

CLASS: 602-04/21-03/68
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Action Plan for Quality Improvement within the
Second Cycle of Re-Accreditation

Faculty of Humanities and Social Sciences,
Josip Juraj Strossmayer University of Osijek

from May 31, 2021 to May 31, 2026

Osijek, 10 November 2021



Dean

Ivan Trojan
Dr. Ivan Trojan, Associate Professor

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Introduction

The Accreditation Council of the Agency for Science and Higher Education (hereinafter: the Agency) has appointed the Expert Panel who, based on the 2020 Higher Education Institutions Re-accreditation Plan (CLASS: 602-04119-0410048; REG.NO.: 355-02-04-19-0001, adopted on 18 June 2019) and in accordance with the Decision of the ASHE on the Implementation Process of the External Review During the COVID-19 Pandemic Caused by the SARS-CoV-2 Virus (CLASS: 816-04120-0110001; REG.NO.: 355-01-20-0045, of 14 September 2020), conducted the re-accreditation of the Faculty of Humanities and Social Sciences in Osijek. The preliminary visit to the Faculty took place on 20 October 2020, while the appointed Expert Panel conducted the majority of re-accreditation process online in the period from 21 to 23 October 2020.

The Expert Panel based their review on the Self-Evaluation Report of the Faculty of Humanities and Social Sciences in Osijek, the Act on Quality Assurance in Science and Higher Education (*Official Gazette* 45/09), the Ordinance on the license for performing higher education activity, delivering study programmes, and re-accreditation of higher education institutions (*Official Gazette*, 24/10), the Ordinance on Conditions for Issuing Licence for Scientific Activity, Conditions for Re-accreditation of Scientific Organisations and Content of Licence (*Official Gazette*, 83/10), Procedure for the re-accreditation of higher education institutions (CLASS: 602-04118-0410025; REG.NO: 355-02-04-19-0004, of 17 July 2019), the document “Standards for the evaluation of quality of universities and university constituents in the procedure of re-accreditation of higher education institutions” in accordance with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015) and on the insights acquired during the visit.

Following the visit, the Expert Panel delivered the Final Report in January 2021. The Final Report contains an analysis of each assessment area, recommendations for improvement and quality assessment of each area, and a detailed analysis of each standard, recommendations for improvement and quality assessment of each standard, and is an integral part of the Opinion of the Accreditation Council in the process of Re-Accreditation of the Faculty of Humanities and Social Sciences in Osijek (REG.NO.: 355-02-04-21-0012 of 19 April 2021) and the Accreditation Recommendation of the Agency in the process of re-accreditation of the Faculty of Humanities and Social Sciences, Josip Juraj Strossmayer University of Osijek (CLASS: 602-04119-04 / 0061; REG.NO.: 355-02-04-21-0013) of 17 May 2021.

On 31 May 2021, the Ministry of Science and Education issued a Confirmation (CLASS: 602-04/21-13/00054; REG.NO.: 533-04-21-0002) to the Faculty of Humanities and Social Sciences, Josip Juraj Strossmayer University of Osijek, confirming that the Faculty fulfills all the conditions for performing higher education and scientific activities determined by the provisions of the Act on Quality Assurance in Science and Higher Education (*Official Gazette* 45/09), the Ordinance on the license for performing higher education activity, delivering study programmes, and re-accreditation of higher education institutions (*Official Gazette*, 24/10), Ordinance on Conditions for Issuing Licence for Scientific Activity, Conditions for Re-accreditation of Scientific Organisations and Content of Licence (*Official Gazette*, 83/10),

Procedure for the re-accreditation of higher education institutions (CLASS: 602-04118-0410025; REG.NO: 355-02-04-19-0004, of 17 July 2019), and the document “Standards for the evaluation of quality of universities and university constituents in the procedure of re-accreditation of higher education institutions” of the Agency.

Within six months, the Faculty of Humanities and Social Sciences in Osijek is obliged to adopt a five-year action plan for quality improvement in accordance with the recommendations of the Expert Panel contained in the Final Report and deliver it to the Agency. Within two years of delivering the Action Plan, the Faculty is obliged to inform the Agency of its implementation and update the data on performance conditions in the MOZVAG information system accordingly. Following the Decision of the Council of the Faculty of Humanities and Social Sciences, Josip Juraj Strossmayer University of Osijek (CLASS: 602-04/21-03/68, REG.NO: 2158-83-08-21-1) in its second session in the 2021/2022 academic year on 10 November 2021, under item 19 of the agenda, the Action Plan for Quality Improvement at the Faculty of Humanities and Social Sciences in Osijek was adopted.

In accordance with the above, the Faculty of Humanities and Social Sciences in Osijek is delivering to the Ministry of Science and Education this *Action Plan for Quality Improvement in the second cycle of re-accreditation of the Faculty of Humanities and Social Sciences, Josip Juraj Strossmayer University of Osijek*.

Recommendations of the Expert Panel for quality improvement in each assessment area

I. Internal quality assurance and the social role of the higher education institution (High level of quality)

- 1.1. The higher education institution has established a functional quality assurance system:** High level of quality (No recommendations for improvement)
- 1.2. The higher education institution implements recommendations for quality improvement from previous evaluations:** High level of quality
Recommendations for improvement: Student surveys need further improvement as was also recommended in the previous reaccreditation. From the meeting with students, the Panel learned that they are not satisfied with the way in which surveys are being conducted and they claim that they do not receive feedback regarding whether or not their comments have an influence on solving the indicated problems. Moreover, students consider that survey questions are not carefully conceived and that the results are questionable, i.e. the high assessment grades the majority of teachers manages to get.
- 1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination:** Satisfactory level of quality
Recommendations for improvement: The Faculty needs to further develop strategies for the support of academic freedom and the integrity of the institution and the teaching staff.
- 1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, scientific/artistic and social).** Satisfactory level of quality
Recommendations for improvement: Study programmes should be publicly available on the website, instead of having to be demanded by means of a written request. There is no translation of the catalogue containing all study programmes and courses. For each study programme, shorter presentation documents should be drafted and they should be publicly available.
- 1.5. The higher education institution understands and encourages the development of its social role:** High level of quality
Recommendations for improvement: The social role of the Faculty has to be clearly mentioned in the Strategic Plan.
- 1.6. Lifelong learning programmes delivered by the higher education institution are aligned with the strategic goals and the mission of the higher education institution, and social needs:** High level of quality (No recommendations for improvement)

II. Study Programmes (Satisfactory level of quality)

- 2.1. The general objectives of all study programmes are in line with the mission and strategic goals of the higher education institution and the needs of the society:** High level of quality (No recommendations for improvement)
- 2.2. The intended learning outcomes at the level of study programmes delivered by the higher education institution are aligned with the level and profile of qualifications gained:** Satisfactory level of quality
Recommendations for improvement

The Faculty management is aware of the mentioned shortcomings of existing learning outcomes, and is developing mechanisms for their improvement. Processes of amending study programs and aligning LOs take time and present an additional workload for teachers. The Faculty management should find ways to stimulate teachers to regularly review, improve and modernize learning outcomes of their courses, possible by allocating dedicated financial resources for incentives or by acknowledging the additional workload in other ways (reducing regular workload). The need for LO improvements particularly refers to introducing transferable knowledge and skills that are valued by employers and allow for personal development, career change management etc., which is of the utmost importance in the conditions of quick changes of labour market requirements. Examples from Psychology and Informatology provide useful models for improvements. The Panel has detected serious problems in the focus of study programs in Hungarian language and literature (see the analysis of this standard), which were already identified in the Evaluation Report in 2014. During the site visit and interviews, it became clear to the Panel that Hungarian language and literature department representatives are aware of and do acknowledge the problems, but the Panel thinks that particular weaknesses should be prioritized and addressed urgently.

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

Recommendations for improvement

The Faculty issued adequate Guidelines and Ordinances to assure proper assessment of achieving learning outcomes, and the way this is accomplished in different courses is transparently presented and communicated to students. However, better mechanisms should be in place to translate the documents and guidelines into practice and assure the accomplishment of LOs in an objective way. The Panel proposes the systematic implementation of a mutual peer-reviewing system that assesses the achievement of LOs performed by professors, who monitor each other courses' and report to teaching committees (double grading). The departments of Hungarian language and literature, History, and Philosophy need special attention.

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

Recommendations for improvement

Although a comprehensive approach is in place, the HEI could expand the type of stakeholders from which it gains feedback. In order to get better and more nuanced insights into societal needs, feedback from the civil society sector, NGOs etc. could be collected in a more systematic manner.

2.5. The higher education institution ensures that ECTS allocation is adequate: Satisfactory level of quality

Recommendations for improvement

The FFOS has introduced adequate procedures for synchronising ECTS with student workload and this demonstrates dedication to this topic. However, student opinions indicate that there is room for improvement. The panel recommends more systematic and frequently a posteriori (inductive) data collection exercise focused on students, coupled with a thorough revision of ECTS. Results of evaluation should be presented and made available to all students.

- 2.6. Student practice is an integral part of study programmes (where applicable):** High level of quality (No recommendations for improvement)

III. Teaching process and student support (Satisfactory level of quality)

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

High level of quality

Recommendations for improvement

The Expert Panel ask the Faculty to consider including a minimum grade requirement for enrolment to undergraduate programs that have unsatisfactory student completion rates. Another aspect that could be improved is the connection between the Secondary School Leaving Examinations and the field of study. Optative Matura exams could be given an obligatory status in the Faculty criteria for enrolment in the undergraduate programs when that exam is in direct link to the study programme. For example: the Matura exam in Philosophy should explicitly be taken into consideration in all instances when one of the double major study programs is Philosophy.

- 3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study:** Satisfactory level of quality

Recommendations for improvement

The Faculty ought to give feedback to students on the outcome of the Faculty's analysis of the student survey (or similar information gathering methods involving student opinion). Students ought to be given information both with respect to the outcome of student assessment of study programs as well as how the Faculty/department will respond to the results of the student evaluations (i.e. which changes will be made to meet the students' complaints).

- 3.3. The higher education institution ensures student-centred learning:** High level of quality

Recommendations for improvement

Similar to recommendation in point 3.2., the Faculty should inform students of changes in study programmes and teaching methods that stems from the analysis of the student survey. The Faculty should consider financially compensating student demonstrators. This would increase the motivation of the students for learning and in the same way reward good students.

- 3.4. The higher education institution ensures adequate student support:** Satisfactory level of quality

Recommendations for improvement

The Faculty should continue to focus on professional career development for social science employees. The Student Administration Office should have longer opening hours and should have more staff in hectic times of the student year.

- 3.5. The higher education institution ensures support to students from vulnerable and under-represented groups:** Satisfactory level of quality

Recommendations for improvement

The Faculty should ensure that students with disabilities can access all teaching and research rooms. The Faculty should consider adapting buildings according to the universal design when renovating old buildings or when building new buildings.

3.6. The higher education institution allows students to gain international experience: High level of quality (No recommendations for improvement)

3.7. The higher education institution ensures adequate study conditions for foreign students: Satisfactory level of quality

Recommendations for improvement

The study programmes should provide lectures in foreign languages which fit with the scientific and/or cultural domain of each individual study program. The Expert Panel acknowledges that there is a difference related to the use of language of choice in the Humanities and the Social Sciences. For example, in social sciences English is commonly used as a *lingua franca*, while the humanities commonly utilize a broader spectrum of languages for teaching and for scientific communication. However, the regional and national position of the University of Osijek, where a number of different languages and cultures meet, should also be taken into account. Hence, the Expert Panel recommends that the Faculty and/or departments should decide which languages they want to use as the foreign language of choice for each study programme and that they then should be able to give lectures in the chosen language of each study program whenever possible. Following the recommendation above, the Faculty should implement admission criteria for foreign students requiring a sufficient level of competence in Croatian or in the chosen language used in the particular study programs. The Faculty ought also to consider establishing a formal survey for incoming students on the level of Faculty, department or study programs so they can ask more specific questions regarding the field of studies and not more general ones like on the University level.

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

Recommendations for improvement

The Faculty should implement a system of where two (or more) assessors independently grade students' written exams, and then compare their agreement (or reliability) of the grading procedure. After the comparison of their ratings, the two assessors should agree on a grade for the exams which they have given different grades. This system of dual grading should be used on an intermittent basis on the faculty's course exams (e.g. each semester between 10 and 20% of all written exams are independently assessed by two graders).

3.9. The higher education institution issues diplomas and Diploma Supplements in accordance with the relevant regulations: High level of quality (No recommendations for improvement)

3.10. The higher education institution is committed to the employability of graduates: High level of quality (No recommendations for improvement)

IV. Teaching and institutional capacities (Satisfactory level of quality)

4.1. The higher education institution ensures adequate teaching capacities: Satisfactory level of quality

Recommendations for improvement

Improvement cannot be done by the University alone, but it would be useful, to try to get specialised teaching personal in the abovementioned fields. The study programmes in languages should especially focus on the very different level of given competences of the students at the beginning of the studies.

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

Recommendations for improvement

The recruitment of new teachers should focus especially on those fields of teaching, where there is a lack of qualified personal (as mentioned above), e.g. Social Studies, Hungarian studies, Ancient History and Philosophy. In Philosophy, the range of issues in teaching should be made broader and more elaborated.

- 4.3. The higher education institution provides support to teachers in their professional development:** High level of quality (No recommendations for improvement)

- 4.4. The space, equipment and the entire infrastructure (laboratories, IT services, work facilities etc.) are appropriate for the delivery of study programmes, ensuring the achievement of the intended learning outcomes and the implementation of scientific/artistic activity:** Satisfactory level of quality

Recommendations for improvement

The Management should ensure that students with disabilities are able by themselves to access all classrooms and research facilities.

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

Recommendations for improvement

There is not enough space in the library for students to work. The problem with the reading room should be solved by entering the library into the new building.

- 4.6. The higher education institution rationally manages its financial resources:** Satisfactory level of quality

Recommendations for improvement

More money for teaching staff positions, especially in the abovementioned fields of Hungarian studies, Philosophy and (Ancient) History would be helpful, to raise the quality level. The Faculty should investigate the possibilities of sponsoring from industry or other organisations (of course within the legal Croatian framework).

V. Scientific/artistic activity (Satisfactory level of quality)

- 5.1. Teachers and associates employed at the higher education institution are committed to the achievement of high quality and quantity of scientific research:** Satisfactory level of quality

Recommendations for improvement

We recommend additional attention and support to intensify the publication activities in internationally acknowledged, high-ranking series and international scientific cooperation throughout the faculty, ensuring that no department is left behind.

- 5.2. The higher education institution provides evidence for the social relevance of its scientific / artistic / professional research and transfer of knowledge:** High level of quality (No recommendations for improvement)

- 5.3. Scientific/artistic and professional achievements of the higher education institution are recognized in the regional, national and international context:** Satisfactory level of quality

Recommendations for improvement

The participation in international collaborations and conferences should be intensified, setting the goals on a higher international level (see point 5.1 above).

5.4. The scientific / artistic activity of the higher education institution is both sustainable and developmental: Satisfactory level of quality

Recommendations for improvement

Although it is positive that the Science fund is a flexible instrument which changes in accordance with the needs of researchers, it also makes planning of scientific activities more challenging. Revisions of the Fund should be in place periodically, but not from year to year (pg. 89 in the SER, Science fund 2019 and 2020). Furthermore, the Science fund (ed. 2020) has not included funding of doctoral students' research (except full-time students/faculty assistants), which is an important aspect scientific development and should therefore be considered for all doctoral students if possible.

5.5. Scientific/artistic and professional activities and achievements of the higher education institution improve the teaching process: High level of quality (No recommendations for improvement)

Planned activities in accordance with determined goals

(When drafting the Action Plan, it is necessary to address all the recommendations by the Expert Panel; list concrete measures and implementation indicators for the necessary activities; provide an explanation if a recommendation is beyond the HEI's authority or if a recommendation entails an improvement unavailable due to other reasons.

*(When drafting Report on the Implementation of the Action plan, the column **Report on the Implementation of the Action plan** must be fulfilled)*

No. *	The Expert Panel's Recommendations	Activities	Implementation Timeframe	Implementation Indicator	Report on the Implementation of the Action Plan	Competent Authority or Body
<i>I. Internal quality assurance and the social role of the higher education institution</i>						
1.2.	Student surveys need further improvement as was also recommended in the previous reaccreditation. From the meeting with students, the Panel learned that they are not satisfied with the way in which surveys are being conducted and they claim that they do not receive feedback	1. Deliver an official letter to the University with a list of suggested revisions concerning specific questions in the University Student Survey. 2. Introduce a review of student survey results as a specific topic in regular mentoring meetings with students.	1. June 2022 2. Winter semester of the 2022/2023 academic year (to be implemented continuously)	1. An official letter to the University 2. Yearly mentoring report		1. Vice-Dean for Education and Students, Vice-Dean's office, Student Administration Office 2. Vice-Dean for Education and Students, Quality Assurance Committee, Quality Assurance Office, mentors

	regarding whether or not their comments have an influence on solving the indicated problems. Moreover, students consider that survey questions are not carefully conceived and that the results are questionable, i.e. the high assessment grades the majority of teachers manages to get.	3. Organize yearly meetings of the Vice-Dean for Education and Students and the Student Council representatives concerning student satisfaction with the University Student Survey results and the possibility of reviewing its questions.	3. Summer semester of 2022 (to be implemented continuously)	3. Minutes from the meeting of the Vice-Dean for Education and Students with representatives of the Student Council		3. Vice-Dean for Education and Students, Vice-Dean's office, Student Council representatives
1.3.	The Faculty needs to further develop strategies for the support of academic freedom and the integrity of the institution and the teaching staff.	1. Implement the concept of decentralization in the Faculty's Strategic Plan 2021–2025 2. Create a sub-section on the Faculty website (Under "About Us" section) titled "Academic Integrity and Freedom" with a clear overview of activities performed to	1. February 2022 2. April 2022	1. the Faculty's Strategic Plan 2021–2025 2. the Faculty website		1. The Dean, Vice-Deans, Secretary of the Faculty 2. Website administrators, Vice-Deans, Quality Assurance Office, Quality Assurance Committee, agency

		<p>support the academic freedom and integrity of the Faculty, its teaching staff, and students.</p> <p>3. Develop an app/web form “Your voice at FFOS” within the “Academic Integrity and Freedom” sub-section on the Faculty website as an additional tool for reporting unethical behaviour to the Ethics Committee.</p> <p>4. Implement the concept of academic freedom and integrity in the student bachelor and master pledges upon receiving their diploma.</p>	<p>3. October 2022</p> <p>4. To be implemented continuously from the 2021/2022 academic year</p>	<p>3. An app/web form, the Faculty website</p> <p>4. Graduation ceremony protocol, video recordings of graduation ceremonies, links to live streaming of graduation ceremonies</p>	<p>in charge of the web design</p> <p>3. Quality Assurance Office, Quality Assurance Committee, Vice-Deans, IT and Computer Network Office, Ethics Committee</p> <p>4. the Dean, Vice-Deans, Student Administration Office, IT and Computer Network Office</p>
1.4.	<p>Study programmes should be publicly available on the website, instead of having to be demanded by</p>	<p>1. Publish study programmes on websites of Departments and Sub-Departments of the Faculty.</p>	<p>1. To be implemented continuously from the 2022/2023 academic year</p>	<p>1. Department and Sub-Department websites</p>	<p>1. Heads of Faculty Departments and Sub-Departments, Department and Sub-Department website administrators,</p>

	<p>means of a written request. There is no translation of the catalogue containing all study programmes and courses. For each study programme, shorter presentation documents should be drafted and they should be publicly available.</p>	<p>2. A catalogue of study programmes in English is available in the <i>Information Package</i> brochure, updated each year. It is necessary to prepare a catalogue of all courses, translate it to English, and publish it on the Faculty website.</p> <p>3. Design presentation material for each study programme (PowerPoint presentation/brochure/video clip) in Croatian and foreign language, and publish it on Department and Sub-Department</p>	<p>2. Each academic year; May 2023</p> <p>3. October 2023</p>	<p>2. <i>Information Package</i> and <i>Course Catalogue</i> on the Faculty website</p> <p>3. Websites of Faculty Departments and Sub-Departments</p>	<p>website administrators (agency), Vice-Dean for Study Programmes and Lifelong Learning</p> <p>2. Heads of Departments and Sub-Departments, Department and Sub-Department website administrators, Faculty (general) website administrators, Vice-Dean for Study Programmes and Lifelong Learning</p> <p>3. Working group for Faculty promotion, Heads of Faculty Departments and Sub-Departments, Vice-Dean for Study Programmes and Lifelong Learning</p>
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		websites.				
1.5.	The social role of the Faculty has to be clearly mentioned in the Strategic Plan.	1. Emphasize goals, tasks, and indicators of the Faculty's social role when developing the Faculty's Strategic Plan 2021–2025	1. Following the adoption of the Faculty's Strategic Plan 2021-2025	1. the Faculty's Strategic Plan 2021-2025		1. the Dean, Vice-Dean for Development and Business Affairs, the Secretary of the Faculty
II. Study Programmes						
2.2.	The Faculty management is aware of the mentioned shortcomings of existing learning outcomes, and is developing mechanisms for their improvement Processes of amending study programs and aligning LOs take time and present an additional workload for teachers. The Faculty management should find ways to stimulate teachers to	1. Introduce amendments to the Double major graduate university study programme of Hungarian Language and Literature in accordance with recommendation of the Expert Panel for Re-Accreditation. 2. Introduce major amendments to the Double major graduate university study programme of Philosophy in accordance with recommendation of the	1. October 2023 2. October 2023	1. Double major graduate university study programme Hungarian Language and Literature 2. (substantially) changed/amended Double major undergraduate and graduate university study programme of Philosophy		1. Head of the Hungarian Language and Literature Department, Department of Hungarian Language and Literature, working group, Vice-Dean for Study Programmes and Lifelong Learning 2. Head of the Philosophy Department, Department of Philosophy, working group, Vice-Dean for Study

	<p>regularly review, improve and modernize learning outcomes of their courses, possible by allocating dedicated financial resources for incentives or by acknowledging the additional workload in other ways (reducing regular workload). The need for LO improvements particularly refers to introducing transferable knowledge and skills that are valued by employers and allow for personal development, career change management etc., which is of the utmost importance in the conditions of quick changes of labour market</p>	<p>Expert Panel for Re-Accreditation.</p> <p>3. Include generic LOs in both new and (substantially) changed/amended undergraduate and graduate study programmes of the Faculty.</p> <p>4. Organize thematic workshops concerning LOs and student workload in ECTS credits within the yearly professional development programme for teaching staff.</p> <p>5. Provide financial stimulation for working groups responsible for implementing major changes/amendments to the existing study</p>	<p>3. Always when developing new study programmes or introducing major changes/amendments to the existing study programmes</p> <p>4. October 2022 (to be implemented continuously)</p> <p>5. Always when developing new study programmes or introducing major changes/amendments</p>	<p>3. Study programmes of Departments and Sub-Departments of the Faculty</p> <p>4. yearly plan for professional development of teaching staff</p> <p>5. the Dean's decision</p>		<p>Programmes and Lifelong Learning</p> <p>3. Departments and Sub-Departments, Vice-Dean for Study Programmes and Lifelong Learning</p> <p>4. Quality Assurance Office, teaching staff, Vice-Dean for Study Programmes and Lifelong Learning</p> <p>5. the Dean, Accounting and Finance Office</p>
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	<p>requirements. Examples from Psychology and Informatology provide useful models for improvements. The Panel has detected serious problems in the focus of study programs in Hungarian language and literature (see the analysis of this standard), which were already identified in the Evaluation Report in 2014. During the site visit and interviews, it became clear to the Panel that Hungarian language and literature department representatives are aware of and do acknowledge the problems, but the Panel thinks</p>	<p>programmes or developing new ones.</p>	<p>nts to the existing study programmes</p>			
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	that particular weaknesses should be prioritized and addressed urgently.					
2.3.	The Faculty issued adequate Guidelines and Ordinances to assure proper assessment of achieving learning outcomes, and the way this is accomplished in different courses is transparently presented and communicated to students. However, better mechanisms should be in place to translate the documents and guidelines into practise and assure the accomplishment of LOs in an objective way. The Panel proposes the systematic	<p>1. Ensure a proper evaluation of LOs through minor or major changes/amendments to study programmes</p> <p>2. Update course information (bibliography and evaluation methods) prior to each academic year.</p> <p>3. Review LOs within the Hungarian Language and Literature, History, and Philosophy departments (major amendments of the study programmes).</p>	<p>1. February 2022 (to be implemented each year)</p> <p>2. September – October 2021 (to be implemented each year)</p> <p>3. October 2023</p>	<p>1. Faculty Council decisions, Senate decisions</p> <p>2. Course description on Sokrat</p> <p>3. Study programmes</p>		<p>1. Departments and Sub-Departments, Vice-Dean for Study Programmes and Lifelong Learning, Faculty Council, the Senate</p> <p>2. Teaching staff on all Departments and Sub-Departments of the Faculty, Office of Student Administration Office</p> <p>3. Hungarian Language and Literature, History, and Philosophy departments, Vice-Dean for Study</p>

	<p>implementation of a mutual peer-reviewing system that assesses the achievement of LOs performed by professors, who monitor each other courses' and report to teaching committees (double grading). The Departments of Hungarian language and literature, History, and Philosophy need special attention</p>	<p>4. Organize mutual peer-reviewing system to assesses achievements (double grading) at Faculty departments.</p> <p>5. Conduct an internal quality assessment review concerning peer-review/double grading.</p>	<p>4. the 2022/2023 academic year (to be implemented each year)</p> <p>5. October 2025</p>	<p>4. Forms/an app for double grading of commission exams, thesis defence, teaching practice, pedagogy practicum, written exams; Mutual peer-review at the level of Departments and Sub-Departments</p> <p>5. Report of the internal Quality Assurance System Audit Committee, the Council decision on adopting the Report</p>		<p>Programmes and Lifelong Learning</p> <p>4. Teaching staff, Student Administration Office, Vice-Dean for Education and Students, Vice-Dean for Study Programmes and Lifelong Learning, Quality Assurance Committee, Quality Assurance Office</p> <p>5.the Dean, Vice-Dean for Study Programmes and Lifelong Learning, Vice-Dean for Education and Students, Quality Assurance Committee, Faculty Council, the internal Quality Assurance System Audit Committee</p>
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2.4.	Although a comprehensive approach is in place, the HEI could expand the type of stakeholders from which it gains feedback. In order to get better and more nuanced insights into societal needs, feedback from the civil society sector, NGOs etc. could be collected in a more systematic manner.	1. Include stakeholders from the civil society sector and NGOs as the fourth advisory member the working groups for the development of new or the implementation of major changes/amendments to existing study programmes.	1. Always when developing new study programmes or introducing major changes/amendments to the existing study programmes	1. Decision on Working groups for developing new study programmes or introducing major changes/amendments to the existing study programmes, new or changed/amended study programmes		1. Working groups for developing new study programmes or introducing major changes/amendments to the existing study programmes, Vice-Dean for Study Programmes and Lifelong Learning, Vice-Dean for Development and Business Affairs
2.5.	FFOS has introduced adequate procedures for synchronising ECTS with student workload and this demonstrates dedication to this topic. However, student opinions indicate that there is room for improvement. The panel	1. Conduct an internal quality assurance review concerning the alignment of ECTS credits and student workload. 2. Regularly inform students of the ECTS	1. September 2023 2. Winter semester of the 2023/2024 academic year	1. Report of the internal Quality Assurance System Audit Committee, the Council decision on adopting the Report 2. Faculty website, mentoring reports		1. the Dean, Vice-Dean for Study Programmes and Lifelong Learning, Quality Assurance Committee, Faculty Council, Internal Quality Assurance System Audit Committee 2. Mentors, website administrators,

	<p>recommends more systematic and frequently a posteriori (inductive) data collection exercise focused on students, coupled with a thorough revision of ECTS. Results of evaluation should be presented and made available to all students.</p>	<p>allocation system and present results of the internal quality assurance review concerning the alignment of ECTS credits and student workload through the Faculty's mentoring system.</p> <p>3. Implement minor or major changes/amendments to the existing study programmes.</p> <p>4. Conduct a data review on evaluation methods (monitoring and evaluation elements and their ECTS allocation) of the courses.</p>	<p>3. Each year, if necessary</p> <p>4. Each year in September</p>	<p>3. Decisions of Faculty Council and the Senate, websites of Departments and Sub-Departments</p> <p>4. Faculty website (Sokrat)</p>	<p>Quality Assurance Committee, Quality Assurance Office, Departments and Sub-Departments; Vice-Dean for Study Programmes and Lifelong Learning</p> <p>3. Teaching staff, Heads of Departments and Sub-Departments, working groups, Vice-Dean for Study Programmes and Lifelong Learning, Vice-Dean for Education and Students, Faculty Council, the University</p> <p>4. Teaching staff, Student Administration Office</p>
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		5. Within each course, inform students on the criteria and methods of evaluation and assessment, LOs and the allocation of ECTS credits.	5. Each academic year	5. Course syllabi, mentoring reports		5. Teaching staff, mentors
III. Teaching process and student support						
3.1.	The Expert Panel ask the Faculty to consider including a minimum grade requirement for enrolment to undergraduate programs that have unsatisfactory student completion rates. Another aspect that could be improved is the connection between the Secondary School Leaving Examinations and the field of study. Optative Matura exams could be	<p>1. Organize thematic meetings with Departments and independent Sub-Departments concerning the conditions for enrolment in undergraduate studies.</p> <p>2. In collaboration with the Departments, consider introducing as the requirement certain Optative Matura exams that are directly related to the study programs.</p> <p>3. Consider introducing entrance exams.</p>	<p>1. November 2021 (to be implemented each academic year)</p> <p>2. November 2021 (to be implemented each academic year)</p> <p>3. November 2021</p>	<p>1. Minutes from the meeting of the Vice-Dean for Education and Students with the Heads of Departments and Sub-Departments</p> <p>2. Minutes from the meeting of the Vice-Dean for Education and Students with the Heads of Departments and Sub-Departments</p> <p>3. Minutes from the meeting of the Vice-Dean for Education and Students with the</p>		<p>1. Vice-Dean for Education and Students, Heads of Departments and Sub-Departments, Departments and Sub-Departments</p> <p>2. Vice-Dean for Education and Students, Heads of Departments and Sub-Departments, Departments and Sub-Departments</p> <p>3. Vice-Dean for Education and</p>

	<p>given an obligatory status in the Faculty criteria for enrolment in the undergraduate programs when that exam is in direct link to the study programme. For example: the Matura exam in Philosophy should explicitly be taken into consideration in all instances when one of the double major study programmes is Philosophy.</p>	<p>4. If necessary, implement amendments to the enrolment criteria within amendments to criteria for enrolment in undergraduate study programmes on the "Postani student" (Become a Student) portal.</p>	<p>(to be implemented each academic year)</p> <p>4. November 2021 (each academic year, if necessary)</p>	<p>Heads of Departments and Sub-Departments</p> <p>4. Minutes from the meeting of the Vice-Dean for Education and Students with the Heads of Departments and Sub-Departments</p>	<p>Students, Heads of Departments and Sub-Departments, Departments and Sub-Departments</p> <p>4. Vice-Dean for Education and Students, Heads of Departments and Sub-Departments, Departments and Sub-Departments</p>
<p>3.2.</p>	<p>The Faculty ought to give feedback to students on the outcome of the Faculty's analysis of the student survey (or similar information gathering methods involving student opinion). Students ought to be given information both</p>	<p>1. Develop a form for student evaluation of study programmes and implement it through mentoring system.</p> <p>2. Provide students with feedback on their</p>	<p>1. June 2022</p> <p>2. January 2023</p>	<p>1. The form for student evaluation of study programmes, mentoring reports</p> <p>2. Mentoring reports</p>	<p>1. Students of the final years of undergraduate and graduate study programmes, mentors, Vice-Dean for Education and Students, Quality Assurance Office</p> <p>2. Students, mentors, Quality</p>

	with respect to the outcome of student assessment of study programs as well as how the Faculty/department will respond to the results of the student evaluations (i.e. which changes will be made to meet the students' complaints).	evaluation of study programmes through individual conversations between mentors and students during mentoring meetings.				Assurance Office, Vice-Dean for Education and Students
3.3.	Similar to recommendation in point 3.2., the Faculty should inform students of changes in study programmes and teaching methods that stems from the analysis of the student survey. The Faculty should consider financially compensating student demonstrators. This would increase the	<p>1. Develop a form for student evaluation of study programmes and implement it through mentoring system.</p> <p>2. Provide students with feedback on their evaluation of study programmes through individual conversations between mentors and</p>	<p>1. June 2022</p> <p>2. January 2023</p>	<p>1. The form for student evaluation of study programmes, mentoring reports</p> <p>2. Mentoring reports</p>		<p>1. Students of the final years of undergraduate and graduate study programmes, mentors, Vice-Dean for Education and Students, Quality Assurance Office</p> <p>2. Students, mentors, Quality Assurance Office, Vice-Dean for Education and Students</p>

	motivation of the students for learning and in the same way reward good students.	students during mentoring meetings. 3. Consider introducing financial compensation for student demonstrators.	3. the 2021/2022 academic year (to be implemented each academic year)	3. Ordinance on student demonstrators, the Dean's decision, contracts		3.the Dean, student demonstrators, Accounting and Finance Office
3.4.	The Faculty should continue to focus on professional career development for social science employees. The Student Administration Office should have longer opening hours and should have more staff in hectic times of the student year.	1. In exceptionally justified situations, consider compensating those employees who already after three years meet the criteria for appointment to a higher research-teaching rank and research-teaching position in relation to the one to which they are appointed to due to the lack of approval from the Ministry for a new employment contract. 2. Inform the Ministry and the University on the need for more administrative staff in the	1. October 2021 (each academic year, if necessary) 2. the 2021/2022 academic year (to be implemented each academic year)	1. Signed contracts 2. An official letter to the University and the Ministry, public tender, Employment contract		1.the Dean, the Secretary of the Faculty, teaching staff, Accounting and Finance Office, Vice-Dean for Education and Students 2.the Dean, the Secretary of the Faculty, the Dean's office, Vice-Dean for Education and

		Student Administration Office.				Students, Accounting and Finance Office
		3. Adapt working hours of the Student Administration Office to student needs in the busiest times of the academic year.	3. the 2021/2022 academic year (to be implemented each academic year)	3. Decision on working hours of the Student Administration Office		3.Student Administration Office, Vice-Dean for Development and Business Affairs
3.5.	The Faculty should ensure that students with disabilities can access all teaching and research rooms. The Faculty should consider adapting buildings according to the universal design when renovating old buildings or when building new buildings.	1. Consider the possibilities for enabling students with disabilities (wheelchair users) access to the Laboratory. 2. Implement the solution for enabling students with disabilities (wheelchair users) to access the Laboratory.	1. until the end of 2022 2. until the end of 2024	1. Minutes/contractors' offers 2. Implemented solution		1.the Dean, Vice-Dean for Development and Business Affairs, Accounting and Finance Office 2.the Dean, Vice-Dean for Development and Business Affairs, a contractor responsible providing physical access
	The study programmes should provide	1. If necessary, organize the implementation of certain courses and/or	1. Each academic year, if necessary	1. Learning Agreement and Transcript of Records Erasmus+ students,		1. Teaching staff, Vice-Dean for Study Programmes and

3.7.	lectures in foreign languages which fit with the scientific and/or cultural domain of each individual study program. The Expert Panel acknowledges that there is a difference related to the use of language of choice in the Humanities and the Social Sciences. For example, in social sciences English is commonly used as a <i>lingua franca</i> , while the humanities commonly utilize a broader spectrum of languages for teaching and for scientific communication. However, the regional and national position of the University of Osijek, where a number of	parts of courses in a foreign language (according to the official letter of the Ministry of 9 June 2021, carrying out a study program in a language other than the one in which the existing study program is carried out is considered a major amendment and requires the initiation of the process of major amendments to a large number of study programmes). 2. Consider financial stimulation for teaching staff other who are not native speakers or language teachers for teaching in a foreign language. 3. When developing new study programmes or introducing major changes/amendments to the existing ones, inform	2. Each semester, depending on the needs of the incoming Erasmus+ students 3. Always when introducing new/significant amendments to the	A list of courses at the Faculty that can be carried out in English: http://www.unios.hr/suradnja/medunardna-suradnja/erasmus-incoming-students/university-units-and-erasmus-courses-20172018/ 2. the Dean's decision 3. Minutes from the working group meeting	Lifelong Learning, Vice-Dean for Education and Students, Student Administration Office, the Faculty Erasmus+ Coordinator 2.the Dean, Vice-Dean for Education and Students, teaching staff 3.Vice-Dean for Study Programmes and Lifelong Learning, working groups
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	<p>different languages and cultures meet, should also be taken into account. Hence, the Expert Panel recommends that the Faculty and/or departments should decide which languages they want to use as the foreign language of choice for each study programme and that they then should be able to give lectures in the chosen language of each study program whenever possible. Following the recommendation above, the Faculty should implement admission criteria for foreign students requiring a sufficient level of competence in</p>	<p>the working groups on the advantages of courses taught in a foreign language.</p> <p>4. The knowledge level of Croatian or a selected foreign language used in a particular study programme is determined by the selected study programme. The knowledge level of Croatian language for the enrolment of foreign students is B2, as stated in the <i>Information Package</i> for students, which is published in Croatian and English every academic year.</p> <p>5. Develop and implement a formal student survey for incoming foreign students before returning to their alma mater.</p>	<p>existing study programmes</p> <p>4. To be implemented continuously</p> <p>5. June 2022</p>	<p>4. Study programmes, <i>Information Package for Students</i> (https://www.ffos.unios.hr/wp-content/uploads/2021/10/INFORMACIJSKI-PAKET-2021-2022-.pdf), <i>Information Package</i> (https://www.ffos.unios.hr/wp-content/uploads/2021/10/INFORMATION-PACKAGE-2021-2022.pdf)</p> <p>5. (online) survey for incoming foreign students</p>		<p>4. Vice-Dean for Education and Students, Departments and Sub-Departments, website administrators</p> <p>5. Vice-Dean for Education and Study Programmes, the Faculty Erasmus Coordinator, foreign students, website administrators</p>
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	<p>Croatian or in the chosen language used in the particular study programs. The Faculty ought also to consider establishing a formal survey for incoming students on the level of Faculty, department or study programs so they can ask more specific questions regarding the field of studies and not more general ones like on the University level.</p>					
<p>3.8.</p>	<p>The Faculty should implement a system of where two (or more) assessors independently grade students' written exams, and then compare their agreement (or reliability) of the grading</p>	<p>1. Organize the implementation of double grading process on Departments and Sub-Departments of the Faculty.</p>	<p>1.To be implemented continuously from the 2022/2023 academic year onwards</p>	<p>1. Forms/an app for double grading</p>		<p>1.Teaching staff, Student Administration Office, Vice-Dean for Education and Students, Vice-Dean for Study Programmes and Lifelong Learning</p>

	<p>procedure. After the comparison of their ratings, the two assessors should agree on a grade for the exams which they have given different grades. This system of dual grading should be used on an intermittent basis on the faculty's course exams (e.g. each semester between 10 and 20% of all written exams are independently assessed by two graders).</p>	<p>2. Organize internal quality assurance review concerning double grading.</p> <p>3. Ensure student anonymity on written exams.</p>	<p>2. October 2025</p> <p>3. from February 2022 onwards</p>	<p>2. Report of the internal Quality Assurance System Audit Committee</p> <p>3. Student written exams – use passwords instead of names and surnames</p>		<p>2.The Dean, Vice-Dean for Study Programmes and Lifelong Learning, Quality Assurance Committee, Faculty Council, the internal Quality Assurance System Audit Committee</p> <p>3. Students, teaching staff, Vice-Dean for Education and Students</p>
IV. Teaching and institutional capacities						
4.1.	<p>Improvement cannot be done by the university alone, but it would be useful, to try to get specialised teaching personal in the abovementioned fields. The study</p>	<p>1. For the undergraduate study programmes of English language and literature and German language and literature, the entry-level student competencies are prescribed by the enrolment conditions and the study programme,</p>	<p>1. Continuous implementation</p>	<p>1. Study programmes, enrolment conditions on the "Postani student" (Become a Student) portal</p>		<p>1.Vice-Dean for Education and Students, Departments and Sub-Departments</p>

	<p>programmes in languages should especially focus on the very different level of given competences of the students at the beginning of the studies.</p>	<p>and are updated each academic year. For the undergraduate study programme Hungarian language and literature, students' language competency develops depending on their prior knowledge of the language. Students without prior knowledge enrol in courses in Module 1, where in the first year of study they study the language in 8 lessons per week, 6 lessons in the second year, and 4 lessons in the third year, together with other courses aimed at developing language competency (e.g. Communication exercises and Translation exercises). Students with prior knowledge of the language enrol in Module 2, introducing them to standard language (e.g. courses Language Expression and Text Comprehension) and master the use of language in various</p>				
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		<p>registers (e.g. the course Professional Communication); There are also courses in which students can learn about their community and other Hungarian minority communities in the Carpathian Basin (History and Culture of Hungarians in Croatia). In this way, their language competencies are developed in accordance with the entry-level competencies, and the loads of both groups are equal. They take the propaedeutic courses together in Croatian, thus developing a team spirit, i.e. they can help each other progress through their studies.</p>				
		<p>2. Recruit/include external associates and field experts in the teaching process.</p>	<p>2. Continuous implementation</p>	<p>2. Curricula and syllabi, contracts for external associates</p>		<p>2. Vice-Dean for Education and Students, Vice-Dean's Office, external associates, field experts</p>

		3. In compliance with the University and the Ministry, employ additional teaching staff for Hungarian Language and Literature, Philosophy, and (ancient) History.	3. Upon obtained approval	3. Employment contracts		3.Vice-Dean for Education and Students, the Secretary of the Faculty
4.2.	The recruitment of new teachers should focus especially on those fields of teaching, where there is a lack of qualified personal (as mentioned above), e.g. Social Studies, Hungarian studies, Ancient History and Philosophy. In Philosophy, the range of issues in teaching should be made broader and more elaborated.	1. In compliance with the University and the Ministry, employ additional research-teaching and/or teaching staff for Psychology, Hungarian Language and Literature, History, and Philosophy study programmes. 2. Introduce major changes/amendments to Double major undergraduate and graduate university study programmes of Philosophy.	1.Upon obtained approval 2. October 2023	1. Employment contracts 2. (substantially) amended Double major undergraduate and graduate university study programmes of Philosophy		1.Vice-Dean for Education and Students, the Secretary of the Faculty 2.Vice-Dean for Study Programmes and Lifelong Learning, Working group, Department of Philosophy
4.4.	The Management should ensure that	1. Consider the possibilities of enabling	1. until the end of 2022	1. Minutes/contractors' offers		1.the Dean, Vice-Dean for

	students with disabilities are able by themselves to access all classrooms and research facilities.	students with disabilities (wheelchair users) to access the Laboratory. 2. Implement the solution for enabling students with disabilities (wheelchair users) to access the Laboratory. 3. Continue the practice of employing personal assistants to students with disabilities	2. until the end of 2024 3. to be implemented continuously, when necessary	2. Implemented solution 3. signed statements and contracts with personal assistants to students		Development and Business Affairs, Accounting and Finance Office 2. the Dean, Vice-Dean for Development and Business Affairs, Accounting and Finance Office 3. Vice-Dean for Education and Students, personal assistants to students, Vice-Dean's Office, Accounting and Finance Office
4.5.	There is not enough space in the library for students to work. The problem with the reading room should be solved by entering the	1. Provide additional student workspace in the Faculty Library.	1. until the end of 2024	1. Secured additional student workspace in the Faculty Library		1. Vice-Dean for Development and Business Affairs, Library staff

	library into the new building.					
4.6.	More money for teaching staff positions, especially in the abovementioned fields of Hungarian studies, Philosophy and (Ancient) History would be helpful, to raise the quality level. The Faculty should investigate the possibilities of sponsoring form industry or other organisations (of course within the legal Croatian framework).	<p>1. Consider possibilities of obtaining sponsorship from the industry or other organizations.</p> <p>2. Recruit/include external associates and field experts in the teaching process.</p> <p>3. In compliance with the University and the Ministry, employ additional teaching staff for Hungarian Language, History, and Philosophy study programmes.</p> <p>4. Prepare an analysis/estimate of the realistic teacher workload and provide compensation for</p>	<p>1. to be implemented continuously</p> <p>2.to be implemented continuously</p> <p>3.Upon obtained approval</p> <p>4.When necessary</p>	<p>1. offers/contracts/cooperation</p> <p>2. Curricula and syllabi, contracts with external associates</p> <p>3. Employment contracts</p> <p>4. the Dean's decision</p>		<p>1.the Dean, Vice-Dean for Development and Business Affairs</p> <p>2.Vice-Dean for Education and Students, Vice-Dean's Office, external associates, field experts</p> <p>3.Vice-Dean for Education and Students, the Secretary of the Faculty, teaching staff</p> <p>4.the Dean, Vice-Dean for Education and Students, the Secretary of the Faculty</p>

		overtime work if necessary.				
V. Scientific/artistic activity						
5.1.	We recommend additional attention and support to intensify the publication activities in internationally acknowledged, high-ranking series and international scientific cooperation throughout the faculty, ensuring that no department is left behind.	<p>1. Adapt the yearly reports on scientific activities for monitoring results according to organizational units.</p> <p>2. Organize a review of rewarding system for publishing scientific articles within the Science Fund to ensure long-term validity of the Decision and possibilities of long-term planning of scientific activities. Consider increasing the reward for high-rank publications and expanding the scope of rewards to all significant scientific publications.</p>	<p>1.continuous implementation, every February for the previous calendar year</p> <p>2. to be implemented continuously from 1 October 2021 onwards</p>	<p>1. Report on the scientific work of the Faculty of Humanities and Social Sciences</p> <p>2. Decision on financing activities from the FFOS Science Fund of 1 October 2021</p>		<p>1.Vice-Dean for Research and International Cooperation, Departments Science Coordinators</p> <p>2.the Dean, Vice-Dean for Research and International Cooperation</p>
5.3.	The participation in international collaborations and conferences	1. Consider restructuring the financing activities through the Science Fund to enable all Faculty researchers to participate	1. to be implemented continuously from 1 October 2021 onwards	1. Decisions on financing activities from the Science Fund		1.the Dean, Vice-Dean for Research and International Cooperation

	should be intensified, setting the goals on a higher international level (see point 5.1 above).	at international conferences regularly. Enable an easier and safer planning of regular scientific activities, above all going to scientific conferences. 2. Regularly inform researches on available forums and data bases which publish calls for participation at European or world conferences, e.g. by joining the <i>Humanities and Social Sciences Online</i> forum: https://networks.h-net.org/h-announce	2. to be implemented continuously from September 2021 onwards	2. Faculty website		2. Vice-Dean for Research and International Cooperation, Departments Science Coordinators
5.4.	Although it is positive that the Science fund is a flexible instrument which changes in accordance with the needs of researchers, it also makes planning of scientific activities more challenging.	1. Conduct a thorough review of the Science Fund in accordance with the indicated needs of researchers and the recommendations of the Expert Panel. During the review, focus on activities that researchers can plan more specifically (several times a year).	1. to be implemented continuously from 1 October 2021 onwards	1. Decision on financing activities from the FFOS Science Fund		1. the Dean, Vice-Dean for Research and International Cooperation

	<p>Revisions of the Fund should be in place periodically, but not from year to year (pg. 89 in the SER, Science fund 2019 and 2020). Furthermore, the Science fund (ed. 2020) has not included funding of doctoral students' research (except full-time students/faculty assistants), which is an important aspect scientific development and should therefore be considered for all doctoral students if possible.</p>	<p>2. Review the structure of financing activities from the FFOS Science Fund. Doctoral candidates with full-time employment (at the Faculty) would through such process obtain the same opportunities for financing regular scientific research as all the other teaching staff appointed in higher research-teaching ranks.</p> <p>3. Encourage regular scientific activities of doctoral candidates with part-time employment contract through a separate Decision on financing activities from the FFOS Science Fund.</p> <p>4. Regularly organize and conduct tenders for internal research projects aimed at doctoral</p>	<p>2. to be implemented continuously from 1 October 2021 onwards</p> <p>3. to be implemented continuously from 1 October 2021 onwards</p> <p>4. until the end of 2023, to be continuously implemented,</p>	<p>2. Decision on financing activities from the FFOS Science Fund of 1 October 2021</p> <p>3. Decision on financing activities from the FFOS Science Fund for doctoral candidates with a part-time employment contract</p> <p>4. Decision on conducting a tender, project raking-list and Decision of the Faculty Council on selected projects.</p>		<p>2.the Dean, Vice-Dean for Research and International Cooperation</p> <p>3.the Dean, Vice-Dean for Research and International Cooperation, Heads of Postgraduate Doctoral Study Programmes</p> <p>4.the Dean, Vice-Dean for Research and International Cooperation,</p>
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		<p>candidates with full-time employment contracts (teaching assistants and junior researchers) and post-doctoral researchers to help them acquire experience of participating in competitive project tenders and managing research projects.</p>	<p>conducting a tender at least every two years</p>			<p>Committee for the evaluation of tender applications</p>
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* depending on the number of recommendations by the Expert Panel