



**REPORT  
OF THE EXPERT PANEL  
ON THE  
RE-ACCREDITATION OF  
Faculty of Humanities and Social Sciences Osijek  
University J.J. Strossmayer in Osijek**

**Date of preliminary site visit:  
20<sup>th</sup> October 2020**

**Date of on-line re-accreditation:  
21<sup>th</sup> -23<sup>rd</sup> October 2020**

## **CONTENTS**

<b>INTRODUCTION .....</b>	<b>3</b>
<b>SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION.....</b>	<b>6</b>
<b>BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES .....</b>	<b>7</b>
ADVANTAGES OF THE INSTITUTION.....	7
DISADVANTAGES OF THE INSTITUTION.....	7
<b>LIST OF INSTITUTIONAL GOOD PRACTICES .....</b>	<b>7</b>
EXAMPLES OF GOOD PRACTICE.....	7
<b>ANALYSIS OF EACH ASSESSMENT AREA, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH ASSESSMENT AREA ..</b>	<b>8</b>
I.Internal quality assurance and the social role of the higher education institution .....	8
II.Study programmes.....	8
III.Teaching process and student support .....	8
IV.Teaching and institutional capacities.....	8
V.Scientific/artistic activity .....	8
<b>DETAILED ANALYSIS OF EACH STANDARD, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH STANDARD.....</b>	<b>9</b>
I.Internal quality assurance and the social role of the higher education institution .....	9
II.Study programmes.....	10
III.Teaching process and student support .....	11
IV.Teaching and institutional capacities.....	12
V.Scientific/artistic activity .....	13
<b>APPENDICES .....</b>	<b>15</b>
<b>SUMMARY .....</b>	<b>22</b>

## INTRODUCTION

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

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

The Agency's Accreditation Council appointed an independent Expert Panel for the evaluation of Faculty of Humanities and Social Sciences Osijek University J. J. Strossmayer in Osijek.

Members of the Expert Panel:

- Prof. Kjell Ivar Øvergård, Universitetet i Sørøst-Norge, Kingdom of Norway, chair,
- Prof. Peter Stachel, Institut für Kulturwissenschaften und Theatergeschichte, Österreichische Akademie der Wissenschaften, Republic of Austria,
- Prof. Gerhard Leitner, Freie Universität Berlin, Institut für Englische Philologie, Federal Republic of Germany,
- Prof. Johanna Laakso, Universität Wien, Republic of Austria,
- Assoc. prof. dr. sc. Kornelija Kuvač-Levačić, University of Zadar, Republic of Croatia,
- Prof. dr. sc. Sonja Špiranec, Faculty of Humanities and Social Sciences, University of Zagreb, Republic of Croatia,
- Luka Marković, Faculty of Humanities and Social Sciences, University of Split, Republic of Croatia, student.

During the on-line re-accreditation, the Expert Panel held meetings with the following stakeholders:

- Management,
- Quality Assurance Committee,
- Students,
- Heads of study programmes,
- Full-time teaching staff,

- Teaching Assistants and postdoctoral researchers,
- Heads of research projects,
- Head of Psychological Counselling Centre,
- Head of Centre for Didactics and Teaching Methodology Research,
- Head of Lifelong Learning Program in Pedagogical, Psychological, Didactic and Methodological Training,
- Head of Career Centre
- ECTS Coordinator,
- ERASMUS Coordinator,
- Faculty Spokesperson,
- Representatives of the Alumni and External Stakeholders, potential employers.

Croatian Expert Panel members went to the preliminary site-visit on 20<sup>th</sup> October 2020 during which they had a tour of the work facilities, psychological laboratory, library, IT classroom, student administration office and classrooms, and attended sample lectures, where they held a brief Q&A session with student .

During the preliminary site visit, the Expert Panel examined the available additional documents and study programme descriptions (learning outcomes).

The Expert Panel drafted this Report on the re-accreditation of Faculty of Humanities and Social Sciences Osijek University J. J. Strossmayer in Osijek on the basis of Faculty of Humanities and Social Sciences Osijek University J. J. Strossmayer in Osijek SER, other relevant documents, preliminary site visit and on-line meetings.

The Report contains the following elements:

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

In the analysis of the documentation, preliminary site visit to the Faculty of Humanities and Social Sciences Osijek University J. J. Strossmayer in Osijek, online meetings and writing of the Report, the Expert Panel was supported by:

- mr. sc. Sandra Bezjak, coordinator, ASHE,
- Davor Jurić, prof, , assistant coordinator, ASHE,
- Igor Opić, interpreter at the preliminary site visit and during the online meetings,
- Lida Lamza, translator of the Report, ASHE.

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

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

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

# SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

## NAME OF HIGHER EDUCATION INSTITUTION:

Faculty of Humanities and Social Sciences Osijek University J. J. Strossmayer in Osijek

## ADDRESS:

Lorenza Jägera 9

## DEAN:

Assoc. prof. dr. sc. Leonard Pon

## ORGANISATIONAL STRUCTURE:

*Organisational Chart of the Faculty of Humanities and Social Sciences in Osijek*



## STUDY PROGRAMMES:

- undergraduate university study programme *Croatian Language and Literature* (single major)
- undergraduate university study programme *German Language and Literature* (single major)
- undergraduate university study programme *Information Sciences* (single major)
- undergraduate university study programme *Psychology* (single major)
- undergraduate university study programme *Croatian Language and Literature* (double major)
- undergraduate university study programme *German Language and Literature* (double major)
- undergraduate university study programme *English Language and Literature* (double major)
- undergraduate university study programme *Hungarian Language and Literature* (double major)
- undergraduate university study programme *Philosophy* (double major)
- undergraduate university study programme *Pedagogy* (double major)
- undergraduate university study programme *History* (double major)
- undergraduate university study programme *Sociology* (double major)
- graduate university study programme *Croatian Language and Literature* (single and double major); *specialisation: Teacher Education*
- graduate university study programme *German Language and Literature* (single and double major); *specialisation: Teacher Education, Translation and Interpreting*
- graduate university study programme *English Language and Literature* (double major); *specialisation: Teacher Education, Translation and Interpreting*
- graduate university study programme *Philosophy* (double major); *specialisation: Teacher Education*
- graduate university study programme *History* (double major); *specialisation: Teacher Education*
- graduate university study programme *Hungarian Language and Literature* (double major); *specialisation: Communication Sciences*
- graduate university study programme *Information Sciences* (double major)
- graduate university study programme *Information Technology* (double major)
- graduate university study programme *Publishing* (double major)
- graduate university study programme *Pedagogy* (double major)
- graduate university study programme *Psychology* (single major)
- postgraduate university study programme *Linguistics*
- postgraduate university study programme *Literature and Cultural Identity*
- postgraduate university study programme *Pedagogy and Contemporary School Culture*

**NUMBER OF STUDENTS:**

- 1 357 full time students

**NUMBER OF TEACHERS:**

- 101 full-time teachers appointed into scientific-teaching grades, 15 full-time teachers appointed into teaching grades
- 23 assistants and 11 postdoctoral researchers

**ENROLLMENT IN REGISTER OF SCIENTIFIC ORGANISATIONS:**

Social sciences, Humanities

**SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION**

The Faculty of Humanities and Social Sciences in Osijek is one of the oldest and largest research and teaching constituents of the University of Osijek. The Faculty is the legal successor into the former Teacher Training Academy founded in 1961. In 1977 the Academy was transformed into the Faculty of education, which was further transformed into the Faculty of Humanities and Social Sciences in 2004.



## **BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES**

### **ADVANTAGES OF THE INSTITUTION**

- 1 The faculty have a well-functioning and highly regarded quality assurance system
- 2 The faculty have a well-functioning and supportive Erasmus office
- 3 The faculty is actively working to involve students in research and administration
- 4 The faculty have groups of researchers of high international level
- 5 The faculty leaders are dedicated to produce positive changes in study programmes, teaching and science.
- 6 The faculty have an awareness of their regional and cultural significance

### **DISADVANTAGES OF THE INSTITUTION**

- 1 The faculty lacks adequate teaching capacity in academic areas such as Ancient History, Hungarian Studies and Philosophy.
- 2 The heterogeneity of students' competence in languages when enrolled in language studies create problems for students to achieve learning outcomes
- 3 The faculty has issues with the objectivity of grading – they do not use double grading on any exams (use of two independent graders), and the faculty does not ensure the anonymity of students on written exams – which entails that the degree of intersubjectivity of grading cannot be ascertained.
- 4 Issues in personal data protection: The faculty has information of student names available on publicly accessible webpages which should be monitored.
- 5 The faculty does not give feedback to students on any changes that is deemed necessary following negative information in the student survey.
- 6 There is heterogeneity in the quality and quantity of the scientific production of departments at the faculty

## **LIST OF INSTITUTIONAL GOOD PRACTICES**

### **EXAMPLES OF GOOD PRACTICE**

- 1 Faculty is actively involved with stakeholders, NGOs and organizations in civil society
- 2 The faculty collects information from stakeholders on the employability and suitability of their students
- 3 The science fund and the ability to earn extra funding for scientific activity

- 4 Individual courses at FFOS are evaluated once per semester, rather than periodically. Students are obliged to complete a survey before enrolling in the next semester so that the Faculty doesn't have problems with low percentage of survey respondents.
- 5 The possibility to complete student practice for students specialising in translation within the study programme in English Language, and within the study programmes in Publishing and German Language, during which students work in publishing houses in Germany; this was accomplished after the thematic internal audit on student practice and study programme learning outcomes was carried out.
- 6 FFOS students volunteer in civil society organisations where they acquire informal forms of practice (e.g. associations for aid to children, the Austrian Cultural Forum, *Šokačka grana*, etc.) as well as institutions related to their profession (volunteering in archives, *Matica hrvatska*, etc.), and in humanitarian actions (pedagogy, DUHOS, LIBROS, migrants).

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

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

The higher education institution has established a functional internal quality assurance system. Monitoring of quality assurance at the Josip Juraj Strossmayer University in Osijek and the Faculty of Philosophy faculty as its components are defined by a series of documents that are listed by name in the Self-Analysis Report (SER). The faculty has received several awards related to continuous work on quality improvement. The number of documents and the extent of the areas and practices in which quality is assured in this way are exemplary of the Management's efforts during several years to ensure quality at all levels of scientific, teaching and social activity. On the basis of the preliminary visit to the Faculty of Humanities and Social Sciences in Osijek, the Panel established that the purchase of a new building in Školska Street 4, the relocation of the Library and the expansion of teaching space in the main building has truly improved working conditions.

The internal quality assurance system includes all HEI's stakeholders which is confirmed by the fact that the FFOS Quality Assurance Committee has three student representatives and a representative of the employers. When designing new study programmes, as well

as amending and supplementing existing study programmes, according to the *Guidelines for drafting study programme proposals*, issued by the Faculty Management, the extended working team for drafting proposals of new or amended and supplemented study programmes includes graduate students and employer representatives, as an advisory role with no direct possibility to influence the design of study programmes or learning outcomes, as we learned during the meeting with the alumni.

The quality assurance policy is part of the higher education institution's strategic management as visible from the document *FFOS Strategic Plan 2016-2020* which explicitly refers to the continuous quality enhancement of teaching and scientific work as part of the Faculty's mission.

The implementation of the *FFOS Strategic Plan 2016-2020*, along with the mission, vision and operating policies, includes also strategic goals/tasks, indicators, target values, an operational plan defined by the activities envisaged during the year, defined responsibility for the implementation and the mechanisms for monitoring the achievement of goals/tasks. All documents were available to the Panel in the electronic version of the SER.

The Faculty of Humanities and Social Sciences in Osijek systematically collects and analyses data on its processes, resources and results, and uses them for the purpose of efficient management, in order to improve all its activities and for further development. FFOS Quality Assurance Committee also drafts its own independent recommendations and guidelines.

The Faculty is committed to the development and implementation of its human resources management policies (management, teaching and research staff, administrative, professional and technical staff) in accordance with the principles and standards of the profession. The Faculty gave as example the internal thematic audit of the Quality Assurance System in 2017 which tackled the state of the human resources management process at the Faculty of Humanities and Social Sciences in Osijek.

The Faculty still faces challenges in implementing the system of measuring and monitoring the performance of non-teaching staff. Along with the development of the *FFOS Strategic Plan 2021-2025*, the Faculty plans to develop a Unified Human Resources Management Strategy of the Faculty of Humanities and Social Sciences in Osijek 2021-2025.

### **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.

The Faculty needs to further develop strategies for the support of academic freedom and the integrity of the institution and the teaching staff.

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.

The social role of the Faculty has to be clearly mentioned in the Strategic Plan.

### **Quality grade**

High Level of Quality

## **II Study programmes**

Study programs at the FFOS are in general shaped according to the needs of employers and stakeholders. There is evidence of regular revisions and improvements in the study programmes, but some courses at particular studies (Hungarian language and literature) retain outdated approaches.

The HEI has created a systematic approach to align LOs at the course level with the LOs at the programme level, however the Panel detected the occurrence of inconcise and inconsistent LOs, the lack of generic/transferable outcomes in the majority of Programs, and inappropriate allocation of ECTS according to comments from students.

The evidence of the achievement of intended learning outcomes of the study programs is mostly based on testing and examination methods. Student practice is an integral part of the study programmes, but according to students too short.

### **Recommendations for improvement**

Replace or complement long versions of study programs with brief ones that focus on content of programs, reading mats and exams.

The HEI should continue improving the alignment of learning outcomes with target qualifications and competencies required by employers and stakeholders as well as procedures to obtain feedback from stakeholders, employers and students in the definition of study programs.

The Faculty management should find ways to stimulate teachers to regularly review, improve and modernize learning outcomes of their courses.

Better mechanisms should be in place for the process of monitoring the achievement of intended learning outcomes, possibly through peer assessment of courses (double grading), and also to assure the correct allocation of ECTS. Surveys and other elements used to monitor the effort required by each course should be done annually and at course level. Particular weaknesses in some study programs (Hungarian language and Literature) should be prioritized and addressed urgently.

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.

### **Quality grade**

Satisfactory level of quality

### **III Teaching process and student support**

Admission criteria and the criteria for the continuation of studies are mostly in line with the requirements of the study programme. They are published online, clearly defined and consistently applied. A positive aspect of the criteria for enrolment in undergraduate study programs is that candidates may earn additional credits on the basis of special achievements. Furthermore, the faculty adapts its admission numbers based upon analysis of the employability of previous students. Recognition of prior learning is defined by ordinances and specific instructions which function well in practice.

The HEI has a defined and functioning system for monitoring student progress. This is done by analysing student surveys. The information is processed by the quality control office and the vice dean for student affairs. Their reports are used to solve problems and improve various elements related to students and the teaching process. There is also a teacher-mentor system put in place by the faculty to keep track on student progress. Points of improvement for this element is the lack of feedback that the students receive regarding the results of the surveys and actions taken by the faculty.

The generally committed teaching staff contributes to the motivation of students. They use various teaching methods that encourage interactive and research-based learning.

These methods are also adapted, on an individual level, to students with mental or physical/sensory difficulties. Modern technologies are also present in the teaching process, ranging from smart boards and specialized equipment for publishing to the Big Blue Button-software and the Moodle platform. The faculty encourages the students to be responsible and to work autonomously. Administratively and financially supporting various student groups, conferences and research.

The HEI has a developed student support system which, in a large extent, covers all students' needs. This includes guidance for studying, academic work and private issues which are facilitated by the teacher-mentor system. The Career Center, the Counselling Office, the University Office for Students with Disabilities, personal assistants, ESN Osijek, the Faculty Erasmus coordinator and the CEEPUS coordinators, along with other Faculty personnel and organizations and committees are at the students' disposal. An honorary student vice dean and student ombudsperson also offer a secure line for students to express their problems, dissatisfaction and to ask for help. One aspect that can be improved is the availability of the Office of Student Affairs and Study Programmes. Students reported a lack of support, mostly administrative, especially at the beginning of the academic year. Secondly, even though the reasons are objective (recent formation of departments, part of the criteria for advancement in academic rank is prescribed time spent in the current rank), the social science departments lack top level researchers.

Admission and application procedures and the teaching process is adjusted to individual needs of students from vulnerable and under-represented groups. The Office for Students with Disabilities keeps a register of students with disabilities, offers support (teaching assistants on the level of the faculty, specialized computers, a screen reader, electronic hand magnifier, specialized calculator, dictaphone, a reading pen and psychological counselling) and informs them of their rights. Most of the faculty facilities are accessible to students with disabilities, but not all (For example: the new psychological/linguistic research laboratory).

There is a large number of outgoing student mobility at the faculty in comparison to other HEI at the University of Osijek. This backs up the claim that the faculty informs and offers support to students in applying and carrying out exchange programs. ECTS recognition is excellently handled by learning agreements made before the start of the mobility, and extra credits are noted in official documents. Apart from mobility, students take part in various international conferences and projects (For example ISHA conferences/seminars organized across Europe a couple of times a year) and are financially, or in some other way, supported by the faculty.

The faculty informs and provides support to foreign students in enrolment and study. This is done by various international faculty coordinators. Foreign students also have the opportunity to take a Croatian Language Course and are awarded appropriate credits for successful completion. Most of the courses at the faculty are taught in Croatian with the exception of courses linked to study programs in English, Hungarian, and German language and literature. This segment of course language delivery should be improved

especially in the social science departments. A more informative and detailed explanation regarding this element can be found in section 3.7.

The criteria and methods for evaluation are published, available to students and are clearly defined. In general these methods are aligned to teaching methods used in practice. There is a problem concerning the objectivity and reliability of grading. Even though the faculty has some methods that can help in this regard, more effort should be made in creating and implementing ordinances which currently do not exist. This is elaborated further in section 3.8.

Diplomas and Diploma supplements are issued in accordance with relevant regulations.

The faculty closely monitors the employability of its graduates and aligns admission quotas to the needs of the labour market. It maintains contact with the Alumni Association and provides support to current student about their careers via the Career Center.

### **Recommendations for improvement**

The faculty could consider further improving dropout rates and the selection process for first year students by means of including a minimum grade requirement for enrolment and improve the connection between the Secondary School Leaving Examinations and the field of study.

Students need to be given feedback about the results of analysis of student surveys and about the actions taken by the Faculty on the basis of those results. Feedback should also be given to students regarding all other forms of student complaints.

The Faculty should continue to focus on professional career development for social science employees.

The Office of Student Affairs and Study Programmes should have longer opening hours and more staff in busiest hours of the student year.

The Faculty should ensure that students with disabilities can access all teaching and research rooms.

The study program should give lectures in foreign languages which fit with the scientific and/or cultural domain of each individual study program.

The faculty should implement a system of (or similar to) double grading and they should ensure student anonymity on written examinations.

### **Quality grade**

Satisfactory level of quality

#### **IV Teaching and institutional capacities**

The teaching capacities and the quality of teaching is in general good, as is the students-teacher-ratio, but it should be mentioned that in some fields of teaching there seems to be a lack of qualified teachers, especially in Hungarian studies, History (Ancient History) and partly in Philosophy. In Philosophy, the fields of interests of the teachers seems to be in parts to be narrow and there is a lack of universal and more general overview lectures. The formal qualification level of the teachers in Social studies is in average specifically lower than in the humanities; due to comments of members of the staff, this is caused by the fact, that this department is younger.

The support of students is generally good, as well is the support of staff members by the university. Books and learning materials for students are constantly developed. The possibilities of international exchange programmes are carefully used, former graduates of Osijek university (alumni) are regularly involved in planning.

The overall ratio of full-time and associate teachers and students is approximately 1:10 or 1:9, which is a very good value.

According to comments from teachers, teaching-workload is in accordance with legislation and collective agreements.

The recruitment and advancement of teachers follows the general regulations of scientific politics in Croatia. The procedures as the evaluation of excellence is transparent. A positive practice to support excellence in teaching is the continuing evaluation of each professor and each course once a semester.

The working space for students was significantly expanded since the last evaluation, but the situation is still far from ideal. The library was moved to a more appropriate location with more space than in the past (52 working places for students) but still more space is needed (the Faculty is planning to expand the library in the nearer future). Meanwhile all classrooms are equipped with computer equipment, and there are several specialized computer classrooms.

The financial resources seemed to be well managed, although money is evidently restricted, especially for teaching.

#### **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 above mentioned 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.



Within the given circumstances of Croatian science-politics, FFOS should try to find specialized teachers in Hungarian studies, Ancient History and Philosophy. Younger teachers of Social studies department should be encouraged and supported to go for higher qualification levels.

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.

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

The problem of the lack of students' working places in the library should be solved in nearer future.

As more money for teaching staff, especially in the above mentioned fields of Hungarian studies, Philosophy and (Ancient) History would be helpful, to raise the quality level, within the legal frame possibilities of sponsoring should be proofed and supported.

### **Quality grade**

Satisfactory level of quality

### **V Scientific/artistic activity**

The records of the HEI show an unmistakable improvement in both the quality and the quantity of research and publication activities during this evaluation period. Teachers and associates are well aware of the significance of their research and committed to their scientific mission, and a clearly successful system of incentives has been implemented. The level of national and international recognitions is satisfactory and shows that the HEI is seriously aspiring to a stronger international reputation. However, there are notable differences between individual departments especially as concerns international collaborations and publishing on high-ranking international fora. The connections between research topics and the topics of PhD and MA theses indicate successes in research-driven teaching.

The HEI seems to take its societal relevance seriously; there is a clear commitment to popularization of science and knowledge transfer. The active awareness of this among teachers and associates was one of the most positive aspects in our review.

The HEI has a strategic research programme which is systematically monitored. There is a clear and commendable aspiration to improvement of research resources and their allocation, while the current system also shows some weaknesses: the HEI's own science fund has been an important innovation, but as its structure and allocations are constantly changing, it makes the planning of research activities more challenging for individual researchers.

### **Recommendations for improvement**

The HEI should continue encouraging the international aspirations and more ambitious research and publication projects of all employees, ensuring that no department is left behind.

The functioning of the science fund of the HEI should be more stable and foreseeable, to facilitate the planning of future research activities, and it should also, if possible, cover the research activities of doctoral students.

### **Quality grade**

Satisfactory level of quality

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

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

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

The monitoring of quality assurance at the University of Osijek and the Faculty of Humanities and Social Sciences as its constituent has been regulated by a series of documents listed by title in the SER. Acts, Ordinances and Manuals are listed at all relevant levels: from the European and national (*e.g.* Act on Quality Assurance in Science and Higher Education, Standards and Guidelines for Quality Assurance in the European Higher Education Area etc.) to individual Ordinances and Manuals regulating quality assurance at the University and the Faculty of Humanities and Social Sciences. It is most important to mention that the Faculty of Humanities and Social Sciences in Osijek has developed a Strategic Plan 2016-2020 as well as a Strategic Research Programme of the Faculty of Humanities and Social Sciences 2018-2022. We would also like to note the documents governing the internal quality assurance system, such as Peer Review and Support at the Faculty of Humanities and Social Sciences – University Teachers’ Manual and Evaluation and Assessment of Student Performance at FFOS – University Teachers’ Manual, as well as many other documents.

The number of documents and the extent of the areas and practices in which quality is assured in this way are exemplary of the Management’s efforts during several years to ensure quality at all levels of scientific, teaching and social activity. The internal system encompasses and evaluates the overall higher education institution’s activity and each segment thereof. It is necessary to note that the Faculty received several rewards in regard to the continuous work on quality enhancement. These are the Certificate of an Efficient, Developed and Operational Quality Assurance System awarded in 2016 by the Accreditation Council of the Croatian Agency for Science and Higher Education and the Charter for Special Contribution in Education and Promotion of Quality (awarded in 2018 by the Croatian Society for Quality).

Learning resources are evaluated as part of the data on student progress in the Report on the Quality of Teaching, point 5: Space, condition and functionality of computer equipment, Library and Forms of student support. On the basis of the preliminary visit to the Faculty of Humanities and Social Sciences in Osijek, the Panel established that the

purchase of a new building in Školska Street 4, the relocation of the Library and the expansion of teaching space in the main building has truly improved working conditions.

The internal quality assurance system includes all HEI's stakeholders which is confirmed by the fact that the FFOS Quality Assurance Committee has three student representatives and a representative of the employers. Moreover, the *Guide to Quality Assurance of Education and Research at the Faculty of Humanities and Social Sciences in Osijek, 3<sup>rd</sup> edition* (Point 4.1.4. Implementation of the Internal Quality Assurance System Audit) stipulates that the procedure is carried out by an independent internal Quality Assurance System Audit Committee with a student representative and a representative of external stakeholders appointed as members thereof. When designing new study programmes, as well as amending and supplementing existing study programmes, according to the *Guidelines for drafting study programme proposals*, issued by the Faculty Management, the extended working team for drafting proposals of new or amended and supplemented study programmes includes graduate students and employer representatives, as an advisory role with no direct possibility to influence the design of study programmes or learning outcomes, as we learned during the meeting with the alumni.

The quality assurance policy is part of the higher education institution's strategic management as visible from the document *FFOS Strategic Plan 2016-2020* which explicitly refers to the continuous quality enhancement of teaching and scientific work as part of the Faculty's mission.

The implementation of the *FFOS Strategic Plan 2016-2020*, along with the mission, vision and operating policies, includes also strategic goals/tasks, indicators, target values, an operational plan defined by the activities envisaged during the year, defined responsibility for the implementation and the mechanisms for monitoring the achievement of goals/tasks. The independent *Working Group for the Monitoring of the Implementation of the Strategic Plan of the Faculty* submits once a year a *Report on the Implementation of the Operational Plan of the Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek*. Every year each department produces a SWOT analysis of the department, based on which the Management produces a Faculty SWOT analysis, and in the last two cycles, an Is analysis, as well which forms the basis for the operational development plan for the upcoming year. Specific department SWOT analysis and SWOT analysis of student professional practice are also produced. All documents were available to the Panel in the electronic version of the SER.

The Faculty of Humanities and Social Sciences in Osijek systematically collects and analyses data on its processes, resources and results, and uses them for the purpose of efficient management, in order to improve all its activities and for further development.

In addition to monitoring the implementation of the *FFOS Strategic Plan 2016-2020*, the Quality Assurance Committee adopts its *Action Plan* and reports annually on its implementation. Once a year, an *internal thematic assessment of the Quality Assurance System* is also carried out, preceded by the appointment of the *Committee for the Internal Audit of the Quality Assurance System*. Based on the aforementioned, the FFOS Quality Assurance Committee also drafts its own independent recommendations and guidelines. Once a year, the Vice-Dean for Education and Student Affairs submits the *Report on the Quality of Teaching*, which contains the following elements: (1) Study programmes and their delivery, (2) Quality of the teaching process, (3) Structure, number and the student pass rate in undergraduate, graduate and postgraduate studies, (4) Structure, improvement and evaluation of the quality of teachers' performance, and (5) Resources, capacities and forms of student support.

The Faculty of Humanities and Social Sciences in Osijek uses different methods of collecting quality assessment information. For the purpose of improving the teaching process, the results of the University Student Survey and the Teacher Survey are used. The Vice-Dean for Education and Student Affairs analyses the results of the University Student Survey, i.e. reviews both the numerical and descriptive comments on teachers made by students, and informs the Faculty's Dean accordingly. Interviews are held with teachers who have received poorer assessments, their work is analysed and measures are taken in order to improve their performance (EVIDENCE: examples of memos by the Management and reply statements by teachers who have received poorer assessments in the survey or by teachers whose performance received negative comments by the students).

The Faculty is committed to the development and implementation of its human resources management policies (management, teaching and research staff, administrative, professional and technical staff) in accordance with the principles and standards of the profession. The Faculty gave as example the internal thematic audit of the Quality Assurance System in 2017 which tackled the state of the human resources management process at the Faculty of Humanities and Social Sciences in Osijek. The state of affairs was analysed, the needs were assessed and a report on the current state of affairs and needs for the development of ten elements of the human resources management function was drafted. In accordance with the recommendations of the Committee for Internal Thematic Audit of the Quality Assurance System, the Faculty's Management included all employees in the development of the FFOS Strategic Plan 2016-2020, the drafting of which was coordinated by an external stakeholder 9 – a consultant, and also in the drafting of job descriptions for individual job positions, development of staffing plans, recruiting and selecting the right candidates, design of staff training programmes, making advancement plan projections, development of an advanced system for motivating and rewarding

teaching and non-teaching staff, and in analysing and reporting on the human resources management system as well as its effectiveness.

The Faculty still faces challenges in implementing the system of measuring and monitoring the performance of non-teaching staff. Along with the development of the FFOS Strategic Plan 2021-2025, the Faculty plans to develop a Unified Human Resources Management Strategy of the Faculty of Humanities and Social Sciences in Osijek 2021-2025.

### **Quality grade**

High level of quality

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

The higher education institution analysed the recommendations for improvement and carries out activities on the basis of previous internal and external evaluations. We can confirm that the Faculty analyses the improvements that have been made and they provide a basis for the Faculty's further development.

The previous reaccreditation procedure of the Faculty of Humanities and Social Sciences of the Josip Juraj Strossmayer University of Osijek was carried out in 2014. Based on the Accreditation Recommendation in the Faculty's reaccreditation procedure, the Quality Improvement Action Plan and the Annual Report on the Implementation of the Action Plan for the Academic Year 2014/2015 were developed, implemented and submitted to the Agency for Science and Higher Education, followed by the Action Plan for Quality Improvement and the Annual Report on the Implementation of the Action Plan for the Academic Year 2015/2016, stating all the undertaken activities and the results thereof, in accordance with the Accreditation Recommendation in the Faculty's reaccreditation procedure. FFOS analysed the recommendations for quality improvement stated in the Report of the Expert Panel on the Reaccreditation of the Faculty of Humanities and Social Sciences of the Josip Juraj Strossmayer University of Osijek, undertook specific activities and based on them achieved its development goals set for this five-year period. The Expert Panel's recommendations were taken into account as a basis for the drafting and monitoring of the implementation of a development action plan, and a *Review of the reaccreditation report and the monitoring of the follow-up* was prepared.

Since the last reaccreditation procedure of the Faculty in 2014, the Faculty of Humanities and Social Sciences has made improvements to all its activities as is evidenced by the

*Certificate of an Efficient, Developed and Operational Quality Assurance System*, followed in 2018 by the Croatian society for Quality's *Charter for Special Contribution in Education and Promotion of Quality*.

In cooperation with an external consultant, the *FFOS Strategic Plan 2016-2020* was developed, in the drafting of which the Faculty's employees were also included at all levels, and reports on the implementation of goals set by annual operative plans have been made at numerous levels.

The Faculty has conducted a total of five thematic internal audits of the Faculty's Quality Assurance System: (1) Alignment of the learning outcomes of individual courses with the learning outcomes of the study programmes (2015), (2) Allocation and application of ECTS credits in FFOS study programmes (2016), (3) State of affairs of Human Resources Management at FFOS (2017), (4) Learning outcomes in relation to Qualification Levels and alignment of study programme outcomes and individual course outcomes at FFOS (2018) and (5) Student practice at FFOS (2019).

Results achieved on the basis of recommendations issued by Committees for the Internal Audit: In 2015, the *Guide to Quality Assurance of Education and Research at the Faculty of Humanities and Social Sciences in Osijek* was revised – 3<sup>rd</sup> edition; In 2020, a new *FFOS Quality Assurance Manual* was adopted.

The Faculty has adopted 59 additional documents (ordinances, rules of procedure, procedures, instructions, guidelines, standards, forms and flowcharts) for the purpose of quality assurance of various Faculty activities. Faculty operation has been improved (online teaching was introduced, followed by online enrolment in the Lifelong Learning Programme in Psychological Pedagogic Didactic and Methodological Training; a web application for student practice management was developed, as well as the e-delivery application, e-official travel authorisations, etc.).

The Faculty was granted the license to deliver seven new university study programmes: (double major undergraduate university study programmes in: Sociology, History of Art and Information Sciences, and double major graduate university study programmes in: Information Sciences, Information Technology, Publishing and Sociology), while additional two university study programmes are currently being developed. (1) Single major university undergraduate study programme in English Language and Literature and (2) double major (dual) university graduate study programme in Communication Sciences. Study programme amendments above 20% were made to 13 university study programmes, and the amendment process of additional nine university study programmes is nearly completed.

**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.

**Quality grade:**

High level of quality

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

The higher education institution supports academic integrity and freedom, upholds the ethical standards and preserves academic integrity and freedom in satisfactory measure.

As a constituent of the Josip Juraj Strossmayer University of Osijek, the Faculty of Humanities and Social Sciences acts in accordance with the Code of Ethics of the Josip Juraj Strossmayer University of Osijek, which lays down the basic and general ethical principles and values in science and higher education. The establishment of work ethics in research conducted by Faculty researchers is regulated by the FFOS Ethics Committee which was established in 2013. A preliminary review of the research ethics is also conducted by the Expert Panel on Ethical Issues in Psychological Research. The Faculty educates teaching and non-teaching staff on various topics related to the Code of Ethics, such as ethics in teaching, research and writing scientific and professional papers, and therefore meets the standard requiring employees of the higher education institution and students to base their work on academic ethical standards. Pursuant to the Article 110.b of the Ordinance on conduct in the workplace, Faculty employees may also, in addition to the Dean of the Faculty, contact the person designated to receive and resolve complaints regarding the protection against discrimination and the protection of the dignity of employees.

Standards and regulations governing the protection of student rights are defined by the *Ordinance on studies and studying at the Josip Juraj Strossmayer University of Osijek*, the *Ordinance on the disciplinary responsibility of teachers and associates*, the *Ordinance on the disciplinary responsibility of students*, and the work of the Teaching and Students Committee, ex officio comprising the Vice-Dean for Education and Student Affairs



(president), the Faculty's Legal Counsel, the Head of the Student Administration Office, a teaching staff representative and a student representative (members). The Faculty has a Student Ombudsperson as well as an honorary Student Vice-Dean, which is an example of good practice. The Student Vice-Dean serves as direct contact between students and the Faculty's Management, and participates in the work of the Faculty Cabinet and the Faculty Council at the invitation of the Dean on issues of great importance for students. Students have a representative in the FFOS Ethics Committee.

The higher education institution systematically addresses issues of plagiarism, cheating and academic dishonesty. This is evidenced by the Faculty's use of the Turnitin system (plagiarism detection software) which is intended for teacher and mentors as a tool for facilitating the authentication of student papers, and for students and teachers as a tool for self-assessment of their own papers. The Faculty organises on a regular basis training courses for the use of Turnitin plagiarism detection software. Students and teachers are provided with support for the use of the aforementioned software by employees of the Faculty Library.

The *Ordinance on final bachelor papers, master's theses and graduate exams* regulates the process of verifying the authenticity of papers based on an analysis made by the Turnitin software. The *Ordinance* contains the *Statement on Academic Integrity and Consent for Public Disclosure* signed by students when submitting their papers to their mentors, and pledging that their paper is their own work and that it does not contain copied parts of text from other people's work without being marked as citations acknowledging the source from which they have been taken. The mentors make an additional validation of the originality of the paper by completing a designated *Form* in the web applications for the submission of final bachelor's papers and master's theses, thus vouching that they have verified the authenticity of the paper and that the paper conforms to the ethical principles of academic writing in this regard.

Considering information from practical experience regarding the rate between submitted and completed proceedings, Faculty informed this panel about proceedings forwarded to a higher jurisdiction (2 cases), and completed proceedings for the detection and punishment of unethical forms of behaviour (2 cases). We also have examples of punishment of unethical behaviour, intolerance and discrimination (1 case).

### **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.

**Quality grade:**

Satisfactory level of quality

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

Selected information on study programmes and other Faculty activities is publicly available in Croatian language, and by selecting the language in the upper right corner of the website, the selected information is also available in five foreign languages. The FFOS Strategic Plan 2016-2020 has been translated in English as well as the FFOS Strategic Research Programme 2018-2022, and the FFOS Quality Assurance Manual (2020). In order to ensure the quality of information provision, the Web-Site Editorial Board has been established and all Departments and Sub-departments have their own network administrators.

The Faculty informs stakeholders about other indicators (for example, graduate employability, outcomes of previous evaluations, etc.). Information on these topics is gathered on a continuous basis and is presented to various stakeholders via the media, and the public is also informed about new study programmes the Faculty is developing as is evidenced by a Slavonia TV feature recording and an article on a new lifelong learning programme on the Glas Slavonije news portal). The public is being informed, among other things, via the University Gazette and the Faculty Spokesperson (person responsible for public relations).

The Faculty informs the stakeholders about enrolment criteria, enrolment quotas, study programmes, learning outcomes and qualifications, and forms of support available to students. The Faculty reports on the events organised at the Faculty and the success of its projects, students and staff members on Facebook.

**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.

**Quality grade:**

Satisfactory level of quality

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

The Faculty's contribution is mostly oriented towards the development of the local civil community and democracy by participating in scientific and cultural manifestations through events such as Book Night, Science Festival and University Fair, with involvement of students along with teachers as mentors. From among the events were organised by FFOS and took place in the Faculty building, the *FFOS Night*, the programme week *Capture Rhythm in the Library* and the *Glagolitic Exhibition*, as part of the *Croatian Book Month*, should be highlighted. FFOS Teachers and students participate also in activities organised by other stakeholders and aimed at promoting social and human professions and fields of expertise, which encourage the development of the local community. FFOS integrates the activities in relation to its role in the local community and the development of a democratic society by promoting an active attitude towards minorities and vulnerable groups (e.g. Cracow Nativity Scene exhibition, Polish Language Exhibition and FFOS Open Days). The Faculty recognises its role in promoting the values of multiculturalism, in particular through contacts with Polish, German and Austrian culture as is evidenced by the conference titled Communication and Language – Minorities as We See and Hear Them has been held for three consecutive years.

FFOS's activities include the popularisation of science, an example of which, besides the aforementioned events, is the multimedia and interactive project *The Glagolitic Evening/Dinner* within the Croatian Language and Literature study programme. It is an example of good practice due to the fact that in 2018, the event earned FFOS the annual award for the popularisation and promotion of science in the Philology discipline of the Humanities. The Faculty also organises public lectures (the Open Thursday event). This proves that FFOS contributes to the foundations of the academic profession and the accountability of teachers, and also encourages students to contribute to the development of the higher education institution and the local community.

#### **Recommendations for improvement**

The social role of the Faculty has to be clearly mentioned in the Strategic Plan.

#### **Quality grade:**

High level of quality

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

FFOS delivers eight lifelong learning programmes (*Pedagogical, Psychological, Didactic and Methodological Training; Additional Professional Training in Editing and Proofreading; Conference Interpreting; German for Higher Education Teachers; Python, Computational Thinking and Programming; Social and Emotional Learning in the Classroom; Applied Methodology for Research and Development; Croatian Language, History and Culture for Foreigners*).

All lifelong learning programmes are aligned with the mission and strategic goals of the Faculty for Humanities and Social Sciences in Osijek, and with the mission and vision of the FFOS Strategic Plan 2016-2020 which includes among others, the goal 'Developing recognisable programmes' and the task 'Developing lifelong learning programmes'. These programmes are also aligned with the needs of the community as was evidenced by statements of local governments (Osijek-Baranja County and the Education and Teacher Training Agency) and stakeholders such as (Žito company; the LLP in German for Higher Education Teachers is a response to the direct need of the Faculty of Medicine in Osijek).

It is important to note that external stakeholders are also included in the development of new lifelong learning programmes, sometimes with an advisory role, and sometimes with an active/collaborative role in the implementation of the programme which had been confirmed by feedback provided by the Faculty's external stakeholders and alumni.

Lifelong learning programmes are systematically and regularly revised, which is evident from changes made to the LLP Proposals (*Pedagogical, Psychological, Didactic and Methodological Training; Croatian Language, History and Culture for Foreigners*), the intensification of promotional activities (offering the Winter School of Croatian Language and Culture in January 2020), and also in the acknowledgment and implementation of feedback received from lifelong learning programme participants. At the end of each cycle of each programme, participant satisfaction surveys are conducted and the Expert Panel have been provided evidence in the form of the Pedagogical, Psychological, Didactic and Methodological Training LLP participant satisfaction survey's quantitative and qualitative result overviews that are annexed to the Final Report on Lifelong Learning Programmes for the Academic Year 2018/2019. Results are presented separately for each enrolment cycle and, in addition, summarised for the academic year 2018/2019).

This feedback is implemented in future programmes or programme delivery cycles through (among others) the creation of an online application for participants' application

to the Pedagogical, Psychological, Didactic and Methodological Training programme and the organisation of a Round Table on Hybrid Form of Teaching in order to discuss the application of hybrid teaching and its potentials.

The Faculty continuously improves the quality of lifelong learning programmes as is evidenced by the Final Report on Lifelong Learning Programmes for the Academic Year 2018/2019 in which each programme, its implementation and results are presented to the Expert Panel, and at the end guidelines for further development of each programme are given. Once a year, the Vice-Dean for Study Programmes and Lifelong Learning submits the aforementioned report to the Faculty Council).

**Quality grade:**

High level of quality

## **II Study programmes**

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

There are some 26 different study programs, often divided into undergraduate and graduate level (and 3 PhD programs that were not addressed by the panel). The Self-Report (ch. 2) and the Annexes that refer to this give ample information on achievement, grading etc. They provide a picture of a high level of programs and the standards they follow. The general goals of all the HEI's study programmes are in line with its mission and strategic goals. The proposal of each study program needs to be aligned with Strategy (chapter 3) in the Form for a new program proposal requires the alignment of the program with the Strategy and in relation to the needs of the society. The Form for proposing new programs includes the justification for delivering study programmes, with regard to social and economic needs, and an analysis of resources of the higher education institution. Each study programme delivered at the Faculty of Humanities and Social Sciences in Osijek is planned and supported by the feedback received from professional associations, employers and alumni as early as the preparation of the proposal for the study programme. The HEI has provided ample evidence in the form of feedback letters and confirmation from different stakeholders who were invited to assess the program. This was complemented by a range of concrete study programs, whose length and detail (*e.g.* English undergraduate with 290 pages and English graduate with 210 pages) exceeded even the best of will to read in the short time given us.

### **Recommendations for improvement -**

## Quality grade

High level of quality

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

Course-level learning outcomes are clearly reported in the course catalogues (Information Package) and achieved programme level LOs are also clearly reported on the diploma supplement. Learning outcomes of the majority of study programmes appear to be aligned with the CroQF and EQF level descriptors. However, there are some deviations, and some LO's in some studies seem to be placed at a higher level (level 8 within the CroQF, instead of level 6 and 7). This has also been concluded in the Internal Audit Report the Faculty has issued in 2019 (page 43 in the SER). However, LOs that are placed at a higher level within the CroQF are rather an exception and occur to a higher extent only in the Study Programme Hungarian Language and Literature. The HEI seems to be aware of these occurrences and during the visits the faculty management informed the Panel that LOs are being consolidated. Additionally, it seems that teachers from several departments have been involved lately in CROQF projects and participate in the creation of occupational and qualification standards which will serve as a basis for amendments of some study programs.

The Faculty has created a systematic approach to align the LOs at the course level with the LOs at the programme level. Several internal meetings have taken place in order to continually review, and revise LOs and accomplish improvements. Furthermore, each proposal for a new study program, as well as each amendment and supplement of existing study programmes regularly monitor and check the alignment of learning outcomes at the level of the study programme and individual courses through matrices. However, the Expert Panel detected the occurrence of inconsistencies and imprecise LO, specifically in several study programs such as Philosophy and Hungarian Language and Literature.

Furthermore, the Expert Panel has identified the lack of a balanced acquisition of professional and general competencies in the list of available LOs. So-called *soft* or generic outcomes are solidly represented in some programs (Psychology, Informatology), whilst lacking in the majority of other programs.

Although programmes at the majority of studies offered at FFOS seem up-to-date and congruent with international professional standards and requirements, there are examples of programs where this is questionable. The Expert Panel thinks that problems are evident in Hungarian language and literature programs, in particularly when

compared to the Evaluation Report issued in 2014. Although the previous Report already detected the exclusively Hungarian frame of reference which inhibits internationalisation and compromises the quality of language teaching, it seems that the same problems still persist and there is still no essential change in the focus of Hungarian language and literature study programs.

### **Recommendations for improvement**

The Faculty management is aware about the mentioned shortcomings of existing learning outcomes, and develops mechanisms which 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 conditions of quick changes of labour market requirements. Examples in 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 previous section), 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.

### **Quality grade**

Satisfactory level of quality

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

The FFOS uses a set of criteria to measure the achievement of intended learning outcomes. In the SER, The Faculty provided evidence of the achievement of intended learning outcomes by pointing to the feedback on LOs obtained from graduates and employers, which is regularly collected through surveys. Additionally, publishing co-authored papers of graduates and mentors and guest lectures by graduates are highlighted as evidence of achievement of learning outcomes. Furthermore, the successful completion of exams and thesis works are also taken as a proof of achievement. Assessment and evaluation of student performance is precisely regulated by Guidelines and Ordinances, while the

published Information package specifies how learning outcomes, teaching methods and assessing the achievement of expected learning outcomes are linked, which this Panel finds commendable. Also, the Faculty supports the development of teacher competencies in this area by organizing periodically thematic workshops devoted to the assessment of LOs.

However, discussions with students during the site visit and observations gained during joining virtual classes raised some concerns regarding specific studies that appear not to be tuned to the expected LOs. For instance, the Panel observed that in MA classes of Hungarian studies students' language competence did not quite correspond to what might be expected at the MA level of Hungarian studies. Discussions with students during the site visit confirmed this as students expressed their dissatisfaction with their accomplished communication skills in Hungarian.

### **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 practise 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, history and philosophy need special attention.

### **Quality grade**

Satisfactory level of quality

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

In the opinion of this Panel, the FFOS fully meets this standard. An obligatory part of the process of drawing up a proposal for a study programme comprises the opinions of three organizations (employers) connected with the labour market on the appropriateness of the expected learning outcomes, which are acquired by the completion of the study. Moreover, the FFOS provides evidence on the justification for delivering same or similar study programmes within the same university: in instances where there is the smallest doubt in similarity with the study programmes delivered within the University, the



Faculty is obliged to make a statement and justify the proposal of a new program. Overall, the procedures offer possibility to assess program effectiveness in delivering knowledge and skills based on relevant feedback, and detecting areas where programs should be improved.

### **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.

### **Quality grade**

High level of quality

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

As aforementioned, ECTS allocation is used to weigh the expected workload throughout the courses. The management of the Faculty seems to be dedicated to ensuring compatibility of ECTS credits with real student workload, as evidenced by thematic internal assessment procedures which are launched in order to detect inconsistencies. When inconsistencies in student workload are detected in these audits, further activities are undertaken. Revising ECTS credits for individual courses is an integral part of the process of amending and supplementing study programmes, i.e. the development of new study programmes. The Panel could not confirm whether students are directly informed about developments based on their feedback. Despite the strong mechanisms for weighting expected workload of the courses that were described earlier, there might still be some inconsistencies. During the site visit, the Panel revealed in discussions with students that there are some instances where the ECTS are not synchronised well with the student workload, i.e. student workload was higher than ECTS (these cases were orally addressed by students of Croatian language and Pedagogy, while one student in Philosophy outlined that during mobility at another university it became evident that students at other universities get more credits for the same workload). In other cases (e.g. English language and literature, graduate level), students informed the Panel that workload and ECTS are balanced. These are subjective observation of the students, and the Panel does not have additional evidence to back-up their statements, but it is an indication that there might be instances where the ECTS are not synchronised well with the student workload, and revisions are needed.

### **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.

### **Quality grade**

Satisfactory level of quality

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

At FFOS student practice is favoured and supported by the management and teaching staff, and integrated into the study programmes. It is awarded ECTS credits and has defined objectives, learning outcomes, monitoring procedures and assessment elements. Practice is well regulated but also carried out through transparent and well organized procedures, as evidenced by the availability of a network application. Student practice was recently subject to an internal thematic audit, which confirmed the overall satisfaction of students with practice opportunities (practice takes place in 252 schools and other institutions). However, students would prefer that student practice lasts longer and starts earlier during their studies. This was the main outcome of the student survey conducted by FFOS, but the same was confirmed orally by students during the site visit of the Panel. The Panel agrees that the requirements stated by students regarding their practice are valid and legitimate, but is also aware of organizational obstacles and external restrictions which inhibit the preferences of students regarding their practice.

### **Quality grade**

High level of quality

## **III Teaching process and student support**

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

The criteria for admission or continuation of studies are published. The web pages of the faculty have information about all study programs available in Croatian language, and most

programs are also available in English language. Criteria for continuation of studies for students are decided yearly and also put forward publicly on the faculty web page. The procedure for the continuation of studies is defined in the Ordinance on studies and studying at Josip Juraj Strossmayer University of Osijek. Each year the Senate of the Josip Juraj Strossmayer University of Osijek adopts the Decision on the criteria for the progression of students into the next year of study which lays down the number of ECTS credits required for the admission into the next year of study. The faculty also regularly posts information packages for students (in English) regarding short descriptions of study programs, enrolment procedures and other valuable information concerning student life in Osijek and this is available in the information package for students available online (<https://www.ffos.unios.hr/en/information-package-for-students>).

The criteria for admission or continuation of studies are consistently applied based on the feedback from students. The Expert Panel has no evidence to suggest otherwise. The application procedure is carried out and monitored by the Committee for the enrolment of students to undergraduate study programmes and the Committee for the enrolment of students to graduate study programmes which are set up each academic year by the decision of the Faculty Council. These committees also handle objections, inquiries or complaints received during the enrolment procedure.

Regarding the criteria for admission or continuation of studies, which should ensure the selection of candidates with appropriate prior knowledge and should be aligned with the requirements of the study programme: The Expert Panel has not found indications that the faculty use admission criteria involving a pre-specified grade level on undergraduate programs. A positive aspect of the criteria for enrolment in undergraduate study programs (besides credits earned on the basis of high school education achievements and the results of Secondary School Leaving Examination) is that candidates may earn additional credits on the basis of special achievements. For example: participation in national-level competitions for certain subjects, the LiDraNo or language certificates. Furthermore, the faculty adapts its admission numbers based upon analysis of the employability of previous students – which is an exemplary way to do this.

The higher education institution has effective mechanisms for recognising prior learning. The Expert Panel finds that the faculty have well-functioning ordinances and specific instructions on how to recognize courses taken at other (foreign) universities. The Committee for Education and Student Affairs makes a decision regarding the recognition of ECTS credits based on the opinion of the ECTS coordinator of a department or independent sub-department in accordance with the University's Ordinance on studies and studying. Students transferring to the Faculty of Humanities and Social Sciences in Osijek from other HEIs express positive experiences regarding the recognition of ECTS credits as well as outgoing Erasmus students.

### **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 throughout 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.

### **Quality grade**

High level of quality

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

Procedures for monitoring student progress are clearly defined and available. The faculty has described the procedures for monitoring many aspects of the faculty involving matters regarding grading, evaluating, support and similar. Each of these elements follows the student' progress and confirms the statement for this element of standard. The Faculty also gathers information of students' opinion on study programmes and the quality of teaching through the use of student surveys. The information gathered from students is used by the vice-dean for student affairs and the quality control office. The quality control office processes the information and the results are given to the vice dean and the professors that the surveys are about. The vice-dean publishes these results in his annual report and takes actions regarding any negative result from the surveys accordingly. However, a negative aspect of this system is that students themselves do not get any feedback on the results of the surveys - and more importantly, students are not informed of the changes the faculty are doing as a function of the results of the student survey. This problem was mentioned by several students during interviews with members of the Expert Panel. Some students also stated that they have lost faith and interest in the surveys as a result, other students also claimed that, from their experience, nothing was done with the results of the student surveys.

The information on student progress in the study programme is regularly collected and analysed. The annex to SER contains excellent overviews on admission details (number of students who have applied, number who was enrolled, as well as their average grades when admitted). For example, the completion rate for the FFOS university study programmes amounts to 82% (in comparison to other HEI in Europe this is a high number). The faculty also uses its mentor system to keep track on student progress, and the Expert Panel thinks that this is a good way of ensuring high pass-rates and high student throughput rates. Evidence collected by the Expert Panel from student interviews regarding the mentor system are quite positive and describe the system as very efficient

and helpful, while a few students expressed their dissatisfaction with the system commenting that student participation in some thematic mentor meeting is lacking significantly (three or four students attend). But the Expert Panel believes that this is not sufficient evidence that the mentoring system is not working as intended and can be seen as a lack of student initiative in some cases.

The higher education institution ensures adequate mechanisms for analysing student performance and pass rates, and initiates necessary actions accordingly. The vice dean has an obligation to analyse student performance and pass rates and to include this in his annual report. The Expert Panel finds that the vice dean takes actions accordingly by comparing exam results, student/teacher evaluations and on the basis of those and his report, the faculty amends the study programs or contacts the course professor to solve any identified problems.

### **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).

### **Quality grade**

Satisfactory level of Quality

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

The higher education institution encourages various modes of programme delivery, in accordance with the intended learning outcomes. The faculty clearly encourage different teaching modes – and we have seen indications that a number of different teaching modes are in use at the faculty – both in the form of traditional lectures to digital online lectures (through the Big Blue Button-software) and includes various forms of learning and assessment (e.g. Group work and Kahoot).

Various teaching methods are used that encourage interactive and research-based learning, problem solving and creative and critical thinking. The Expert Panel observed during the field visit class work in seminars/individual projects, analysis of old Croatian texts and problem-based learning. The SER also mentions that field work is used on some occasions (this especially concerns the History Department). From other interactive methods the Expert Panel has seen the use of computers and projectors in classes. In addition the Expert Panel has found evidence that the Faculty has addition infrastructure to enable other forms of teaching methods: smart boards, specialized equipment for publishing,

classrooms designated for group work. Interviews with students confirm that the Faculty uses research based learning especially in the fields of Psychology and Informatology.

Regarding The HEI continual evaluation and adaptation of teaching methods and different modes of programme delivery: The Covid-19 pandemic gave a perfect backdrop to identifying the adaptability of the Faculty's teaching methods. They transformed into digital teaching in short time. On the other hand (as mentioned previously in section 3.2.), the Expert Panel has a concern on whether students are being heard when they come with complaints or negative feedback in the student survey. This is particularly challenging as the Expert Panel has not found that the faculty uses other systematic methods to evaluate teaching methods in courses other than the student surveys.

Teaching methods are adapted to a diverse student population (non-traditional student population, part-time students, senior students, under-represented and vulnerable groups, etc.). Teachers change and adapt methods when encountered with students from this category on an individual level. This is mostly directed to students with mental or physical/sensory difficulties. One example of this comes from interviews with teachers who stated that they are adapting the teaching material so that it is accessible to students which suffer from dyslexia or students with impaired vision. The faculty also employs educational assistants who give support to students with disabilities. These assistants are chosen mostly from the psychology department because of their qualifications with dealing and providing help to such students and they are financially compensated for their work by the faculty.

The higher education institution ensures the use of state-of-the-art technologies to modernise teaching. The faculty have documented that they use digital tools to provide digital learning activities which is on par with the best available in Europe. Examples of this come from the use of the Moodle platform, mobile applications such as Glagopedija and FFOS Test Your Knowledge as well as Kahoot support this claim. The faculty also provides workshops and professional trainings to teaching and non-teaching staff regarding the use of modern technologies in teaching. It is important to point out that the teaching/non-teaching staff have a say about what topics they would like to cover on a yearly basis and (from the comments of the teachers) the faculty makes an effort to organize such trainings/seminars. The faculty also established a new Centre for research in the field of didactics and teaching methodology which carries out research in the field of improving the teaching and learning processes through different methods, the use of advanced technologies being one of them.

Available and committed teachers contribute to the motivation of students and their engagement. Interviews with students regarding this aspect were overall very positive. There was only a single isolated criticism experienced during the site visit that stated that the teacher-mentor meetings were not so useful and that not many students came to those meetings. (As mentioned previously in section 3.2.)

The higher education institution encourages autonomy and responsibility of students. The Expert Panel observed many examples that show the effort of the faculty in this field.

For example, students and student groups organize conferences and do research on their own with the technical/financial support from the faculty. Students take part in the Science Fair and book presentations as speakers. Student demonstrators are also given additional responsibility. Extracurricular activity is also encouraged with rewards (based on the Ordinance on rewarding and commending students).

### **Recommendations for improvement**

Similar to recommendation in point 3.2. - that 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.

### **Quality grade**

High level of quality

## **3.4. The higher education institution ensures adequate student support.**

The higher education institution provides guidance on studying and career opportunities to students. The faculty uses mentors – teachers who have responsibility for an average of 20 students (range from three to over 50 students) each. The Mentor is responsible for supervision, helping with academic (e.g. study progression) and private issues (e.g. mental health or social problems) that can affect a student drop out rate or grades. The teachers say that the mentor function is not problematic when it comes to time. There is no specific time allotment for any given student, and the mentor will provide the help needed – or to put the student in contact with the correct person or function on the University. Evidence collected during interviews indicates that a vast majority of students are positive to the mentor function. Students said that mentor meetings were held periodically, and that the topics were appropriate and helpful. The meetings were held individually if necessary, and the teachers were available for the students. Criticism from students concerning the mentor system has already been noted in section 3.2. Apart from the teacher-mentor system, the honorary student vice-dean and student ombudsperson also act as sources of support and information to other students. In addition, the Faculty also uses more experienced students as student mentors who act as support and as sources of information for lower-year students. Each department has student mentors, and their contact information can be found on the Faculty web page. Based upon interviews of the student vice dean and other students it is evident that students tend to go to other students with their problems and suggestions rather than teachers and the Faculty Management directly. This highlights the role of the student vice dean, the student ombudsperson

and student mentors and show that they offer valuable support and counselling to students.

The higher education institution has established functional procedures for student career guidance, psychological and legal counselling, support to students with disabilities, support in outgoing and incoming mobility, and library and student administration services, at university or faculty level and students are informed about them. The Career Centre has been set up by the faculty which supports student in their career development. Psychological counselling to students is offered by the Counselling Office at the level of the University. Legal support is offered to the students by the student ombudsperson (on Faculty and University level). Students with disabilities get support from the University Office for Students with Disabilities and from personal assistants appointed to the students by the Faculty. Support to students in outgoing and incoming mobility is provided by the organisation ESN Osijek, the Faculty Erasmus coordinator and the CEEPUS coordinators. The faculty has a library which is located in a separate building. It has a sufficient number of staff to support student needs (five). Opening hours of the library are sufficient when taking into consideration feedback from the students. Currently, the working hours are from 8:30 to 18:30 (from August 31<sup>st</sup> 2020.). The Office of Student Affairs and Study Programmes currently has opening hours between 09:00 and 12:00. During the Expert Panel's interviews with students a number of them stated that the office is sometimes not responsive via mail or phone when the students need administrative support the most – such as at the beginning of the academic year. Students alluded to the need of more staff in hectic periods such as the start of the semesters. Students also would like to see longer opening hours where the office is available for students. Students are informed about the existence and functioning of the entities mentioned above via the Faculty web page, University web page, yearly information packages and during mentor meetings.

Student support is tailored to a diverse student population (part-time students, mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.). The Expert Panel finds that the support offered by the faculty is sufficient based on information from the SER and the interviews with students and study programme leaders.

The higher education institution employs an adequate number of qualified and committed professional, administrative and technical staff in general. But, there is a concern about the availability of top level researchers in the social science departments. The Expert Panel understand that Social Sciences was included in the faculty study portfolio recently (Department of Sociology formed in 2018.) and that it takes time for existing employees to increase in academic ranks in Croatia – but this should be a focus area to promote and support the academic progression of their employees in the social science field. Also there is a problem with a lack of teaching staff for the History Department (mentioned in section four of the standard). Interviews with students indicate that this standard is mostly covered, however, student administrative support could be strengthened - as by



extending opening hours for the Office of Student Affairs and Study Programmes as mentioned above.

### **Recommendations for improvement**

The Faculty should continue to focus on professional career development for social science employees.

The Office of Student Affairs and Study Programmes should have longer opening hours and should have more staff in hectic times of the student year.

### **Quality grade**

Satisfactory level of quality

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

The higher education institution monitors various needs of students from vulnerable and under-represented groups. The Expert Panel finds that admission and application procedures are adjusted by means adjusted access to the Secondary School Leaving Examination. Students with physical disabilities of 60 % or more can enrol directly into a study program of their choice provided they have passed the admission threshold. These students are not seen as part of the designated enrolment quota. The Office for Students with Disabilities established at the University level keeps a register of students with disabilities. They offer support and inform them of their rights via the office's web page. Support is offered both with regards to physical (e.g. teaching assistants on the level of the faculty and various physical tools that the university office have at their disposal, for example: specialized computer hardware and software, a screen reader, electronic hand magnifier, specialized calculator, dictaphone and reading pen) and psychological needs (through the University Counselling office). Full-time students with disabilities and socially and economically disadvantaged full-time students also have the right to a full or partial exemption from tuition fees, as by the decision of the Dean on the basis of student applications.

Teaching process is adjusted to the individual needs of students from vulnerable and under-represented groups. Interviews with teachers indicate that teachers amend their teaching methods to fit the needs of these students: In the form of additional student consultations, adapting the teaching materials and methods. For example, preparing audio material to students with impaired eyesight. The mentor-function of course aids in this activity, allowing mentors to keep in touch with the needs of their students.

In general, the higher education institution invests resources in the support to students from vulnerable and under-represented groups. The Expert Panel has found evidence in the SER and during interviews with the faculty that the faculty uses resources to ensure

that each student that is in need of a student assistant is assigned one. From comments from the management and teachers: sometimes even two assistants are assigned to one student, to better fit their needs. All assistants are financially compensated for their work. Concerning the strategy or plan for investing resources in this field, the Faculty does not have a defined strategy but relies on the strategy of the University and its support. The accessibility for disabled students is present in the form of ramps at the entrance to the Faculty, an elevator, adaptations in the restrooms. A negative aspect is that not all classrooms are accessible to students with disabilities (in wheelchairs). Some classrooms have a step that inhibits access to those students. The new psychological/linguistic research laboratory also has no access to students with disabilities, even though the Faculty has stated that they have plans to adapt the entry to fit the needs of those students. The library's first floor has adapted access for students in wheelchairs, but this is not the case with the upper floor. The visuals of the new library space also seem to suggest that only the first level will be accessible to students in wheelchairs/with disabilities because the only way to get to the second floor seems to be by stairs (based on the video plan of the future building).

### **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.

### **Quality grade**

Satisfactory level of quality

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

Students are informed about the opportunities for completing part of their study abroad. The Expert Panel finds evidence showing that students are informed by means of the Erasmus info day (organised periodically), open calls for applications for the Erasmus+ Programme published on the University and Faculty web pages (as well as general information about the Erasmus programme posted there) and through the Faculty's Erasmus coordinator (available for all questions regarding mobility). Based on the students' comments, they are well informed about these opportunities and the number of students (187 in the last five years) on outgoing mobility confirm this.

The higher education institution provides support to students in applying for and carrying out exchange programmes. The Expert Panel finds that support is provided by the Faculty Erasmus (and CEEPUS) coordinator(s), Teacher-mentors, ECTS coordinators from each department, UNIOS international Relations Office and ESN Osijek organisation. They offer guidance and help in applying for student mobility. Outgoing students give this support a high mark in their surveys.

The higher education institution ensures the recognition of ECTS credits gained at another higher education institution. The Expert Panel finds that this element of the standard is exceptionally well handled. Before the mobility, the students and the Faculty (also the receiving Faculty) make a learning agreement to ensure the recognition of ECTS credits. If the student got extra points on their mobility they are recognized and noted in official documents (diploma supplements). Students who wish to transfer from another institution also go through the process of ECTS recognition. This process is led by the department ECTS coordinators and the Committee for Education and Student Affairs. The Faculty Council makes the final decision. From students comments all cases of recognition of ECTS have been positive. The Faculty recognises similar subjects and deem them adequate.

The higher education institution collects information on student satisfaction with the quality of HEI's support regarding practical matters of student mobility. After the realization of outgoing mobility, students complete the Student report on the mobility in which they answer questions regarding the support provided and other practical matters of student mobility.

Students gain competencies required for the employment in an international environment. The faculty encourages students to take part in international conferences and projects by providing financial support for their visits abroad. Most noted are the ISHA (international students of history association) conferences/seminars organized in various European cities 3 to 4 times a year. Many international visits to Austria, Hungary and Germany are organized by the Faculty as part of certain courses. They are mostly linked to the field of language (translation studies) and history. The Faculty uses success stories of former students as concrete examples of the quality of their work and some of them can be seen as great examples taking into consideration this element of the standard. The Expert Panel met and interviewed a number of these successful students.

### **Quality grade**

High level of quality

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

Information on the opportunities for enrolment and study is available to foreign students in a foreign language. This information is posted in English on the Faculty web page in the form of information packages. They are updated each year and have information concerning study programs, the enrolment procedures and other useful information about the Faculty and living in Osijek. A similar information package for Erasmus students is also posted online on the University web page and is updated yearly.

The higher education institution provides support to foreign students in enrolment and study at the Croatian higher education institution. Support to foreign students is provided by the University International Relations Office, Faculty Erasmus coordinator and department ECTS coordinators. Help is also provided by students of the Faculty that are part of the ESN Osijek organization.

When considering if the higher education institution collects feedback on satisfaction and needs of foreign students: The Expert Panel found that there is no formal written survey that Erasmus students fill out at the level of the Faculty, but there is one on the level of the University. The Faculty collects feedback on satisfaction and needs of foreign students through their consultations and counselling with the Erasmus coordinator.

Regarding the element of the standard: *Foreign students have the opportunity to attend classes delivered in a foreign language (English)*. The Expert panel finds that the element specifically mentions English as a foreign language. However, while the choice of English as 'the' foreign language of choice might be suitable for social science study programmes, it would be unnatural to use English as a foreign language of choice in the study programmes involving Hungarian, German or Croatian Language and Literature. For these study programs the Expert Panel acknowledge the particular significance of the University of Osijek's regional and national position and the need to give lectures in foreign languages of relevance to the domain of the study programme). Based upon the explication of the element of the standard the Expert Panel finds in basic course data that the language used for all courses (except those linked to study programs in English, Hungarian, and German language and literature) are Croatian. Hence, the Expert Panel finds that the study programs of English, German, and Hungarian language and literature fulfil this element of the standard. The Expert Panel also finds that the study program of Croatian language and literature cannot be assessed by this element of the standard as lectures in Croatian is only natural with respect to a study program in Croatian Literature and Language. However, for the other study programs such as Psychology, Sociology, Philosophy, and History, no lectures are given in languages other than Croatian which is not in accordance with this element of the standard. Evidence from interviews with teachers and study program leaders also document that foreign students who do not speak Croatian do not have to follow the classes but are given individual guidance from the teachers. The expert find that even though the foreign non-Croatian-speaking students are given individual teaching by the teachers (which is commendable) the difficulty in following lectures also means that students lose a part of the social aspect of the teaching process and this could impact foreign students negatively (e.g. social isolation impacting mental health and well-being).

Croatian language courses are delivered for foreign students at the level of the university or university constituent. The Expert Panel finds that these courses are offered at the University level through the course Croatian Language – Preparatory Course which has 70 contact hours of instruction. Upon its successful completion, students are awarded six ECTS credits.

### **Recommendations for improvement**

The study program 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 University level.

### **Quality grade**

Satisfactory level of quality

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

The criteria and methods for evaluation and grading are clear and published before the beginning of a course. The Expert Panel finds that all this information is available to students by means of the Faculty's web page under course descriptions. Elements such as evaluation and assessment, monitoring and testing and calculation of the final grade can be found here.

The criteria and methods for evaluation and grading are aligned with the teaching methods used in most cases. The Faculty got a positive evaluation from the Agency for Science and Higher Education's Institutional Audit Committee in 2016 concerning a thematic evaluation entitled *Allocation and application of ECTS credits in the study programmes*. A part of this process was an alignment of the learning outcomes of study programmes and courses, methods used and the evaluation of the learning outcomes in

the teaching process. Students generally have no negative comment regarding this element. One exception is the History departments. Tests concerning ancient history were deemed by students as being “too easy”. The outcome of this is that students can complete the course without achieving the necessary learning outcomes. They linked this to the fact that the teacher set to teach Ancient History was not a specialist/expert in this field. (This is also mentioned in section four.)

The higher education institution provides support to the assessors in the development of skills related to the testing and assessment methods. A Guidebook for Evaluation and Assessment of Student Performance from 2013. Is available to teachers and students. An annual plan for professional training of teaching and non-teaching staff is adopted by the Faculty. Some of the topics covered include the ones linked to objectivity and reliability of student assessment and grading. Teachers also participate in ongoing training opportunities and projects related to the Croatian Qualifications Framework.

Regarding the objectivity and reliability of grading: the Faculty states that it is ensured by a number of methods such as 1) mandatory witnesses (at least two) on oral exams (mostly other students); 2) evaluation of student surveys (this is a good way, but it also has problems commented on in the report before); 3) a commission test with other professor after a total of 7 failed attempts!; 4) peer review and counsel of individual teachers in case of student complaints. Although these methods stated above are good in themselves, the Expert Panel finds that the faculty do not address the quality and the objectivity of the grading procedure as 1) there are no consistent assessments of individual differences between teachers in how they grade, nor is there evidence of a group-based or joint assessments of grading to ensure that faculty members have an equal understanding of what the requirements for a specific grade are, and 2) the faculty have not assured the anonymity of students on written exams (as evidences by examples of written exams made available to the Expert Panel). The lack of anonymity of students on written exams opens up for differential treatment of students based upon other characteristics of the students rather than the performance on the exam.

Analysing the element of the standard *If possible, the higher education institution carries out the evaluation of grading*: The Expert panel does not find evidence of this. The faculty have shown no evidence that they use methods to assess the level of agreement (i.e. the intersubjectivity) between graders (e.g. the degree to which two independent and competent assessors agree on the grade for a sample of exams). During interviews teachers stated that in case of student complaints the exams of a course could be assessed by a more experienced professor and the teacher of the course could get help and supervision from this experienced professor. However, although such a measure is good, it is seemingly done only after a complaint from one (or more) student(s) and may only be affective in situations involving teaching assistants. What is needed is that the faculty assesses the quality of grading as a standard practice without waiting for student complaints.

The evaluation procedures take into account special circumstances of certain groups of students (modifying examination procedures to suit e.g. students with disabilities), while at the same time ensuring the achievement of intended learning outcomes. The SER say

*The rights of special groups of students include exam access arrangements (cf. Article 59 (4) of the Ordinance on study programme and studying), along with the option of engaging students–personal assistants for students with disabilities and the use of equipment which is available to all students of the Josip Juraj Strossmayer University of Osijek.* Interviews with teachers have given the Expert panel examples of modification in the form of changing written to oral exams or vice versa depending on the need, and changing the time frame for the evaluation.

The students receive feedback on the evaluation results, and if necessary, guidelines for the learning process based on these evaluations. The Expert Panel's interview with students indicated that the students receive feedback on evaluations during the teacher's office hours and that examination results are posted on the Moodle platform or faculty web page. The students had no specific criticism regarding this topic and were overall happy with this element of the standard.

### **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).

The Faculty should ensure student anonymity on written examinations.

### **Quality grade**

Minimum level of quality

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

Upon the completion of their studies, students are issued appropriate documents (diploma and Diploma Supplement). Diplomas and Diploma Supplements are issued in accordance with relevant regulations. The higher education institution issues the Diploma Supplement in Croatian and English, free of charge. All these elements of the standard are met based on the diplomas and supplements seen, interviews with alumni and former students of the Faculty, and by reading the SER.

### **Quality grade**

High level of quality

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

The higher education institution analyses the employability of its graduates. The Expert Panel has found evidence that the Faculty is conducting thorough assessment on this topic through its alumni and through its mentor function. The Faculty is well informed of whether previous students are employed or not.

Admission quotas are aligned with social and labour market needs and available resources. The Expert Panel has found evidence that the faculty alters the admission criteria according to the employability of their graduates based on the results of the analysis (mentioned above) and the data coming from the Croatian Employment Service.

The higher education institution informs prospective students about the opportunities to continue education or find employment after graduation. The Faculty attends the University Fair where they represent themselves together with other HEI to the public (and future students). The FFOS Enrolment Guide, available in electronic form and also distributed in print form, clearly lists, for all study programmes, opportunities to find employment, both after the undergraduate and graduate levels. The Faculty visited two secondary level schools one in Slavonski Brod (two times in 2016) and the other in Vinkovci (two times in 2017) to inform students about their study programmes and employment opportunities after graduation. The Working Group for the promotion of the Faculty was also set up (the updated list of its members is available on the Faculty's webpage).

The higher education institution provides students with support regarding future career planning. It is provided through a number of bodies at the faculty. The Career Centre was established which organises activities aimed at career planning. For example in 2019 the first career week was organised, both at the level of the Faculty and at the level of the University. The faculty also organizes visits from software companies, translation agencies, practicing teachers, and representatives of the Osijek branch of the Education and Teacher Training Agency.

The higher education institution maintains contact with alumni. This is done through the Alumni Association. From interviews with the alumni and SER documents, it is visible that graduates are involved in the process of modifying study programmes curricula and are invited to give various popular science lectures open to the public or visiting lectures within an individual course.

#### **Quality grade:**

High level of quality



## IV Teaching and institutional capacities

### 4.1. The higher education institution ensures adequate teaching capacities.

With February 2020 FFOS has got 148 academic teachers, among them 29 full professors (13 with tenure), 25 associate professors, 52 assistant professors, 7 post-doctoral researchers, 19 teaching assistants, 4 senior lecturers, 2 lecturers, 5 senior language instructors and 5 language instructors. From a total of 106 teachers, who hold academic rank at FFOS, 87 hold a rank in the humanities, 17 in social sciences, one in natural sciences and one in technical sciences; there are 119 PhD's at FFOS. The overall number of teachers has been slightly although not constantly risen during the last five years. The number of students has been marginally decreased in the same period, in 2018/2019 the absolute number is 1367, which is a decrease of about 6 % since 2014/2015. The overall ratio of full-time and associate teachers and students is approximately 1:10 or 1:9, which is a very good value.

During the past five years, the coverage of teaching by the university's own staff was between 93% and 96%; the slight variability is caused by the implementation of new study programmes. The newest value available is from 2018/2019, it has been 94.28 %.

According to the data from Table *Analysis of the conditions of delivery of study programmes*, compiled on 1.10.2020, the teacher: student ratio is 11,61, i.e. 10,17 if the associates are included (where the number of full-time students is multiplied by coefficient 1 and the number of part-time students by coefficient 0,5; when it comes to teachers, the number of full-time teachers is multiplied by coefficient 1 and the number of associates participating in teaching activities by coefficient 0,5). All teachers listed in the Table are teachers appointed into scientific-teaching/artistic-teaching grades, teachers appointed into teaching grades and lecturers. According to the same document, the coverage of teaching obligations is satisfactory and ranges from 48% (this is the case for only one study programme where the coverage is close to the 50% threshold) to 99% (when teachers employed into scientific-teaching and teaching grades as well as lecturers are taken into account). From the above-said, it can be concluded that the ratio of students and full-time teachers at the higher education institution is appropriate for quality studying.

Ten (10) full professors with tenure are permanently employed and there are three (3) external associates appointed into the same scientific-teaching grade. Nine (9) full professors are permanently employed and there are two (2) external associates appointed in the same grade, also 29 associate professors and 53 assistant professors. According to Table 4.3. (*Analytic Supplement to the SER*), teachers' workload ranges from 0 to 585 annual working hours per teacher and thus it arrives to an average of 300 hours, i.e. a full teaching load.

Although in general the teacher-students-ratio is good, the number of highly qualified teachers is not appropriate in all fields of teaching, as already mentioned in the Re-

accreditation report from 2014. Generally, the formal qualification-level of teachers in Social Studies is lower as in the Humanities, but as well there, there seem to be a lack of specific qualified teachers in Hungarian studies, Philosophy and as well in History (especially in Ancient History), where not all teachers are satisfactory qualified for the courses they deliver. It is evident to the members of the panel, that this problem cannot be solved at the level of the University alone, as is mainly a product of national university politics.

According to comments from teachers, teaching-workload is in accordance with legislation and collective agreements but it has been mentioned, that the over-all workload (including administrative work) is at the beginning of the semester sometimes rather arduous.

### **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 above mentioned 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.

### **Quality grade**

Satisfactory level of quality.

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

The recruitment and advancement of teachers follows the general regulations of scientific politics in Croatia. The procedures as the evaluation of excellence is transparent. A very positive practice to support excellence in teaching is the continuing evaluation of each professor and each course once a semester. The teaching staff seems over all (with some exceptions, as mentioned above) to be well trained and qualified and highly motivated.

FFOS has developed mechanisms of continuing quality control to raise the level of planning, evaluating and advancement and the implementation of common values and targets in teaching, as well as in research and all other duties of the faculty. The mechanism follows the Standards and Guidelines for Quality Assurance in the European Higher Education Area of the EU and the legal premises of Croatian University politics. In 2016, Osijek University was honoured for its efficient system of quality improvement by the Agency for Science and Higher Education and in 2018 by the chart for specific

contributions in scholarship and quality improvement from the Croatian Society for 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.

### **Quality grade**

Satisfactory level of quality

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

According to the statements of teaching staff, the teachers are supported well in their professional development. As a matter of fact, the university has got a number of younger and highly motivated teachers, graduates of Osijek University are especially involved in the studies programmes.

International exchange is supported by the university, teachers are encouraged to participate in international mobility programmes, projects and networks. During the last five years, there were 35 stays of teaching staff of FFOS up to three months for teaching on other scholarly institutions, and four stays abroad for research, two of these longer than three month. 54 scholars from abroad where teaching at FFOS, 20 of them more than three month, two persons came for reasons of research to FFOS.

According to Table 4.5. in the *Analytic Supplement of the SER*, the incoming mobility of teachers is approximately equal to the outgoing mobility of teachers, which confirms that the higher education institution encourages mobility and provides teachers with an opportunity to enhance their competences.

### **Quality grade**

High level of quality

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

During the preliminary visit to the Faculty, works on expanding the space were carried out in the building. After the relocation of the Library to a stand-alone building in 2019, on the first floor of the main faculty building, two classrooms are arranged. The basement of the old student canteen (70 m<sup>2</sup>) has been converted into a laboratory for the needs of all faculty departments (phonetic laboratory, laboratory for the needs of psychologists, etc.). Each classroom is equipped with computer equipment, and there are several specialized computer classrooms. From the on-site visit it was clear that some of teaching and research labs was inaccessible by wheelchair due to the lack of wheelchair ramps or equivalent.

**Recommendations for improvement**

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

**Quality grade**

Satisfactory level of quality

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

The library has been mentioned as one main problems of the faculty in the last evaluation record, as there was evidently not enough working space for students. In 2019 the library has moved to a new building: The situation is now much better, than in the past – 44,529 m<sup>2</sup>, storage area 20,760 m<sup>2</sup> for more than 66,000 books, two reading rooms located on the first floor with 52 working places for students. Although this is a perceptible advancement, the situation is still not totally satisfactory. The reading room is still too small, but the faculty is aware of this problem and working on a permanent solution.

The library employs five persons with a university degree. It is producing working material for the students constantly. There are several specialized computer classrooms, and all classrooms are equipped with computer infrastructure.

The library and its equipment and access to additional contents ensure the requirements of quality studying and quality professional and scientific activity. As stated in the SER, on 30 September 2019, the overall state of the library holdings, according to individual collections, amounted to 66378 volumes of books, 4 units of non-book materials, 678 copies of AV-materials, 2243 master's and doctoral theses, 3702 volumes of bound periodicals, 328 copies of foreign journals and 442 copies of domestic journals.

During the preliminary visit to the Library, the Panel learned that library materials are procured in accordance with curricula and guidelines for the acquisition of library materials, in cooperation with Departments and Sub-Departments, and according to approved financial resources, as well as donations from individuals and institutions. In the five-year period from 2015 to 2019, a total of 3297 books worth HRK 566,088.28 were purchased, as follows: 2015 – 1257 books (of which 1043 are compulsory literature) worth HRK 167,868.14; 2016 – 752 books (of which 562 are compulsory literature) worth HRK 179,364.65; 2017 – 557 books (of which 430 are compulsory literature) worth HRK 82,160.14; 2018 – 460 books (of which 341 are compulsory literature) worth HRK 81,856.57; 2019 – 271 books (of which 180 are compulsory literature) worth HRK 54,838.51. Moreover, in the aforementioned period a total of 98 copies of AV material worth HRK 11,599.28 were purchased, as follows: 2015 – 69 copies worth HRK 7,898.32; 2016 – 15 copies worth HRK 1,982; 2017 – 3 copies worth HRK 185.03; 2018 – 7 copies worth HRK 686.37 and 2019 – 4 copies worth HRK 847.56.

The Faculty submitted a document confirming the purchase of literature for scientific research work and the Library's website provides links to national (ARA, DABAR, HRČAK, etc.) and foreign databases (through the National and University Library's portal for each scientific area), and sources the Faculty is subscribed to. These are databases with full-texts and users access them with the institution's credentials.

Users have also access to online databases on a subscription from the Ministry of Science and Education; these online databases can be accessed through the Electronic Resources Portal for the Croatian Academic and Research Community. Access to most of the online databases is regulated by the range of IP addresses of the Faculty computers, while the other part of databases belongs to the group of databases with free access, which can be accessed from home by using a proxy server, and Scopus and Ebsco can be accessed through Shibboleth by using a personal AAI user name and password. In the period from 2015 to 2019, FFOS had access to subscribed online databases Project Muse and Library & Information Science.

### **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.

### **Quality grade**

Satisfactory level of quality

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

The financial resources seemed to be well managed, although money is evidently restricted, especially for teaching. As the financial resources are depending on political circumstances, they seem transparent and well-organized.

#### **Recommendations for improvement**

More money for teaching staff positions, especially in the above mentioned 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).

#### **Quality grade**

Satisfactory level of quality

### **V Scientific/artistic activity**

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

The employees seem to be well aware of the significance of their research activities and committed to conducting research and publishing on high-ranking fora. Even acknowledging the incompatibilities and problems in quantifying the publication activities in the humanities (especially as concerns low-volume disciplines with traditions of publishing in languages other than English – for these publications, it is more difficult to be ranked in higher categories), it is beyond any doubt that the scientific publication activities of the faculty have strongly increased in the last five-year period. The quality and quantity of the scientific publications are generally good, at some departments even excellent, but there are notable differences between departments. In particular, at the Hungarian department the scientific activities show little evidence of general theoretical, international or interdisciplinary ambition beyond the scope of traditional Hungarian studies and the Hungarian-speaking area.

The faculty actively supports scientific publishing and the writing of project proposals. It also regularly monitors the scientific publication activities of its employees and provides financial incentives which, judging from the notable increase in the number of publications indexed in international databases and also based on the comments we heard from faculty employees at the site visit, seem to be efficient. This, of course, does

not mean that the incentives should not be developed to ensure their efficiency in the future as well; increases in the funding for research and publishing activities are always welcome.

The records of the publications are systematically kept and made available to the general public; the personal homepages of employees have links to databases (mostly, the CROSB database, possibly also Google Scholar or other databases) with detailed bibliographic data. The panel was also given access to annual publication reports with detailed analyses of the faculty's publication activities.

The PhD theses seem to reflect the central research activities and focus areas of the HEI, such as cognitive linguistics and semantics in the postgraduate study programme of linguistics (quantitatively, the most productive one by far). Some of the recent years' PhD theses have been written by employees of the faculty, and teachers of the faculty have also co-authored numerous articles with doctoral students. It is not quite clear why the number of PhD theses defended has decreased in the last two years; not knowing how many theses are currently in preparation, we cannot say whether this trend will be turned in the near future.

In the five-year period under study, teachers and associates of the HEI have participated at numerous conferences, producing a total of 648 conference presentations published in diverse proceedings, and organized or co-organized a total of 43 conferences. Most of the conferences organized had a national scope, but the number and scope of international conferences seems to have been increasing, which indicates a serious effort to intensify research activities in this area as well.

### **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.

### **Quality grade**

Satisfactory level of quality

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

The question whether and how the needs of society and the labour market are taken into consideration in planning the research activities was repeatedly addressed during the site visit. The Expert Panel got a very positive impression of how actively aware the employees and department leaders are of the social relevance of their activities both within and beyond academia, especially in regional frameworks and collaborations. Aspects of societal significance – for instance, minority languages and multilingualism, intergroup relations and social conflicts, learning and education – play a central role in research projects, and the needs of society and the labour market are monitored and discussed.

As concerns support systems for research and knowledge transfer, the system of incentives for scientific publication and the support in project application writing (see 5.1 above) are relevant here as well. The faculty has had active and obviously successful collaborations with local schools for developing teacher training programmes as well as projects related with information and communication technology.

The faculty organizes and participates in numerous science popularization events. It has launched its own series of science popularization lectures (*Open Thursday*), and numerous employees and associates have also participated in other popularization activities. Many teachers and associates of the faculty are active members in national and regional scientific societies and expert bodies.

### **Quality grade**

High level of quality

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

Employees and associates of the faculty have received a number of awards. Most of them are national or regional awards granted by administrative organs, national scholarly or cultural associations, but a few publications and presentations have also received recognition in connection with international conferences or publication projects.

Employees and departments of the faculty have actively participated in and even initiated numerous national and international research collaborations, some of them at



a high international level (EU FP 7, COST). However, there are notable differences between departments (see point 5.1 above).

In the period under study, teachers of the faculty have given a total of 76 invited or plenary lectures at conferences, most of them national. They have participated in the editing of numerous scientific journals, also international ones, or been members of editorial boards.

In all, the level of national or international recognition of the faculty's scientific achievements is satisfactory and shows that the faculty is seriously aspiring to a stronger reputation in national and international contexts, but there is still room to improve. In particular, it should be noted that most of the awards, recognitions and memberships are at national level, and participation in top-level international collaborations and conferences seems to rest on the shoulders of a small number of persons.

### **Recommendations for improvement**

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

### **Quality grade**

Satisfactory level of quality

## **5.4. The scientific / artistic activity of the higher education institution is both sustainable and developmental.**

The faculty has a strategic research programme, in which the strategic goals and operational plans are described in detail and based on a clearly formulated mission and vision for future development. It provides a sustainable framework for concrete research projects and activities and displays a clear aspiration to improvement. Particularly commendable is the systematic monitoring of the implementation of the strategic research programme, implemented in 2018.

The resources for the scientific activities seem to be sufficient but could be improved. The creation of the faculty's own science fund is obviously seen as a very welcome innovation by many employees. However, these resources are limited and cannot replace proper project funding. In addition, it seems that the structure and allocations within the science fund are changing from year to year, which makes planning scientific activities more challenging from the point of the individual researcher.

Incentives have been implemented in the form of internal research funding for minor projects, travel or publication activities, and specific rewards for scientific achievements. In all, we saw a clear and commendable aspiration to improvement as concerns the planning and management of research resources.

**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.

**Quality grade**

Satisfactory level of quality

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

Space and equipment acquired for research purposes are also used in teaching at all levels. The faculty shows a laudable interest in raising students' participation in research projects and activities, and students are also actively involved in the popularization activities of the faculty. The research interests and topics of the teachers are reflected in the foci of teaching, and teachers can use their on-going research projects in their courses.

In all, the close and organic connection between research and teaching is clearly one of the strongest assets of the faculty as a relatively small and characteristically regional unit. However, here as well there are differences between departments, and problems in the quality of teaching may also affect the possibilities of constructively involving students in research.

**Quality grade**

High level of quality

## APPENDICES

### 1. Quality assessment summary - tables

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

### *Quality grade by standard*

<i>I. Internal quality assurance and the social role of the higher education institution</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
1.1. The higher education institution has established a functional internal quality assurance system.				<b>X</b>
1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.				<b>X</b>
1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.			<b>X</b>	
1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, scientific/artistic and social).			<b>X</b>	
1.5. The higher education institution understands and encourages the development of its social role.				<b>X</b>
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.				<b>X</b>

<i>Quality grade by standard</i>				
<i>II. Study programmes</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
2.1. The general objectives of all study programmes are in line with the mission and strategic goals of the higher education institution and the needs of the society.				X
2.2. The intended learning outcomes at the level of study programmes delivered by the higher education institution are aligned with the level and profile of qualifications gained.			X	
2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.			X	
2.4. The HEI uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes.				X
2.5. The higher education institution ensures that ECTS allocation is adequate.			X	
2.6. Student practice is an integral part of study programmes (where applicable).				X

### *Quality grade by standard*

<i>III. Teaching process and student support</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
3.1. Admission criteria or criteria for the continuation of studies are in line with the requirements of the study programme, clearly defined, published and consistently applied.				<b>X</b>
3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.			<b>X</b>	
3.3. The higher education institution ensures student-centred learning.				<b>X</b>
3.4. The higher education institution ensures adequate student support.			<b>X</b>	
3.5. The higher education institution ensures support to students from vulnerable and under-represented groups.			<b>X</b>	
3.6. The higher education institution allows students to gain international experience.				<b>X</b>
3.7. The higher education institution ensures adequate study conditions for foreign students.			<b>X</b>	
3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.		<b>X</b>		
3.9. The higher education institution issues diplomas and Diploma Supplements in accordance with the relevant regulations.				<b>X</b>
3.10. The higher education institution is committed to the employability of graduates.				<b>X</b>

### *Quality grade by standard*

<i>IV. Teaching and institutional capacities</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
4.1. The higher education institution ensures adequate teaching capacities.			<b>X</b>	
4.2. Teacher recruitment, advancement and re-appointment is based on objective and transparent procedures which include the evaluation of excellence.			<b>X</b>	
4.3. The higher education institution provides support to teachers in their professional development.				<b>X</b>
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.			<b>X</b>	
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.			<b>X</b>	
4.6. The higher education institution rationally manages its financial resources.			<b>X</b>	

### *Quality grade by standard*

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



## 2. Site visit protocol

### *Edukacija članova stručnog povjerenstva u virtualnom okruženju / Education of panel members in virtual form*

	Srijeda, 14. listopada 2020.	Wednesday, 14 <sup>th</sup> October 2020
<b>12:50 -13:00</b>	<ul style="list-style-type: none"> <li>• Spajanje na poveznicu (link) ZOOM</li> </ul>	<ul style="list-style-type: none"> <li>• Joining the ZOOM meeting via the link</li> </ul>
<b>13:00 –</b>	<ul style="list-style-type: none"> <li>• Predstavljanje AZVO-a</li> <li>• Predstavljanje sustava visokog obrazovanja u RH</li> <li>• Postupak reakreditacije</li> <li>• Standardi za vrednovanje kvalitete</li> <li>• Kako napisati Završno izvješće</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of ASHE</li> <li>• Overview of the higher education system in Croatia</li> <li>• Re-accreditation procedure</li> <li>• Standards for the evaluation of quality</li> <li>• How to write the Final report</li> </ul>

### *Priprema članova stručnog povjerenstva za sastanke s visokim učilištem u virtualnom okruženju/Education of panel members for the meetings with HEI in virtual form*

	Ponedjeljak, 19. listopada 2020.	Monday, 19 <sup>th</sup> October 2020
<b>09:50 -10:00</b>	<ul style="list-style-type: none"> <li>• Spajanje na poveznicu (link) ZOOM</li> </ul>	<ul style="list-style-type: none"> <li>• Joining the ZOOM meeting via the link</li> </ul>
<b>10:00 –</b>	<ul style="list-style-type: none"> <li>• Priprema povjerenstva za posjet visokom učilištu (rasprava o Samoanalizi i popratnim dokumentima)</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation of the Expert Panel members for the site visit (discussion on the SER and supporting documents )</li> </ul>

**Preliminarni posjet Stručnog povjerenstva visokom učilištu / Preliminary site-visit of Expert Panel members to the HEI**

	Utorak, 20. listopada 2020.	Tuesday, 20 <sup>th</sup> October 2020	Prezime i ime sudionika Surname and name of the participants
<b>8:50- 9:00</b>	Spajanje dijela članova Povjerenstva na poveznicu (link) ZOOM	Joining the part of the Expert Panel members to the ZOOM meeting via link	
<b>9:00 - 10:00</b>	Sastanak članova stručnog povjerenstva s dekanom i prodekanima	Meeting of Expert Panel members with the Dean and Vice-Deans	Dr. <b>Pon Leonard</b> , Associate Professor, <i>Acting Dean</i> Dr. <b>Jukić Renata</b> , Associate Professor, <i>Acting Vice-Dean for Education and Student Affairs</i> Dr. <b>Jakopec Ana</b> , Assistant Professor, <i>Acting Vice-Dean for Study Programmes and Lifelong Learning</i> Dr. <b>Lukić Milica</b> , Full Professor, <i>Acting Vice-Dean for Development and Business Affairs</i> Dr. <b>Tanacković Faletar Goran</b> , Associate Professor, <i>Acting Vice-Dean for Research and International Cooperation</i>
<b>10:00 - 11:00</b>	Sastanak članova stručnog povjerenstva s Povjerenstvom za osiguravanje i unaprjeđivanje kvalitete	Meeting of Expert Panel members with the Quality Assurance Committee	Dr. <b>Jozić Ivana</b> , Associate Professor, <i>President of the Committee, representative of the teaching staff</i> Dr. <b>Babić Čikeš Ana</b> , Assistant Professor, <i>member</i> Dr. <b>Mikić Čolić Ana</b> , Assistant Professor, <i>member</i> Dr. <b>Papić Anita</b> , Associate Professor, <i>member</i> Dr. <b>Kakuk Sara</b> , Postdoctoral Researcher, <i>member</i> Dr. <b>Pejić Luka</b> , Teaching Assistant, <i>member</i> <b>Pintarić Ljiljana</b> , Teaching Assistant, <i>member</i> <b>Gašo Gordana</b> , M.Ed. and senior librarian, <i>representative of the administrative staff, member</i> <b>Domjanović Vedran</b> , <i>student representative, member</i> <b>Marić Darija</b> , <i>student representative, member</i> <b>Ravlić Ena</b> , <i>student representative, member</i> <b>Čelebić Ivan</b> , M.Ed., <i>representative of external stakeholders, member</i> <b>Detling Denis</b> , Director of the Museum of Slavonia, <i>representative of external stakeholders, member</i>  <b>Burazin Domagoj</b> , mag. iur., univ. spec. public. admin., <i>Head of the Quality Assurance Office of the Faculty of Humanities and Social Sciences in Osijek</i>

<b>11:00 – 12:30</b>	<b>Analiza dokumenata</b>	<b>Document analysis</b>	<i>Foreign Expert Panel members can join via Zoom</i>
<b>12:30 – 14:00</b>	<b>Obilazak fakulteta</b> (predavaonice, informatičke učionice, knjižnica, studentske službe) <b>i prisustvovanje nastavi</b>	<b>Tour of the Faculty</b> (classrooms, computer classrooms, library, student services) <b>and participation in teaching classes</b>	Dr. <b>Lukić Milica</b> , Full Professor, <i>Acting Vice-Dean for Development and Business Affairs</i>
<b>14:00 –</b>	Radni ručak, povratak domaćih članova povjerenstva u Zagreb	Working Lunch, return of Croatian Expert Panel members to Zagreb	

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

	<b>Srijeda, 21. listopada 2020.</b>	<b>Wednesday, 21 October 2020</b>	<b>Prezime i ime sudionika Surname and name of the participants</b>
<b>9:50 – 10:00</b>	Spajanje na poveznicu (link) ZOOM	Joining ZOOM meeting via the link	
<b>10:00 – 10:30</b>	Sastanak članova stručnog povjerenstava, diskusija o zapažanjima i impresijama s preliminarnog posjeta, priprema za sastanke s dionicima visokog učilišta	Meeting of Expert Panel members, discussion on observations and impressions from the preliminary site-visit, preparation for the meetings with HEI stakeholders	
<b>10:30 – 11:15</b>	Sastanak članova stručnog povjerenstava s prodekanom za nastavu i studente i prodekanom za studijske programme i cjeloživotno učenje	Meeting of Expert Panel members with vice dean for academic affairs and vice dean for study programmes and LLL	Dr. <b>Jukić Renata</b> , Associate Professor, <i>Acting Vice-Dean for Education and Student Affairs</i>  Dr. <b>Jakopec Ana</b> , Assistant Professor, <i>Acting Vice-Dean for Study Programmes and Lifelong Learning</i>
<b>11:15 – 11:30</b>	<i>Pauza</i>	<i>Break</i>	
<b>11:30 – 12:30</b>	Sastanak članova stručnog povjerenstva s voditeljima studijskih programa	Meeting of Expert Panel members with study programme coordinators	Dr. <b>Bagarić Medve Vesna</b> , Full Professor Dr. <b>Bosančić Boris</b> , Associate Professor Dr. <b>Dremel Anita</b> , Assistant Professor Dr. <b>Faletar Tanacković Sanjica</b> , Full Professor Dr. <b>Gradečak Tanja</b> , Associate Professor Dr. <b>Jakopec Tomislav</b> , Assistant Professor Dr. <b>Jozić Ivana</b> , Associate Professor Dr. <b>Jug Stephanie</b> , Assistant Professor Dr. <b>Kurtović Ana</b> , Assistant Professor Dr. <b>Lehocki-Samardžić Ana</b> , Assistant Professor Dr. <b>Livazović Goran</b> , Associate Professor Dr. <b>Marčinko Ivana</b> , Assistant Professor Dr. <b>Mikić Čolić Ana</b> , Assistant Professor Dr. <b>Njari Denis</b> , Assistant Professor Dr. <b>Pavić Željko</b> , Associate Professor Dr. <b>Pešić Boško</b> , Associate Professor Dr. <b>Petr Balog Kornelija</b> , Full Professor

			Dr. <b>Runtić Sanja</b> , Full Professor Dr. <b>Šimić Krešimir</b> , Associate Professor Dr. <b>Velagić Zoran</b> , Full Professor
<b>12:30 – 13:30</b>	<i>Pauza, Interni sastanak članova stručnog povjerenstava</i>	<i>Break, Internal meeting of the panel members</i>	
<b>13:30– 14:15</b>	Sastanak s nastavnicima (u stalnom radnom odnosu, osim onih na rukovodećim mjestima)	Meeting with full-time employed teachers, except those in managerial positions	Dr. <b>Aleksa Varga Melita</b> , Assistant Professor Dr. <b>Bognar Branko</b> , Associate Professor Dr. <b>Dremel Anita</b> , Assistant Professor Dr. <b>Glušac Maja</b> , Assistant Professor Dr. <b>Jukić Sanja</b> , Associate Professor Dr. <b>Kuna Dubravka</b> , Senior Lecturer Dr. <b>Lepeduš Hrvoje</b> , Full Professor Dr. <b>Marčinko Ivana</b> , Assistant Professor Dr. <b>Martinović Ivana</b> , Assistant Professor Dr. <b>Medve Zoltan</b> , Full Professor Dr. <b>Mićunović Milijana</b> , Assistant Professor Dr. <b>Novak Sonja</b> , Assistant Professor Dr. <b>Oklopčić Biljana</b> , Associate Professor Dr. <b>Senković Željko</b> , Full Professor Dr. <b>Šincek Daniela</b> , Associate Professor Dr. <b>Tomas Domagoj</b> , Assistant Professor Dr. <b>Truck-Biljan Ninočka</b> , Senior Lecturer Dr. <b>Vidaković Erdeljić Dubravka</b> , Assistant Professor Dr. <b>Vlašić Anđelko</b> , Assistant Professor Dr. <b>Žitko Pavao</b> , Assistant Professor
<b>14:15 – 14:30</b>	<i>Pauza</i>	<i>Break</i>	
<b>14:30 – 15:15</b>	Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi	Organisation of an additional meeting on open questions, if needed	
<b>15:15 –</b>	Interni sastanak članova stručnog povjerenstva – osvrt na prvi dan i priprema za drugi dan	Internal meeting of the Expert Panel members – comment on the first day and preparation for the second day	

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

	Četvrtak, 22. listopada 2020.	Thursday, 22 October 2020	Prezime i ime sudionika Surname and name of the participants
<b>9:00 – 9:30</b>	Spajanje na poveznicu (link) ZOOM i kratki interni sastanak stručnog povjerenstva	Joining ZOOM meeting via the link and a short internal meeting of the Expert Panel members	
<b>9:30 – 10:15</b>	Sastanak s: <ul style="list-style-type: none"> <li>• Voditeljem Psihološkog savjetovališta za studente Sveučilišta</li> <li>• Voditeljem Centra za metodičko-didaktička istraživanja</li> <li>• Voditelj programa cjeloživotnog učenja Pedagoško-psihološko-didaktičko-metodička izobrazba (PPDM)</li> <li>• Voditeljem Centra za karijere</li> <li>• ECTS koordinatorom</li> <li>• ERASMUS koordinatorom</li> <li>• Glasnogovornikom Fakulteta</li> </ul>	Meeting with: <ul style="list-style-type: none"> <li>• Head of Psychological Counselling Centre</li> <li>• Head of Centre for Didactics and Teaching Methodology Research</li> <li>• Head of Lifelong Learning Program in Pedagogical, Psychological, Didactic and Methodological Training</li> <li>• Head of Career Centre</li> <li>• ECTS Coordinator</li> <li>• ERASMUS Coordinator</li> <li>• Faculty Spokesperson</li> </ul>	Dr. <b>Bjedov Vesna</b> , Associate Professor, <i>Head of Centre for Didactics and Teaching Methodology Research; Head of Lifelong Learning Program in Pedagogical, Psychological, Didactic and Methodological Training</i> Dr. <b>Kurtović Ana</b> , Assistant Professor, <i>Head of Psychological Counselling Centre</i> Dr. <b>Lesinger Gordana</b> , Assistant Professor, <i>Faculty Spokesperson</i> Dr. <b>Mikić Čolić Ana</b> , Assistant Professor, <i>ERASMUS Coordinator</i> Dr. <b>Pejić Luka</b> , Teaching Assistant, <i>representative of the ECTS Coordinators who are appointed for each Department</i> Dr. <b>Vrdoljak Gabrijela</b> , Assistant Professor, <i>Head of Career Centre</i>
<b>10:15 – 10:30</b>	<i>Pauza</i>	<i>Break</i>	
<b>10:30 – 11:30</b>	Sastanak sa studentima	Meeting with students	<b>Berbić Tomislav</b> , <i>student representative</i> <b>Čičak Josip</b> , <i>student representative</i> <b>Đurković Marta</b> , <i>student representative</i> <b>Erceg Sonja</b> , <i>student representative</i> <b>Ergoć Ivana</b> , <i>student representative</i> <b>Gorup Ana</b> , <i>student representative</i> <b>Japunčić Davor</b> , <i>student representative</i>

			<b>Jurišić Klara</b> , <i>student representative</i> <b>Keglević Marta</b> , <i>student representative</i> <b>Kolesarić Petra</b> , <i>student representative</i> <b>Krivošić Benjamin</b> , <i>student representative</i> <b>Magdika Matej</b> , <i>student representative</i> <b>Markasović Valentina</b> , <i>student representative</i> <b>Maslov Franka</b> , <i>student representative</i> <b>Maurus Ena</b> , <i>student representative</i> <b>Opačak Roko</b> , <i>student representative</i> <b>Pašalić Ana</b> , <i>student representative</i> <b>Pavlović Tea</b> , <i>student representative</i> <b>Pekarić Petra</b> , <i>student representative</i> <b>Petrić Marija</b> , <i>student representative</i> <b>Prce Martina</b> , <i>student representative</i> <b>Ptičar Ivan</b> , <i>student representative</i> <b>Rudić Petar</b> , <i>student representative</i> <b>Sršić Petra</b> , <i>student representative</i> <b>Svoren Zrinka</b> , <i>student representative</i> <b>Šarić Danijela</b> , <i>student representative</i> <b>Vadas Lea</b> , <i>student representative</i> <b>Vranješ Ivan</b> , <i>student representative</i> <b>Žilić Marija</b> , <i>student representative</i> <b>Živčec Mike</b> , <i>student representative</i>
<b>11:30 – 11:45</b>	<i>Pauza</i>	<i>Break</i>	
<b>11:45 – 12:30</b>	Sastanak s alumnijima (bivši studenti koji nisu zaposlenici visokog učilišta) i vanjskim dionicima	Meeting with Alumni (former students who are not employed by the HEI) and External Stakeholders	<b>Antunović Ana</b> , Alumni and External Stakeholder, <i>School Psychologist</i> <b>Božić Lenard Dragana</b> , Alumni, <i>FERIT Osijek</i> <b>Delač Sara</b> , Alumni, <i>Infobip - People Operations (HR) Generalist</i> <b>Đurić Maja</b> , Alumni, <i>Head of Osijek Office/Assistant Director at Ad Hoc - Centar</i> <b>Grganović Hrvoje</b> , Alumni, <i>Project and Communication Support Officer at European Commission</i> <b>Kit Anja</b> , Alumni, <i>Azavista - People Operations Specialist</i> <b>Krtalić Maja</b> , Alumni, <i>Victoria University of Wellington</i> <b>Kružić Barbara</b> , Alumni, <i>Oratrix - language services and counseling</i> <b>Kutin Daniel</b> , Alumni and External Stakeholder

			<p><b>Lang Petra</b>, Alumni, <i>Education Professional at Nikola Tesla Education Centre Slavonija</i></p> <p><b>Matanović Antun</b>, Alumni, <i>Backend Developer at Inchoo</i></p> <p><b>Mazur Tamara</b>, Alumni</p> <p><b>Mijoč Josipa</b>, PhD, <i>External Stakeholder Representative, Andizet</i></p> <p><b>Potnar Mijić Izabela</b>, External Stakeholder Representative, <i>Senior Advisor for English and German as Foreign Languages Education and Teacher Training Agency, Regional Office Osijek</i></p> <p><b>Prtenjača Zvonimir</b>, Alumni</p> <p><b>Puvača Milan</b>, PhD, <i>External Stakeholder Representative, Ofir.d.o.o.</i></p> <p><b>Skvorcov Martina</b>, Alumni, <i>Senior Advisor at Ministry of Economy, Entrepreneurship and Crafts</i></p> <p><b>Somolanji Tokić Ida</b>, Alumni, <i>Faculty of Education Osijek</i></p> <p><b>Tubić Goran</b>, Alumni, <i>Director of the Home for the Upbringing of Children and Youth Osijek</i></p> <p><b>Werkmann Horvat Ana</b>, Alumni, <i>Postdoctoral Researcher at University of Oxford</i></p>
<b>12:30 – 13:30</b>	<i>Pauza</i>	<i>Break</i>	
<b>13:30 – 14:15</b>	Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi	Organisation of an additional meeting on open questions, if needed	
<b>14:15 –</b>	Interni sastanak članova stručnog povjerenstva – osvrt na drugi dan i priprema za treći dan	Internal meeting of the Expert Panel members – comment on the second day and preparation for the third day	



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

	Petak, 23. listopada 2020.	Friday, 23 October 2020	Prezime i ime sudionika Surname and name of the participants
<b>9:40 – 10:10</b>	Spajanje na poveznicu (link) ZOOM i kratki interni sastanak stručnog povjerenstva	Joining ZOOM meeting via the link and a short internal meeting of the Expert Panel	
<b>10:10 – 10:50</b>	Sastanak članova stručnog povjerenstava s prodekanom za znanost i međunarodnu suradnju	Meeting with the Vice-Dean for Research and International Cooperation	Dr. <b>Tanacković Faletar Goran</b> , Associate Professor, <i>Acting Vice-Dean for Research and International Cooperation</i>
<b>10:50 – 11:00</b>	<i>Pauza</i>	<i>Break</i>	
<b>11:00 – 11:40</b>	Sastanak s voditeljima znanstvenih projekata	Meeting with the Heads of research projects	Dr. <b>Badurina Boris</b> , Associate Professor Dr. <b>Bagarić Medve Vesna</b> , Full Professor Dr. <b>Bognar Branko</b> , Associate Professor Dr. <b>Brdar Mario</b> , Full Professor Dr. <b>Dremel Anita</b> , Assistant Professor Dr. <b>Engler Tihomir</b> , Assistant Professor Dr. <b>Faletar Tanacković Sanjica</b> , Full Professor Dr. <b>Jakopec Tomislav</b> , Assistant Professor Dr. <b>Novak Sonja</b> , Assistant Professor Dr. <b>Omazić Marija</b> , Full Professor Dr. <b>Pavičić Takač Višnja</b> , Full Professor Dr. <b>Pavić Željko</b> , Associate Professor Dr. <b>Ručević Silvija</b> , Associate Professor Dr. <b>Tomašić Humer Jasmina</b> , Assistant Professor Dr. <b>Varga Mirna</b> , Senior Lecturer Dr. <b>Velagić Zoran</b> , Full Professor Dr. <b>Vrdoljak Gabrijela</b> , Assistant Professor Dr. <b>Vuletić Gorka</b> , Full Professor
<b>11:40 – 11:50</b>	<i>Pauza</i>	<i>Break</i>	
<b>11:50 – 12:30</b>	Sastanak s asistentima i poslijedoktorandima	Meeting with Teaching Assistants and postdoctoral researchers	Dr. <b>Blažević Krezić Vera</b> , Postdoctoral Researcher Dr. <b>Dobsai Gabriela</b> , Postdoctoral Researcher <b>Duvnjak Ivana</b> , Teaching Assistant

			<b>Filipović Sergej</b> , Teaching Assistant <b>Hocenski Ines</b> , Teaching Assistant <b>Horvat Ines</b> , Teaching Assistant Dr. <b>Josipović Igor</b> , Postdoctoral Researcher <b>Jurlina Juraj</b> , Teaching Assistant Dr. <b>Kakuk Sara</b> , Postdoctoral Researcher <b>Keglević Ana</b> , Teaching Assistant <b>Kostanjevac Domagoj</b> , Teaching Assistant Dr. <b>Milić Marija</b> , Postdoctoral Researcher <b>Pataki Jelena</b> , Teaching Assistant <b>Pintarić Ljiljana</b> , Teaching Assistant <b>Potlimbrzović Hrvoje</b> , Teaching Assistant <b>Sekulić Damir</b> , Teaching Assistant Dr. <b>Simel Pranjić Sanja</b> , Postdoctoral Researcher <b>Spasenovski Nemanja</b> , Teaching Assistant Dr. <b>Šarić Šokčević Ivana</b> , Postdoctoral Researcher <b>Vučković Sandra</b> , Teaching Assistant
<b>12:30 – 13:00</b>	Interni sastanak članova stručnog povjerenstva	Internal meeting of the Expert Panel members	
<b>13:00 – 13:30</b>	Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi	Organisation of an additional meeting on open questions, if needed	
<b>13:30 – 13:45</b>	Završni sastanak s dekanom i prodekanima	Exit meeting with the Dean and Vice-Deans	Dr. <b>Pon Leonard</b> , Associate Professor, <i>Acting Dean</i> Dr. <b>Jukić Renata</b> , Associate Professor, <i>Acting Vice-Dean for Education and Student Affairs</i> Dr. <b>Jakopec Ana</b> , Assistant Professor, <i>Acting Vice-Dean for Study Programmes and Lifelong Learning</i> Dr. <b>Lukić Milica</b> , Full Professor, <i>Acting Vice-Dean for Development and Business Affairs</i> Dr. <b>Tanacković Faletar Goran</b> , Associate Professor, <i>Acting Vice-Dean for Research and International Cooperation</i>
<b>13:45 –</b>	Sastanak članova stručnog povjerenstva – ocjenjivanje prema standardima kvalitete	Internal meeting of the Expert Panel members – assessment according to quality standards	



## SUMMARY

The Expert Panel would like to thank the Dean and his co-workers at the Faculty of Humanities and Social Sciences at Osijek University J.J. Strossmayer for their collaboration and for ensuring that the meetings during the re-accreditation process were held in a timely and informative manner. Even though the Expert Panel was not able to travel to beautiful Slavonia to meet students, teachers/researchers and leaders at the Faculty due to the Covid-19 pandemic, the Expert Panel still feels that we have gained a good understanding of the Faculty's strengths and challenges through reading the Self-evaluation report and other written evidence, and through our online meetings with the faculty. We would particularly like to thank the Faculty for the excellent Self-evaluation report, which was very helpful for the Expert Panel in reaching our verdict on the different standards and elements of the standards as described in this report.

The Expert Panel's overall assessment of the Faculty of Humanities and Social Sciences is generally very positive, and all assessments made by the panel on standards or elements of standards were done unanimously.

Of particular praise is the Faculty's quality assurance system, which was very well described in the SER and was found to be well-functioning and efficient. The Faculty has clearly made great effort in implementing improvements after the last re-accreditation process, and these improvements have mostly seem to have been successful. For the four other assessment standards, the Expert Panel finds many commendable points, such as their use of data collection from a broad range of informants to change and improve their study programs, the excellent work of the way the Faculty follows up and supports students to gain international experience, the support for teachers' professional development, and the Faculty's awareness of the social relevance of their work. All these points are examples of the Faculty's work, which is of high quality and comparable to – or perhaps even better – than what you would find at high-ranking universities throughout Europe.

As with all evaluation processes, there are always observed elements that might be improved. The Expert Panel finds that the Faculty's particular current challenges is the heterogeneity of the departments' quality of teaching and research. Although the Faculty's overall quality of teaching and research rated as satisfactory level of quality, the Faculty ought to put in extra effort to reduce differences in study and research quality between the departments, and to ensure adequate levels of qualified personnel in all study programs. The Expert Panel have also experienced that the Faculty is aware of some of these challenges, and we feel confident that the Faculty will address our recommendations for improvements described in this report in the coming years.

Finally, the Expert Panel would like to thank coordinators from ASHE, Sandra Bezjak and Davor Juric, for their assistance during the meetings and for their help and guidance during the compilation of this report.