas, who hold lectures to students on their own culture and literature, thus giving them a unique insight into the topics from the perspective of a person/an expert who belongs to that culture and literature. In addition to the above, the students gave high grades to the new, i.e. different approaches to teaching by the visiting teachers, which motivated them additionally and aroused their interest for the presented topics. The fact that in some cases the students stayed in contact with the teachers testifies to the quality of the professional and personal connections made.

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

Thanks to their participation in the ERASMUS international mobility programme, the teachers and associates of the Faculty have made it possible to teach some of their courses in one of two foreign languages, German or English. A list of these courses was submitted and published in the Erasmus Student Guide, a brochure issued by the University International Relations Office.

It is also worth pointing out that, due to its offer of study programmes, the Faculty of Humanities and Social Sciences is in a unique position to offer and deliver a great number of courses in two world languages: English and German, but also Hungarian as a language from the most immediate vicinity. Namely, the study programmes of English, German and Hungarian languages and literature are carried out in three foreign languages at the undergraduate and graduate study level, which to an extent can explain their pronounced activity concerning the incoming and outgoing student mobility at the level of the Faculty¹⁶⁹. Due to that fact, the incoming ERASMUS students have a greater number of potential courses to choose from and in that way can more easily ensure the compatibility of the selected courses with the courses in their home institutions, and an easier recognition of the earned ECTS credits upon the completion of mobility.

Apart from that, the implementation of the aforesaid study programmes includes teachers/associates from abroad, for a shorter or longer time¹⁷⁰, which is another important factor in the strengthening of the international connections and a guarantee that the programme will stay open to foreign students.

According to the list of courses which are offered to the incoming foreign students through the ERASMUS project, but also according to the descriptions of individual study

¹⁶⁹ See Section 6. d)

¹⁷⁰ See Section 6. f)

programmes, there are conditions for teaching in English or some other foreign language within other (non-linguistic) undergraduate and graduate university study programmes offered at the organisational units of the Faculty, if the need be (Department of Psychology, Department of Pedagogy, Department of Information Sciences, Department of Philosophy).

The free courses of English and German, which the Faculty organises for their employees within the framework of the annual plans of professional training, are also an important incentive to expand the offer of courses that can be delivered in a foreign language even within the non-linguistic study programmes of the Faculty (see, e.g., the *Plan for professional training of teachers in teaching competencies and other skills* for 2013/2014, published on the Faculty Web Site).

The Appendix 6.1. is a list of all the courses at the undergraduate and graduate levels that are delivered or can be delivered in one of the world languages (English, German, Hungarian, and in several cases Russian and Greek). This list shows a high representation of courses in a foreign language in the total offer of courses at the Faculty: of the total 743 courses that have been delivered in the past 5 years, 329 courses (44.28%) have been delivered or can be delivered in a foreign language.

In the 3rd cycle studies, the Faculty of Humanities and Social Sciences in Osijek is offering three postgraduate university study programmes: the postgraduate university study programmes in *Linguistics*, *Literature and Cultural Identity*, and *Pedagogy and Contemporary School Culture*. The intention of all these study programmes is to attract students from other areas of Croatia, but also from abroad. In the programmes of these three study programmes there is a list of courses which can be delivered in one of the world languages (Proposal for the Postgraduate university study programme in *Pedagogy and Contemporary School Culture* (Section 4.4); Programme of the postgraduate university studies in *Literature and Cultural Identity* (Section 3.8); Programme of the postgraduate university studies in *Linguistics* (Section 3.8). In addition, the above-mentioned programmes provide for a possibility of employing a guest lecturer and/or within these programmes supplementary workshops are organised, of which many are delivered by visiting scholars from foreign universities.

Out of a total of 44 courses and workshops offered in the Postgraduate university study programme in Linguistics, 25 (65.8%) can be delivered in one of the world languages (see Appendix 6.2). Following is a list of visiting lectures and supplementary workshops in the Postgraduate university study programme in Linguistics in the past five-year period which have been held in foreign languages:

1. Dylan Glynn (University of Lund, Sweden/University of Leuven, Belgium): a lecture titled *Usage-Based Methodologies in Cognitive Semantics*, 23 January 2009
2. Marija Omazić (Faculty of Humanities and Social Sciences, Osijek), workshop in *Corpus Linguistics* titled *British National Corpus* (in English), 21 February 2009
3. Susanne Göpferich (Karl-Franzens-Universität Graz, Austria) *Psycholinguistic Methods in Translation Studies*“ (in German), 6 February 2010
4. Susanne Göpferich (Karl-Franzens-Universität Graz, Austria) *Psycholinguistic Methods in Translation Studies*“ (in English), 6 February 2010

5. Randi Reppen (Northern Arizona University, USA): a lecture titled *Using corpora in the language classroom*, 22 May 2010
6. Douglas Biber (Northern Arizona University, USA) *A Corpus-Driven Approach to Formulaic Language in English: Multi-Word Patterns in Speech and Writing*, 22 May 2010
7. Linda Thornburg and Klaus Uwe-Panther (Universität Hamburg, Germany), lectures on metonymy within the elective course *Cognitive Linguistics and Language Between the Individual and the Community*, 8-9 November 2010
8. Marija Omazić (Faculty of Humanities and Social Sciences, Osijek), workshop in *Corpus Linguistics (in English)*, 7 May 2011
9. Hans Jürgen Heringer (Universität Augsburg, Germany) *Automatische Textanalyse Ein Programm und seine Anwendungen*, 13 May 2011
10. Jan Engberg (University of Copenhagen, Denmark) *Analysing knowledge elements in specialized texts*, 14 May 2011
11. Dina Mehmedbegović (University of London, UK) *Methodological challenges in sociolinguistic research*, 15 October 2011
12. Ivana Jozić (Faculty of Humanities and Social Sciences, Osijek), workshop in *Text Linguistics (in German)*, 9 June 2012
13. Hans Jürgen Heringer (Universität Augsburg, Germany) *Intercultural training: what it is and what it could be*, 11 October 2012
14. Vyvyan Evans (University of Bangor, UK), guest lecturer in the Postgraduate university study programme in Linguistics: a supplementary Q&A session and lecture on the conceptualisation of time *On Time*, 16 October 2012
15. Dr. Georg Holzer, Associate Professor (Universität Wien) held on the 25 May 2013 a workshop on diachronic linguistics for the students of the Postgraduate university study programme in Linguistics.

Out of a total of 52 courses offered in the Postgraduate university study programme in *Literature and Cultural Identity*, 26 courses (50%) can be delivered in a foreign language (See Appendix 6.3). All the courses offered in the Postgraduate university study programme in *Pedagogy and Contemporary School Culture* (n= 16, 100%) can be delivered in a foreign language.¹⁷¹

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.

The preceding sections present in detail the international mobility and cooperation of the students of the Faculty of Humanities and Social Sciences in Osijek. Apart from participation in the previously listed mobility programmes, many students individually join projects such as *Youth and Action* in which they represent the Republic of Croatia and the Faculty of

¹⁷¹ See Appendix 6.4)

Humanities and Social Sciences in Osijek. The actively functioning student associations are PSIHOS (Psychology Students' Club), ALEPH (Student Literary Club) LIBROS (Information Sciences Students' Club), ISHA (The International Students of History Association), Germanistics Students' Association GERMANISMUS and LingvOs (Student Linguistic Association). We will present here some of their international activities.

The representatives of the student association PSIHOS have participated in congresses and meetings of the *European Federation of Psychology Students' Associations*. Dunja Pavlović and Nermina Mehić participated in the EFPSA Congress 2011 in Poland. Mirna Ilakovac participated in the EFPSA Congress 2012 in Denmark. Mirna Ilakovac, Tajana Lučić and Mirna Cerovac participated in the EFPSA Congress in Turkey. Mirna Ilakovac, Tajana Lučić and Mirna Cerovac participated in the *EFPSA Joint Executive Board/ MR meeting* 2013 in Northern Ireland. Dea Kričkić, Monika Grbavica, Martina Nikolić, Doris Berka, Ivana Mađaroši, Monika Jurkić, Anja Međimurec, Zora Mlinarević, Antonija Poljak, Dragica Majić, Kristina Toter, Ana Boras, Mirna Cerovac and Teodora Fintić participated in the *2nd Sarajevo Psychology Days* 2012. Nermina Mehić participated in the *5th Meeting of Psychology Students in Novi Sad (TRANSfer)* 2012. Tomislav Ručević, Anja Kit and Dunja Varga participated in the conference titled *Contemporary Trends in Psychology*, held in Novi Sad in 2013.

The representatives of the student association ISHA have been regularly participating in seminars and conferences organised by the ISHA International: 2010, Helsinki, Finland, *Integration Throughout History*; 2011, Pula, *East and West: Bridging the Differences*; 2012, Jena, Germany, *Identities in Transition*; and 2013, Leuven, Belgium, *Migration*. The students participated in the following seminars: 2010, Vilnius, Lithuania; Sofia, Bulgaria, *Unions Throughout History*; 2010, Marburg, Berlin, Germany, *Utopias and Dystopias*; 2011, Leuven, Belgium, *History Used as Propaganda*; 2011, Bucharest, Romania, *Myths, Heroes and Identities*; 2011, Turku, Finland, *Shared Past - Conflicting History*, 2011, Belgrade, Serbia, *Marginal Groups through History*; 2012, Zagreb, Croatia, *Education and Intellectual Emancipation*; 2013, Banja Luka, Bosnia and Herzegovina, an ISHA seminar titled *Inspiration – People and Events*. Representatives of a student association can get financial support from the Faculty to participate in these kinds of activities.

The representatives of the student association LIBROS, Marinela Šmider, Tihana Pavić, Ivana Čadovska, Tihomir Vranješ, Martina Ferko and Biljana Đaković participated in the international conference BOBCATSSS 2010 in Parma, Italy.

The students Sanja Merčep, Tanja Sljepčević and Ines Komić, upon their return from the ERASMUS student exchange programme, together with several other colleagues from other faculties of the *Josip Juraj Strossmayer University of Osijek*, founded the student association ESN Osijek (*Erasmus Student Network Osijek*), whose main activities are the promotion of international cooperation and exchange, and removing the impediments to mobility. They actively help the incoming students, participate in additional ERASMUS activities at the Faculty (such as EILC) and encourage the students of the Faculty of Humanities and Social Sciences to participate in the exchange programme.

The Faculty also helps financially the individual participation of students in different seminars abroad. In 2012 Matea Srčnik participated in the *ISFIT* seminar in Trondheim; In 2013 Mia

Hocenski and Ines Komić received support for participation in the seminar titled *Youth in Action, Momentum Leadership Course at Brunel University* in London.

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

The students of the Faculty of Humanities and Social Sciences can spend a semester, a whole academic year or even two academic years abroad through different mobility programmes. The initiative for signing the ERASMUS bilateral agreement comes from the ERASMUS Coordinator of the Faculty, who encourages the signing of the agreement between the Josip Juraj Strossmayer University of Osijek and foreign universities. This kind of initiative is preceded by an arrangement between the Coordinator, the student, the department or sub-department and the Vice-Dean for Research and International Cooperation. The documents which encourage the students to do a part of their study abroad are the following: the *ERASMUS Student Charter*, *Ordinance on the ERASMUS international mobility programme* of the Josip Juraj Strossmayer University of Osijek, of 28 February 2011, and *Instruction on the recognition of ECTS credits acquired at other universities* of the Faculty of Humanities and Social Sciences in Osijek. The *Instruction* encourages students to go abroad by recognising their mobility on the basis of the *Agreement on the recognition of the mobility period in special programmes or projects of student exchange*. The *Agreement on the recognition of the mobility period* is signed by the student, the home institution and the host institution before the student's departure for a study visit abroad. The student selects the courses at the host institution taking into account the possible differences in the course titles and contents, as well as the allocated ECTS credits. In the selection of the courses the student consults with the mentor, the head of the department, and the Faculty ERASMUS Coordinator. The head of the department and the ERASMUS Coordinator check if the study programme and the course descriptions of the courses selected by the student at the foreign HEI are compatible with the study programme into which the student is enrolled at the home institution.

The recognition of the ECTS credits acquired at other universities is also possible if the student has not participated in an international exchange programme determined by the corresponding agreements, but the exchange is functioning based on a received scholarship or the student's own budget. The student who leaves on that kind of study visit should, before his/her departure, seek the advice of his/her mentor, the head of the department and the ERASMUS Coordinator concerning the selection of courses at the foreign HEI and the ways and possibilities of ECTS credits recognition. In the case of a longer study visit the student is exempt from the participation in classes at his/her home institution.

j) Describe visits of foreign students to your HE institution (duration and content, table 6.2).

An additional specificity of the Faculty of Humanities and Social Sciences in Osijek is that the foreign students are attracted to the possibility of studying in the Croatian language. We

observed a pronounced interest to study Croatian Language and Literature at the Faculty of Humanities and Social Sciences in Osijek among the Croatian studies/philology students from the Adam Mickiewicz University in Poznan, the University of Wrocław, the Faculty of Humanities, the Institute of Slavic Studies, and the Department of Croatian Studies in Pecs. In the period from 2011 to 2013, since we have been recording the incoming mobility through the Erasmus programme, 6 students of a total of 11 (54.5%) studied at the Department of Croatian Language and Literature. Those students are coming to study Croatian Language and Literature because they want to gather experience in a language and culture that are foreign to them. An important role in encouraging such mobility is played also by our teachers who have made preceding study visits to the above-mentioned HEIs during which they have actively participated in presenting our Faculty and its organisational units and in certain cases met the foreign students who were granted a study visit to the concerned organisational unit through the Erasmus programme. Out of the total 11 study visits, five were one semester long and six were two semesters long (the agreement was extended), which also testifies to the level of the students' satisfaction concerning their study visit to the Faculty of Humanities and Social Sciences.

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

The Faculty of Humanities and Social Sciences in Osijek is satisfied with the existing situation – ranging from the extent of international activities to the system of their monitoring, which on the basis of the determined indicators monitors the improvement on the annual level and identifies the areas for improvement in the following period. The Faculty Administration follows and implements the recommendations of the Quality Assurance Committee based on the annual reports on the implemented activities. Especially satisfying is the extent of the outgoing international student mobility, which is at the top of the results for the Josip Juraj Strossmayer University of Osijek and at the level of state average for the Republic of Croatia (the number of mobile students in the whole student population is ca. 2%).

Suggestions for improvement in the following period:

- Encourage new bilateral agreements with the purpose of broadening the possibilities of the exchange of students, teachers and the non-teaching staff
- Intensify the activities on international cooperation with the purpose of application of joint projects
- Increase the number of large international projects with the Faculty of Humanities and Social Sciences in Osijek as the coordinator or a partner
- Continue promoting the Erasmus mobility of students, the teaching and the non-teaching staff (ERASMUS Info Days, regular advertising of open competitions on the Faculty Web Site and via mailing lists)
- Increase the number of students, the teaching and the non-teaching staff participating in the outgoing and incoming exchange, especially the students in the incoming exchange and the teachers and the non-teaching staff in the outgoing exchange.

- Increase the share of mobile students in the total student population in the undergraduate, graduate and postgraduate study programmes
- Encourage the *Comenius Assistantships* for student teachers
- Popularise and encourage the exchange programme at all our study programmes and all the organisational units in equal measure
- Continue removing the administrative, formal and other impediments to the mobility of students and teachers in order to make their participation in the exchange easier

Ensure the transfer of acquired knowledge and international experience upon returning to the Faculty through dissemination activities (reports, lectures, and the media).

Annex 6.1. List of all courses at the undergraduate and graduate level which are delivered or can be delivered in one of the world languages

Courses	Department	Level	Language of Instruction
Affirmative American Drama	Department of English	graduate	English
20th Century American Literature	Department of English	undergraduate	English
American Culture and Civilisation	Department of English	undergraduate	English
Subversive American Drama	Department of English	graduate	English
Discourse Analysis	Department of English	undergraduate	English
Analysis of Literary Work 1	Sub-Department of Hungarian	undergraduate	Hungarian
Analysis of Literary Work 2	Sub-Department of Hungarian	undergraduate	Hungarian
Error Analysis and Foreign Language Teaching	Department of English	graduate	English
Vienna Modernism	Department of German	undergraduate	German
British Culture and Civilisation	Department of English	undergraduate	English
Drama Techniques in Teaching German as a Foreign Language	Department of German	graduate	German
Bilingualism	Department of German	graduate	German
Elements of Culture and Civilization in Teaching English Language	Department of English	graduate	English
Elements of Culture and Civilization in Teaching German Language	Department of German	graduate	German
English Language I	Sub-Department of Common Courses	undergraduate	English
English Language II	Sub-Department of Common Courses	undergraduate	English
English Language III	Sub-Department of Common Courses	undergraduate	English
English Language IV	Sub-Department of Common Courses	undergraduate	English
English in Contact	Department of English	undergraduate	English

English as a Global Language	Department of English	graduate	English
English for Advanced Students 1	Sub-Department of Common Courses	undergraduate	English
English for Advanced Students 2	Sub-Department of Common Courses	undergraduate	English
English for Advanced Students 5	Sub-Department of Common Courses	undergraduate	English
English for Advanced Students 6	Sub-Department of Common Courses	undergraduate	English
Literature in Film Interpretation	Department of German	graduate	German
Film Translation	Department of German	graduate	German
Folklore	Sub-Department of Hungarian	undergraduate	Hungarian
Phonetics 1	Sub-Department of Hungarian	undergraduate	Hungarian
Phonetics 2	Sub-Department of Hungarian	undergraduate	Hungarian
Hungarian Phonetics and Phonology	Sub-Department of Hungarian	undergraduate	Hungarian
German Phonetics and Phonology	Department of German	undergraduate	German
Phonetic Exercises	Department of German	undergraduate	German
English Phonetics	Department of English	undergraduate	English
Phonetic Exercises I	Sub-Department of Hungarian	undergraduate	Hungarian
Phonetic Exercises II	Sub-Department of Hungarian	undergraduate	Hungarian
Phrasal Verbs	Department of English	undergraduate	English
Introduction to English Phraseology	Department of English	undergraduate	English
Theory of Foreign Language Teaching (Glottodidactics)	Department of English	graduate	English
Theory of Foreign Language Teaching (Glottodidactics)	Department of German	graduate	German
Goethe's Faust	Department of German	undergraduate	German
Public Speaking	Department of English	graduate	English
Grammar in Teaching German as a Foreign Language	Department of German	undergraduate	German
Greek Language I	Department of Philosophy	undergraduate	Greek

Greek Language II	Department of Philosophy	undergraduate	Greek
Croatian for Translators and Interpreters	Department of German	graduate	German
Croatian for Translators and Interpreters 1	Department of English	graduate	English
Croatian for Translators and Interpreters 1	Department of German	graduate	German
Croatian for Translators and Interpreters 2	Department of English	graduate	English
Individual Differences in Foreign Language Learning	Department of English	graduate	English
Research in Teaching English as a Foreign Language	Department of English	graduate	English
Research in Teaching German as a Foreign Language	Department of German	graduate	German
Language Practice 1	Sub-Department of Hungarian	undergraduate	Hungarian
Language Practice 2	Sub-Department of Hungarian	undergraduate	Hungarian
Language Practice 3	Sub-Department of Hungarian	undergraduate	Hungarian
Language Practice 4	Sub-Department of Hungarian	undergraduate	Hungarian
English Language Practice I	Department of English	undergraduate	English
English Language Practice II	Department of English	undergraduate	English
English Language Practice III	Department of English	undergraduate	English
English Language Practice IV	Department of English	undergraduate	English
English Language Practice V	Department of English	undergraduate	English
English Language Practice VI	Department of English	undergraduate	English
English Language Practice VII	Department of English	graduate	English
English Language Practice VIII	Department of English	graduate	English
Hungarian Language Practice 1	Sub-Department of Hungarian	undergraduate	Hungarian
Hungarian Language Practice 2	Sub-Department of Hungarian	undergraduate	Hungarian
Hungarian Language Practice 3	Sub-Department of Hungarian	undergraduate	Hungarian
German Language Practice I	Department of German	undergraduate	German
German Language Practice II	Department of German	undergraduate	German

German Language Practice III	Department of German	undergraduate	German
German Language Practice IV	Department of German	undergraduate	German
German Language Practice V	Department of German	undergraduate	German
German Language Practice VI	Department of German	undergraduate	German
German Language Practice VII	Department of German	graduate	German
German Language Practice VIII	Department of German	graduate	German
Language Expression 1	Sub-Department of Hungarian	undergraduate	Hungarian
Language Expression 2	Sub-Department of Hungarian	undergraduate	Hungarian
Language and Culture	Department of English	graduate	English
Language and Translation of Legal Texts	Department of German	graduate	German
Language and Translation of Texts on Food Technology	Department of German	graduate	German
Theatre Workshop 1	Department of German	undergraduate	German
Theatre Workshop 2	Department of German	undergraduate	German
Literary Translation	Department of English	graduate	English
Native American Literature	Department of English	graduate	English
Southern Literature	Department of English	undergraduate	English
Literature of Biedermeier and Young Germany	Department of German	undergraduate	German
Literature of the German Democratic Republic	Department of German	graduate	German
Literature and Film	Department of English	graduate	English
Migrant Literature in German-speaking Lands	Department of German	undergraduate	German
Literature of Modernism 1	Sub-Department of Hungarian	undergraduate	Hungarian
Literature of Modernism 2	Sub-Department of Hungarian	undergraduate	Hungarian
Literature of the Reformation and Romanticism I	Sub-Department of Hungarian	undergraduate	Hungarian
Literature of the Reformation and Romanticism II	Sub-Department of Hungarian	undergraduate	Hungarian
Literature in the English Language	Department of English	graduate	English

Classroom			
Literature in Teaching English as a Foreign Language	Department of English	graduate	English
Cognitive Linguistics	Department of English	graduate	English
Complementation of Verbs and Adjectives	Department of English	graduate	English
Communication Practice 1	Sub-Department of Hungarian	undergraduate	Hungarian
Communication Practice 2	Sub-Department of Hungarian	undergraduate	Hungarian
Communication Practice 3	Sub-Department of Hungarian	undergraduate	Hungarian
Communication Practice 4	Sub-Department of Hungarian	undergraduate	Hungarian
Communication Practice 5	Sub-Department of Hungarian	undergraduate	Hungarian
Communication Practice 6	Sub-Department of Hungarian	undergraduate	Hungarian
Hungarian Culture Contacts in the Alps Adriatic Region	Sub-Department of Hungarian	graduate	Hungarian
Contrastive Analysis	Department of English	graduate	English
Contrastive Analysis of Phraseologisms in German and Croatian	Department of German	undergraduate	German
Contrastive Analysis of Syntactic Structures in German and Croatian	Department of German	undergraduate	German
Conversation	Department of English	graduate	English
Conversation 2 - for B2 level students	Department of English	graduate	English
Conversation I	Department of German	undergraduate	German
Conversation II	Department of German	undergraduate	German
Conjugated and Non-conjugated Verb Forms in Contemporary German	Department of German	undergraduate	German
Corpus Linguistics for Translators	Department of English	graduate	English
Culture and Civilisation of Germany	Department of German	undergraduate	German
Culture and Civilisation of Switzerland and Austria	Department of German	undergraduate	German
Culture of Hungarians and Other Peoples of the Danube and Alps-Adriatic 1	Sub-Department of Hungarian	graduate	Hungarian
Culture of Hungarians and Other Peoples	Sub-Department of Hungarian	graduate	Hungarian

of the Danube and Alps-Adriatic 2			
Cultural History of Hungarians in Croatia 1	Sub-Department of Hungarian	undergraduate	Hungarian
Cultural History of Hungarians in Croatia 2	Sub-Department of Hungarian	undergraduate	Hungarian
Cultural History of Hungarians in Croatia III	Sub-Department of Hungarian	undergraduate	Hungarian
Cultural History of Hungarians in Croatia IV	Sub-Department of Hungarian	undergraduate	Hungarian
Latin Language I	Department of Information Sciences	undergraduate	Latin
Latin Language II	Department of Information Sciences	undergraduate	Latin
Lexical Semantics	Department of English	undergraduate	English
Lexicographic Description of English	Department of English	undergraduate	English
Lexicology and Lexicography	Department of German	undergraduate	German
Love, Sex and Marriage in Milton's Paradise Lost	Department of English	graduate	English
Hungarian Language I	Sub-Department of Hungarian	undergraduate	Hungarian
Hungarian Language and Culture 1	Sub-Department of Hungarian	undergraduate	Hungarian
Hungarian Language and Culture 2	Sub-Department of Hungarian	undergraduate	Hungarian
Hungarian Language and Culture 3	Sub-Department of Hungarian	undergraduate	Hungarian
Hungarian Language and Culture 4	Sub-Department of Hungarian	undergraduate	Hungarian
Hungarian Language and Culture V	Sub-Department of Hungarian	undergraduate	Hungarian
Hungarian Language and Culture VI	Sub-Department of Hungarian	undergraduate	Hungarian
Hungarian Language and Culture VII	Sub-Department of Hungarian	graduate	Hungarian
Hungarian Language and Culture VIII	Sub-Department of Hungarian	graduate	Hungarian
Hungarian Language II	Sub-Department of Hungarian	undergraduate	Hungarian
Hungarian Language in Education	Sub-Department of Hungarian	graduate	Hungarian
Hungarian Orthography 1	Sub-Department of Hungarian	undergraduate	Hungarian
Hungarian Orthography 2	Sub-Department of Hungarian	undergraduate	Hungarian

Hungarian Tourist, Cultural and Historical Monuments in Croatia 1	Sub-Department of Hungarian	graduate	Hungarian
Hungarian Tourist, Cultural and Historical Monuments in Croatia 2	Sub-Department of Hungarian	graduate	Hungarian
Hungarian and Croatian Literary, Cultural and Historical Ties 1	Sub-Department of Hungarian	undergraduate	Hungarian
Hungarian and Croatian Literary, Cultural and Historical Ties 2	Sub-Department of Hungarian	undergraduate	Hungarian
Marketing 1	Sub-Department of Hungarian	graduate	Hungarian
Marketing 2	Sub-Department of Hungarian	graduate	Hungarian
English Language Teaching Methodology	Department of English	graduate	English
Hungarian Language and Literature Teaching Methodology	Sub-Department of Hungarian	graduate	Hungarian
German Language Teaching Methodology	Department of German	graduate	German
Mythology	Department of English	undergraduate	English
Modern Hungarian Literature and Culture 1	Sub-Department of Hungarian	undergraduate	Hungarian
Morphology of Verbs in Contemporary German Language	Department of German	undergraduate	German
Morphology and Semantics I	Sub-Department of Hungarian	undergraduate	Hungarian
Morphology and Semantics II	Sub-Department of Hungarian	undergraduate	Hungarian
Hungarian Language Morphology 1	Sub-Department of Hungarian	undergraduate	Hungarian
Morphology of Nonverbal Parts of Speech in Contemporary German Language	Department of German	undergraduate	German
Morphosyntax and Semantics of the English Verb Phrase	Department of English	undergraduate	English
Teaching English Language to Young Learners	Department of English	graduate	English
Teaching German Language to Young Learners	Department of German	graduate	German
German 20th Century Drama	Department of German	undergraduate	German
German and Austrian History 1848-1945	Department of German	undergraduate	German

German and Austrian History to 1848	Department of German	undergraduate	German
German Literature in Slavonia	Department of German	undergraduate	German
German Literature of Enlightenment	Department of German	undergraduate	German
German Literature of Realism and Naturalism	Department of German	undergraduate	German
German 20th Century Poetry	Department of German	undergraduate	German
German Love Poetry	Department of German	undergraduate	German
German Popular Culture and Literature	Department of German	undergraduate	German
German 20th Century Prose	Department of German	undergraduate	German
German Language 1	Sub-Department of Common Courses	undergraduate	German
German Language 2	Sub-Department of Common Courses	undergraduate	German
German Language III	Sub-Department of Common Courses	undergraduate	German
German Language IV	Sub-Department of Common Courses	undergraduate	German
German Orthography	Department of German	undergraduate	German
German Romanticism	Department of German	undergraduate	German
Selected Topics in Sociolinguistics	Department of English	undergraduate	English
General Translation Practice	Department of German	graduate	German
General Translation Practice 1	Department of German	graduate	German
General Translation Practice 2	Department of German	graduate	German
General Translation Practice I	Department of German	graduate	German
General Translation Practice II	Department of German	graduate	German
Foundations of Consecutive Interpreting	Department of English	graduate	English
Basics of Multimedia	Sub-Department of Hungarian	graduate	Hungarian
Basics of Multimedia 1	Sub-Department of Hungarian	graduate	Hungarian
Basics of Multimedia 2	Sub-Department of Hungarian	graduate	Hungarian
Foundations of Simultaneous Interpretation	Department of English	graduate	English

Essay writing	Department of English	undergraduate	English
Written Expression I	Department of German	undergraduate	German
Written Expression II	Department of German	undergraduate	German
Polish Language I	Department of Croatian	undergraduate	Polish
Polish Language II	Department of Croatian	undergraduate	Polish
Polish Language III	Department of Croatian	undergraduate	Polish
Popular Literature	Department of English	undergraduate	English
Business English	Department of English	graduate	English
Business Correspondence 1	Department of German	graduate	German
Business Correspondence 2	Department of German	graduate	German
History of the English Language	Department of English	graduate	English
History and Culture of Hungarians	Sub-Department of Hungarian	undergraduate	Hungarian
History of Culture 1	Sub-Department of Hungarian	graduate	Hungarian
History of Culture 2	Sub-Department of Hungarian	graduate	Hungarian
Hungarian History 1	Sub-Department of Hungarian	undergraduate	Hungarian
Hungarian History 2	Sub-Department of Hungarian	undergraduate	Hungarian
Hungarian History	Sub-Department of Hungarian	graduate	Hungarian
History of Hungarian Language 1	Sub-Department of Hungarian	graduate	Hungarian
History of Hungarian Language 2	Sub-Department of Hungarian	graduate	Hungarian
German History after 1945	Department of German	undergraduate	German
History of German Language	Department of German	undergraduate	German
History of Science and Ideas in German-speaking Lands	Department of German	undergraduate	German
Pannonian Basin Peoples 1	Sub-Department of Hungarian	graduate	Hungarian
Pannonian Basin Peoples 2	Sub-Department of Hungarian	graduate	Hungarian
Pragmatic Aspects of Translation	Department of German	graduate	German
Pragmatics	Department of English	graduate	English
Survey of American Literature I	Department of English	undergraduate	English
Survey of American Literature II	Department of English	undergraduate	English

Survey of English Literature I (from the Beginnings to the End of 18th Century)	Department of English	undergraduate	English
Survey of English Literature II (from Romanticism to the Present)	Department of English	undergraduate	English
Morphosyntax - Parts of Speech	Department of English	undergraduate	English
Development of Translation Studies	Department of English / Department of German	graduate	English/German
Translation and European Integration	Department of English	graduate	English
Translating the Language of the Media	Department of English	graduate	English
Literary Translation	Department of German	graduate	German
Translation of Legal Documents: Petitions from Applicants and the Judicature	Department of German	graduate	German
Specialized Translation - Economics	Department of English	graduate	English
Translation of Texts on Finance, Banking and Accounting	Department of German	graduate	German
Translation of Texts on Marketing and Management	Department of German	graduate	German
Late Twentieth Century Fiction in English	Department of English	undergraduate	English
Psycholinguistics for Translators	Department of German	graduate	German
Psychologist in Social Welfare Services	Department of German	graduate	German
Volunteer Psychologist in Civil Society	Department of German	graduate	German
Adolescence Psychology	Department of German	graduate	German
Psychology of Pain	Department of German	graduate	German
Psychology of Marriage and Partnership	Department of German	graduate	German
Childhood Psychology	Department of German	graduate	German
Psychology of the Internet	Department of German	graduate	German
Personality Psychology	Department of German	graduate	German
Psychology of Thinking and Intelligence	Department of German	graduate	German
Psychology of Violence and Abuse	Department of German	graduate	German
Psychology of Education of Gifted	Department of German	graduate	German

Students			
Psychology of Education I	Department of German	graduate	German
Psychology of Education II	Department of German	graduate	German
Psychology of Education	Department of German	graduate	German
Adult and Geriatric Psychology	Department of German	graduate	German
Psychology of Persons with Special Needs	Department of German	graduate	German
Psychology of Memory	Department of German	graduate	German
Work Psychology	Department of German	graduate	German
Psychology of Religious Behaviour	Department of German	graduate	German
Psychology of Human Sex and Gender	Department of German	graduate	German
Psychology of Sexuality	Department of German	graduate	German
Psychology of Sport	Department of German	graduate	German
Psychology of Learning	Department of German	graduate	German
Psychology of Human Resources Management	Department of German	graduate	German
Psychological Treatment	Department of German	graduate	German
Psychological Counselling	Department of German	graduate	German
Psychopathology	Department of German	graduate	German
Psychopathology in Childhood, Adolescence and Adulthood	Department of German	graduate	German
Psychotherapeutic Approaches	Department of German	graduate	German
R. Musil and H. Broch	Department of German	graduate	German
Early Poetry of Günther Grass	Department of German	undergraduate	German
Russian Language 1	Sub-Department of Common Courses	undergraduate	Russian
Russian Language 2	Sub-Department of Common Courses	undergraduate	Russian
Russian Language 3	Sub-Department of Common Courses	undergraduate	Russian
Russian Language 4	Sub-Department of Common	undergraduate	Russian

	Courses		
Russian Language 5	Sub-Department of Common Courses	undergraduate	Russian
Russian Language 6	Sub-Department of Common Courses	undergraduate	Russian
Russian Language 7	Sub-Department of Common Courses	graduate	Russian
Russian Language 8	Sub-Department of Common Courses	graduate	Russian
Russian Language 9	Sub-Department of Common Courses	graduate	Russian
Syntax 1	Sub-Department of Hungarian	undergraduate	Hungarian
Syntax 2	Sub-Department of Hungarian	undergraduate	Hungarian
Phrasal Syntax	Department of English	undergraduate	English
Clause Syntax	Department of English	undergraduate	English
Syntax of the Multiple Sentence in English	Department of English	undergraduate	English
Syntax of Complex Sentences in Contemporary German	Department of German	undergraduate	German
Old Hungarian Literature1	Sub-Department of Hungarian	undergraduate	Hungarian
Old Hungarian Literature2	Sub-Department of Hungarian	undergraduate	Hungarian
Older German Literature	Department of German	undergraduate	German
Stylistics of Hungarian Language	Sub-Department of Hungarian	graduate	Hungarian
Second Language Learning Styles and Strategies	Department of English	graduate	English
Machine Translation	Department of German	graduate	German
Professional Communication I	Sub-Department of Hungarian	undergraduate	Hungarian
Professional Communication II	Sub-Department of Hungarian	undergraduate	Hungarian
Language for Specific Purposes	Department of German	graduate	German
Translating Language for Specific Purposes	Sub-Department of Hungarian	undergraduate	Hungarian
Translating Language for Specific Purposes1	Sub-Department of Hungarian	undergraduate	Hungarian

Translating Language for Specific Purposes2	Sub-Department of Hungarian	undergraduate	Hungarian
Storm and Stress and Weimar Classicism	Department of German	undergraduate	German
Modern American War Prose	Department of English	undergraduate	English
Contemporary British Drama	Department of English	undergraduate	English
Contemporary British Literature	Department of English	undergraduate	English
Contemporary Hungarian Lyric1	Sub-Department of Hungarian	graduate	Hungarian
Contemporary Hungarian Lyric2	Sub-Department of Hungarian	graduate	Hungarian
Contemporary Hungarian Fiction1	Sub-Department of Hungarian	graduate	Hungarian
Contemporary Hungarian Fiction 2	Sub-Department of Hungarian	graduate	Hungarian
Contemporary German Drama	Department of German	undergraduate	German
Contemporary Translation Studies	Department of English / Department of German	graduate	English/ German
Contemporary American Women Writers	Department of English	graduate	English
Contemporary Hungarian Language 1	Sub-Department of Hungarian	graduate	Hungarian
Contemporary Hungarian Language 2	Sub-Department of Hungarian	graduate	Hungarian
Contemporary Media in Foreign Language Teaching	Department of German	graduate	German
Basic Aspects of Professional Translation	Department of German	undergraduate	German
Communication Theory 1	Sub-Department of Hungarian	graduate	Hungarian
Communication Theory 2	Sub-Department of Hungarian	graduate	Hungarian
Trivial Literature	Department of German	graduate	German
Word Formation in Contemporary German Language	Department of German	undergraduate	German
English Word Formation	Department of English	undergraduate	English
Second and Foreign Language Acquisition	Department of English	graduate	English
Second and Foreign Language Acquisition	Department of German	graduate	German
Introduction to English and American Literature	Department of English	undergraduate	English

Introduction to the EU	Department of English	graduate	English
Introduction to Fantasy Literature	Department of English	undergraduate	English
Introduction to Linguistics for Hungarologists	Sub-Department of Hungarian	undergraduate	Hungarian
Introduction to Linguistics for Students of English	Department of English	undergraduate	English
Introduction to Linguistics for Students of German	Department of German	undergraduate	German
Introduction to Translation of Business Texts	Department of German	graduate	German
Introduction to Semiology	Department of German	graduate	German
Introduction to Syntax of Contemporary German Language	Department of German	undergraduate	German
Introduction to Sociolinguistics	Department of English	undergraduate	English
Introduction to German Literature	Department of German	undergraduate	German
Introduction to Text Linguistics	Department of German	graduate	German
Introduction to Translation Theory	Sub-Department of Hungarian	graduate	Hungarian
Introduction to Literary Science I	Sub-Department of Hungarian	undergraduate	Hungarian
Introduction to Literary Science II	Sub-Department of Hungarian	undergraduate	Hungarian
Rhetoric Text Analysis Practice	Department of German	undergraduate	German
Texts in the Field of Nutrition and Food Technology	Department of German	graduate	German
Types of Legal Texts	Department of German	graduate	German
A Changing Country: Irish Literature for the 21st Century	Department of English	undergraduate	English
Scientific and Technical Translation	Department of English	graduate	English
Women's Writing in German	Department of German	undergraduate	German

Annex 6.2. List of courses and workshops that can be delivered in one of the world languages at the Postgraduate university study programme in *Linguistics*

	Course Title	Possible Language of Instruction
1	American Structuralism	English
2	Discourse Analysis	English
3	Databases	English
4	Phraseology	English
5	Functionalism in Linguistics	English
6	Dialogue Grammar	German
7	Languages in Contact	English, German
8	Language Awareness	English, German
9	Language and Culture	English
10	Cognitive Linguistics and Language Between the Individual and Community	English, German
11	Comparative Linguistics	German
12	Contrastive Linguistics	English
13	Corpus Linguistics	English
14	Linguistic Typology	English
15	Young Grammarians	German
16	German-Croatian Contacts	German
17	Pragmatics	German
18	Psycholinguistic Methods	English, German
19	Psycholinguistic Methods in Translation Studies	German
20	Semantics	English
21	Sociolinguistics	English
22	Structuralism and Cognitive Linguistics	English

23	Modern Linguistic Tendencies	German
24	Theories of Language Learning and Acquisition	English
25	Translation Studies Perspectives in an Information Society	German

Annex 6.3. List of courses and workshops that can be delivered in one of the world languages at the Postgraduate university study programme in *Literature and Cultural Identity*

	Course Title	Possible Language of Instruction
1	The American Dream in American Drama	English
2	20 th Century Drama (German Language Region)	German
3	Dramatic Reflexes and the Puritan American Dream	English
4	Elizabethan Theatre and Shakespeare	English
5	European Theatre Topics or How to Express a Sense of Time	English
6	Johann Gottfried Herder and His Ideas on South Slavic Literatures	German
7	How to Present Wounds on the Stage or Contemporary War Dramatic Writing	English
8	Theatre Criticism Between a Newspaper Genre and Theatrology	English
9	Theatre After the Fall of Communism, or Let's Put on Stage Everything that Was Forbidden	English
10	The Character of Faust in the European Literary Tradition (book on Faust, Ch. Marlowe, J. Goethe, Th. Mann, S. Šnajder)	German
11	Melodrama as a European and American Genre	English
12	New European Drama or Directing Vs. Dramatic Theatre	English
13	German War Theatre and German Theatre in Osijek 1941 – 1945	German
14	O'Neill between Myth and Dispute	English
15	Contemporary Political Theatre – from War to Verbatim	English
16	History of Literary Science Methods in German Studies	German
17	History of World Dramatic Literature and Theatre	English
18	Robert Musil and Hermann Broch and the 20 th Century European Novel	German
19	Shakespeare - from Tragedy to Musical	English

20	Contemporary British Drama in the European Theatrical Context	English
21	Contemporary German Drama I –Bertolt Brecht's Epic Theatre	German
22	Contemporary German Drama II – Tragicomedies of Friedrich Dürrenmatt	German
23	Contemporary German Drama III - Heiner Müller	German
24	What Do Salesmen Sell or Contemporary American Drama	English
25	Theatre of Memory	English
26	The Grass is Always Greener on the Other Side of the Fence or Differences Between the European and American Theatre	English

Annex 6.4. List of courses and workshops that can be delivered in one of the world languages at the Postgraduate university study programme in *Pedagogy and Contemporary School Culture*

	Course Title	Possible Language of Instruction
1	Didactic Standards of Education and Teaching	English
2	Differential Pedagogy	English
3	Information and Media Culture in School	English
4	Contemporary School Culture	English, German
5	Methodology and Statistics in Pedagogical Research	Russian
6	School Curriculum Research Methodology	English
7	Contemporary School Teaching	English
8	Pedagogy of Childhood and Youth	Russian
9	Professional Competencies of Teachers	English
10	Hidden Curriculum in Education	English
11	School as a Social Being	English, German
12	Family and School Cooperation - Style and Substance	English
13	Contemporary Pedagogy	German
14	School as an Educational Institution	German
15	Curriculum Theories	German
16	PhD Thesis Practicum	English, German

Table 6.1 Teacher mobility in the last 3 years

	Number of study visits of this institution's teachers and associates			Number of visits by foreign teachers to this institution		
	6 months and more	1 - 3 months	6 months and more	1 - 3 months	6 months and more	1 - 3 months
Research	1 ¹⁷²	5 ¹⁷³	1 ¹⁷⁴			
Artistic						
Teaching				2 ¹⁷⁵		11 ¹⁷⁶
Professional						

Table 6.2 Student mobility in the last 3 years

	Number of students in international exchange		
	1 - 3 months	1 - 3 months	1 - 3 months
Own students	0	45	26
Foreign students	0	5	6

Table 6.3 Non-teaching staff mobility in the last 3 years

Number of professional visits of non-teaching staff to a foreign HE institution		
1 - 3 months	1 - 3 months	1 - 3 months
0	0	0

¹⁷² Biljana Oklopčić, Braunschweig.

¹⁷³ Valerija Križanić, Maastricht. Željko Uvanović, twice to Zürich, twice to Munich.

¹⁷⁴ Jasna Poljak Rehlicki, Portland.

¹⁷⁵ Fulbright Senior Specialist Moira Phyllis Baker, 2 visits.

¹⁷⁶ Foreign Senior Language Instructors for: Hungarian (Zorica Kispeter 3 years), German (DAAD and OeAD Senior Language Instructors: Angelika Welebil, Jörn Nuber, two years each; Stephanie Merkel, Ružica Čubela), Polish (Malgorzata Stanizc), English Language Fellow (Robin Pipkin).

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, classroom space, technical and other maintenance equipment and the institution's financial capacities.

There are 32 employees working in administrative, technical and supporting jobs or posts. Out of these, 20 are administrative staff and 12 are technical and supporting staff. In relation to the total number, the administrative, technical and supporting staff account for 17.7 % of employees at the Faculty (Figure 7.a1.). There are 5 employees in the Office of Student Affairs and this number is satisfactory in relation to the number of students. The number of employees should increase in the Office of Human Resources, General and Administrative Affairs, and in the IT and Computer Network Office. Since the Faculty building is very old, a lot of financial resources are needed for its maintenance, which is funded (failing the support from the Ministry) from the Faculty's own budget.

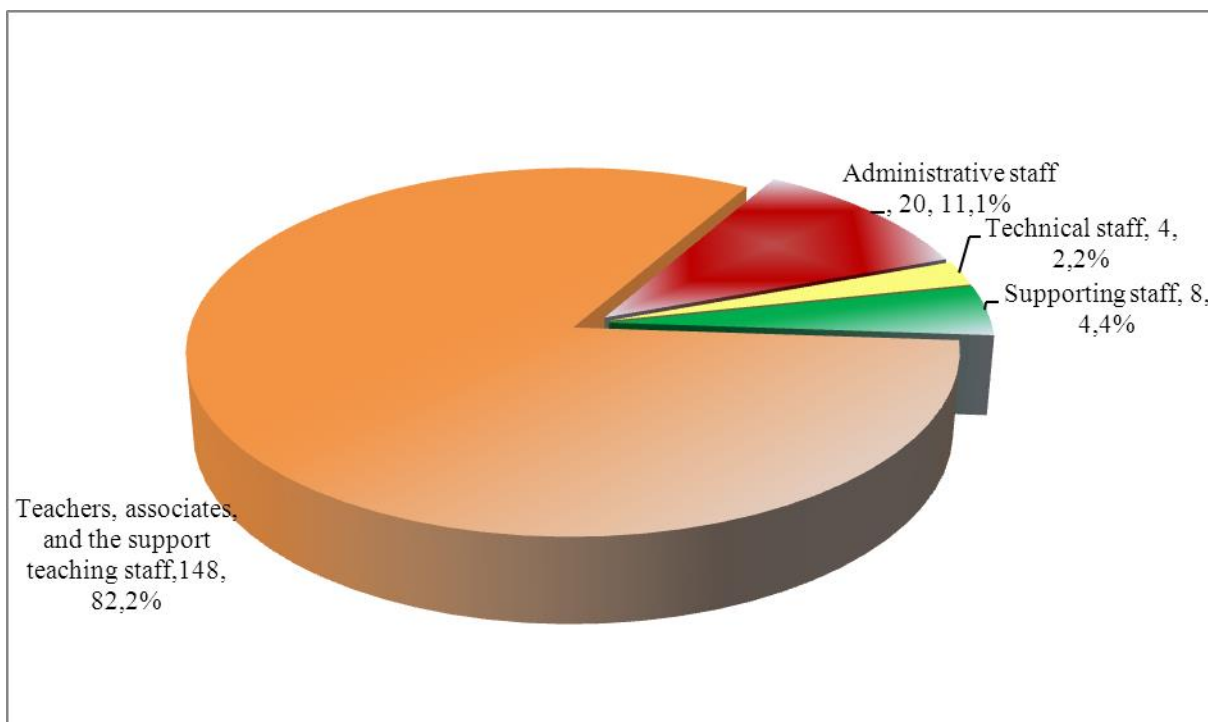


Figure 7.a.1. The number of administrative, technical and supporting staff in relation to the number of teachers, associates, and the support teaching staff

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

The qualification structure of the staff (Figure 7.a.2.) in administrative, technical and supporting jobs meets the requirements of those posts and is adequate for the tasks and duties within their scope of work. There are 7 employees in posts requiring a university graduate degree, 2 employees in posts requiring an undergraduate degree, 2 persons have a higher vocational qualification, 14 have completed secondary-school education, whereas 7 have no professional qualification.

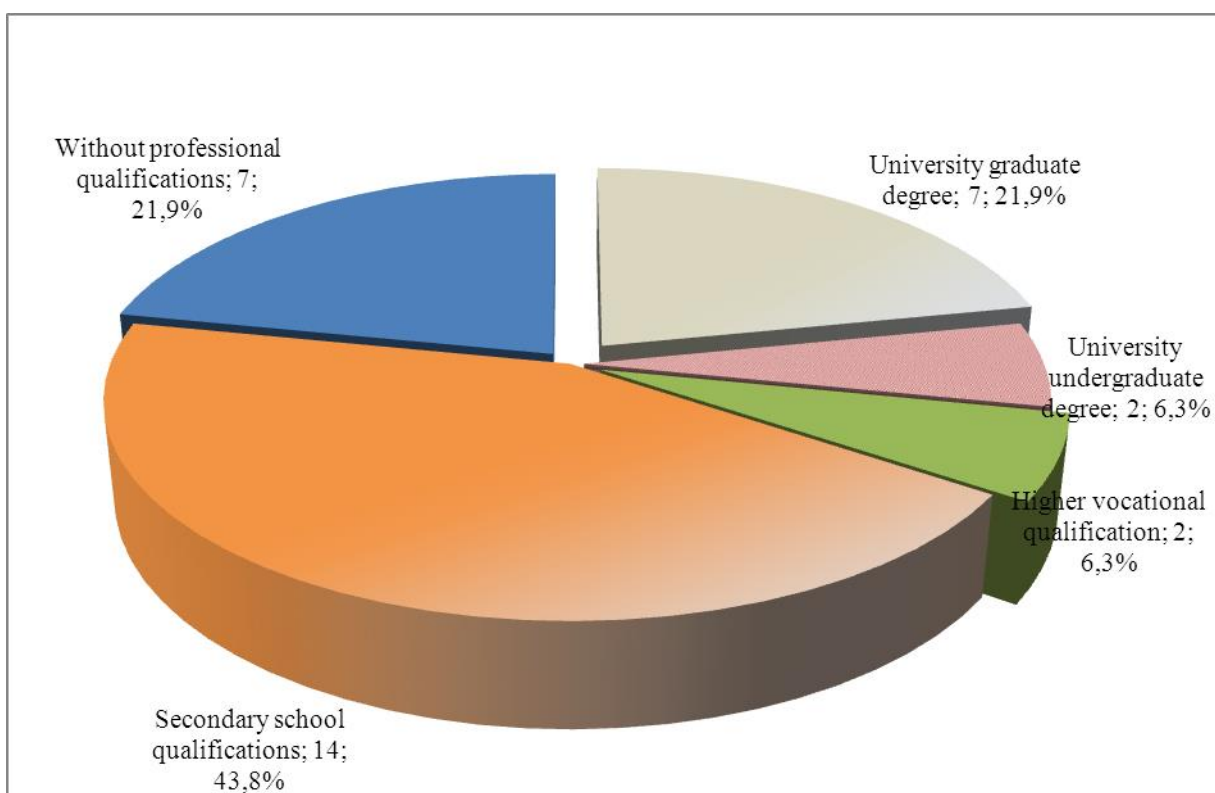


Figure 7.a.2. The qualification structure of non-teaching staff

The Faculty provides professional training for the non-teaching staff as well. All the employees who need additional training, e.g. in order to learn about new regulations, are sent to attend professional seminars, workshops, etc. To ensure continued and planned professional training, the *Strategic Plan* of the Faculty calls for a plan of the non-teaching staff training.

The Faculty has subscriptions to the following professional journals used by the non-teaching staff:

- *Propisi.hr*
- *Ing registar*

- *Računovodstvo i financije* (Accounting and finance), *Hrvatska zajednica računovođa i financijskih djelatnika*
- *Narodne novine – službeni list Republike Hrvatske Narodne novine d.d.* (Official Gazette of the Republic of Croatia)

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 space capacity with those of similar HE institutions.

Classes are held in 22 classrooms, of which three are computer classrooms. As can be seen in Table 7.2., the floor area of the classrooms ranges from 53.64 to 72 m². If the additional seats are taken into account, the number of seats available in the above-mentioned classrooms ranges from 16 to 95. During the winter semester, when there is a greater need for classroom space, the classes are held in the Small Conference Hall (room 40) and in the Conference Hall of the Faculty (room 60). With the said classrooms the floor area of the classroom space totals 1687.14 m², and the number of seats available is 1139 (without the additional 140 seats). Since the number of students in the academic year 2013/2014 totals 1304 (as of 30 October 2013), the average floor area of classroom space per student is 1.29 m².

All classrooms are equipped with contemporary teaching equipment and air-conditioned. During the last five years five classrooms have been completely renovated, and two more have been partly renovated. In 2014 it is planned to renovate the two classrooms with the largest number of seats (classrooms 53 and 54), and also planned is the renovation of the attic where four classrooms are situated. The current average rating for the equipment of the classrooms is 4.04. The past investments into the interior design and provision of the classrooms with furniture and technical equipment have found their reflection in a mild increase in the satisfaction of the students and teachers with the classrooms, which can be seen from the results of the student and teacher surveys conducted in the recent years (Table 7.c.1.). It can thus be concluded that the quality of classroom space is satisfactory.

Table 7.c.1. Satisfaction of students and teachers with the classrooms

Results of the Teacher Survey		Results of the Student Survey	
Academic year	Average rating	Academic year	Average rating
2008/2009	3.32	2010/2011	4.23
2011/2012	3.88	2011/2012	4.34
2012/2013	3.95	2012/2013	4.37

Considering the number of students, the enrolment quota and the planned development of the Faculty specified in the Strategic Plan of the Faculty, the present number of classrooms is insufficient. This is confirmed by the fact that the classrooms are used 1172 hours per week,

which is why the most of the classrooms are in use from 8 a.m. to 8 p.m., and on Saturdays occasionally until 3 p.m. (postgraduate university study programmes, lifelong learning programmes). The insufficient number of classrooms precludes an optimal teaching schedule for all students.

A comparison with other similar HE institutions in Croatia (e.g. The Faculty of Humanities and Social Sciences in Rijeka, The Department of Humanities, Juraj Dobrila University of Pula) and abroad (e.g. The Faculty of Arts in Maribor, Slovenia; the Faculty of Philosophy in Tuzla, Bosnia and Herzegovina, and the Faculty of Humanities in Pecs, Hungary) shows that the space capacity of our Faculty is lower. Therefore, a construction of another Faculty building is an important strategic objective of the Faculty.

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

The quantity, technical specifications and functionality of computer equipment used in teaching are more than adequate. The Faculty has three computer classrooms with 55 computers. Computer classrooms can also be used out of class, by arrangement with an authorized person. Apart from the computers in the computer classroom, the students may use the 29 computers in the Faculty Library, with free access all day. All these computers have technical characteristics which make them suitable for teaching. The IT and Computer Network Office takes care of the state of computer equipment, the installation and uninstallation of computer software and antivirus programmes, and gives recommendations for their improvement.

The Faculty has a wireless computer network for the computer classrooms and for the library reading room.

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

Based on the annual acquisition plans, and pursuant to the legal regulations, the Faculty invites tenders for the acquisition of computer equipment. Computer equipment is purchased, as a rule, out of the Faculty funds. In that way the Faculty obtains the computer equipment for the purposes of teaching, the students' needs, research within projects, professional work, as well as the needs of the offices of professional and administrative affairs. All computer equipment is used in line with the purpose for which it has been purchased.

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

At the Faculty of Humanities and Social Sciences in Osijek there are 49 teachers' offices with an average floor area of 14.7m². The data for the last five academic years show an increase in

the work area per teacher: 2008/2009 - 4.94 m², 2009/2010 - 4.6 m², 2010/2011 - 4.67 m², 2011/2012 - 5.2 m², 2012/2013 - 5.2 m². This means that in the last five academic years the number of teachers sharing the same office has declined: 2008/2009 - 3.02 teachers, 2009/2010 - 3.2 teachers, 2010/2011 - 3.2 teachers, 2011/2012 - 2.83 teachers, 2012/2013 - 2.83 teachers. The building of the Faculty of Humanities and Social Sciences until the academic year 2011/2012 had also housed the Faculty of Teacher Education, and by its relocation into a new building a certain number of teachers' offices became available. At the same time, the Faculty Administration made use of some of the unused areas to build a number of new teachers' offices, so the situation today is better than it was in the past. With regard to the current number of teachers and associates, there should be at least 15 more teachers' offices to satisfy the current needs. Some of the teachers' offices are situated in the attic of the building and those teachers' offices are in the worst condition, as that part of the building has not been renovated since the War. The long-term Strategic Plan of the Faculty includes a construction of an additional building in the yard, in which there would be an adequate number of offices for teachers and associates.

In general, we can conclude that the existing teachers' offices are suitable for teaching and scientific activities. Each workplace is furnished with the necessary office furniture, a telephone (land line), adequate and up-to-date computer equipment, as well as an Internet connection.

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

The Faculty of Humanities and Social Sciences does not have a space used only for the research activities.

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 Faculty of Humanities and Social Sciences in Osijek is situated in a space that was adapted for the needs of a library with the total floor area of 308.96 m². It consists of two parts (floors 1 and 2).

The Library for the needs of the study programmes in Philosophy, Croatian Language and Literature, Information Sciences, Pedagogy, History and Psychology is located on the first floor and it comprises the floor area of 217.91 m² which consists of four parts, i.e. four interconnected rooms, and one separate room, the so-called Closed Depository, with the floor area of 18.22 m².

The first part contains the Library Service Desk, a counter with a computer to browse the library catalogue and databases, a scanner for scanning the holdings that cannot be borrowed,

in order to preserve the holdings and to comply with *The Copyright and Related Rights Act*, and a photocopier intended for teachers and the library staff.

This section of the library houses the open-access collections: the reference collection, the collection of monographs and serial publications, but also the work area of the library staff, which is not an adequate solution considering the diversity of library activities (primarily reception and processing of holdings).

In the second section there is a reading room with work desks with computers and round tables convenient for group work.

The third section contains the collections of student papers (final bachelor papers, and master's theses) and a collection of master's and doctoral theses. In that area there are also two work desks with computers, intended for teachers, the students involved in pilot-projects and the students doing an internship.

In the fourth section there is a reading room for individual work, where next to the work desks for individual work there are work desks with computers, and an LCD-projector which allows for this area to be used for educational purposes (information literacy courses for the library users).

In this section there are also wooden bookcases with the collection of old and rare holdings. For the purposes of processing and storing the non-book materials (CD, DVD, ...) and also rarely used book materials (backfiles, the duplicate collection, the doublet collection and the Faculty publications collection), the Library uses a smaller room, the so-called Closed Depository, also on the first floor, which is separated from the active Library Fund.

The Library for the needs of the study programmes in English Language and Literature, Hungarian Language and Literature, and German Language and Literature is located on the second floor and it comprises the floor area of 72.83 m² which consists of two sections, i.e. two rooms that are connected but separate.

The first part contains the Library Service Desk, the counter with a computer for browsing the Library Catalogue and the databases, as well as the reference collection and the serial publications collection.

In the second section there is a reading room for individual work, which contains work desks for individual work and work desks with computers.

In this section there is also a collection of open-access monograph publications.

Although the space is used to full capacity, the largest drawbacks are the fragmentation of the Library Fund, the insufficient number of employees, considering the new services of the Library, the impossibility of monitoring the users (e.g. in order to protect the equipment and the holdings), but also the lack of wireless Internet access, which would in the long run save financial means for the acquisition of computer equipment.

The Library has five employees with a university degree, of which one holds a Ph.D. degree, and two are Senior Librarians.

Due to a great need for a formal and content-wise retroactive processing of a part of the older fund, the working hours of the Library for all users are Monday to Friday from 9 a.m. to 6 p.m.

The Library Fund is available to all the Faculty employees, students (the students of undergraduate and graduate university study programmes, the attendants of PPDMI, and the students of postgraduate university study programmes), scholars from other institutions, the educational workers in Osijek-Baranja County, the employees of all HE institutions in the Republic of Croatia and the students of all HE institutions in the Republic of Croatia.

Apart from the primary library services such as borrowing and using the material and the computer equipment in the reading rooms, the Library offers the service of interlibrary borrowing of titles it does not own, as well as assistance in accessing literature sources by searching the library catalogues, local databases and other information sources, and electronic databases in Croatia and in the world, as well as directly participates in the teaching process by increasing the students' information literacy.

With a view to informing the users about the wide range of services of the Library, information flyers were made, with the basic information on the Library (for the first year of study), on the interlibrary borrowing, with the basic instructions for the autonomous learning of information literacy skills (for specific study programmes), on databases and the Faculty Repository.

Library material is acquired according to the curricula and the *Guidelines for Library Material Acquisition*, and in cooperation with the departments and sub-departments according to the approved financial means and gifts by individual persons or institutions.

All new holdings acquired through purchase, gifts, exchange, as well as the Faculty's own publications, are regularly catalogued in the library programme CROLIST.

The total state of the Fund¹⁷⁷ according to specific collections is 61,579 copies of book material, 1,662 units of non-book material, 1,389 units of master's and doctoral theses, and 3,459 bound volumes of periodical publications, and 303 titles of foreign journals and 442 titles of Croatian journals.

One of the biggest problems of the Library is the separation of the Fund in two completely separate and remote spaces, but also an insufficient number of employees, considering the new services of the Library.

The Faculty subscribes to 15 Croatian and 6 foreign journals, while a number of titles come in as a gift or interlibrary exchange.

The amount of financing for the acquisition* of library material is shown in Figure 7.1., for the period from 2008 to 2013**. We would like to mention that all the material is purchased from the Faculty's own budget.

¹⁷⁷ The total state of the Fund as of 31 December 2012

* The amount of finances for the acquisition of library material is quoted in kuna (HRK) terms.

** The amount of finances and the number of library holdings (for 2013) as on 12 December 2013.

Nabava knjižne građe kupnjom*

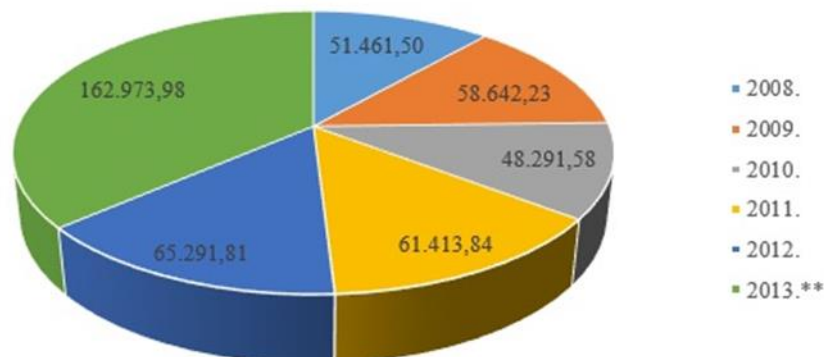


Figure 7.h.1. The amount of financing for the acquisition* of library material in the period from 2008 to 2013.**

The figure shows an increase of the budget for the acquisition of library material. The number of library holdings obtained through purchase¹⁷⁸, also for the period from 2008 to 2013¹⁷⁹, is shown in Figure 7.2.

Broj primjeraka

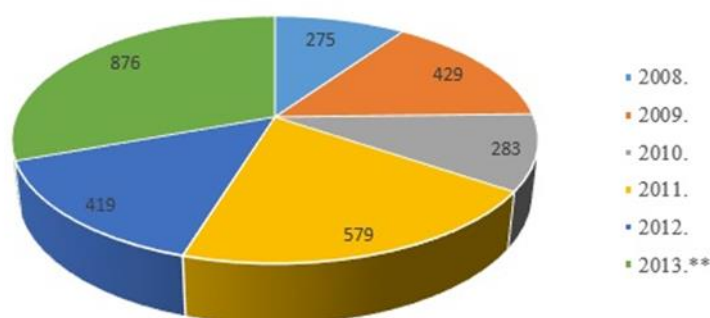


Figure 7.h.2. The number of library holdings obtained through purchase* for the period from 2008 to 2013*.

¹⁷⁸ The amount of finances for the acquisition of library material is quoted in kuna (HRK) terms.

¹⁷⁹ The amount of finances and the number of library holdings (for 2013) as on 12 December 2013.

There is a pronounced trend of increase in the number of library holdings obtained through purchase in the last three years, which enables systematicity and consistence in the acquisition of library material, and complies with the *Guidelines for Library Material Acquisition*.

The operational policy of the Library, as well as the conditions and manner of using the books and other library material are defined in the *Ordinance on the Operation of the Library of the Faculty of Humanities and Social Sciences in Osijek (consolidated text)*¹⁸⁰.

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.

In the Library section on the first floor there are 24 computers and 1 scanner intended for the Library users, together with 1 photocopier, 5 computers, 1 printer and 1 scanner intended for the Library staff.

In the Closed Depository there are 3 computers, 1 dot matrix printer and 1 scanner intended for the Library staff.

In the Library section on the second floor there are 5 computers intended for the Library users, as well as 2 computers and 1 printer intended for the Library staff.

The Library has its own web site¹⁸¹ within the Faculty Web Site, where one can access all the information on the operation of the Library.

The Library also educates the users in searching the online library catalogues and electronic information sources such as various databases available on the Web.

The users can access the online databases subscribed by the Ministry of Science, Education and Sports; the access to the online databases is possible via the Centre for online databases. The access to most of the online databases is regulated by the range of IP-addresses of the Faculty computers, while other databases are open-access databases which can also be accessed from home with the help of a proxy server using the AAI username and password.

The Faculty subscribes to 3 databases: Project Muse (*Humanities Collection*), Cambridge Journals Online (*Humanities and Social Sciences*), and Emerald Insight (*Emerald Library and Information Studies, and Emerald Education Plus*), which makes scientific and technical information more accessible to the students and the teaching staff.

The frequency of use of online databases in 2012, to which the Faculty subscribes, is shown in Table 7 a).

¹⁸⁰ <http://web.ffos.hr/knjiznica/?id=2>: Based on Article 2. *Ordinance on the Addendum to the Ordinance on the Operation of the Library* the Secretariat of the Faculty of Humanities and Social Sciences determined on 9 April 2009 the consolidated text of the *Ordinance*. The consolidated text of the *Ordinance on the Operation of the Library* contains the *Ordinance on the Operation of the Library* as of 27 January 1999, together with its addendum as of 7 November 2009.

¹⁸¹ <http://web.ffos.hr/knjiznica/>

Table 7.i.1. The frequency of use of online databases in individual subscription of the Faculty in 2012, by month

PROJECT MUSE

(January - October 2012)

Project Muse	Jan 2012	Feb 2012	Mar 2012	Apr 2012	May 2012	Jun 2012	Jul 2012	Aug 2012	Sep 2012	Oct 2012	YTD Total
	142	171	126	47	172	65	51	1	7	62	844

EMERALD

(January - October 2012)

	Jan 2012	Feb 2012	Mar 2012	Apr 2012	May 2012	Jun 2012	Jul 2012	Aug 2012	Sep 2012	Oct 2012	YTD Total
Emerald Journals	394	244	150	190	219	129	147	105	86	90	1754
Emerald Books	22	10	19	1	3	2	5	1	42	0	105

CAMBRIDGE JOURNALS ONLINE

(January - October 2012)

Cambri dge Journals Online	Jan 2012	Feb 2012	Mar 2012	Apr 2012	May 2012	Jun 2012	Jul 2012	Aug 2012	Sep 2012	Oct 2012	YTD Total
	9	12	54	131	50	10	0	1	2	1	270

The Table shows the tendency for reduction in use of online databases in the second half of the year.

During the past period the Library also ensured trial access to the databases Library & Information Science Source, and Library Literature & Information Science Full Text.

On the Library Web Site the students can find links to various open-access electronic journals with complete texts, which are sorted according to the curricula of specific study programmes. The library users of similar HE institutions can also access the online databases subscribed by the Ministry of Science, Education and Sports.

The libraries of some faculties do not have a subscription to any of the databases, e.g. the Faculty of Teacher Education in Osijek, while the users of the Library of the Faculty of Humanities and Social Sciences in Rijeka have access to the online databases subscribed by

the University of Rijeka,¹⁸² and the users of the Library of the Faculty of Humanities and Social Sciences in Zagreb have access to the online databases subscribed by the University of Zagreb, and also to those subscribed by the Faculty.¹⁸³

It is an interesting fact that the Faculty of Humanities and Social Sciences in Zagreb subscribes to some of the same online databases as our Faculty¹⁸⁴, so if the two libraries would join together in a so-called consortium with the purpose of joint subscription to certain online databases, large amounts of financial means could be saved.

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

In terms of their size and available furnishings, computers and other equipment needed for work, the offices meet certain standards. Each office at the Faculty has a room number as well as the position and the name of the person in this office or service displayed. The offices can be considered satisfactory in that they have the required office furniture and are air-conditioned; they have computers and other equipment necessary for their work, which includes Internet access and a landline.

The Accounting and Finance Office, which has seven employees, uses three rooms with the floor area of 56 m², with a separate room for the Head of the Office with the floor area of 12.5 m².

The Legal Counsel and the Head of the Office of Human Resources, General and Administrative Affairs use a room with the floor area of 18 m².

The Office of Student Affairs, with five employees, uses 39.7 m² of floor area. Although that satisfies the demands for working with students, the Faculty plans a new space for the Office in the prospective new building.

The Quality Assurance Office, which has two employees, uses the floor area of 20 m², which completely fulfils the needs of that Office.

In addition, the Dean's Office and the IT and Computer Network Office have adequate space.

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

In 2011, the state budget income accounted for 85.61% of the total income of the Faculty, while market income made up the remaining 14.39%. In 2012, the share of budget income amounted to 85.97%, while the market income was 14.03%. Consequently, the degree of autonomy and flexibility is not high, but considering that the amount of market income in 2012 decreased by almost 320.000,00 HRK in comparison to the previous year, it is expected

¹⁸² http://www.svkri.uniri.hr/portal/index.php?option=com_content&task=view&id=223&Itemid=38

¹⁸³ <http://knjiznica.ffzg.unizg.hr/baze>

¹⁸⁴ http://saturn.ffzg.hr/e-izvori-hr/index.cgi?elektroni%C4%8Dki_izvori_samostalne_preplate

that the degree of autonomy and flexibility in financial operations will also decrease in the coming years.

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.

The Faculty's market income is made up mostly of the students' tuition fees and the fees for lifelong learning programmes. A smaller part of the Faculty's income is made up of rental fees and publishing.

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

Income generated from market services provided by the Faculty is used to improve the Faculty's activities by investing in equipment which will be available to all employees and students. In addition, market income is also used to cover costs of teaching in the lifelong learning programmes and postgraduate university study programmes; professional training of employees, both teachers and non-teaching staff; and business travel, which opens up new possibilities and cooperation. The Faculty uses its own resources to support research (participation in symposiums and conferences), the organisation of professional and academic conferences, publishing, and all other material and non-material costs.

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.

The Faculty also uses its market income to pay for a part of the overhead expenses because the funds remitted for that purpose from the budget are not sufficient. A lack of these funds would affect the functionality of the Faculty, not with regard to the quality of teaching as the primary activity, but through making daily work and maintenance difficult.

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

In case of an increase in budget funding, the priority of the Faculty would be to invest in the advancement of all the activities of the Faculty: starting new study programmes, supporting

research, increasing the standard of student life, preserving the high quality of teaching, and generally creating material and human resources conditions with the purpose of strengthening all the activities of the Faculty.

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

In the period after the Homeland War the Faculty of Humanities and Social Sciences in Osijek has intensively invested in the material resources, and especially in human resources. Precisely the human resources are the main initiator of changes, so in that regard we see the possible increase of market income due to the opening of postgraduate specialist study programmes and various lifelong learning programmes. In that respect we are trying to create material conditions for the implementation of the planned programmes. We are undertaking all the required activities related to the reconstruction of the existing roof and the system of heating, cooling and ventilation, as well as the adaptation of the attic of the existing building. Our own financial resources were invested in the preparation of the project documentation; we are in the process of obtaining a building permit, and in cooperation with the University Administration we are looking for funds to realise the whole project. In order to realise our plans, we are working intensely on the preparation of all the activities related to obtaining all the permits and financial resources for the construction of a new building in the yard of the Faculty, which would solve our spatial problems in the long term.

Table 7.1. The buildings of the HE institution.

Specify the existing buildings, the buildings under construction and the planned construction.

Building identification	Building location	Year of construction	Year of reconstruction or adding an annex	The total floor area designated for the activities of higher education in m ²	The total floor area designated for the research activities in m ²
L. Jägera 9	L. Jägera 9	1895	1978	4,417.88 m ²	-
New building	Ulica Hrvatske Republike	Planned construction	-		-

Table 7.2. Classrooms

Building identification	Number or designation of classroom	Floor area in m ²	Number of seats available for the students	Number of utilisation hours per week	Rating of the equipment level* (1-5)
Josip Juraj Strossmayer University of Osijek, Faculty of Humanities and Social Sciences L. Jägera 9 Osijek	7	58.38	16+4	41	4
	9	66.43	48+2	50	4
	15	64.77	48+2	61	5
	16	68.64	20+8	61	4
	25	67.08	22+5	56	5
	31	68.64	52+2	50	4
	32	68.64	26+25	58	5
	34	64.08	32+7	58	5
	40	48.89	24	23	5
	42	64.80	44+10	45	4
	44	64.80	40+6	60	5
	46	67.72	32+17	46	5
	47	67.08	52+11	55	3
	53	67.08	90+1	59	3
	54	67.08	95	60	3
	56	64.08	40+10	55	4
	58	60.84	34+2	48	4
	60	208.06	189+4	20	4
	62	64.80	44+8	47	4
	66	67.72	49+2	54	5
67	68.25	46	39	3	
82	72.00	34	41	3	
84	53.64	32+6	42	3	
96	53.64	30+8	43	3	

* The equipment level implies the quality of the furniture, the technical and other equipment.

Table 7.3. Laboratories/practicum rooms used in the teaching process

Building identification	Internal room designation of the laboratory/practicum room	Floor area in m ²	Number of workstations available for the students	Number of utilisation hours per week	Rating of the equipment level* (from 1 to 5)
L. Jägera 9	7		17	50	5
L. Jägera 9	16		21		4
L. Jägera 9	34		17	50	5

Table 7.4. Teaching bases for practicum

Building identification	Name of teaching base	Number of students attending the specific teaching base	Number of teaching hours (per week) in the specific teaching base
Osijek, Županijska 4	First Grammar School Osijek	25	2
Osijek, K. Firingera 5	Second Grammar School Osijek	41	2
Osijek, K. Firingera 14	Third Grammar School Osijek	8	2
Osijek, Trg Sv. Trojstva 4	Secondary School of Economics and Administration	14	2
Osijek, Školska 3	Primary School Franjo Krežma	15	2
Osijek, Korčulanska 1	Primary School Grigor Vitez	12	2
Osijek, Korčulanska 1	Primary School Grigor Vitez	5	3
Osijek, Opatijska 46	Primary School Tin Ujević	13	2
Osijek, Opatijska 46	Primary School Tin Ujević	10	3
Osijek, Županijska 4	First Grammar School Osijek	18	3
Osijek, Školska 3	Primary School Franjo Krežma	9	3
Osijek, K. Firingera 14	Third Grammar School Osijek	13	3
Osijek, K. Firingera 5	Second Grammar School Osijek	18	3
Osijek, Matije Gupca 61	School For Catering And Tourism	4	2
Osijek, Matije Gupca 61	School For Catering And Tourism	2	3
Osijek, Trg Vatroslava Lisinskog 1	Jesuit Classical Grammar School	2	2

Osijek, Gundulićeva 5a	Primary School Antun Mihanović	2	2
Osijek, Gundulićeva 5a	Primary School Antuna Mihanović	3	3
Osijek, Trg Sv. Trojstva 4	Secondary School of Economics and Administration	1	3
Osijek, Sjenjak 7	Primary School Mladost	3	3
Osijek, Istarska 3	Secondary School of Mechanical Engineering	2	2
Osijek, Krstova 99	Primary School Ljudevit Gaj	1	2
Osijek, Krbavska bb	School Of Applied Arts And Design	4	2
Osijek, Vukovarska 209	Medical School Osijek	2	2
Osijek, Vukovarska 209	Ruder Bošković Secondary Technical School and Natural Science Grammar School	2	2
Osijek, Istarska 3	Electrical Engineering and Traffic School	1	2
Osijek, Vij. I. Meštrovića 36	Primary School Vijenac	2	2
Osijek, Vij. I. Meštrovića 36	Primary School Vijenac	1	3
Osijek, Sjenjak 7	Primary School Mladost	1	2
Osijek, Kapelska 51A	Primary School Retfala	5	2
Osijek, Kapelska 51A	Primary School Retfala	2	3
Osijek, Kalnička 48	Primary School Ivan Filipović	4	2
Osijek, Kalnička 48	Primary School Ivan Filipović	2	3
Osijek, Drinska 12a	Educational and Cultural Center of Hungarians in Croatia	1	2
Osijek, Crkvena 23	Primary School Jagoda Truhelka	1	2
Osijek, Crkvena 23	Primary School Jagoda Truhelka	1	3
Osijek, Ulica svete Ane 2	Primary School Sveta Ana	2	2
Osijek, Ulica svete Ane 2	Primary School Sveta Ana	3	3
Osijek, Vij. A. Cesarca 36	Primary School Vladimir Becić	1	3
Osijek, Neretvanska 10	Primary School Dobriša Cesarić	1	3
Osijek, Gundulićeva 38	Trading And Commercial School	1	3

	Davor Milas		
Osijek, Drinska 14	Primary School August Šenoa	1	3
Čepin, Kralja Zvonimira 100	Primary School Miroslav Krleža	1	3
Tenja, Ulica svete Ane 2	Primary School Tenja	1	2
Belišće, Kralja Tomislava 196	Primary School Ivan Kukuljević	1	2
Belišće, Kralja Tomislava 196	Primary School Ivan Kukuljević	1	3
Laslovo, Školska 1	Primary School Laslovo	2	3
Vinkovci, Trg bana Josipa Šokčevića 1	Grammar School Matija Antun Reljković	3	2
Vinkovci, Ohridska 21	Primary School Antun Gustav Matoš	1	2
Nova Gradiška, Trg kralja Tomislava 9	Grammar School Nova Gradiška	1	2
Valpovo, I. L. Ribara 3	Primary School Matija Petar Katančić	1	2
Vukovar, Domovinskog rata 58	Vocational School	1	2
Vukovar, Stjepana Filipovića 6	School of Economics	1	2
Odžak, Đemala Bijedića 13, BiH	Secondary School Pero Zečević	1	2
Beli Manastir, Školska 3	Grammar School Beli Manastir	2	2
Đakovo, Kralja Tomislava 25	Primary School Ivan Goran Kovačić	1	2
Bizovac, Ul. dr. Franje Tuđmana 1	Primary School Bratoljub Klaić	1	2
Zabok, Prilaz prof. Ivana Vrančića 5	School for Art, Design, Graphics And Clothes	1	2
Darda, Školska 9	Primary School Laslovo	3	2
Đakovo, Vij. kardinala Alojza Stepinca 11	Grammar School A. G. Matoš	1	2
Đakovo, Vij. kardinala Alojza Stepinca 11	Vocational Secondary School Antun Horvat	1	2
Đakovo, Vij. kardinala Alojza Stepinca 11	Grammar School A.G. Matoš	1	3
Đakovo, Vij. kardinala Alojza Stepinca 11	School Of Economics Braća Radić	1	3

Sikirevci, Lj. Gaja 11	Primary School Sikirevci	1	2
Stari Jankovci, Naselje Ruđera Boškovića 1	Primary School Stari Jankovci	1	2
Valpovo, Dr. Franje Tuđmana 2	Secondary School Valpovo	3	2
Virovitica, Zbora narodne garde 29	Industry And Crafts School	1	2
Nuštar, Zrinskog 13	Primary School Zrinski	1	2
Josipovac Punitovački, Braće Banas 2	Primary School Josip Kozarac	1	2
Vukovar, Fruškogorska 2	Primary School Mitnica	1	2
Vukovar, Voćarska 1	Primary School Nikola Andrić	1	2
Višnjevac, Crni put 41	Primary School Višnjevac	1	2
Donji Miholjac, Vukovarska 84	Secondary School Donji Miholjac	1	2
Orašje, XI. ulica bb, BiH	Secondary School Fra Marin Nedić	1	2
Privlaka, Školska 40	Primary School Stjepan Antolović	1	2
Slavonski Brod, Vinogradska 1	Primary School Đuro Pilar	1	2
Vukovar, 204. Vukovarske brigade 24a	Primary School Dragutin Tadijanović	1	2
Odžak, Titova bb, BiH	Primary School Vladimir Nazor	1	2
Feričanci, Trg Matije Gupca 9	Primary School Vladimir Nazor	1	2
Feričanci, Trg Matije Gupca 9	Primary School Vladimir Nazor	1	3
Slavonski Brod, Aleja Miroslava Krleže bb	Primary School Bogoslav Šulek	1	2
Drenovci, Istrtev 2	Primary School Ivan Meštrović	1	2
Slavonski Brod, Podvinjska 25	Primary School Blaž Tadijanović	1	2
Čaglin, Vladimira Nazora 3	Primary School Stjepan Radić	1	2
Beli Manastir, Žrtava domovinskoga rata 27, Šećerana	Primary School Šećerana	1	2
Novigrad Podravski, Gajeva 17a	Primary School Prof. Blaž Mađer	1	2
Štitar, Školska 23	Primary School Ivan Goran Kovačić	1	2
Virovitica, Tina Ujevića 18	Primary School Ivana Brlić Mažuranić	1	3

Vinkovci, Hrvatskih žrtava 13	Primary School Josip Kozarac	1	3
Privlaka, Ivana Pavla II. 53	Primary School Stjepan Antolović	1	3
Slatina, Trg Ruđera Boškovića 16	Secondary School Marko Marulić	1	3
Našice, A. Cesarca 20	Secondary School Isidor Kršnjavi	4	3
Daruvar, Gundulićeva 14	Grammar School Daruvar	2	3
Valpovo, Dr. Franje Tuđmana 2	Secondary School Valpovo	2	3
Koška, Trg Franje Tuđmana 5	Primary School Ivana Brlić Mažuranić	1	3
Slavonski Brod, Eugena Kumičića 55	Technical Secondary School	1	3
Nova Gradiška, Trg k. Tomislava 9	Grammar School Nova Gradiška	1	3
Bijelo Brdo, Nikole Tesle 71	Primary School Bijelo Brdo	1	3
Bošnjaci, Braće Radića 38a	Primary School Fra Bernardin Toma Leaković	1	3
Selnica, Jelačićev trg 2	Primary School Selnica	1	3
Bjelovar, Trg Eugena Kvaternika 3	State Archives	1	6
Osijek, Europska avenija 24	City And University Library	14	4
Osijek, Europska avenija 24	City And University Library	2	6
Osijek, Europska avenija 24	City And University Library	2	9
Osijek, Drinska 10	Nursing home for the elderly and infirm	3	6
Osijek, Trg Sv. Trojstva 6	Museum of Slavonia	9	4
Osijek, Trg S. Trojstva. 6	Museum of Slavonia	3	3
Osijek, Franje Kuhača 20	Faculty of Food Technology	3	4
Osijek, Trg Ante Starčevića 4	Bookstore Nova	2	4
Osijek, Kamila Firingera 1	State Archives	1	10
Osijek, Kamila Firingera 1	State Archives	2	4
Osijek, Školska 3	Primary School Franjo Krežma	2	6
Osijek, Sjenjak 7	Primary School Mladost	1	5
Osijek, Sjenjak 7	Primary School Mladost	2	10
Osijek, Sjenjak 7	Primary School Mladost	2	4

Osijek, Drinska 16a	Geodetic architectural school in Osijek	5	4
Osijek, Gundulićeva 5a	Primary School Antun Mihanović	1	6
Osijek, Braće Radića 13	Faculty of Law	1	6
Osijek, Braće Radića 13	Faculty of Law	4	12
Osijek, Kralja P. Svačića 1d	Faculty of Agriculture	1	6
Osijek, Cara Hadrijana bb	Faculty of Teacher Education	2	10
Županja, Savska ulica 3	Local History Museum Stjepan Gruber	2	6
Vukovar, Trg Republike Hrvatske 1	Town Library	1	4
Beli Manastir, Kralja Tomislava 2	Town Library	1	4
Virovitica, Trg bana J. Jelačića 23	Town Museum	1	10
Prelog, Glavna ulica 33	Prelog Town Library and Reading Room	1	10
Slavonski Brod, Trg Stjepana Miletića 12	Town Library	2	4
Drenovci, Braće Radića 2	Municipal Public Library	1	4
Našice, Pejačevićev trg 2	Croatian National Library and Reading Room	1	4
Vinkovci, Ulica Ivana Gundulića 6	Town Library And Reading Room	3	4
Vukovar, Voćarska 1	Primary School Nikola Andrić	1	4
Pula, Herkulov prolaz 1	University Library	1	4
Kutina, Trg kralja Tomislava 17	Town Library And Reading Room	1	4
Garešnica, Kolodvorska 4	Primary School Garešnica	1	4
Osijek, Prolaz Josipa Leovića 4	Psychology Cabinet 'Motive'	3	8
Osijek, Ružina 32	the Children's Home Klasje	2	8
Osijek, Kralja Zvonimira 1	Croatian Pension Insurance Institute, Regional Office Osijek	1	8
Osijek, Gundulićeva 22	Social Care Centre	1	8
Osijek, Drinska 12b	Centre for Education Ivan Štark	1	8
Osijek, J. Huttlera 4	Clinical Hospital Osijek - the Clinic of Neurology	2	8

Osijek, A. Stepinca 4	Department of Child and Adolescent Psychiatry	1	8
Osijek, Crkvena 23	Primary School Jagoda Truhelka	1	8
Osijek, Ljudevita Posavskog 2	Centre for Mental Health Protection, Prevention and Outpatient Treatment of Addiction	1	8
Osijek, Šet. kardinala F. Šepera 1a	Elektroslavonija	1	8
Ladimirevci, Ul. A. Šenoa 30	SOS Children's Village Ladimirevci	3	8
Vinkovci, Ul. Vladimira Gortana 16	Rehabilitation Centre 'Mala Terezija'	1	8
Vinkovci, Glagoljaška 31e	Social Care Centre	2	8
Vinkovci, Kralja Zvonimira 23	Occupational Health Clinic	1	8
Vinkovci, Juraja Dalmatinca 27	Croatian Employment Service	1	8
Vinkovci, Šetalište D. Švagelja 2	Family Centre Vinkovci	1	8
Našice, A. Cesarca 20	Secondary School Isidor Kršnjavi	1	8
Našice, Bana Jelačića 6	General County Hospital Našice	1	8
Našice, Antuna Mihanovića bb	Social Care Centre Našice	1	8
Slavonski Brod, Andrije Štampara 42	General Hospital Dr. Josip Benčević – the Department Of Pediatrics	1	8
Požega, Osječka 77	Ministry Of Justice - Prison System Directorate - Penitentiary	1	8
Slavonski Brod, Vukovarska 11	Croatian Employment Service	1	8
Virovitica, Ljudevita Gaja 21	Virovitica General Hospital	1	8
Novska, Kralja Tomislava 121	Private School of Psychology 'Una'	1	8
Zagreb, Đorđićeva 26	Child Protection Centre of Zagreb	2	8

Table 7.5. The equipment level of computer classrooms

(Specify data on the computers in the computer classrooms used in the teaching process)

Number of new computers (up to 3 years old)	Number of computers older than 3 years	Rating of functionality (from 1 to 5)	Rating of maintenance state (from 1 to 5)	Rating of possibility of out-of-class use (from 1 to 5)
34	21	5	5	5

Table 7.6. Teacher's offices

Building identification	Number of teacher's offices	Average floor area in m ²	Rating of the equipment level (from 1 to 5)	Average floor area in m ² per permanently employed teacher/associate.
L. Jägera 9 2008/2009	41	15 m ²	3	4.94 m ²
L. Jägera 9 2009/2010	41	15 m ²	3	4.6 m ²
L. Jägera 9 2010/2011	41	15 m ²	4	4.67 m ²
L. Jägera 9 2011/2012	49	14.7 m ²	4	5.2 m ²
L. Jägera 9 2012/2013	47	14.7 m ²	4	5.2 m ²

Table 7.7. Space used only for research activities

Building identification	Internal room designation or laboratory designation	Average floor area in m ²	Number of utilisation hours per week	Rating of the equipment level (from 1 to 5)
-	-	-	-	-

The Faculty of Humanities and Social Sciences does not have a space used only for research activities.

Table 7.8. Space used only for professional work

Building identification	Internal room designation or laboratory/workshop designation	Average floor area in m ²	Number of utilisation hours per week	Rating of the equipment level (from 1 to 5)
-	-	-	-	-

The Faculty of Humanities and Social Sciences does not have a space used only for professional work.

Table 7.9. The capital equipment

(Specify data on the available capital equipment of the HE institution whose purchase price exceeds 200,000 HRK)

Name of instrument (piece of equipment)	Purchase price	Year of purchase
Simultaneous interpretation equipment	363,799.56 HRK	2011

Table 7.10. Library equipment level

Total floor area in m ²	Number of employees	Number of seats available	Number of students using the Library	Is there a computer database of your books and periodicals
308.961 ¹⁸⁵	5	92 ¹⁸⁶	1631 ¹⁸⁷	Yes

Number of book titles	Number of textbooks*	Rating of the currency of books and textbooks (from 1 to 5)	Number of titles of foreign periodicals	Number of titles of domestic periodical s	Rating of the functionality of book and periodicals catalogues	Rating of the equipment level (from 1 to 5)**	Rate the quality and availability of electronic content (from 1 to 5)***
394844 ¹⁸⁸	32 ¹⁸⁹	4	303	442	4	4	4

* Number of textbooks refers to all textbooks regardless of the number of copies.

** Possibility of copying for teachers and students, obtaining copies from other libraries, catalogues of teacher's papers etc.

*** The electronic content implies the electronic issues of books, periodicals, databases, as well as the catalogues of your own and external libraries.

¹⁸⁵ The floor area of the rooms on the first floor is 236.13 m², and on the second floor 72.83 m².

¹⁸⁶ The number of seats available refers only to the seats intended for users.

¹⁸⁷ The number of students refers to the number of students in undergraduate (732 students) and graduate university study programmes (563 students), the number of PPDMI attendants (199) and the number of students in postgraduate university study programmes (137 students) in the current year.

¹⁸⁸ The number of book titles refers to all titles regardless of the number of copies and different issues.

¹⁸⁹ The number of textbooks refers only to the textbooks published by the home institution (<http://web.ffos.hr/portal/?id=8> and <http://web.ffos.hr/portal/?id=9>) which are used for teaching, regardless of the number of copies.

Table 7.11. The financial evaluation

		The calendar year 2011	The calendar year 2012
	INCOME		
1.	STATE BUDGET INCOME	31,183,065.20	30,273,278.83
1.1.	Employees' salaries	25,828,070.04	25,809,998.95
1.2.	Operational costs (including field work, VS)	1,692,509.61	1,590,690.00
1.3.	External teaching associates	614,300.00	402,284.49
1.4.	Domestic scientific projects	214,437.21	195,833.00
1.5.	International scientific projects		
1.6.	International cooperation	23,000.00	40,000.00
1.7.	Organisation of academic conferences (BiK and Ružička)	12,640.00	31,655.00
1.8.	Acquisition of periodicals		
1.9.	Current maintenance		
1.10.	Construction and investment maintenance (buildings)	169,669.89	21,955.50
1.11.	Equipment		
1.12.	Other types of income - total (specify)		
1.13.	Tuition fees (undergraduate, graduate, postgraduate univ. studies)	809,642.91	39,500.00
1.14.	Support for publication of scientific journals and books	126,591.00	247,338.00
1.15.	Students' health insurance	120,818.48	
1.16.	Employees' benefits	1,571,386.06	1,894,023.89
2.	INCOME FROM OTHER PUBLIC SOURCE BUDGETS		
2.1.	Income and aid from the Local Government and Self-Government units (the City, the County, etc.)		
2.2.	Income and aid from other actors (e.g. the National Science Foundation)		
2.3.	Other types total (specify)		
3.	INCOME FROM INTERESTS (time deposit savings and 'a vista' interests)		
4.	INCOME FROM OWN ACTIVITY	5,535,102.18	5,225,247.25
4.1.	Tuition fees - undergraduate and graduate	1,583,691.12	1,143,693.65
4.2.	Tuition fees - postgraduate	592,311.10	445,590.78
4.3.	Scientific projects		
4.4.	Professional projects		
4.5.	Rental income	16,027.38	68,837.30
4.6.	Other types of income total (specify) -		
4.7.	Enrolment fees	306,250.00	293,350.00
4.8.	Publishing	8,601.00	13,494.07
4.9.	Fees for student petitions, certificates, diplomas, etc. (enrolment)	256,639.65	325,410.00

4.10.	Tuition fees - lifelong learning programmes	2,531,400.00	2,821,820.00
4.11.	Other income (exams, other payments)	240,181.93	113,051.45
5.	INCOME ACCORDING TO SPECIAL DIRECTIVES	1,742,287.00	1,731,604.00
5.1.	Tuition fees - undergraduate, graduate, professional	1,742,287.00	1,731,604.00
5.2.	Additional examinations of special knowledge, skills and abilities (if conducted in addition to the state matriculation exam)		
5.3.	Enrolment fees		
5.4.	Publishing		
5.5.	Fees for student petitions, certificates, diplomas, etc. (enrolment)		
5.6.	Other types of income - total (specify)		
6.	OTHER (UNMENTIONED) INCOME (specify)	5,144.06	11,255.40
6.1.	Repayment of apartments	5,144.06	11,255.40
A	TOTAL INCOME FROM BUSINESS ACTIVITY	38,465,598.44	37,241,385.48

		2011 Calendar year	2012 Calendar year
	EXPENDITURE		
1.	EXPENDITURE FOR EMPLOYEES	30,890,722.09	32,141,334.73
1.1.	Employees' salaries	28,508,227.50	30,778,020.86
1.2.	External teaching associates	1,588,914.90	862,078.03
1.3.	Other expenditure total - Employees' benefits (reimbursement, illness, gifts, systematic medical exams)	793,579.69	501,235.84
2.	EXPENDITURE FOR MATERIAL AND ENERGY	1,058,861.49	1,070,381.60
2.1.	Office supplies and other material expenditure	514,603.85	535,487.48
2.2.	Laboratory supplies		
2.3.	Energy	408634.17	429,353.94
2.4.	Supplies and parts for the current and investment maintenance	85,374.06	35,501.88
2.5.	Small inventory	50,249.41	70,038.30
2.6.	Other expenditure total (specify) - Protective and work clothing		
3.	EXPENDITURE FOR SERVICES	2,815,387.35	1,699,439.50
3.1.	Telephone, mail, transportation	182,350.87	153,045.27
3.2.	Services of the current and investment maintenance	56,491.68	49,226.17
3.3.	Marketing and informing	35,827.48	25,113.05
3.4.	Communal services	115,993.84	113,129.01
3.5.	Lease, rent	159,245.47	174,369.37

3.6.	Intellectual and personal services (part-time work agreements, fees)	1,584,829.69	961,439.05
3.7.	Computer services	89,627.13	78,497.48
3.8.	Graphic services	154,627.92	144,620.10
3.9.	Property protection services		
3.10.	Other expenditure	436,393.27	
4.	EXPENDITURE FOR NON-FINANCIAL PROPERTY	969,580.31	381,856.76
4.1.	Business objects	240,090.42	7,796.88
4.2.	Computer equipment	109,614.20	141,175.19
4.3.	Laboratory equipment		
4.4.	Office equipment	123,443.07	85,383.21
4.5.	Communication equipment	366,262.19	
4.6.	Other equipment	68,759.72	67,565.02
4.7.	Technical literature	61,410.71	65,291.81
4.8.	Investment in machinery and other equipment		14,644.65
4.9.	Additional investment into real estate		
4.10.	Other types total (specify)		
5.	REIMBURSEMENT TO EMPLOYEES	1,107,399.60	524,227.45
5.1.	Travel expenses	840,505.10	290,602.21
5.2.	Professional training	266,894.50	233,625.24
5.3.	Other types total (specify) including travel expenses		
6.	OTHER (UNMENTIONED) EXPENDITURE	58,672.60	430,941.42
6.1.	Insurance premiums	26,199.29	26,199.29
6.2.	Representation		32,907.90
6.3.	Membership fees		5,971.03
6.4.	Bank services and services of money transfers	32,781.74	24,072.79
6.5.	Interests	274.02	69,383.60
6.6.	Other financial expenses		272,406.81
6.7.	Term deposits		
B	TOTAL EXPENDITURE	36,900,623.44	26,248,181.46
C	Status of last year	2,044,811.00	2,787,771.00
	TOTAL STATUS on 31 December (A-B+C)	3,609,786.00	8,205,433.02