

SELF-EVALUATION REPORT

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



**FILOZOFSKI
FAKULTET**

SVEUČILIŠTE JOSIPA JURJA
STROSSMAYERA U OSIJEKU

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The Self-Evaluation Report of the Faculty of Humanities and Social Sciences of the University of Osijek (FFOS) in the 2026 institutional reaccreditation procedure was prepared by the members of the Committee for the Preparation of the Self-Evaluation Report and the Reaccreditation Procedure of the Faculty of Humanities and Social Sciences in Osijek, as well as by the members of the working groups for the analysis of individual assessment areas, appointed by the decisions adopted by the FFOS Faculty Council at its 6th session in the 2025/2026 academic year, held on 25 March 2026:

Committee for the Preparation of the Self-Evaluation Report and the Reaccreditation Procedure of the Faculty of Humanities and Social Sciences in Osijek

Dr Ivan Trojan, Full Professor, Dean, Chairperson

Dr Biljana Oklopčić, Full Professor, Vice-Dean for Study Programmes and Lifelong Learning, Deputy Chairperson

Dr Sanja Jukić, Associate Professor, Vice-Dean for Education and Student Affairs, Member

Dr Daniela Šincek, Full Professor, Vice-Dean for Research and International Cooperation, Member

Dr Ivana Marčinko, Assistant Professor, Vice-Dean for Development and Business Affairs, Member

Mislav Mihaljević, LLM, Faculty Legal Counsel, Member

Stefan Zundanović, President of the Students' Union, first-year student of the double major Graduate University Study Programme in History (Teacher

Education) and the double major Graduate University Study Programme in Sociology (Teacher Education), Member, Student Representative

Juraj Bilić, MSc in Economics, Assistant Director of CARNET, Member, External Stakeholder Representative

Working Group for the Analysis of the Assessment Area: Higher Education Institution Management and Quality Assurance

Dr Biljana Oklopčić, Full Professor, Vice-Dean for Study Programmes and Lifelong Learning, Chairperson

Kristina Jurić, MSc in Economics, Quality Assurance Unit, Deputy Chairperson

Dr Ivana Perkušić, Assistant Professor, Chair of the Quality Assurance Committee, Member

Stjepan Ćurčić, MA in Media and Public Relations, Head of the Dean's Office, Member

Kristina Kuduz, MSc in Economics, Finance and Accounting Service, Member
Alen Šimičić, Headmaster of the Jesuit Classical Grammar School with Public Recognition, Member, External Stakeholder Representative

Mia Brčina, second-year student of the single major Graduate University Study Programme in Psychology, Member, Student Representative

Working Group for the Analysis of the Assessment Area: Study Programmes and Lifelong Learning Programmes

Dr Biljana Oklopčić, Full Professor, Vice-Dean for Study Programmes and Lifelong Learning, Chairperson

Dr Marija Sablić, Full Professor, Deputy Chairperson

Kristina Jurić, MSc in Economics, Quality Assurance Unit, Member

Domagoj Burazin, LLM, University Specialist in Public Administration, Head of the General and Human Resources Affairs Unit, Member

Ana Mihaljević, LLM, Lifelong Learning Unit, Member

Miranda Glavaš-Kul, MA in Croatian Language and Literature Education, Member, External Stakeholder Representative

Izabela Jagačić, second-year student of the double major Graduate University Study Programme in English Language and Literature (Teacher Education) and the double major Graduate University Study Programme in Sociology (Teacher Education), Member, Student Representative

Working Group for the Analysis of the Assessment Area: Student-Centred Learning and Teaching – the Teaching Process and Student Support

Dr Sanja Jukić, Associate Professor, Vice-Dean for Education and Student Affairs, Chairperson

Dr Senka Žižanović, Assistant Professor, Deputy Chairperson

Dr Željko Pavić, Full Professor, Member

Marijana Mlinarević, Graduate Engineer, Students and Study Programmes Unit, Member

Romana Vrbešić, Head of the Academic Affairs Office, Member

Domagoj Burazin, LLM, University Specialist in Public Administration, Head of the General and Human Resources Affairs Unit, Member

Jadranka Jurić, Principal of Franjo Krežma Primary School, Member, External Stakeholder Representative

Anja Novak, first-year student of the single major Graduate University Study Programme in Psychology, Member, Student Representative

Working Group for the Analysis of the Assessment Area: Teaching Capacities and Infrastructure of the Higher Education Institution

Dr Ivana Marčinko, Assistant Professor, Vice-Dean for Development and Business Affairs, Chairperson

Mario Varga, MSc in Economics, Head of the Finance and Accounting Service, Deputy Chairperson

Vladimir Poličić, MSc in Economics, Head of the Business Relations and Procurement Unit, Member

Zoltan Juhas, Professor, IT Specialist in the Service for Legal, Professional and Administrative Affairs, Member

Kristina Kiš, Senior Librarian, Head of the Library, Member

Dr Milan Puvača, Assistant Professor, Ofir d.o.o., Member, External Stakeholder Representative

Mia Pucić, second-year student of the single major Graduate University Study Programme in Psychology, Member, Student Representative

Working Group for the Analysis of the Assessment Area: Research and Professional Activity

Dr Daniela Šincek, Full Professor, Vice-Dean for Research and International Cooperation, Chairperson

Dr Ana Werkmann Horvat, Associate Professor, Deputy Chairperson

Dr Anđelko Vlašić, Associate Professor, Member

Marijeta Ravlić, MSc, Head of the Research and International Cooperation Unit, Member

Bruno Eržić, MSc in Economics, Associate in the Projects and Sustainable Development Unit, Member

Vladimir Poličić, MSc in Economics, Head of the Business Relations and Procurement Unit, Member

Dajana Tomas, LLM, Associate in the Postgraduate Studies Unit, Member

Dr Maja Miškulin, Full Professor, Faculty of Medicine Osijek, Member – External Stakeholder Representative

Dora Vuković, first-year student of the single major Graduate University Study Programme in Psychology, Member, Student Representative

At the same session, the Faculty Council of the Faculty of Humanities and Social Sciences in Osijek adopted the *Decision on the appointment of the Committee for Data Entry and Verification in the ISPIK Information System for the Reaccreditation of the Faculty of Humanities and Social Sciences in Osijek*, as follows:

Dr Biljana Oklopčić, Full Professor, Vice-Dean for Study Programmes and Lifelong Learning, Chairperson

Kristina Jurić, MSc in Economics, Quality Assurance Unit, Deputy Chairperson

Dr Sanja Jukić, Associate Professor, Vice-Dean for Education and Student Affairs, Member

Dr Daniela Šincek, Full Professor, Vice-Dean for Research and International Cooperation, Member

Dr Ivana Marčinko, Assistant Professor, Vice-Dean for Development and Business Affairs, Member

Mario Varga, MSc in Economics, Head of the Finance and Accounting Service, Member

Domagoj Burazin, LLM, University Specialist in Public Administration, Head of the General and Human Resources Affairs Unit, Member

Marijeta Ravlić, MSc, Head of the Research and International Cooperation Unit, Member

Bruno Eržić, MSc in Economics, Associate in the Projects and Sustainable Development Unit, Member

Marijana Mlinarević, MSc, Students and Study Programmes Unit, Member

Vladimir Poličić, MSc in Economics, Head of the Business Relations and Procurement Unit, Member

Romana Vrbešić, Head of the Academic Affairs Office, Member

At the same session, the Faculty Council of the Faculty of Humanities and Social Sciences in Osijek adopted the *Decision on the appointment of the Committee for Language Editing, Proofreading, Translation into English and Graphic Design of the Self-Evaluation Report in the Reaccreditation Procedure of the Faculty of Humanities and Social Sciences in Osijek*, as follows:

Dr Dubravka Vidaković Erdeljić, Associate Professor, Chairperson

Blaženka Šoštarić, Senior Language Instructor, Deputy Chairperson

Dr Jadranka Zlomisljić, Associate Professor, Member

Romana Čačija, Senior Language Instructor, Member

Vlatka Ivić, Senior Language Instructor, Member

Dr Maja Glušac, Associate Professor, Member

Zoltan Juhas, Professor, IT Specialist in the Service for Legal, Professional and Administrative Affairs, Member

Miroslav Katić, IT Adviser in the Quality Assurance Unit, Member

NOTE

The evidence supporting the statements made in the Self-Evaluation Report is available *through the indicated links to the relevant documents*. Some of the documents are **protected** and can be accessed by clicking on the following web page: <https://oblak.ffos.hr/accounts/login/?next=/> and entering a **username and password** (username: *reakreditacija2026@ffos.hr*; password: *FFOS#2026.r1#*)

The Self-Evaluation Report of the Faculty of Humanities and Social Sciences in Osijek for the period from 1 January 2021 to 31 December 2025 was **adopted at the 1st extraordinary session** of the Faculty Council in the academic year 2025/2026, held on September 9, 2026

CONTENTS

INTRODUCTION	8
 I. HIGHER EDUCATION INSTITUTION MANAGEMENT AND QUALITY ASSURANCE.....	21
 II. STUDY PROGRAMMES AND LIFELONG LEARNING PROGRAMMES	53
 III. STUDENT-CENTRED LEARNING AND TEACHING – THE TEACHING PROCESS AND STUDENT SUPPORT	93
 IV. TEACHING CAPACITIES AND INFRASTRUCTURE OF THE HIGHER EDUCATION INSTITUTION	127
 V. RESEARCH AND PROFESSIONAL ACTIVITY	154
 APPENDIX: Number of teaching staff employed full-time in the scientific-teaching position in the scientific field of sociology	181



INTRODUCTION

INTRODUCTION¹

Historical Development and Current State Overview of the Faculty of Humanities and Social Sciences in Osijek

The Faculty of Humanities and Social Sciences in Osijek is one of the oldest and largest research and teaching constituents of Josip Juraj Strossmayer University of Osijek. The Faculty is the legal successor of the former Teacher Training Academy, established in 1961. In 1977, the Academy was transformed into the Faculty of Education, which was subsequently transformed into the Faculty of Humanities and Social Sciences in Osijek in 2004.

The Faculty of Humanities and Social Sciences in Osijek delivers thirty-two (32) university study programmes, including fourteen (14) undergraduate, fifteen (15) graduate and three (3) doctoral study programmes. At the undergraduate level, the Faculty delivers four (4) single major university study programmes (Croatian Language and Literature, Information Science, German Language and Literature, and Psychology) and ten (10) double major university study programmes (English Language and Literature, Philosophy, Croatian Language and Literature, Information Science, Hungarian Language and Literature, German Language and Literature, Pedagogy, History, Art History, and Sociology). At the graduate level, the Faculty delivers three (3) single major university study programmes (Croatian Language and Literature, German Language and Literature, and Psychology) and twelve (12) double major university study programmes (English Language and Literature, German Language and Literature, Philosophy, Croatian Language and Literature, Information Science, Information Technology, Hungarian Language and Literature, Publishing, Pedagogy, History, Art History, and Sociology). At the doctoral level, the Faculty delivers the following study programmes: Linguistics; Literature and Cultural Identity; and Pedagogy and Contemporary School Culture. In January 2026, the Faculty was also granted a licence to deliver a fourth doctoral study programme, the Doctoral Study Programme in Information Science.

The Faculty of Humanities and Social Sciences in Osijek implements a student-centred approach to studying. Students are involved in the Faculty's research, teaching and governance activities and may be appointed as student demonstrators, student researchers, student ombudspersons and Student Vice-Deans. Research-based learning through field classes and mobility programmes,

¹ The terms used in this Self-Evaluation Report that have a gender-specific meaning are considered neutral and apply equally to all genders.

students' practical work, project-based teaching and other forms of teaching, in which students participate actively, play an important role in the teaching process. The *Committee for Students with Disabilities* examines the specific features of study programmes in relation to the need to adapt the teaching process and examination procedures, and issues recommendations for reasonable accommodations. Furthermore, student assistants are available to all students with disabilities who require such support, and the Faculty building has been adapted to ensure their physical accessibility and mobility. The Faculty also has a *Student Psychological Counselling Unit*, which provides students with support in overcoming academic and personal difficulties, with the aim of improving their quality of life and increasing the effectiveness of their studies.

The Faculty of Humanities and Social Sciences in Osijek publicly promotes and analyses the results of the application of various teaching methods that foster interactive and research-based learning (Open Classes Day, student conferences and lectures, and student projects). Papers resulting from such teaching activities are nominated for the Rector's Award, which represents both recognition of and an additional incentive for high-quality mentoring.

The Faculty of Humanities and Social Sciences in Osijek continuously or periodically delivers twelve (12) lifelong learning programmes:

1. Academic Writing in English
2. Digital Competence in Education
3. Croatian as a Foreign Language
4. Croatian Language and Language Culture
5. Training Programme for the Acquisition of Andragogical Competences for Teaching Basic Skills in Adult Education
6. Pedagogical, Psychological, Didactic and Methodological Training
7. Applied Research and Development Methodology
8. Programme for the Acquisition of Pedagogical Competences for Vocational Teachers and Teaching Assistants
9. Programme for the Acquisition of Basic Andragogical Competences
10. Python, Computational Thinking and Programming
11. Social and Emotional Learning in Education
12. German for Higher Education Teachers

In the area of research, the mission of the Faculty of Humanities and Social Sciences in Osijek is to conduct relevant scientific and professional research in regional, national and international contexts. This mission is pursued equally by students and staff, who promote international standards of scientific and pro-

fessional work, as well as equality and responsibility among researchers. These efforts are supported through various mechanisms. One of them is the Scientific Research Fund, established in 2017. Following a comprehensive restructuring of the Fund in 2021, all researchers, irrespective of their position, were provided with the essential resources needed for their day-to-day research activities. Doctoral students enrolled in the Faculty's doctoral study programmes who are not employed as assistants or in equivalent positions within the research system are also provided with the resources necessary to carry out the research activities required for progression through their studies. In addition, the staff rely on a system of monitoring and rewarding research performance through the Fund, whereby resources are allocated on the basis of submitted competitive project proposals, published scientific papers and monographs, and other outstanding research activities. The research output of the Faculty of Humanities and Social Sciences in Osijek is internationally visible. Approximately 40% of FFOS research output is published abroad, while around 50% of its scientific papers and monographs are published in a foreign language. Further structure for the organisation of individual research activities is provided by the Workload Allocation Plan for the forthcoming academic year and the Workload Allocation Calculation, prepared at the end of each teaching year, both of which enable flexible working-time arrangements.

In addition to individual support, mechanisms have been established to facilitate networking and the formation of functional research teams, and new Faculty research and cooperation centres have been founded alongside the existing ones. Within this framework, the Faculty organises scientific conferences, a significant number of which have developed a long-standing tradition and attract international researchers to the Republic of Croatia from around the world. In addition to supporting conference organising committees, the Faculty of Humanities and Social Sciences in Osijek provides administrative support to editorial boards of its scientific journals, three (3) of which are indexed in international scientific databases (*Jezikoslovlje*, *Anafora: Journal of Literary Studies*, and *Proverbium: Yearbook of International Proverb Scholarship*). The Faculty is also a co-publisher of international scientific journals (*ExELL: Explorations in English Language and Linguistics*).

Another form of organised support for the research activities of research groups is the system for supporting the preparation and implementation of research projects. This system comprises administrative support provided by the Projects and Sustainable Development Unit, advisory support provided by the Project Application Advisory Team, and funding for groups of researchers working within research and cooperation centres. In order to ensure equal opportuni-

ties for early-career researchers, an annual call is published to fund two research projects led by assistants, senior assistants and doctoral students.

As the highest form of recognition of research excellence, the Faculty grants research awards. Each year, two awards are granted for outstanding scientific papers and one award for a scientific monograph. An award for excellence in research is also granted every three years. In line with current developments in research assessment within the European Research Area, the awards are granted primarily on the basis of qualitative assessment, while quantitative assessment of research performance is used as a supporting tool.

To make their research more accessible and understandable to the wider community in which they operate, Faculty staff implement the year-round science popularisation project *The Faculty in the Community – and Me* (FUZ&JA). The project consists of a series of thematic cycles addressing socially relevant topics in formats suited to the general public, including public lectures, workshops and presentations.

The Faculty's provision of foreign-language study programmes (in English, German and Hungarian) naturally makes the Faculty of Humanities and Social Sciences in Osijek well suited to various forms of international cooperation. Foreign language instructors who have participated in foreign-language teaching for many years are the most visible example of international cooperation based on bilateral agreements between the Republic of Croatia and individual partner countries: the Federal Republic of Germany, the Republic of Austria, the United States of America and Hungary. In addition to their involvement in teaching and foreign-language study programmes, foreign language instructors also serve as a channel for disseminating information on various international cooperation opportunities across the University. These include scholarships, funding for research stays and exchange projects within the DAAD, OeAD, Fulbright, Domus, Polish National Agency for Academic Exchange, Külügyminisztérium and Pan-Donia Scholarship Programme networks and schemes.

All other FFOS study programmes also contribute to the range of courses delivered in a foreign language by admitting incoming exchange students through the University's Erasmus+ and CEEPUS mobility networks. In addition, cooperation agreements are regularly concluded and updated. Particularly noteworthy examples include cooperation with six prominent higher education institutions in the region, five of which are located abroad, within the organisation of the Bovec Summer School, as well as cooperation through numerous international networks and projects.

Overview of Previous External Evaluation Results

At the institutional level, the Faculty of Humanities and Social Sciences in Osijek **has undergone four (4) external evaluations:**

- **In 2020, as part of the Higher Education Institution Reaccreditation Procedure**, resulting in the issuance of a certificate confirming that the Faculty fulfils all the requirements for carrying out higher education and research activities.
- **In 2014/2015, as part of the External Independent Periodic Audit of the Quality Assurance System of Higher Education Institutions**, resulting in the decision of the Accreditation Council to award the Faculty a certificate for an effective, developed and functionally organised quality assurance system.
- **In 2013/2014, as part of the Higher Education Institution Reaccreditation Procedure**, resulting in the issuance of a certificate confirming that the Faculty fulfilled the requirements for carrying out part of its higher education activities (covering all study programmes except the Undergraduate and Graduate Study Programme in Hungarian Language and Literature) and part of its research activities in the scientific fields of the humanities and social sciences, subject to a follow-up procedure. In 2016, the Faculty was issued a certificate confirming that it fulfilled the requirements for carrying out the part of its higher education activities relating to the Undergraduate and Graduate Study Programme in Hungarian Language and Literature.
- **In 2009/2010, as part of the External Independent Periodic Audit of the Quality Assurance System of Higher Education Institutions**, resulting in a decision of the Accreditation Council that the external independent audit should be repeated after eighteen (18) months, allowing the Faculty to improve its quality assurance system during that period and meet the requirements for obtaining a quality certificate.

At the programme level, the Faculty of Humanities and Social Sciences in Osijek **has undergone four (4) evaluations:**

- **In 2025/2026, as part of the initial accreditation procedure for the Doctoral Study Programme in Information Science**, resulting in the decision to grant the Faculty a licence to deliver the Doctoral Study Programme in Information Science.
- **In 2017/2018, as part of the reaccreditation procedure for the Doctoral Study Programme in Linguistics**, resulting in the issuance of a letter of

expectation, with a deadline of one (1) year for remedying the identified deficiencies and a prohibition on student enrolment. In 2021, the Faculty was issued a certificate confirming that it fulfilled the requirements for carrying out the part of its higher education activities relating to the delivery of the Doctoral Study Programme in Linguistics.

- **In 2017/2018, as part of the reaccreditation procedure for the Doctoral Study Programme in Literature and Cultural Identity**, resulting in the issuance of a letter of expectation, with a deadline of two (2) years for remedying the identified deficiencies. In 2020, the Faculty was issued a certificate confirming that it fulfilled the requirements for carrying out the part of its higher education activities relating to the delivery of the Doctoral Study Programme in Literature and Cultural Identity.
- **In 2017/2018, as part of the reaccreditation procedure for the Doctoral Study Programme in Pedagogy and Contemporary School Culture**, resulting in the issuance of a letter of expectation, with a deadline of three (3) years for remedying the identified deficiencies. In 2021, the Faculty was issued a certificate confirming that it fulfilled the requirements for carrying out the part of its higher education activities relating to the delivery of the Doctoral Study Programme in Pedagogy and Contemporary School Culture.

Since the most recent reaccreditation procedure of the Faculty of Humanities and Social Sciences in Osijek in October 2020, the Faculty has improved all areas of its activity. Only some of these improvements are highlighted in the Introduction:²

RESEARCH (Support Systems)

- Restructuring of the **Scientific Research Fund and investments in the Fund amounting to EUR 514,288.65**
- **Financial support for research activities**
- **Science popularisation programmes**
- Launch of **FFOS E-Publishing**
- Financial support for **courses delivered in English for incoming Erasmus students**

² The evidence for the stated claims forms an integral part of the in-depth analysis of the assessment areas covering various aspects of the operations of the Faculty of Humanities and Social Sciences in Osijek.

- Development and support of **internal research projects for early-career researchers**
- Involvement of **student researchers** in research activities
- **Allocation of funds to the Scientific Research Fund** on the basis of submitted projects, conference participation, publication of research papers and organisation of conferences
- Establishment of **new research and cooperation centres**.

TEACHING (Support Systems)

- Funding for **field instruction and out-of-class teaching activities**
- **Involvement of the best graduates in teaching** through opportunities for external collaboration
- Organisation of **Open Day and Open Classes Day**
- **Promotion of teachers' professional development** through training courses, professional development workshops, training on career advancement and bibliometric services
- **Fostering teachers' motivation for research and teaching** through teaching awards, recognition based on student survey results, dissemination of teaching materials, team-building activities and regular meetings with the Faculty management, including participation in decision-making and the adoption of internal acts
- **Digitalised teaching records**
- A digitalised **system for preparing bachelor's and master's theses defences**
- Establishment of a **studio for recording teaching materials**
- **A developed system of administrative support for teachers**, including e-Business, individual support in advancement procedures and secretaries of organisational units.

STUDENTS (Support Systems)

- Establishment and professionalisation of the **Student Psychological Counselling Unit**, with two permanently employed psychologists
- **The opportunity to choose from a wide range of faculty-wide elective courses aimed at developing generic competences**
- Cooperation with more than two hundred (200) **partner institutions providing practical training**

- Establishment of the **Gallery of the Faculty of Humanities and Social Sciences in Osijek**
- **Funding for extracurricular activities**, including participation in scientific and professional conferences and funded attendance at summer schools in Croatia and abroad
- Support for **student associations and clubs**
- Support for **student community projects**
- **A structured and effective mentoring system** comprising teacher mentors, student advisors (Honorary Student Vice-Dean) and student representatives for each year of study
- **Support throughout the study process**, including a well-equipped **library with free interlibrary loan services and the digitalisation of required reading** for blind and visually impaired students
- **Continuous support for students with disabilities**
- Organisation and delivery of **Career Week and Career Day, as well as remuneration for student researchers and student demonstrators.**

STUDY PROGRAMMES AND LIFELONG LEARNING

- **Newly accredited study programmes:** the double major Graduate University Study Programme in Art History and the Doctoral Study Programme in Information Science
- **New study programmes undergoing initial accreditation:** the Graduate University Study Programme in Hungarian Language and Literature, Specialisation in Translation Studies
- **Substantially revised existing study programmes:** the Doctoral Study Programme in Linguistics
- **Funding for working groups responsible for developing new study programmes**
- **New lifelong learning programmes:** Academic Writing in English; Digital Competence in Education; Programme for the Acquisition of Pedagogical Competences for Vocational Teachers and Teaching Assistants; Training Programme for the Acquisition of Andragogical Competences for Teaching Basic Skills in Adult Education; and Programme for the Acquisition of Basic Andragogical Competences.

EVALUATION AND QUALITY ASSURANCE

- **Six thematic internal quality audits conducted:** Trends in the Research Output of FFOS Staff in Correlation with the Establishment of the Scientific Research Fund; Alignment of Study Programmes with the Library Holdings; Mentoring System at the Faculty of Humanities and Social Sciences in Osijek; Alignment of ECTS Credits with Student Workload; Project Work at the Faculty of Humanities and Social Sciences in Osijek; and Double Marking at the Faculty of Humanities and Social Sciences in Osijek
- **All key documents governing quality assurance at the Faculty updated,** including the Quality Policy, Quality Strategy, Ordinance on Quality Assurance and Rules of Procedure of the Quality Assurance Committee
- **Rules on Student and Teacher Support during Studies adopted**
- **TVOJ GLAS FFOS! online application for reporting unethical behaviour established**
- **Strategic Human Resources Management Plan adopted**
- **Digital Transformation Strategy adopted**
- **Prerequisites for risk management established,** including risk categories, a risk management policy and a risk management strategy
- A series of humanitarian initiatives carried out.

INFRASTRUCTURE

- **Introduction of a digitalised business management system** (*ePoslovanje*)
- **Comprehensive renovation of staff offices and four lecture rooms in the Faculty attic,** including the provision of new office furniture
- **Complete renovation of the storage facility** in the FFOS off-site building and its **adaptation for the storage of library and archival materials**
- Comprehensive **reconstruction of the FFOS Ceremonial Hall,** including the procurement of new audiovisual equipment
- **Installation of a fire alarm system** throughout the FFOS main building, as well as in the archive and library storage facility in Školska Street.

Organisational Structure, Governance and Activities of the Faculty of Humanities and Social Sciences in Osijek

The Faculty of Humanities and Social Sciences in Osijek is a research and teaching constituent unit of Josip Juraj Strossmayer University of Osijek. **Its activities include:** (1) higher education; (2) the organisation and delivery of undergraduate, graduate and doctoral study programmes, as well as postgraduate specialist study programmes; (3) research in the humanities and social sciences; (4) scientific research within the framework of the scientific fields within the humanities and social sciences and in interdisciplinary fields of science; (5) the organisation and delivery of lifelong learning and professional development programmes; (6) publishing, library and information technology activities for the purposes of teaching, scientific (research) and professional work and the promotion of the Faculty; (7) sale of promotional materials for the purposes of promoting the Faculty and the sale of its own publications; (8) review and revision of projects and study programmes, and the development of scientific research, professional and developmental projects, feasibility studies and scientific research studies in the humanities and social sciences; (9) organisation of scientific, professional and other conferences, consultations and seminars; (10) organisation and delivery of professional study programmes; (11) information society services; (12) other education and teaching activities (adult education, including foreign-language learning programmes, the organisation and delivery of adult education programmes and professional development programmes); (13) computer programming, consultancy and related activities; (14) other information technology and computer-related service activities; and (15) translation and interpreting activities. The organisational units of the Faculty comprise departments, sub-departments, the Secretariat and the Library.

In accordance with the *Statute of the Faculty of Humanities and Social Sciences in Osijek*, the Faculty is governed by the Faculty Council and the Dean. The Dean represents the Faculty, serves as its head and exercises the duties and powers of the director of the institution in accordance with the *Statute of Josip Juraj Strossmayer University of Osijek* and the *Statute of the Faculty of Humanities and Social Sciences in Osijek*. The Dean is accountable to the Faculty Council and the Rector and is required to submit to the Faculty Council, once a year, an annual report on the implementation of the *Faculty Strategic Plan*, a report on the Faculty's operations and on the implementation of the part of the programme agreements relating to the Faculty, as well as other reports stipulated by the Faculty Statute. The Dean is assisted by the Vice-Deans and the Faculty Legal Counsel. The Faculty has four (4) Vice-Deans, who are accountable to the Faculty Council and the

Dean: (1) the Vice-Dean for Education and Student Affairs; (2) the Vice-Dean for Study Programmes and Lifelong Learning; (3) the Vice-Dean for Research and International Cooperation; and (4) the Vice-Dean for Development and Business Affairs. The Faculty Legal Counsel is the Head of the Faculty Secretariat and is responsible for the performance of organisational, legal, professional and administrative, technical and other general tasks at the Faculty. The Faculty Council is the governing body of the Faculty. In accordance with the Faculty Statute, it comprises ex officio members (Dean, Vice-Deans, Heads of Departments and Heads of Independent Sub-Departments), representatives of departments i.e. teachers holding scientific-teaching positions (in proportion to the number of teachers elected and appointed at electoral sessions held within the Faculty's organisational units), seven (7) representatives of teachers holding teaching positions, eight (8) representatives of associates holding associate positions, three (3) representatives of other Faculty employees, and student representatives who account for at least 10% of the total membership of the Faculty Council.

The Faculty has professional and advisory bodies appointed by the Faculty Council in accordance with the Faculty Statute or another general act. The Faculty's standing committees and boards are the following: (1) *the Quality Assurance Committee*, (2) *the Doctoral Degree Committees*, (3) *the Education and Student Affairs Committee*, (4) *the Ethics Committee*, (5) *the Disciplinary Committee*, and (6) *the Publishing Committee*.

The Students' Union and other student organisations are established at the Faculty. The Students' Union of the Faculty of Humanities and Social Sciences in Osijek is a student representative body established in accordance with the *Act on Students' Unions and Other Student Associations* and the *Statute of the Faculty of Humanities and Social Sciences in Osijek*. The Students' Union comprises seventeen (17) members, with the President acting as coordinator. It operates pursuant to a *Statute* adopted at a session of the Assembly. Twelve (12) members of the Students' Union also serve as representatives on the Faculty Council of the Faculty of Humanities and Social Sciences in Osijek, where they participate on an equal footing in its work and contribute to the quality and effective functioning of the Faculty. The Faculty provides the Students' Union with premises for its work, co-finances its activities and provides administrative and technical support. The Dean ensures the legality of the work of the Students' Union and other student organisations operating at the Faculty, as well as the lawful and timely conduct of student elections, in which all Faculty students are given an equal opportunity to participate.

Organisational Structure of the Faculty of Humanities and Social Sciences in Osijek

Departments and Sub-departments

Department of English Language and Literature

Sub-department of English Language and Linguistics
Sub-department of Anglophone Literatures
Sub-department of Applied Linguistics

Department of Philosophy

Sub-department of Practical Philosophy
Sub-department of Theoretical Philosophy

Department of Croatian Language and Literature

Sub-department of Croatian Literature
Sub-department of Literary Theory and World Literature
Sub-department of the History of the Croatian Language and Croatian Dialectology
Sub-department of Contemporary Croatian Language
Sub-department of Croatian Language and Linguistics

Department of Information Sciences

Sub-department of Information Society, Libraries and Users
Sub-department of Book Studies and Publishing
Sub-department of Information Organisation and Preservation of Written Heritage
Sub-department of Information Technology

Department of Pedagogy

Sub-department of Pedagogy
Sub-department of Didactics

Department of German Language and Literature

Sub-department of German Language and Linguistics
Sub-department of Applied Linguistics
Sub-department of German Literature

Department of History

Sub-department of Modern and Contemporary History
Sub-department of Premodern History

Department of Psychology

Sub-department of Methodology, General and Social Psychology
Sub-department of Developmental and Applied Psychology

Department of Sociology

Sub-department of Hungarian Language and Literature

Sub-department of Art History

Sub-department of Common Courses

Secretariat

Service for Legal, Professional and Administrative Affairs

Dean's Unit for Professional and Administrative Support
Dean's Office
Central Archives and Records Office
Academic Affairs Office
General and Human Resources Affairs Unit
Human Resources Office
Office for Technical and Support Services
Students and Study Programmes Unit
Postgraduate Studies Unit
Student Affairs Office
Student Psychological Counselling Unit
Lifelong Learning Unit
Quality Assurance Unit
Research and International Cooperation Unit
Finance and Accounting Service
Accounting and Bookkeeping Unit
Accounting Office
Financial Operations and Analysis Unit
Business Relations and Procurement Unit
Projects and Sustainable Development Unit

Library



I. HIGHER EDUCATION INSTITUTION MANAGEMENT AND QUALITY ASSURANCE

1.1. The mission of a higher education institution guides the process of operational planning and the development of quality assurance processes.

The *Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek 2022 – 2026* defines the mission, establishing its vision, values and strategic policies as the framework and direction for its operation. The mission of the Faculty of Humanities and Social Sciences in Osijek is as follows: “*We create new knowledge and experts in the field of humanities and social sciences. We connect tradition and innovation, quality and responsibility, and develop partnerships in our work.*” The mission is publicly available on the website: <https://www.ffos.unios.hr/en/about-us/general-information/mission-and-vision/>.

The mission of the Faculty of Humanities and Social Sciences in Osijek states the Faculty’s role, the framework and direction for its operation, while emphasizing the Faculty’s primary goal: the enhancement of scientific and professional work, alongside high-quality planning and delivery of study programmes and lifelong learning programmes. This makes the Faculty a recognizable national and leading regional centre that systematically develops and strengthens the status and reputation of social sciences and humanities in Croatia and the wider region. The Faculty’s mission is based on values that lie at the core of its culture and operation: responsibility, autonomy, connection, transparency and empowerment. The values and goals embedded in the mission of the Faculty of Humanities and Social Sciences in Osijek also form the basis of the Faculty’s strategic policies, which are as follows:

1. to set up an efficient quality management system and to strengthen the social role of the Faculty
2. to offer recognizable study programmes tailored to the needs of the society
3. to ensure the quality of the teaching process and student support
4. to consistently strengthen teaching and institutional capacities, and
5. to foster a research environment that stimulates scientific excellence.

The objectives, values and strategic policies of the Faculty’s mission are aligned with the *mission of Josip Juraj Srossmayer University of Osijek*.

Various groups of internal and external stakeholders (teachers in scientific-teaching, teaching and associate positions, students, alumni, administrative and technical staff, external stakeholders, and the Faculty Management) participated in the process of designing, adopting and implementing the Faculty’s mission as part of the *FFOS Strategic Plan 2022–2026*, which is evidenced by

the Call for Submission of Proposals for Development Goals within the FFOS Strategic Plan 2021–2025: Call to the staff, students, alumni, and external stakeholders of the Faculty of Humanities and Social Sciences in Osijek and the interested public; a survey for the submission of proposals for development goals; an invitation to the Strategic Workshop for the Development of the FFOS Strategic Plan 2022–2026; proposals submitted by internal and external stakeholders, and the timeline of activities in the process of drafting the Strategy.

The Faculty's mission is accomplished and, if necessary, revised through the implementation of activities laid down in annual *Operational Plans of the Faculty's Strategic Plan* (see: *Operational plan 2022, Operational plan 2023, Operational plan 2024, Operational plan 2025*). The Faculty's internal and external stakeholders are involved in the implementation of the Faculty's Strategic Plan, as evident from the annual reports of the *Working Group for Monitoring the Implementation of the FFOS Strategic Plan 2022–2026: Report of the Working Group for Monitoring the Implementation of the FFOS Strategic Plan in 2022, Report of the Working Group for Monitoring the Implementation of the FFOS Strategic Plan in 2023, Report of the Working Group for Monitoring the Implementation of the FFOS Strategic Plan in 2024 and Report of the Working Group for Monitoring the Implementation of the FFOS Strategic Plan in 2025.*

1.2. The higher education institution defined the internal organizational structure and processes that are managed responsibly, efficiently and effectively, and the higher education institution's stakeholders are included in the decision-making processes.

The internal organizational structure of the Faculty of Humanities and Social Sciences in Osijek, and consequently its responsible, efficient and effective management, involving the Faculty's stakeholders, is grounded in academic self-governance and University autonomy. Accordingly, this framework is defined by the *Statute of the Faculty of Humanities and Social Sciences in Osijek*, which is aligned with the *Statute of Josip Juraj Strossmayer University of Osijek* and the *Act on Higher Education and Scientific Activity*, as well as a number of subordinate acts and internal regulations that further govern all aspects of Faculty management and stakeholder engagement in institutional decision-making.

The institutional governance of the Faculty of Humanities and Social Sciences in Osijek and stakeholder engagement in related decision-making processes is defined not only by the *Act on Higher Education and Scientific Activity*, the *Faculty and*

University Statutes, but also by the Act on Institutions, Labour Act, Act on the Students' Union and Other Student Associations, Ordinance on the Election/Re-Election to Scientific, Scientific-Teaching, Artistic-Teaching, Teaching, Associate and Professional Titles and Corresponding Employment Positions at Josip Juraj Strossmayer University of Osijek, Ordinance on Disciplinary Responsibility of Teachers and Associates of Josip Juraj Strossmayer University of Osijek, Ordinance on Disciplinary Responsibility of Students of Josip Juraj Strossmayer University of Osijek, Ordinance on Approvals for External Employment of University Staff, Ordinance on the Prevention of Nepotism, Ordinance on Conflicts of Interest and Commitment, Code of Ethics of Josip Juraj Strossmayer University of Osijek, Ordinance on Evaluation of Assistant's, Postdoctoral Fellow's and Mentor's Performance, Ordinance on Student Elections for the Students' Union of Josip Juraj Strossmayer University of Osijek and Students' Unions of University Constituents, Ordinance on Criteria and Procedures for Awarding Postgraduate Merit Scholarships, Rules of Procedure of the Faculty Council, Work Regulations, Rules of Procedure of the Ethics Committee, Rules on Awarding the Honorary Title of Professor Emeritus, Ordinance on Conditions and Manner of Exercising Rights for Awarding Student Scholarships and Grants at Josip Juraj Strossmayer University of Osijek, and Ordinance on Keeping a Register of Student Associations and Other Student Organizations.

The governance of the Faculty's educational activities and stakeholder engagement in related decision-making processes is defined not only by *the Act on Higher Education and Scientific Activity, the Faculty and University Statutes, but also by the Ordinance on Study Programmes and Studying at Josip Juraj Strossmayer University of Osijek, Ordinance on Postgraduate Studies at Josip Juraj Strossmayer University of Osijek, Rules on Student and Teacher Support During Studies, Rules on Doctoral Study Programmes, Ordinance on the Implementation and Financing of Field Classes, Ordinance on the Revocation of Academic or Professional Titles, Ordinance on Life-long Learning, Ordinance on the Programme for Pedagogical, Psychological, Didactic, and Methodological Training, Ordinance on the Programme for Acquiring Pedagogical Competencies for Vocational Teachers and Teaching Assistants, Library Ordinance, Ordinance on Joint International Doctorates, Regulations on the Implementation of the Postgraduate University Study Programme in Literature and Cultural Identity – Consolidated Version, Regulations on the Implementation of the Postgraduate University Study Programme in Linguistics., Regulations on the Implementation of the Postgraduate University Study Programme in Pedagogy and Contemporary School Culture – Consolidated Version, Ordinance on Student Demonstrators, Ordinance on Student Practice and Ordinance on Bachelor's and Master's Theses and Graduate Exams.*

The governance of the Faculty's scientific and research activities and stakeholder engagement in related decision-making processes is defined not only by *the Act on Higher Education and Scientific Activity, the Faculty and University Statutes, but*

also by *the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers*, *ENERI Manual: Research Integrity and Ethics*, *Open Science Policy of Josip Juraj Strossmayer University of Osijek*, *Decision of the Faculty of Humanities and Social Sciences in Osijek on the Areas of Application of the Open Science Policy*, *Regulations on the Organisation of Research and Cooperation Centres*, *Rules of Procedure of the Committee for Ethical Acceptability of Human Subject Research*, *Strategic Programme of Scientific Research at the Faculty of Humanities and Social Sciences in Osijek*, *Ordinance on the Conditions and Procedure for the Allocation of Funding for Scientific Research Projects from the Scientific Research Fund of the Faculty of Humanities and Social Sciences in Osijek*, *Regulations on Erasmus+ Mobility*, *Rules on the Work of Student Researchers*, *Guide for Conference Organisation*, *Student Guide for Conference Organisation*, and *Rules for the Organisation of the Science Popularisation Projects*.

The governance of the Faculty's financial operations and stakeholder engagement in related decision-making processes is defined not only by the *Act on Higher Education and Scientific Activity*, *the Faculty and University Statutes*, but also by *the Act on Salaries in the Civil Service and Public Services*, *Regulation on Programme Funding of Public Higher Education Institutions and Public Scientific Institutes in the Republic of Croatia*, *Income Tax Act*, *Ordinance on Income Tax*, *Public Procurement Act*, *Regulation on Job Titles*, *Conditions for Allocation of Job Positions and Salary Coefficients in the Civil Service*, *Ordinance on Salaries at the Faculty of Humanities and Social Sciences*, *Ordinance on the Criteria and Allocation of Unearmarked Donations and Own Revenues of the Faculty of Humanities and Social Sciences in Osijek*, *Ordinance on the Criteria and Allocation of Earmarked Revenues of the Faculty of Humanities and Social Sciences in Osijek*, *Rules on Performance Incentives and Overtime Work*, *Decision on Employee Rewards*, *Ordinance on the Classification of Job Positions at the Faculty of Humanities and Social Sciences in Osijek* and *the latest Financial Audit Report for the Faculty of Humanities and Social Sciences in Osijek*.

The Faculty of Humanities and Social Sciences in Osijek gives due consideration to its social role, as well as the rights and obligations, and working and studying conditions, of all employees and students. In addition to being regulated by the *Act on Higher Education and Scientific Activity*, *the Statutes* of both *the Faculty* and *the University*, this area of the Faculty's activities is regulated by the following acts as well: *the Gender Equality Plan*, *Ordinance on Rewarding Teachers, Associates, and Non-teaching Staff*, *Ordinance on Rewarding and Commending Students*, *Rules of Procedure Regarding the Testing for Drugs, Alcohol, and Other Addictive Substances in the Workplace*, *Rules on the Management of Documentary Material*, *Ordinance on Publishing Activities*, *Ordinance on the Examination of Proficiency in the Croatian Language and Latin Script*, *Ordinance on Exams Assessing the Competence in Regulated Professions*, *Ordinance on the Procedure for Internal Reporting*

of Irregularities, Ordinance on Occupational Safety,, FFOS Rules on Animals in the Workplace, and Faculty Code of Conduct.

All the aforementioned aspects of the FFOS governance processes are integrated into the *Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek 2022–2026* which is aligned with the *Strategy of Josip Juraj Strossmayer University of Osijek*. In addition to being anchored in the institution's mission, values, vision, and strategic policies, the implementation of the *FFOS Strategic Plan* encompasses alignment with *the University Strategy*, as well as specific strategic objectives, performance indicators, and target values. *Strategic Operational Plans* (see: *Strategic Operational Plan 2022, Strategic Operational Plan 2023, Strategic Operational Plan 2024, Strategic Operational Plan 2025*) form an integral part of the *FFOS Strategic Plan* in each year of its implementation. These strategic operational plans define objectives, performance indicators, target values, activities throughout the year, bodies and/or individuals responsible for the implementation of activities, as well as the mechanisms for monitoring the meeting of objectives. Once a year, the *Working Group for Monitoring the Implementation of the FFOS Strategic Plan* submits the *Report on the Implementation of the Operational Plan of the FFOS Strategic Plan* (see: *Report 2022, Report 2023, Report 2024, Report 2025*), which is publicly available on the Faculty's website. Each year **all organizational units conduct SWOT analyses**, which serve as the foundation for drafting the aforementioned *Strategic Operational Plans for the upcoming year*. Stakeholders consistently update *the FFOS Strategic Plan 2022–2026*, while all members of the staff have access to it and use it as an effective tool in their daily work and in improving the Faculty's operations.

By utilizing its quality assurance system and available information systems, the Faculty of Humanities and Social Sciences systematically collects and analyses data regarding its processes, resources, and results, thereby fostering effective management, continuous improvement of all its activities, and further development.³ Twice per academic year, at the end of winter and summer semesters, the Vice-Dean for Education and Student Affairs, in cooperation with the Students and Study Programmes Unit, Student Affairs Office, Finance and Accounting Service, Academic Affairs Office, Quality Assurance Unit, institutional Erasmus Coordinator, Student Psychological Counselling Unit, external associates, and Students' Union representatives, submits the *Report on the Delivery of Study Programmes and*

³ Due to a large number of examples, for reasons of conciseness and the overall length of the Self-Evaluation Report, only a few examples were selected for the purpose of illustrating the methods of data collection, processing, and analysis, along with the examples of stakeholder involvement in this process, that are used in drafting the reports on the Faculty's activities and financial performance.

the Quality of Teaching, which provides an analysis of all aspects of the teaching process and the support provided to students and teachers during the current academic year. Once a year, the Vice-Dean for Study Programmes and Lifelong Learning, in cooperation with the Study Programmes Committee, working groups for the development of new study programmes involving all Faculty stakeholders, the Academic Affairs Office and the Quality Assurance Unit, submits the *Final Report on Study Programmes*. This Report includes the following elements: (1) a description of study programmes delivered by the Faculty, (2) data on minor amendments to study programmes, (3) data on amendments to study programmes involving less than one-third of the learning outcomes required for completion of the study programme, and (4) data on the Faculty's new study programmes. Once a year, the Vice-Dean for Study Programmes and Lifelong Learning, in cooperation with the heads of the Faculty's lifelong learning programmes, programme participants, working groups for the development of new lifelong learning programmes, and the Lifelong Learning Unit, submits the *Final Report on Lifelong Learning Programmes*. The Report includes the following elements: (1) an introductory section describing the lifelong learning programmes offered by the FFOS and the activities undertaken to promote these programmes and improve their visibility, (2) a report on the delivery of each programme, (3) the results of participant satisfaction evaluations, and (4) guidelines for the development of each programme. In addition to the aforementioned, once a year, the Vice-Dean for Study Programmes and Lifelong Learning, in cooperation with the Head of the Career Centre, Career Counselling Committee, Career Centre Advisory Board, FFOS Alumni Association, and external stakeholders involved in the activities of the Centre and the Alumni Association, submits the *Final Report on the Activities of the FFOS Career Centre*, which details and describes the Career Centre's activities undertaken during the current academic year and proposes development guidelines for the upcoming one. In cooperation with the Research and International Cooperation Unit, Projects and Sustainable Development Unit, Finance and Accounting Service, Postgraduate Studies Unit, teachers, external associates and doctoral students, the Vice-Dean for Science and International Cooperation submits an *Annual Report on Research Activity*, which includes: (1) an introductory part, (2) the Faculty's academic and professional staff structure, (3) allocated and expended financial resources, (4) research activity and outcomes, (5) popularisation of science, (6) international cooperation, (7) doctoral study programmes, (8) journals, (9) research awards, and (10) a list of departmental science coordinators. The Vice-Dean for Development and Business Affairs collaborates with all institutional stakeholders to coordinate the implementation of the *Operational Plans of the FFOS Strategic Plan*. In cooperation with all Faculty's stakeholders, the Dean submits an *Annual Report on Academic Activities and Financial Performance of the Faculty of Humanities and Social Scienc-*

es in Osijek, detailing: (1) the Faculty's study programmes, (2) teachers' appointments to higher academic ranks, their professional development, and memberships in Scientific Field Committees and Scientific Area Councils, (3) enrolment quotas and the number of students enrolled, student numbers by study level and other indicators, activities funded through Programme Agreements, student support mechanisms, Students' Union and Alumni Club activities, career counselling, bachelor's and master's graduation ceremonies, and data on student awards, (4) research activity, projects, and international cooperation, (5) the quality assurance system, (6) the Faculty's work organisation and operations, (7) lifelong learning programmes offered by the Faculty, (8) publishing activity, (9) space and equipment, and (10) financial operations.

In addition to the *Annual Report on Academic Activities and Financial Performance*, the FFOS regularly and transparently updates the Faculty's stakeholders and the general public on its financial performance through publicly available financial reports. These include financial statements, reference pages, reports by funding sources, notes to financial statements, and financial statement templates. Furthermore, the FFOS publishes plans of the Faculty's financial operations (comprising financial plans, explanations of the general and specific sections of financial plans, reports on the execution of financial plans, and amendments to financial plans), along with monthly reports on the expenditure of budgetary funds. All the abovementioned documents are publicly available on the Faculty's website: <https://www.ffos.unios.hr/en/about-us/budget/>. In addition to the aforementioned practices for the transparent, efficient, purposeful, and sustainable management of its financial resources, the Faculty has also digitalised its financial operations through the implementation of the *ePoslovanje* (e-Business) system, enacted a series of financial decisions (such as, the *Decision on the Conditions, Terms, and Pricing for the Lease of Faculty Premises*, or the *Decision on Translation and Proofreading Rates*), and developed a number of procedures aimed at modernizing and improving financial performance (e.g., the *Procedure for Receiving, Verifying, and Timely Paying E-Invoices*, *Procedure for Issuing, Calculating, and Reimbursing Travel Expense Claims*, *Receivables Collection Procedure*, *Procedure for Submitting the Register of Concluded Contracts*, *Procedure for Asset and Liability Inventory and Asset Management*, *Procedure for the Use of the Company Vehicle*, *Donation Disbursal Procedure*, *Cash Operations Procedure*, *Procedure for the Acquisition and Disposal of Real Estate*, and *Procedure for Issuing E-Purchase Orders*).

Based on the results of these analyses, as well as the findings of other analyses detailed in subsequent standards within this and other assessment areas, the Management, the Faculty Council, organizational units, standing and ad-hoc

committees, boards, and working groups plan further development activities and improvements, involving all Faculty stakeholders in this decision-making process which is guided by the *Strategic Human Resources Management Plan*, its annual *implementation reports*, the *Risk Management Policy* and *Risk Management Strategy*.

1.3. The higher education institution collects, analyses and uses data relevant for the effective management of all activities, and publishes the information about its work.

As outlined in the section of the previous standard concerning the collection, analysis, and use of information related to various annual reports, the Faculty of Humanities and Social Sciences, by making use of its quality assurance system and available information systems, also employs additional data collection methods covering diverse aspects of its activities. For instance, to enhance the teaching process, the Faculty uses the results of the *University Student Survey*. Based on the analysis of the University Student Survey results, the Faculty has developed a *University Student Survey Action Plan* which defines the criteria for addressing predominantly negative survey feedback, as well as criteria for recognizing and rewarding teaching excellence. Teachers who receive predominantly negative student survey results are required to submit a written clarification of the negative feedback to the Dean within a specified deadline. This submission must include a course enhancement plan detailing concrete improvement activities, the effectiveness of which will be evaluated during the subsequent survey cycle. Furthermore, these teachers are required to participate in at least one professional development workshop organized by the Faculty and aimed at improving teaching competence.⁴ Teachers who achieve excellent results in the *University Student Survey* receive public recognition: <https://www.ffos.unios.hr/?s=priznanja+za+izvrsne+ocjene>. Students are informed about these changes not only through the *University Student Survey Action Plan* and updates on the Faculty's website and social media channels, but also through the mentoring system. Within this system, *analysing surveys and taking corresponding actions is a mandatory topic during mentoring meetings*, as evidenced by *Quality Assurance Committee's Annual Reports on the Mentoring System*. In addition to that, once a year, the Vice-Dean for Education and Student Affairs organizes meetings with

⁴ No faculty member has received a grade lower than 3.89/5. Any negative student comments regarding a teacher's work are formally addressed through consultations between the Vice-Dean for Education and Student Affairs and the respective faculty member. Documentation regarding these actions will be made available for review by the Expert Panel upon request or during their site visit.

the Faculty Students' Union to discuss student satisfaction regarding survey outcomes and the potential modifications to survey questions (see: *Minutes*).

In addition to the aforementioned *SWOT analyses of the Faculty's organizational units*, several other evaluations and analyses are conducted. These are presented via annual reports, such as annual *Quality Assurance Committee's Report on the Mentoring System*, annual *Report on the Activities of the Student Psychological Counselling Unit*, annual *Report of the Working Group for the Analysis of the Faculty's Website*, and annual *analyses of surveys conducted to assess user satisfaction with Library services*. *Participant satisfaction with lifelong learning programmes* is also regularly monitored.⁵ In addition to that, as an ongoing activity under the *FFOS Strategic Plan*, the Faculty continuously maintains *the database FFOS Graduates' Employability Tracking*, which is updated annually. In line with one of the objectives of the *FFOS Strategic Plan*, since 2022 (see: the *Report of the Working Group for Monitoring the Implementation of the Strategic Plan for Year 2022*), the Faculty periodically collects external stakeholder and employer feedback regarding their satisfaction with employees who are *FFOS graduates*, using the *Employer Feedback Survey Assessing the Readiness of Faculty Graduates for the Labour Market*, (see: *results, joint analysis*). Via the *Study Programme Evaluation Form*, which was introduced following the Faculty's second cycle of reaccreditation, as part of the *Action Plan for Quality Improvement* (see: Standard 3.2.), the Faculty periodically collects student feedback on study programme outcomes and objectives (see: *Analyses 2023 – 2025, results*). Based on these analyses, systematic efforts are made to improve student practice and foster their practical skill development. This is reflected in the amendments introduced to existing study programmes, as well as in the structures of new study programmes (see: *Study Programme Reports*; see also the chapter "Student Practice at Student Practice Provider Organizations" of the *Report on the Delivery of Study Programmes and the Quality of Teaching*).⁶ In addition to that, a *Survey* was conducted in 2024 to assess student interest in introducing faculty-wide elective courses focused on generic competences. Based on the data collected and analysed, improvements are being implemented. Specifically, the Faculty amends study programmes, introduces faculty-wide elective courses with generic competences, expands the library stock of mandatory and supplementary literature, modernizes the Faculty website, organizes additional mental health workshops for Faculty stakeholders, etc. Students and other stakeholders are kept informed of these changes through various channels, such

⁵ The analysis of participant satisfaction with lifelong learning programmes is an integral part of the Faculty's final annual reports on lifelong learning programmes.

⁶ The completed questionnaires will be made available for review by the Expert Panel during their site visit.

as e-delivery, the Faculty website, mentoring meetings, Faculty Council sessions, meetings between the Vice-Dean for Education and Student Affairs and/or the Management with Students' Union members and student representatives, etc.

In addition to its quality assurance system, the Faculty of Humanities and Social Sciences uses a comprehensive information system to support its higher education and scientific activities. Through this system, it regularly informs the public about admission criteria, enrolment quotas, study and educational programmes, learning outcomes and qualifications, forms of support available to students, procedures applied in teaching, learning, evaluation and assessment, pass rates, learning opportunities available to students, as well as information on the employment of the Faculty's graduates.⁷ The public is kept informed through the following outreach activities and practices:

- the Faculty website available in both **Croatian** and **English**,
- the Faculty's social media channels, including: **Facebook**, **Instagram**, **TikTok** and **YouTube**,
- the **Faculty Open Days** (see: overview of some **Open Days activities** and reviews of events organized by the Faculty organizational units: **Department of Pedagogy**, **Department of Croatian Language and Literature**, **Department of English Language and Literature**, **Department of History**, **Department of Information Sciences**). The Faculty Open Days are regularly attended by secondary schools from all Slavonian counties, including: Gaudeamus Grammar School, Medical School, Ruđer Bošković Technical School and Science Grammar School, Natural Sciences and Mathematics Grammar School in Osijek, Hospitality and Tourism School in Osijek, Davor Milas School of Trade and Commerce, among others,
- the FFOS on the Road outreach programme, conducted at schools such as: **Hospitality and Tourism School in Osijek**, **Požega Grammar School**, **Matija Mesić Grammar School in Slavonski Brod**, among others,
- annual participation in educational fairs, including the **University Fair**, **Fair of Opportunities**, **Higher Education Fair in the City of Vinkovci**, **regional virtual education fair "What Faculty Will You Choose?"** etc.,
- the **Faculty Career Week** and the Faculty Career Day (see: **Reports**),

⁷ To keep the Self-Evaluation Report concise and to avoid redundancy, evidence supporting these claims will be provided under the Chapter "Student-centred learning and teaching – the teaching process and student support". This evidence includes analyses of student pass rates, timely identification of students at risk of dropping out, trend monitoring, examples of reports on implemented changes based on the collected data, examples of informing the students about the changes made based on the information collected from students, decisions on admission criteria and decisions on enrolment quotas.

- activities organized by the *Faculty Career Centre*,
- the *Faculty Open Class Days*,
- the *Faculty Science Week*,
- the *Calendar of Events* at the Faculty of Humanities and Social Sciences in Osijek,
- the *FFOS Repository* – a digital archive and repository that enables students, teachers, and other stakeholders to browse, download, and store bachelor's theses, master's theses, doctoral dissertations, scientific papers, and monographs,
- leaflets: *information leaflet for freshmen*, *information leaflet for incoming Erasmus students*, leaflets of organizational units: *German 1*, *German 2*, *German 3*, *German 4*, lifelong learning programme leaflets: *leaflet for the lifelong learning programme Digital Competences in Education*, leaflet for the Croatian language course for foreigners in *Croatian* and in the *English* language,
- brochures: *student researcher brochure*, *brochure for students with disabilities*, *brochure for the programme Digital Competences in Education*,
- *guides for prospective students*, guides for doctoral students in the doctoral study programme *Literature and Cultural Identity*, both in *Croatian* and in *English*,
- presentation video of the Faculty of Humanities and Social Sciences in Osijek: *video 1* and *video 2*,
- presentation videos for prospective students of all study programmes published on the web pages of the Faculty's organizational units and doctoral studies (due to the large number of organizational units, only several videos are listed here, such as the videos of the *Department of Croatian Language and Literature*, *Department of Pedagogy* and *doctoral study programme in Literature and Cultural Identity*), and presentation videos of the Faculty's lifelong learning programmes (e.g., *Digital Competences in Education* and *Pedagogical, Psychological, Didactic and Methodological Training Programme*),
- *e-requests for the issuance of study programme curricula* for the purpose of continuing education, recognition of qualifications, transfer to another higher education institution, employment, etc.,
- Information package for students in both *Croatian* and *English*, containing relevant information on all study programmes delivered by the Faculty,

- **Course Catalogue** of all study programmes delivered by the Faculty, in both Croatian and English,
- regularly updated and publicly available abridged versions of all study programmes delivered by the Faculty (due to the high number of programmes (32), only three are listed here: **double major Undergraduate University Study Programme in English Language and Literature**, **Graduate University Study Programme in Sociology** and **Doctoral Study Programme in Pedagogy and Contemporary School Culture**).

Various information systems are also available to students, employees, and external associates of the Faculty, such as:

- **Moodle** – a distance learning system used for uploading teaching materials, publishing announcements, and administering *online* exams,
- **BigBlueButton**, a virtual classroom system for *online teaching* in real time,
- **Sokrat** – the Faculty's publicly accessible information system which contains Curriculum Implementation Plans for study programmes delivered by the Faculty, course descriptions, and information on teachers and Faculty departments,
- **Studomat** – a student-tailored module of the Higher Education Institutions Information System (ISVU), which enables students to register for or deregister from exams, view written exam schedules and results, enrol in an academic year, select elective courses, enrol in additional courses on their own request, request various certificates, monitor their financial obligations, etc.,
- **Intranet** – an internal portal containing key information and resources for Faculty employees,
- **Nastavnički portal (Teachers' Portal)** – a module of the Higher Education Institutions Information System (ISVU) designed for teachers to manage data in the ISVU database,
- electronic record of delivered classes,
- electronic class attendance tracking (via QR code),
- *e-Poslovanje* (e-Business) – a system for the online administration of academic obligations and finances for students, employees, and external associates,
- **e-delivery** – a system for the electronic delivery of official documents and announcements to students and Faculty employees,
- ISVU (Higher Education Institutions Information System) – an information system for executing administrative tasks at the higher education institution level,

- video tutorials on self-archiving of bachelor's and master's theses prepared by the Faculty Library,
- Turnitin – plagiarism checker and AI detector,
- other software and licences (Microsoft programs, Sketch Engine, NiceLabel, Adobe Acrobat Standard, Zoom, SPSS, MemoQ, etc.),
- FFOS PDF Manipulator,
- enrolment applications for lifelong learning programmes (for the following programmes: the Pedagogical, Psychological, Didactic and Methodological Training programme; Programme for Acquiring Pedagogical Competences for Vocational Teachers and Teaching Assistants; and Digital Competences in Education Programme),
- student practice application,
- application for school and methodical practice, conducted within the framework of lifelong learning programmes,
- application for registering the defence of bachelor's and master's theses, and
- electronic attendance tracking (via QR code) for the Faculty Council sessions.

The FFOS regulates the content and use of information systems through a series of statutory and subordinate acts governing the use of information systems and ensuring information security, as well as through the consequent measures and procedures derived from them:

- (1) *Regulation (EU) 2018/1725 of the European Parliament and of the Council of 23 October 2018 on the protection of natural persons with regard to the processing of personal data by the Union institutions, bodies, offices and agencies and on the free movement of such data, the Act on the Implementation of the General Data Protection Regulation, Faculty's Rules on Privacy, Faculty's Privacy Policy, Data Protection Officer appointed by the Faculty, the records of processing activities under Article 30 of the GDPR, and the corresponding Dean's decision,*
- (2) *Act on the Right to Access Information, Information Officer appointed by the Faculty and annual reports on the implementation of the Act by the Faculty,*
- (3) *the Statement of Consent for Personal Data Collection for the Purpose of Gathering Data on Study Programmes and Employment of the Faculty's Graduates,*
- (4) *Instruction on the Assignment of the AAI@edu.hr Electronic Identities,*
- (5) *rules on digital accessibility,*

- (6) **information literacy workshops** for students of all study programmes, and
- (7) **annual reports of the Working Group for the Analysis of the Faculty's Website.**

In order to ensure the quality and security of information provision on the Faculty website, the following bodies have been established: (1) the **Committee for the Security of the Faculty's Information Systems**, (2) **Working Group for the Analysis of the Faculty Website**, (3) **Website Editorial Board**, while (4) web administrators have been appointed across all organizational units.

The Faculty has also adopted the *FFOS Digital Transformation Strategy 2026 – 2030*, which is integrated into other Faculty strategies for institutional development and quality enhancement, such as: (1) the *FFOS Strategic Plan 2022 – 2026*, in which one of the objectives for study programme enhancement is to increase the share of e-learning in new and existing study programmes. Furthermore, one of the FFOS Strategic Plan's objectives for the enhancement of teaching and institutional capacities is to empower the FFOS administrative support services, among other things, through the digitalisation of its operations, (2) the *Strategic Human Resources Management Plan*, in which the advancement of the information support system is seen as one of the key strategic areas, and (3) the *Risk Management Strategy*, in which information and digital insecurity is defined as one of the risks. The implementation of the *Faculty's Digital Transformation Strategy* is monitored by the *Committee for Monitoring the Implementation of the Faculty's Digital Transformation Strategy*.

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

As part of its socially responsible role, the Faculty of Humanities and Social Sciences continuously improves the existing and develops new strategies that support ethical and transparent work, academic integrity and freedom among all stakeholders, and takes measures to prevent unethical behaviour, intolerance and discrimination. These strategies form an integral part of the *FFOS Strategic Plan 2022 – 2026*, as well as the *FFOS Quality Assurance Policy*.

The principles of ethics, academic integrity and freedom, consistently implemented by the Faculty of Humanities and Social Sciences, are clearly and transparently presented on the Faculty's webpage *Academic Integrity and Freedom*. These principles are also incorporated in oaths taken by bachelors and

masters during their public graduation ceremonies (see: <https://www.youtube.com/watch?v=rdG-vpWx2JQ>), and make an integral part of the Faculty's *Strategic Human Resources Management Plan*. One of the *strategic areas of the Strategic Human Resources Management Plan* is fostering of equality, diversity and inclusion (see: page 13). One of the objectives within this area is also to implement the principles of academic freedom and integrity. The implementation of this objective is monitored by the *Committee for Monitoring the Implementation of the Strategic Human Resources Management Plan*, which submits its Plan Implementation Report at the end of each calendar year: *the Committee's Annual Report on the Implementation of the Strategic Human Resources Management Plan for 2023*, *the Committee's Annual Report on the Implementation of the Strategic Human Resources Management Plan for 2024* and *the Committee's Annual Report on the Implementation of the Strategic Human Resources Management Plan for 2025*. It is also important to note that the *Faculty's Risk Management Committee* has defined unethical behaviour as a distinct *risk category* and integrated it into the *Faculty's Risk Management Policy*. In addition to that, the Faculty of Humanities and Social Sciences consistently implements its *Gender Equality Plan* (through workshops, promotions of books on gender justice discourses or by marking the International Day for the Elimination of Violence against Women), and maintains a *zero-tolerance policy* towards all forms of discrimination and violence.

Standards and regulations on the protection of student rights are defined by the *Ordinance on Study Programmes and Studying at Josip Juraj Strossmayer University of Osijek*, *Ordinance on Disciplinary Responsibility of Teachers and Associates of Josip Juraj Strossmayer University of Osijek*, and *Ordinance on Disciplinary Responsibility of Students of Josip Juraj Strossmayer University of Osijek*. They are further upheld through the work of the *Education and Student Affairs Committee*, which consists of ex-officio members, the Vice-Dean for Education and Student Affairs (Chair), Faculty Legal Counsel, Head of the Students and Study Programmes Unit and representatives of teachers and students (members).

In line with the *Students' Union Act*, the *Students' Union of the Faculty of Humanities and Social Sciences in Osijek* was established. The *Act on Higher Education and Science*, as well as the *Statute of Josip Juraj Strossmayer University of Osijek* and the *Statute of the Faculty of Humanities and Social Sciences in Osijek*, as subordinate acts, stipulate that student representatives must participate in the work of the Faculty Council (accounting for at least 10% of its total membership). Student representatives are granted all the rights that are granted to other members of the Faculty Council (participation in discussions, right to vote). Students of the Faculty of Humanities and Social Sciences in Osijek can also be

elected as representatives in the University Students' Union, which grants them the right to vote in the University Senate.

In order to protect and ensure their rights, students of the Faculty of Humanities and Social Sciences in Osijek can turn to the *Faculty Student Ombudsperson*, elected by the Students' Union Assembly for a term of one academic year. The Student Ombudsperson receives student complaints regarding their rights and discusses them with the competent Faculty bodies, advises students on how to exercise their rights, may participate in disciplinary proceedings against students to protect their rights, and performs other duties stipulated by the *Faculty Statute* and other general acts of the University and the Faculty.

The *Ordinance on Disciplinary Responsibility of Students of Josip Juraj Strossmayer University of Osijek* regulates the disciplinary liability of students within the scientific-teaching and artistic-teaching constituents of the University, the types of violations of obligations and failure to fulfil obligations, disciplinary measures, as well as the composition, appointment procedure, and the powers of the *Student Disciplinary Committee* and *Student Disciplinary Appeals Committee*, the conduct of disciplinary proceedings, appeals and other disciplinary matters. The webpage *Student Disciplinary Committee* was also established for the purpose of providing clear and transparent information regarding procedures and actions in student disciplinary liability cases.⁸

At the session of the FFOS Faculty Council in January 2016, the first Student Advisor (*honorary Student Vice-Dean*) was appointed to serve as direct contact between students and the Faculty Management, and to participate in the work of the Dean's Cabinet and Faculty Council, at the invitation of the Dean, on issues of relevance to students. *Students also have a representative on the FFOS Ethics Committee*. The most important form of student support, which also involves informing students about their rights and obligations, is the mentoring work with students. The FFOS mentoring system will be described in more detail later on.

As a constituent of Josip Juraj Strossmayer University of Osijek, the Faculty of Humanities and Social Sciences in Osijek acts in accordance with the *University's Code of Ethics*, which lays down the basic and general ethical principles and values in higher education and science. The ethical rights and obligations derive from ethical principles and values. They relate to human and professional rela-

⁸ In order to ensure the protection of personal data of the individuals involved in the proceedings, documentation regarding cases resolved before the Student Disciplinary Committee and Student Disciplinary Appeals Committee is not attached to the self-evaluation for this standard; however, these records will be available for review upon request or during the Expert Panel's site visit.

tionships among the teaching, professional and administrative staff and other members of the academic community of the University. The promotion of ethical conduct and values highlighted in this *Code of Ethics* is an obligation of all the constituents, bodies and employees of the University, as well as the university community as a whole.

The evaluation of research ethics in research conducted by Faculty researchers has been regulated by the *FFOS Ethics Committee*. Pursuant to its *Rules of Procedure*, the *Faculty's Ethics Committee* monitors the preparation of the implementation, as well as the actual implementation, of basic ethical principles and rules in teaching, research and professional work of Faculty employees in accordance with the ethical framework stipulated by the *Code of Ethics*. In the procedures set for monitoring the implementation of the principles and standards of the *Code of Ethics* in research, teaching and other FFOS activities, the *Ethics Committee* acts as an advisory body for the purpose of promoting ethical behaviour and values. The review of the ethical acceptability of research is conducted by the *Committee for Ethical Review of Research Involving Humans* in accordance with the *Rules of Procedure of the Committee for Ethical Review of Research Involving Humans*. The procedure for obtaining the Committee's approval begins with completing the *Application Form*, and is explained in detail in the *Committee's Guidelines*.⁹ In addition to the obligation to apply the *Code of Ethics*, the FFOS continuously works on the training of the teaching staff in various ethics-related matters, such as ethics in teaching, research, and the writing of scientific and professional papers: *Invitations to workshops, Workshop teaching materials and Workshop reports*.

In 2022, the FFOS introduced an additional instrument for reporting all forms of unethical, discriminatory, and intolerant behaviour, as well as breaches of academic integrity and freedom. This instrument is the website application *Tvoj glas FFOS! (Your voice FFOS!)*, which enables every Faculty stakeholder – including students, teaching staff, external associates, and members of the administrative or technical staff – to report unethical, intolerant, or discriminatory behaviour, or breaches of academic integrity and freedom to the *Faculty's Ethics Committee*. During the reaccreditation period under review, the Faculty's Ethics Committee has received four (4) reports through the *Your Voice FFOS!* website application. In order to protect the personal data of persons submitting reports, these reports are not attached to the Self-Evaluation Report, however, they are available for review by the Expert Panel during their site visit or upon request.

⁹ Cases resolved by decisions of the *Ethics Committee* and *Committee for Ethical Review of Research Involving Humans* are not attached to this Self-Evaluation Report in order to ensure the protection of personal data; however, they will be available for review by the Expert Panel upon request or during their site visit.

The *Ordinance on Disciplinary Responsibility of Teachers and Associates of the University of Osijek* regulates the disciplinary liability of the University of Osijek' employees, as well as the types of violations, disciplinary measures, the composition and the procedure for the appointment of the Disciplinary Committee, the conduct of disciplinary proceedings, and other matters related to the disciplinary liability of employees. To this end, the Faculty has established a *Disciplinary Committee for Employees* and a *Disciplinary Appeals Committee for Employees*. In cases of discrimination, intolerance, or the need to protect personal dignity, Faculty employees may, pursuant to Articles 124–132 of the *FFOS Work Regulations* address their grievances not only to the Dean of the Faculty, but also to *the authorized officers appointed to receive and resolve discrimination and dignity protection complaints* (more information can be found [here](#)). In addition to that, since March 2026, the Faculty of Humanities and Social Sciences in Osijek has been a partner in an *INTERREG* project HUHR/2401/4.2/087: *Croatia, Hungary, Romani: Inclusive Solutions for Harmonized Education*, that is primarily focused on developing additional methods for the inclusion of students from vulnerable groups, specifically those from the Roma minority. The Faculty has also appointed the *Inclusion Officer*. The Inclusion Officer serves as the primary point of contact for all matters regarding equal opportunities for studying and working at the Faculty. Her role is to identify barriers faced by students and employees and to assist in removing them.

The Faculty uses the *Turnitin system* (plagiarism detection software), which serves as a tool to help teachers and supervisors verify the originality of student papers, as well as a self-check tool for both students and teachers when reviewing their own work. *Training courses for the use of Turnitin plagiarism detection software* are continuously provided through professional development workshops for teaching and non-teaching staff. If necessary, the Faculty library staff provides support in using the software to both students and teachers. The *Ordinance on Final Bachelor's Theses, Master's Theses and Graduate Exams* regulates the process of verifying the authenticity of papers based on the *Turnitin* check. The *Ordinance* contains the *Statement on Academic Integrity*, which students must sign when submitting their thesis to their supervisor, thereby guaranteeing that the work was completed independently, that it contains no copied or plagiarized text from other authors without proper citation and source attribution, and that it is not authored by artificial intelligence. Supervisors additionally validate the originality of the paper by completing the designated field provided in the online applications for the submission of final *bachelor's theses* and *master's theses*, thus confirming that they have verified the authenticity of the paper and that the paper conforms to the ethical principles of academic writing. Moreover, the Faculty's Department of Information Science has published *Guidelines on the Use of Artificial Intelligence for Students and Teachers* on its website.

1.5. The quality assurance system is periodically improved and revised on the basis of the results of implementation of regular internal and external quality assurance procedures.

The Faculty of Humanities and Social Sciences is committed to developing a culture of quality across all segments of its operations and encourages all stakeholders to actively participate in internal and external quality assurance procedures with a view to gaining new perspectives and encouraging positive changes across all aspects of its activities. In developing its culture of quality, the Faculty is guided by the following statutory and subordinate acts: the *Act on Quality Assurance in Science and Higher Education*, *Act on Higher Education and Scientific Activity*, *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*, *Statute of the University of Osijek*, *Statute of the Faculty of Humanities and Social Sciences in Osijek*, *Quality Assurance Policy of the University of Osijek*, *Ordinance on the Organization and Operation of Quality Assurance System at the University of Osijek*, *Quality Assurance Manual of the University of Osijek*, *FFOS Quality Assurance Policy*, *FFOS Quality Strategy*, *Ordinance on Internal Quality Assurance at FFOS*, *Rules of Procedure of the Committee for Higher Education Quality Assurance at FFOS*, *Strategy of Josip Juraj Strossmayer University of Osijek 2021 – 2030*, *Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek 2022–2026* and *FFOS Strategic Plan of Scientific Research 2023–2027*.

Along with the Faculty management and its stakeholders, the *Quality Assurance Unit* and the *Quality Assurance Committee*, a standing body of the Faculty, operating since January 16, 2006, are responsible for ensuring the development of a culture of quality. In *its meetings*, the Committee organizes, coordinates, and consolidates quality assurance and improvement activities, and through its *plans* and *recommendations*, it implements, and/or provides guidelines for implementing, quality activities, while developing internal mechanisms to assure, improve, and promote quality, all the time enjoying the flexibility to adapt quality system procedures to the Faculty's needs. Each year, the Committee submits an *Annual Activity Report* to the Faculty Council. In cooperation with the *University Committee for Quality Assurance in Higher Education* and the *University Centre for Quality Assurance in Higher Education*, the Committee plans the strategy for developing a culture of quality, implements the quality evaluation programme and the quality culture improvement procedure, and coordinates the implementation of projects aimed at the professional development of staff in the field of quality. The Faculty ensures the development of skills and knowledge in the field of quality culture improvement by encouraging Quality Assurance Unit staff and Quality Assurance Committee members to participate in meetings and work-

shops organized by the University Quality Centre or the Ministry of Science, Education and Youth (see: *meeting 1*, *meeting 2*, *meeting 3*, *meeting 4*).

The Faculty of Humanities and Social Sciences in Osijek considers quality assurance to be an ongoing process embedded in every operational policy across all segments of its activities, which contributes not only to establishing a cycle of continuous improvement, but also to strengthening the Faculty's social role and responsibility. According to the *Quality Policy*, the Faculty's commitment to improving quality and strengthening its social role and responsibility is manifested in: (1) the mission, vision, and Strategic Plan of the Faculty, alongside the policies for their implementation; (2) the quality development and assurance system, which is based on *the Standards and Guidelines for Quality Assurance in the European Higher Education Area*, *the Act on Quality Assurance in Higher Education and Science*, *the Strategy and Quality Policy of the University of Osijek*, as well as other relevant strategic documents and legal regulations; (3) the implementation of external quality evaluation through quality evaluations within the procedures of initial accreditation, reaccreditation, extraordinary evaluation, and thematic evaluation of the Faculty, as well as the initial accreditation of study programmes; (4) the conduct of internal quality assurance and improvement procedures through annual thematic internal audits; (5) close cooperation with internal and external stakeholders of the quality assurance and improvement system; (6) the improvement and development of strategies to support ethics, academic integrity, and freedoms; and (7) the continuous improvement of all segments of the Faculty's operations. The aim of quality assurance is the continuous quality assurance and enhancement of the Faculty's operations, the teaching, scientific, and professional activities of its teachers and associates, and the professional work of administrative and technical service employees, along with monitoring the quality of study programmes and student experience in line with European and international quality assurance standards in the field of higher education and scientific activity. In recognition of these standards, the Accreditation Council of the Croatian Agency for Science and Higher Education awarded the Faculty the *Certificate of an Efficient, Developed and Operational Quality Assurance System* in 2016, and in 2018 the Faculty was awarded the *Charter for Special Contribution in Education and Promotion of Quality* by the Croatian Society for Quality.

So far, the Faculty of Humanities and Social Sciences has undergone two (2) institutional reaccreditation procedures, reaccreditation procedures for three (3) doctoral study programmes, an initial accreditation procedure for one (1) doctoral study programme, and two (2) procedures of external independent periodic audit of its quality assurance system. The first reaccreditation procedure at the Faculty of Humanities and Social Sciences, which was preceded by the submis-

sion of the *Self-Evaluation Report*, took place in 2014 (the Expert Panel's site visit took place on April 7 and 8 2014). In May 2014, the Expert Panel submitted the *Report of the Expert Panel on the Reaccreditation of the Faculty of Humanities and Social Sciences of Josip Juraj Strossmayer University of Osijek*. Based on the expert opinion issued by the Accreditation Council, the Agency for Science and Higher Education issued an *Accreditation Recommendation* on 27 October 2014. Consequently, on 16 February 2015, this resulted in the *Ministry's Decision* to issue a certificate stating that the Faculty meets the requirements to perform a segment of higher education activity (applying to all study programmes except the undergraduate and graduate study programmes in Hungarian Language and Literature), and a segment of scientific activity pertaining to the scientific fields of humanities and social sciences, subject to follow-up monitoring (with a denial of activity in the field of natural sciences). Based on the Accreditation Recommendation, 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 *Annual Report on the Implementation of the Action Plan for the Academic Year 2015/2016*, stating all the activities undertaken and the results thereof, in accordance with the Accreditation Recommendation. On 22 January 2016, this resulted in a new *Accreditation Recommendation* and, consequently, the *Ministry's Decision* to issue a certificate stating that the Faculty of Humanities and Social Sciences in Osijek meets the requirements to perform the segment of higher education activity pertaining to the undergraduate and graduate study programmes in Hungarian Language and Literature.

The second reaccreditation procedure at the Faculty of Humanities and Social Sciences, which was preceded by the submission of *the Self-Evaluation Report*, took place in 2020, i.e. from 20 to 23 October 2020. After the site visit, the Expert Panel submitted the *Reaccreditation Report* in January 2021. The report contains the analysis of each assessment area, recommendations for improvement and quality grade for each assessment area, as well as a detailed analysis of each quality standard, recommendations for improvement and quality grade for each standard. The Report is an integral part of the *Opinion of the Accreditation Council in the Reaccreditation Procedure of the Faculty of Humanities and Social Sciences in Osijek* of 19 April 2021 and the *Accreditation Recommendation of the Agency in the Reaccreditation procedure of the Faculty of Humanities and Social Sciences in Osijek* of 17 May 2021. On 31 May 2021, the Ministry of Science and Education delivered to the Faculty a *Certificate* confirming that the Faculty of Humanities and Social Sciences in Osijek meets all the requirements for carrying out higher education and scientific activities.

The Faculty of Humanities and Social Sciences in Osijek was required to adopt a five-year action plan aimed at quality enhancement within six months of receiving the *Certificate*, in accordance with the recommendations of the Expert Panel from the Final Report. This action plan was to be submitted to the Agency. Furthermore, two years following the adoption of the action plan, the Faculty was required to report to the Agency on its implementation and, accordingly, update the delivery conditions in the MOZVAG information system. The *Action Plan for Quality Improvement at the Faculty of Humanities and Social Sciences in Osijek* was adopted by the Decision of the FFOS Faculty Council at its 2nd session in the 2021/2022 academic year held on 10 November 2021. The Action Plan for Quality Improvement at the Faculty of Humanities and Social Sciences in Osijek was submitted to the Agency, in both Croatian and English, on 24 November 2021. The Accreditation Council of the Agency accepted the *Action Plan* on 29 March 2022 (see: the *Opinion of the Follow-up Committee*) and requested the Faculty of Humanities and Social Sciences in Osijek to submit a report on the implementation of the Action Plan to the Agency once every two years, as well as to update the delivery conditions in the MOZVAG information system.

Two years following the acceptance of the Action Plan for Quality Improvement at the Faculty of Humanities and Social Sciences in Osijek, at the 3rd session of the Faculty Council in the 2023/2024 academic year held on 13 December 2023, the *Report on the Implementation of the Action Plan for Quality Improvement in the Second Cycle of Reaccreditation of the Faculty of Humanities and Social Sciences in Osijek* for the period from 1 December 2021 to 1 December 2023 was approved. On 12 February 2024, the Agency delivered to the Faculty the *Opinion of the Follow-up Committee in the Reaccreditation Procedures*, which establishes the compliance of the Report with the Committee's recommendations and notes that the Report is aligned with the activities laid down in the Action Plan. At the 6th session of the Faculty Council in the 2025/2026 academic year held on 25 March 2026, the *second Report on the Implementation of the Action Plan for Quality Improvement in the Second Cycle of Reaccreditation of the Faculty of Humanities and Social Sciences in Osijek* for the period from 2 December 2023 to 1 December 2025 was adopted and sent to the Agency for further processing.

Furthermore, three (3) doctoral study programmes of the Faculty of Humanities and Social Sciences in Osijek underwent the reaccreditation procedure in 2017 and 2018. Following the visit of Expert Panels (6 December 2017), the Expert Panels submitted the *Expert Panel Report on the Reaccreditation of the Postgraduate University Study Programme in Pedagogy and Contemporary School Culture at the Faculty of Humanities and Social Sciences of the University of Osijek*, the *Expert Panel Report on the Reaccreditation of the Postgraduate University Study Programme*

in Literature and Cultural Identity of the Faculty of Humanities and Social Sciences of the University of Osijek, and the Expert Panel Report on the Reaccreditation of the Postgraduate University Study Programme in Linguistics of the Faculty of Humanities and Social Sciences of the University of Osijek. The Accreditation Council issued expert opinions, based on which the Agency for Science and Higher Education issued accreditation recommendations for the following study programmes: *Pedagogy and Contemporary School Culture* (8 June 2018), *Literature and Cultural Identity* (5 July 2018) and *Linguistics* (5 July 2018). Based on the accreditation recommendations, the Ministry of Science and Education submitted to the FFOS the *Letter of Expectation regarding the delivery of the Postgraduate University Study Programme in Pedagogy and Contemporary School Culture*, with a three-year deadline for the implementation of improvements (17 September 2018); the *Letter of Expectation regarding the delivery of the Postgraduate Study Programme in Literature and Cultural Identity* with a two-year deadline for the implementation of improvements (18 September 2018); and the *Letter of expectation regarding the delivery of the Postgraduate University Study Programme in Linguistics* with a one-year deadline for the implementation of improvements, and a suspension of student enrolment (19 September 2018). After analysing the letters of expectation, the FFOS submitted to the Agency for Science and Higher Education the *Action Plan for the Implementation of Improvements in the Postgraduate Study Programme in Pedagogy and Contemporary School Culture* (19 March 2019), the *Action Plan for the Implementation of Improvements in the Postgraduate Study Programme in Literature and Cultural Identity* (19 February 2019), and the *Action Plan for the Implementation of Improvements in the Postgraduate Study Programme in Linguistics* (22 September 2021). The action plans outline specific improvement-related activities, the implementation deadlines and the persons responsible for the implementation of improvements. The activities from the action plans aimed at the implementation of improvements in all the aforementioned study programmes have been implemented and the FFOS submitted to the Agency the *Report on Executing the Action Plan for the Implementation of Improvements in the Postgraduate Study Programme in Pedagogy and Contemporary School Culture*, the *Report on Executing the Action Plan for the Implementation of Improvements in the Postgraduate Study Programme in Literature and Cultural Identity*, and the *Report on Executing the Action Plan for the Implementation of Improvements in the Postgraduate Study Programme in Linguistics*. Following the adoption of the *Accreditation Recommendation* for the study programme in Literature and Cultural Identity, on 16 July 2020 the Ministry issued a *Certificate* confirming that the Faculty of Humanities and Social Sciences in Osijek meets the requirements for carrying out the segment of higher education activity that relates to the delivery of the Doctoral Study Programme in Literature and Cultural Identity. Following the delivery of

the *Letter of Expectation*, and subsequently the *Accreditation Recommendation* for the study programme in Linguistics, on 19 November 2021 the Ministry delivered a *Certificate* confirming that the Faculty of Humanities and Social Sciences in Osijek meets the requirements for carrying out the part of higher education activity that relates to the delivery of the Doctoral Study Programme in Linguistics. Following the adoption of the *Accreditation Recommendation* for the study programme in Pedagogy and Contemporary School Culture, on 1 October 2021 the Ministry issued a *Certificate* confirming that the Faculty of Humanities and Social Sciences in Osijek meets the requirements for carrying out the part of higher education activity that relates to the delivery of the Doctoral Study Programme in Pedagogy and Contemporary School Culture. In the follow-up procedure, each study programme regularly submitted action plans for quality improvement and reports on the implementation of those action plans for quality improvement to the Agency once a year: *Action plans and reports on the implementation of those action plans for the Doctoral Study Programme in Linguistics*, *Action plans and reports on the implementation of those action plans for the Doctoral Study Programme in Literature and Cultural Identity*, *Action plans and reports on the implementation of those action plans for the Doctoral Study Programme in Pedagogy and Contemporary School Culture*.

In December 2024, the Faculty of Humanities and Social Sciences submitted the Application for initial accreditation of the Doctoral Study Programme in Information Science to the Agency for Science and Higher Education. Following the site visit on 23 May 2025, the Expert Panel submitted the *Report of the Expert Panel in the Procedure of Initial Accreditation of the Doctoral Study Programme in Information Science* at the end of June 2025. On 21 November 2025, the Accreditation Council adopted the *Accreditation Recommendation* to issue a licence to the Faculty of Humanities and Social Sciences for the delivery of the Doctoral Study Programme in Information Science. On 28 January 2026, the Agency issued the *Licence* for the delivery of the Doctoral Study Programme in Information Science to the Faculty of Humanities and Social Sciences in Osijek. In the follow-up procedure, the Faculty of Humanities and Social Sciences in Osijek submitted to the Agency the *Action Plan for the Implementation of the Expert Panel's Recommendations for Study Programme Improvement*.

As stated earlier, two procedures of external periodic audit of the FFOS Quality Assurance System were conducted as well. The Expert Panel visited the Faculty of Humanities and Social Sciences in Osijek on 23 and 24 November 2010, and submitted the *Report on the Results of the External Periodic Audit of the Quality Assurance System* on 5 December 2010. The Faculty made a statement responding to the Report on 17 February 2011. In October 2011, the *Final Report of the Agency*

for Science and Higher Education was received. *The Final Report was presented in February 2012*, together with the proposal of the Panel to the Agency for Science and Higher Education for a follow-up external audit within 18 months following the adoption of the Final Report, so that the Faculty, in accordance with the Panel's recommendations, could undertake quality assurance system improvement activities during the specified period and meet the requirements for obtaining the Quality Certificate. The second audit of the FFOS Quality Assurance System was conducted on the basis of the *Report on the Quality Assurance System of Higher Education and Research at the Faculty of Humanities and Social Sciences in Osijek*, written on 3 April 2015, in the procedure of independent external audit of the quality assurance systems of higher education institutions. In July 2015, the FFOS received the *Report on the Results of the External Periodic Audit of the Quality Assurance System of the Faculty of Humanities and Social Sciences of the University of Osijek*, and issued a *Statement in response to the Report to the Agency for Science and Higher Education in September 2015*, followed by another one in *April 2016*, with an addendum in *May 2016*, preceded by specific action plans outlining the concrete measures that had been taken. In May 2016, the Agency for Science and Higher Education submitted to the Faculty the *Final Report of the Agency for Science and Higher Education*, and on 17 May 2016 the *Conclusion of the Accreditation Council of the Agency for Science and Higher Education*, adopting the *Final Report of the Agency for Science and Higher Education*, and issued the *Certificate of an Efficient, Developed and Operational Quality Assurance System* to the Faculty, making it the first faculty of humanities in Croatia and one among 10% of higher education institutions to which such a Certificate has been awarded.

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 purposes of efficient management in order to improve its activities and further develop its quality culture. Once a year, an *Internal Thematic Audit 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*. By 2020, five (5) internal thematic audits of the quality assurance and improvement system had been conducted at the Faculty of Humanities and Social Sciences in Osijek:¹⁰ *Alignment of Course Learning Outcomes with Study Programme Learning Outcomes* (2015), *Allocation and Application of ECTS Credits in the Study Programmes of the Faculty of*

¹⁰ Since the abovementioned internal thematic quality audits were addressed in the Self-Evaluation Report in the Second Cycle of the Reaccreditation of the Faculty (2020), this Self-Evaluation Report will not analyse them or their impact on the quality of all Faculty's activities in detail. Information regarding these audits is available at: <https://www.ffos.unios.hr/en/quality/system-review/internal-review/>.

Humanities and Social Sciences in Osijek (2016), *The State of Human Resources Management Processes at the Faculty of Humanities and Social Sciences in Osijek* (2017), *Learning Outcomes in Relation to Qualification Levels*, and *Alignment of Programme and Course Learning Outcomes at the Faculty of Humanities and Social Sciences in Osijek* (2018), and *Student Practice at the Faculty of Humanities and Social Sciences in Osijek* (2019). Between 2020 and 2025, six (6) internal thematic audits were conducted at the Faculty of Humanities and Social Sciences in Osijek:

- within the framework of the internal audit of the quality assurance system for 2020, on 8 October 2020 the **Committee for the Internal Audit of the Quality Assurance System** was appointed. The theme of the internal audit was *Trends in Scientific Publishing among FFOS Employees in Correlation with the Establishment of the Scientific Research Fund*. The **Report on the Internal Thematic Audit** was adopted on 10 November 2021 at the 2nd session of the Faculty Council in the 2021/2022 academic year. Within the framework of the internal audit of the quality assurance system: 1) quantitative and qualitative data on the scientific publishing of FFOS employees were collected for the five-year periods before and after the establishment of the Scientific Research Fund; 2) the collected data were analysed for each five-year period and subsequently compared; 3) trends in the scientific publishing of FFOS employees over the ten-year period were identified through the abovementioned data comparison, and any potential changes resulting from the establishment of the Fund were detected; 4) the final report was drafted; and 5) guidelines were proposed for the qualitative and quantitative improvement of the scientific productivity of FFOS employees. This internal thematic audit determined the effects that the establishing of the Scientific Research Fund has had on the quality and quantity of scientific publications of FFOS employees, and analysed the functionality and justification of individual items in previous annual decisions on the Fund, as well as the potential need to introduce new items into future decisions. Concrete guidelines were proposed and consequently implemented – specifically, the revision of the **Faculty's Scientific Research Fund**, which was in line with the **Recommendation of the Expert Panel in the Second Reaccreditation Cycle**, and which was implemented through the **Action Plan for Quality Improvement at the Faculty of Humanities and Social Sciences in Osijek**. As a result of the external and internal quality audits, the scientific output of FFOS employees further improved in both quality and quantity. This is confirmed by Table 5.1 of the Analytical Supplement to the Self-Evaluation Report, which shows that the *number of scientific publications of FFOS teachers increased*

- by 30% in the reaccreditation period under review, compared to the previous one (see: *Self-Evaluation Report 2020*, Standard 5.1, page 87).
- within the framework of the internal thematic audit of the quality assurance system for 2021, on 3 September 2021 the *Committee for the Internal Audit of the Quality Assurance System* was appointed. The theme of the internal thematic audit was *Alignment of Study Programmes and Library Holdings*. The *Report on the Internal Thematic Audit* was adopted on 4 May 2022 at the 8th session of the Faculty Council in the 2021/2022 academic year. Within the framework of the internal audit of the quality system 1) quantitative and qualitative data on the alignment of study programmes and the Faculty's Library holdings were collected for a five-year period; 2) the collected data were analysed for the five-year period; 3) through this analysis trends in the alignment of study programmes and the Library holdings over the five-year period were identified, and any potential changes to these trends were detected; 4) a final report was drafted; and 5) guidelines were proposed for the future qualitative and quantitative alignment of the Library holdings with the Faculty's study programmes. Concrete guidelines (specifically, digitalised *planning of mandatory/supplementary reading for the upcoming academic year*, continuous updating of mandatory and supplementary reading by courses and the *digitalisation of reading materials in accordance with the Copyright and Related Rights Act*) were implemented for further qualitative and quantitative improvement of the alignment between the Library holdings and the Faculty's study programmes
 - within the framework of the internal thematic audit of the quality assurance system for 2022, on 22 May 2022 the *Committee for the Internal Audit of the Quality Assurance System* was appointed. The focus of the internal thematic audit was the *Mentoring System at the Faculty of Humanities and Social Sciences in Osijek*. The *Report on the Internal Thematic Audit* was adopted on 15 February 2023 at the 5th session of the Faculty Council in the 2022/2023 academic year. Within the framework of the internal thematic audit of the quality assurance system, the following activities were carried out: (1) the Faculty's mentoring system was analysed based on the Quality Assurance Committee's existing Reports on the Mentoring System for the period from the 2012/2013 to the 2021/2022 academic year; (2) a student survey questionnaire was designed, and an online student survey on the mentoring system at the Faculty was conducted; (3) two focus groups were organized with teachers representing all departments and sub-departments to discuss the current state and

- reflections on the mentoring system; (4) existing documents regulating the mentoring system were reviewed; (5) a final report was drafted; and (6) guidelines for the improvement and development of the mentoring system at the Faculty were provided. Concrete guidelines were implemented, specifically the *workflow and topics for mentoring sessions* were updated and enhanced, and improvements were introduced to the mentors' reporting templates (*the report for single major study programmes, the report for double major study programmes*). In addition to that, the system of teacher and student support during studies was formally defined through the *Rules on Student and Teacher Support During Studies*
- within the framework of the internal thematic audit of the quality assurance system for 2023, under the *Action Plan for Quality Improvement in the Second Reaccreditation Cycle*, the *Committee for the Internal Audit of the Quality Assurance System* was appointed on 22 December 2022. The focus of the internal thematic audit was the *Alignment of ECTS Credits with Student Workload*. The *Report on the Internal Thematic Audit* was adopted on 17 January 2024 at the 4th session of the Faculty Council in the 2023/2024 academic year. Within the framework of the internal audit of the quality assurance system, the following activities were carried out: (1) the alignment of ECTS credits with student workload was analysed based on existing national, university, and faculty legal acts, as well as relevant pedagogical documentation (study programmes and curriculum implementation plan for the 2022/2023 and 2023/2024 academic years); (2) a teacher survey questionnaire was designed, and an online survey on the alignment of ECTS credits with student workload at the Faculty was conducted; (3) the results of the survey were analysed; (4) a final report was drafted; and (5) guidelines for improving the alignment of ECTS credits with student workload at the Faculty were provided. This internal thematic audit analysed how course coordinators perceive the alignment of ECTS credits allocated to their courses with student workload, and if there is a discrepancy between the currently assigned number of ECTS credits and the ideal number of ECTS credits required to achieve optimal alignment with student workload. In line with the Committee's recommendations, the good practice of discussing the alignment of ECTS credits with student workload during mentoring meetings was continued (*Proposed Topics for Mentoring Meetings, Annual Report 1, Annual Report 2*). In addition to that, the revisions and adjustments of ECTS credits during department meetings continued as part of minor amendments to study programmes (*Minor Amendments to Study Programme:*

- Form, Example of Amendments with Justification 1, Example of Amendments with Justification 2*), and amendments to study programmes affecting less than one-third of defined learning outcomes within a study programme (*Amendments Form, Example of Amendments 1, Example of Amendments 2*). Moreover, topics related to the ECTS credit system and ECTS credit allocation were introduced in the Faculty's *Professional Development Plans for Teachers* (workshops *Learning Outcomes in Higher Education Teaching*, and *Student Workload Expressed in ECTS Credits*, among others)
- within the framework of the internal thematic audit of the quality assurance system for 2024, the **Committee for the Internal Audit of the Quality Assurance System** was appointed on 20 December 2023. The focus of the internal thematic audit was the *Project Work at the Faculty of Humanities and Social Sciences in Osijek*. The **Report on the Internal Thematic Audit** was adopted on 6 November 2024 at the 2nd session of the Faculty Council in the 2024/2025 academic year. Within the framework of this internal thematic audit, the following activities were carried out: (1) an analysis of the support and infrastructure available for project application, implementation, and the sustainability of project results; (2) analysis of contracted projects with regard to the Faculty's role (as coordinator or partner, with or without a budget), participants by organizational units, project level and type (domestic, international, internal, national, professional, or scientific), as well as financial aspects, i.e. budgets awarded and funding sources; (3) analysis of administrative and financial data, along with documentation on awarded and ongoing projects for the period from 2019 to 2023 (including databases, reports for the purpose of self-evaluation, grant agreements, research activity reports, etc.); (4) administration of a digital survey among employees, students, alumni, and other external stakeholders; and (5) organization of a focus group with research assistants employed under competitive scientific research projects. It was concluded that the Faculty is progressing in project applications and projects contracted, showing an increase in the number of applications, contracts, and overall project funds. Furthermore, the results of the survey and focus group indicate that the respondents are predominantly intrinsically motivated to participate in project work, viewing it primarily as a professional challenge and an opportunity for personal growth and development. Partly as a result of this internal quality audit, the teaching staff involvement in project work has increased. This is also confirmed by Table 5.6 of the Analytic Supplement to the Self-Evaluation Report, which shows that during the reaccreditation pe-

- riod under review, *the number of scientific research projects in which the Faculty's teachers participate as coordinators or associates has increased by 11%* (professional projects are not included in the analysis) when compared with the previous reaccreditation cycle (see: *Self-Evaluation Report 2020*, Standard 5.3, page 92).
- within the framework of the internal thematic audit of the quality assurance system for 2025, under the *Action Plan for Quality Improvement in the Second Reaccreditation Cycle*, the *Committee for the Internal Audit of the Quality Assurance System* was appointed on 25 November 2024. The focus of the internal thematic audit was the *Double Marking at the Faculty of Humanities and Social Sciences in Osijek. The Report on the Internal Thematic Audit* was adopted on 25 February 2026 at the 5th session of the Faculty Council in the 2025/2026 academic year. Within the framework of the internal thematic audit, the Faculty of Humanities and Social Sciences in Osijek undertook the following activities: (1) it analysed double marking at the Faculty, based on double marked papers across all organizational units; (2) reviewed data on bachelor's theses and professional papers; (3) analysed the results of the research conducted on peer review; and (4) drafted guidelines for the improvement and development of double marking at the Faculty. It was concluded that double marking at the Faculty of Humanities and Social Sciences in Osijek functions successfully and that it fulfils its purpose of ensuring objective assessment, which is further confirmed by its implementation across all departments and independent sub-departments. The internal thematic audit identified room for improvement within the double marking system and recommended drafting a guidelines document on double marking, as well as a template which would clearly specify whether the assessment concerns a seminar paper, midterm exam, written exam, or some other form of individual student work. This initiative also involves the alignment of the grading based on points or grades and conducting analyses regarding deviations in grades (points). The Quality Assurance Committee has started with the *implementation of these guidelines*, and the double marking system has been accepted as an established grading evaluation method.

As exemplified by the previously outlined processes of internal and external quality assurance, the Faculty of Humanities and Social Science in Osijek (1) ensures that preparations for internal and external quality assurance procedures take into account the progress achieved since the most recent internal and external quality assurance procedure, and (2) systematically analyses and monitors the impact of these evaluations, utilizing the results of analyses for effective

management, the enhancement of all its activities, and further development of a quality culture. In doing so, the Faculty adheres to a policy of providing timely, clear, accurate, objective, and easily accessible reporting on internal and external evaluation procedures to all stakeholders, making all information regarding internal and external quality assurance procedures accessible on its official website (see: *Reaccreditation, Internal audit, Audit, Doctoral Study Programme in Pedagogy and Contemporary School Culture, Doctoral Study Programme in Literature and Cultural Identity, Doctoral Study Programme in Linguistics*).



II. STUDY PROGRAMMES AND LIFELONG LEARNING PROGRAMMES

2.1. The intended learning outcomes at the level of a study programme are aligned with the competences a student should gain by completing the study programme, as well as with the CroQF level (ESG 1.2.).

The Faculty of Humanities and Social Sciences in Osijek delivers 32 study programmes: 14 undergraduate, 15 graduate and 3 doctoral study programmes.¹¹ The undergraduate university study programmes are designed as general study programmes aligned with CroQF level 6.sv and EQF level 6. They last six semesters, during which students acquire a minimum of 180 ECTS credits (in single major study programmes: *Croatian Language and Literature, German Language and Literature, Information Science* and *Psychology*) or a minimum of 90 ECTS credits (in double major study programmes: *Croatian Language and Literature, German Language and Literature, English Language and Literature, Hungarian Language and Literature, Information Science, Philosophy, Pedagogy, History, Art History* and *Sociology*). The programmes are based on learning outcomes that enable students to progress through their studies without obstacles and to acquire profession-specific and transferable knowledge and competences, allowing them to continue their higher education at the graduate level, while also providing them with sufficient professional knowledge and skills to prepare them for the labour market.

The graduate university study programmes are aligned with CroQF level 7.1.sv and EQF level 7. They provide specialisation in the relevant field and last four semesters, during which students acquire a minimum of 120 ECTS credits in single major study programmes or a minimum of 60 ECTS credits in double major study programmes. They are based on learning outcomes that enable students to progress through their studies without obstacles and to acquire comprehensive knowledge and competences for a particular profession. In this regard, foreign-language study programmes also allow students to select one of the available specialisations (Teacher Education, Translation or Communication Studies). The division into specialisations is based on a number of factors. Considering the tradition of previous study programmes, available research and teaching capacities, the needs of society and the economy for professionals in the humanities and social sciences, as well as the Faculty's strategic and development plan, a broad range of high-quality study programmes has been developed.

¹¹ Starting from the academic year 2026/2027, the Faculty of Humanities and Social Sciences in Osijek will offer a fourth doctoral study programme: Doctoral Study Programme in Information Science (as stated in Standard 1.5., the programme underwent the initial accreditation procedure in 2025 and received the license for delivery in January 2026).

The structure and design of the programmes, as well as their comparability with the programmes delivered by other faculties of humanities and social sciences and related institutions in Croatia and abroad, allow students to continue their studies at higher levels or transfer to other institutions through mobility programmes. Graduates' employment opportunities are further enhanced by double major study combinations (particularly within Teacher Education specialisations). Graduate study programmes are delivered as specialisations in Teacher Education, Translation, Communication Studies and others. The study programmes with specialisation in Teacher Education are the following: *Croatian Language and Literature (single major)*, *Croatian Language and Literature (double major)*, *German Language and Literature (single major)*, *German Language and Literature (double major)*, *English Language and Literature (double major)*, *Philosophy (double major)*, *History (double major)*, *Art History (double major)*, *Sociology (double major)*. The study programmes with specialisation in Translation Studies are the following: *German Language and Literature (double major)* and *English Language and Literature (double major)*. The *Hungarian Language and Literature study programme (double-major)* has a specialisation in *Communication Studies*. In addition to the graduate study programmes with specialisation in Teacher Education, Translation or Communication Studies, the Faculty also delivers the following graduate study programmes: *Information Science (double major)*, *Information Technology (double major)*, *Publishing (double major)*, *Pedagogy (double major)* and *Psychology (single major)*.

At the doctoral level, the Faculty delivers three study programmes aligned with CroQF level 8.2 and EQF level 8.¹² Two doctoral study programmes are offered as a continuation of the philological study programmes in English, Croatian, German and Hungarian. Both programmes (the *Doctoral Study Programme in Linguistics* and the *Doctoral Study Programme in Literature and Cultural Identity*) constitute a natural progression of education at postgraduate level for students who have completed any single major or double major combination of language and literature study programmes. They are also open to other applicants, subject to the completion of differential courses. The third doctoral-level study programme, *Pedagogy and Contemporary School Culture*, is open to all graduates of Pedagogy and related disciplines in the humanities and social sciences, as well as to graduates from other scientific fields with a specialisation in Teacher Education. Overall, the Faculty provides opportunities for the acquisition of qualifications ranging from university bachelor's degrees and university master's degrees

¹² As stated in Standard 1.5., in January 2026, the Faculty of Humanities and Social Sciences in Osijek was granted a licence to deliver a fourth doctoral study programme: the Doctoral Study Programme in Information Science, which will be launched in the academic year 2026/2027.

to doctoral degrees, thereby ensuring alignment between opportunities for further education and employment.

The intended learning outcomes of the study programmes delivered by the Faculty of Humanities and Social Sciences in Osijek, as well as all elements of the abovementioned study programmes (the structure of the study programmes, the selection of compulsory and elective courses, the distribution and number of lectures, practical classes and seminars, the organisation and delivery of student practice, the inclusion of various forms of teaching such as field instruction, project-based teaching, service learning, distance learning and mentoring, and other elements) are clearly defined and mutually aligned. An analysis of the alignment of the intended learning outcomes of each individual course with the learning outcomes achieved upon completion of the study programme forms a mandatory part of every study programme proposal (see *Annex 16* to the study programme proposal) or of a study programme proposal submitted as part of an initial accreditation procedure (see *Table 2* of the initially accredited study programme). The intended learning outcomes of the study programmes delivered by the Faculty are defined in accordance with the *Act on Higher Education and Scientific Activity*, the *Act on the Croatian Qualifications Framework* and the *Ordinance on Study Programmes and Studying at Josip Juraj Strossmayer University of Osijek*, as well as with documents presenting examples of good practice, such as the following: *ECTS Users' Guide*, *Applying Learning Outcomes*, *How to Achieve the Intended Learning Outcomes in Study Programmes* and *Students with Disabilities: Teaching Delivery and Learning Outcomes*. As stated in the introductory part of the self-evaluation of this standard, the intended learning outcomes of all the abovementioned study programmes delivered by the Faculty of Humanities and Social Sciences in Osijek are aligned with the descriptors of CroQF levels 6.sv, 7.1.sv and 8.2 and EQF levels 6, 7 and 8, at which the programmes are delivered. They include generic and profession-specific competences based on ethical principles related to the relevant profession, while the qualifications awarded upon completion of the study programmes are clearly described and presented. This is evident from the examples of study programmes (*Undergraduate Study Programme in English Language and Literature*, *Undergraduate Study Programme in History*, *Graduate Study Programme in Croatian Language and Literature*, *Graduate Study Programme in Psychology* and *Doctoral Study Programme in Linguistics*), as well as from the examples of *diplomas* and *diploma supplements at the undergraduate, graduate and doctoral levels*.

Between 2021 and 2025, the teachers of the Faculty of Humanities and Social Sciences in Osijek were actively involved in the following projects: (1) *Challenges for the Social Sciences and Humanities: New Study Programmes and Quality*

Assurance at the Faculty of Humanities and Social Sciences in Zagreb; (2) *Competence Standards for Teachers, Pedagogues and Mentors*; (3) *Croatian Studies, Andragogy, Philosophy and Cultural Studies – Alignment with the CroQF (KAFKa)*; and (4) *Research into Study Programmes to Determine the Extent to Which the Development of Students' Digital Competences Is Represented*. The knowledge, experience and examples of good practice acquired through teachers' participation in these projects were applied in the development and review of the intended learning outcomes in new and the existing study programmes.

The learning outcomes of the study programmes delivered by the Faculty of Humanities and Social Sciences in Osijek *have been aligned with the mission and strategic objectives of the Faculty* and the *University*, and are comparable with the learning outcomes of related study programmes in the Republic of Croatia and the Member States of the European Union. Each study programme proposal contains chapters explaining the alignment of the study programme, and consequently of its learning outcomes, with the mission and strategic objectives of the Faculty and the University, as well as with related study programmes in the Republic of Croatia and Europe. For the study programme proposals accredited before 1 January 2023, under the *Act on Quality Assurance in Science and Higher Education*, these chapters include: (1) *Alignment of the study programme with the strategic objectives of the Higher Education Institution*, which explains the alignment of the study programme learning outcomes with the *Strategic Plan of the Faculty of Humanities and Social Sciences 2016–2020* and the *Strategy of Josip Juraj Strossmayer University of Osijek 2011–2020* through their contribution to the achievement of the following objectives set out in the *Strategic Plan of the Faculty of Humanities and Social Sciences 2016–2020*: (a) developing recognisable programmes tailored to the needs of society, (b) improving the quality of teaching, and (c) providing student-tailored study programmes; it also details the programme's contribution to the achievement of Strategic Objective 1 (Teaching process and higher education) and Strategic Objective 4 (University and its surroundings) of the *Strategy of Josip Juraj Strossmayer University of Osijek 2011–2020*. The chapter explaining the alignment of the study programme with related study programmes in the Republic of Croatia and Europe is chapter (2) *Comparison with accredited study programmes abroad*, in which the study programmes of the Faculty of Humanities and Social Sciences in Osijek are compared with study programmes abroad in terms of learning outcomes, objectives and content (see *examples of study programme proposals*).

For the study programme proposals accredited from 2023 onwards, under the *Act on Quality Assurance in Higher Education and Science*, the relevant parts are: (1) Annex 4.1.3, *Analysis of the compatibility of the study programme with the strategic*

goals of the higher education institution, of the Application for Initial Accreditation of a Study Programme, which explains the alignment of the study programme and its learning outcomes with the *Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek 2022–2026* through their contribution to the achievement of the following objectives: (a) systematic review, analysis, development, modernisation and evaluation of study programmes, (b) increasing the use of e-learning and service learning, (c) improving the processes of assessment and evaluation of student achievement in order to ensure objectivity, anonymity and consistency, and (d) improving the mechanisms for revising and proposing the requirements for admission, progression and completion of studies, as well as developing mechanisms for monitoring and verifying the effectiveness of their implementation; and with the *Strategy of Josip Juraj Strossmayer University of Osijek 2021–2030* through their contribution to the achievement of Strategic Objective 1 (Education and training: Study programmes) and Strategic Objective 4 (University and its surroundings). Furthermore, the part explaining the alignment of the study programme with related study programmes in the Republic of Croatia and Europe is (2) Annex 4.1.14 to the Application Form, *Analysis of minimum institutional requirements for comparability of the proposed study programmes with related accredited study programmes in the Republic of Croatia and EU member states*, in which the study programmes of the Faculty of Humanities and Social Sciences in Osijek are compared with foreign programmes in terms of learning outcomes, objectives and content (see the *examples of study programme proposals and feasibility studies justifying the need for a new study programme at public higher education institutions*). The *Guidelines for the Evaluation of Study Programmes* were followed when designing new study programmes or making amendments exceeding 20% of the content of existing study programmes accredited under the *Act on Quality Assurance in Science and Higher Education*, i.e. prior to 1 January 2023. This procedure ensured that the learning outcomes of the study programmes were aligned with the mission and strategic objectives of the higher education institution. From 1 January 2023 onwards, when preparing an *Application for Initial Accreditation of a Study Programme*, the *Guidelines for the Design of a Study Programme Proposal in the Initial Accreditation Procedure* are followed in order to ensure that the learning outcomes of the study programmes are aligned with the mission and strategic objectives of the higher education institution.

The justification for the delivery of the study programmes at the Faculty of Humanities and Social Sciences in Osijek is also explained in relation to social and economic needs and includes an analysis of the higher education institution's capacities required for their delivery. The *Feasibility Study* (i.e. the *Feasibility Analysis*) *Justifying the Delivery of a Study Programme* is a mandatory annex

to every study programme proposal. It includes a description justifying the delivery of the programme in relation to social and economic needs, as well as an analysis of the higher education institution's capacities required for its delivery. Among other things, the *Feasibility Study (Analysis)* considers the following: (1) the teacher workload, (2) student-to-teacher ratio, (3) extent to which teaching is covered by the institution's own staff, (4) space available per student, (5) labour market needs, (6) interest in the field of study at the national level in the Republic of Croatia, (7) interest in the field of study at the regional level, (8) level of enrolment quota uptake at the Faculty during the summer enrolment period, (9) comparability with the existing study programmes, (10) alignment with the economic, social and cultural priorities of the Republic of Croatia, (11) alignment with national and county development strategies, (12) delivery of the programme in cooperation with other institutions, and (13) ratio between the number of students and the number of secondary school graduates in the region. A mandatory part of the process of developing a study programme proposal (under the legislation applicable until 1 January 2023) consisted of opinions provided by three labour market organisations (employers) on the appropriateness of the intended learning outcomes acquired upon completion of the study programme for labour market needs (see *Annex 4 to the study programme proposal*). A mandatory part of the process of preparing an Application for Initial Accreditation of a Study Programme (under the legislation applicable from 1 January 2023 onwards) is an *Opinion of the Croatian Employment Service* on the alignment of the study programme with labour market needs and the national educational enrolment policy (see *Opinion 1* and *Opinion 2*).

The study programmes of the Faculty of Humanities and Social Sciences in Osijek are planned and developed based on the feedback received from professional associations, employers and alumni already during the preparation stage of the study programme proposal (see Point 14 of the *Guidelines for the Evaluation of Study Programmes* and Point 8 of the *Guidelines for the Design of a Study Programme Proposal in the Initial Accreditation Procedure*). The Faculty also aligns its study programmes with the *Act on Regulated Professions and the Recognition of Foreign Professional Qualifications*, since all teaching professions, professional associates and psychologists are regulated professions and most study programmes delivered by the Faculty educate students precisely for these professions. In addition, the Psychology study programme is aligned with the *Act on Psychological Practice*, thereby taking into account the recommendations of professional associations.

Teaching methods and the assessment of student achievement are derived directly from the learning outcomes of each course, which constitutes the most

important element in ensuring the achievement of the intended learning outcomes and students' unobstructed progression through their studies. The Faculty of Humanities and Social Sciences in Osijek ensures the achievement of the intended learning outcomes in all the study programmes it delivers in accordance with the *Ordinance on Study Programmes and Studying at Josip Juraj Strossmayer University of Osijek* (Articles 50–61). The *Ordinance* regulates exams and other forms of knowledge assessment, types of exams and their public nature (Articles 50, 51 and 52), delegation of examination administration (Article 53), examination periods and types of examination periods (Article 54), examination schedules (Article 55), registration and deregistration of exams (Article 56), grading (Article 57), examination results and teacher obligations (Article 58), appeals against grades (Article 59), recognition of passed examinations (Article 60), and records of examination results (Article 61). For every obligatory and elective course within *all study programmes* delivered at the Faculty of Humanities and Social Sciences in Osijek, the learning outcomes are precisely defined, as is the manner in which the learning outcomes, teaching methods and methods for assessing the achievement of the intended learning outcomes are linked. The *updated study programmes* (see *Programme 1*, *Programme 2* and *Programme 3*), as well as the course descriptions available in the *Sokrat* system, define the methods of teaching delivery aligned with the intended learning outcomes, which are also presented in the *course description for each individual course*. For every course, the following are defined: objectives, learning outcomes, course content, mode of teaching delivery, alignment (linking) of learning outcomes with the teaching methods and the methods for assessing the achievement of learning outcomes, methods of assessment and grading, elements of monitoring and assessment, the method of determining the final grade and an example of its calculation, other information relevant to monitoring and assessing student work, and required readings. Thematic workshops are periodically organised to support teachers' professional development in this area, such as the workshop *Learning Outcomes in Higher Education Teaching* and the workshop *Provisions, Options and Methods for Accommodating Teaching and Examination for Students with Disabilities*. The methods used to ensure the achievement of the intended learning outcomes at undergraduate, graduate, and doctoral levels are presented to students at the beginning of each course and are also available on the *Faculty website* and in the updated study programmes (see *Programme 1*, *Programme 2* and *Programme 3*). The achievement of the intended learning outcomes is defined for each individual course. The most common methods include oral examinations, *oral presentations*, *written examinations*, *mid-term tests*, *seminar papers*, *reports and essays*, *quizzes*, *portfolios* and other forms of assessment. The achievement of learning

outcomes is also ensured through student practice¹³ in accordance with the *Ordinance on Student Practice*, bachelor's theses (see 1, 2), master's theses (see 1, 2) and the graduate exam (master's thesis defence) in accordance with the *Ordinance on Bachelor's Theses, Master's Theses and Graduate Exams* as well as through doctoral dissertations (see 1, 2). Bachelor's theses, master's theses and doctoral dissertations are stored in the *FFOS Repository*.

As an example of ensuring the achievement of the intended learning outcomes, we highlight the methods used to evaluate student achievement in the obligatory course *School Pedagogy* within the double major Undergraduate University Study Programme in Pedagogy (see: *scoring criteria, mid-term exam, seminar paper, reflective journal and written examination*), together with *the documented examples of assessment in the written examination, mid-term test and seminar paper*. The continued achievement of the intended learning outcomes after graduation is evidenced by numerous positive feedback reports from the graduates, their employers and external stakeholders. Examples include *co-authored papers published by graduates and their supervisors* (see: *Example 1, Example 2, Example 3, Example 4 and Example 5*), *guest lectures delivered by graduates*, and *the activities of the Career Centre of the Faculty of Humanities and Social Sciences in Osijek*, in which Faculty graduates participate to a considerable extent (see: *Reports on the Activities of the Career Centre*). Further evidence is provided by the numerous *activities* organised since February 2018 by the *Alumni Association of the Faculty of Humanities and Social Sciences of the University of Osijek (FFOS Alumni Association)*. The Association was established to preserve the Faculty's tradition and promote its reputation, foster cooperation between current and former students of the Faculty of Humanities and Social Sciences in Osijek, establish and develop cooperation with the institutions employing former FFOS students, encourage and improve the scientific, professional and cultural activities of its members, and contribute to shaping public opinion and attitudes on important scientific, cultural and social issues.

The intended learning outcomes clearly reflect the competences required for entry into the labour market, further education or other needs of the individual and society. This is evident from the results of the *Survey Assessing the Readiness of Faculty Graduates for the Labour Market*,¹⁴ *data provided by the Croatian Employ-*

¹³ Standard 2.3 will elaborate further on the achievement of the intended learning outcomes through student practice.

¹⁴ The Survey results will be discussed in more detail in Standard 2.2.

ment Service on employed graduates during the reaccreditation period under review,¹⁵ and the *database FFOS Graduates' Employability Tracking*. Most graduates of the Faculty of Humanities and Social Sciences are employed in public services, which is expected given that the Faculty educates a large number of teachers, pedagogues and psychologists. In addition to educating professionals for the education system, the Faculty also educates graduates for employment in other typically public institutions, such as museums, libraries, galleries and institutes for the protection of cultural monuments, as is evident from the list of institutions in which they are employed. Some graduates are also employed in the private and non-profit sectors. The employment data reveal a wide range of jobs and occupations in which graduates of the Faculty of Humanities and Social Sciences in Osijek find employment, confirming the importance of generic competences for successful participation in the labour market. The Faculty's *Success Stories* perhaps provide the strongest evidence that it educates professionals who are competitive in both the national and international labour markets. These stories feature graduates employed in the Republic of Croatia and abroad (at the University of Oxford, in Canada and in New Zealand), and further confirm that the Faculty monitors the achievements of its graduates.

2.2. The higher education institution determined the processes for planning and developing new study programmes, and for monitoring and periodically revising the existing ones. This ensures that the study programme is up-to-date, and that the content of study programmes is aligned with the latest scientific and professional knowledge.

During the reaccreditation period under review, the planning and development of new study programmes and the monitoring and periodic revision of existing study programmes at the Faculty of Humanities and Social Sciences in Osijek were carried out in accordance with the procedures based on two Acts and the subordinate legislation adopted pursuant to them: (1) *the Act on Quality Assurance in Science and Higher Education (2009–2022)*, *the Rules for the Evaluation of University Undergraduate, Graduate and Professional Study Programmes at Josip Juraj Strossmayer University of Osijek*, and the *Ordinance on the Evaluation of Study*

¹⁵ Unemployed persons are not required to register with the Croatian Employment Service upon completing their education or terminating their employment. When registering with the Service, there is no obligation to enter the name of the education institution and the year of graduation. Therefore, the overview includes the number of registered persons for whom the education institution details were entered.

Programmes at Josip Juraj Strossmayer University of Osijek, and subsequently (2) the Act on Quality Assurance in Higher Education and Science (2023–), Instructions for Conducting the Procedure of Initial Accreditation of Studies and the related quality standards and forms. The Faculty of Humanities and Social Sciences in Osijek records the development of new study programmes and the review of the existing ones and analyses their fitness for purpose at several levels: the level of the organisational units acting as proposers, the Study Programmes Committee, the Faculty Management and the Faculty Council. In the self-evaluation of this assessment area, the process of developing new study programmes and monitoring and periodical review of the existing ones at the Faculty of Humanities and Social Sciences in Osijek, will first be explained in accordance with the Act and subordinate legislation in force until 1 January 2023, and subsequently according to those in force as of 1 January 2023.

Process of Developing New Study Programmes and Monitoring and Periodical Review of Existing Study Programmes at the Faculty of Humanities and Social Sciences in Osijek under the Act and Subordinate Legislation in Force until 1 January 2023

Development of New Study Programmes

In accordance with the statutory and subordinate acts, referred to in the introductory section, that were in force until 1 January 2023, as well as with the *Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek 2016–2020*, Objective 1 (Development of recognizable study programmes) and Sub-objective 1.1, (Launch new study programmes), and the *Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek 2022–2026*, Objective 1 (Develop forms of institutional support for continuous review, analysis, development, modernisation and evaluation of study programmes) and Objective 2 (Enhance the procedure for planning, proposal, and endorsement of new study programmes and the review of the existing ones), the process of developing new study programmes at the Faculty of Humanities and Social Sciences in Osijek was based on a *revised procedure for the development and evaluation of new study programmes*, the *Guidelines for the Evaluation of Study Programmes*, and the forms derived from both the *Guidelines* and the procedure. Compared with the previous reaccreditation period, these documents and forms were revised in order to ensure the quality and up-to-date nature of newly developed study programmes and to formalise the evaluation of new study programmes at the level of the higher education institution, i.e. the Faculty. More specifically, the set comprised the following forms:

- Form for initiating the procedure to develop new and substantially amended study programmes and to appoint a working group
- Form for the adoption of a proposal for a new or substantially amended study programme at the level of the organisational unit
- Form for employers' opinion on the alignment of the learning outcomes of a new or substantially amended study programme with labour market needs
- Matrix of alignment of the learning outcomes of a new or substantially amended study programme with CroQF levels
- Matrix of alignment of course learning outcomes with the learning outcomes of a new or substantially amended study programme
- Form for remunerating working groups responsible for developing new or substantially amended study programmes.

The abovementioned Matrices were mandatory annexes to every proposal for a new study programme. They were reviewed by the Vice-Dean for Study Programmes and Lifelong Learning and subsequently by the Study Programmes Committee.

The *Guidelines for the Evaluation of Study Programmes* emphasised, under Points 3, 4 and 5, that the development of proposal documents for new study programmes had to include up to three (3) final-year graduate students, up to three (3) students who had completed the relevant study programme (alumni), representatives of employers, and representatives of the civil society sector or non-governmental organisations. Final-year graduate students, alumni, employer representatives and representatives of the civil society sector or non-governmental organisations had an advisory role in preparing proposal documents for new study programmes.

The development of new study programmes also included an analysis of justification, capacities and alignment with strategic objectives at the institutional, local and national levels, as well as with other needs of the society. Every new study programme delivered by the Faculty of Humanities and Social Sciences in Osijek was developed on the basis of feedback received from professional associations, employers and alumni already during the preparation of the study programme proposal itself (see Points 14.c and 14.e of the *Guidelines for the Evaluation of Study Programmes*). An integral part of every proposal document for a new study programme was also a *feasibility study justifying the need for a new study programme*. In addition to an analysis of the higher education institution's capacities, it contained updated data on the number of registered graduates

and unemployed graduates, collected, processed and provided by the Croatian Employment Service (CES), thereby indicating the need for particular qualifications. In addition to the feasibility study, every new study programme developed at the Faculty of Humanities and Social Sciences in Osijek contained chapters analysing the justification for and alignment of the new study programme with strategic objectives at the local and national levels, as well as with the applicable international standards for the transformation and improvement of higher education, the connection between the proposed university study programmes and the needs of the local community, and the employability of students upon completion of the study programme (Chapters 3.13–3.19 and 5.1–5.9 of the study programme proposal).

In accordance with the abovementioned statutory and subordinate acts, strategic and institutional documents, a new study programme was developed at the Faculty of Humanities and Social Sciences in Osijek by the end of 2022: the double major Graduate University Study Programme in Art History (Teacher Education). The process of developing the Graduate Study Programme in Art History began as a strategic decision of the Faculty Management, prompted by the need to develop a graduate-level study programme as the logical continuation of the undergraduate study programme of the same name. The Dean submitted to the Faculty Council *a proposal to initiate the development of the study programme*, together with *a proposal to appoint a working group responsible for preparing the study programme proposal document* for the double major Graduate University Study Programme in Art History (Teacher Education). The Proposal shows that representatives of students, alumni and employers were included in the working group responsible for developing the study programme in order to ensure quality, up-to-date content and alignment with labour market needs (see Chapter 1.3 of the *Study Programme Proposal*). The study programme proposal for the double major Graduate University Study Programme in Art History (Teacher Education), was planned and developed on the basis of the *Matrix of Alignment of Learning Outcomes with CroQF Levels* (see Annex 13 to the *Proposal Document*), the *Matrix of Aligned Learning Outcomes at Course and Programme Levels*, and feedback received from the students, alumni and employers during the preparation of the proposal document itself. For example, primary and secondary schools provided positive opinions and support for launching the study programme (see Annex 4 to the *Study Programme Proposal*), emphasising their readiness to cooperate with the Faculty of Humanities and Social Sciences in Osijek by providing opportunities for volunteering, mentoring and school-based student practice (teaching practice) within the study programme, and confirming that the intended learning outcomes were aligned with labour market needs.

An integral part of the study programme proposal for the double major Graduate University Study Programme in Art History (Teacher Education), was the *Feasibility Study*, which demonstrated the justification for its delivery. The study programme proposal and the feasibility study were *adopted at a session of the Sub-department of Art History*, subsequently *approved by the Faculty Council*, and then submitted to the University Committee for Undergraduate, Graduate and Professional Study Programmes, followed by submission to *the Senate of Josip Juraj Strossmayer University of Osijek for the formal establishment procedure*. Following the review procedure, *the Faculty's response to the proposed amendments to the proposal*, and *the implementation of the amendments requested by the reviewers*, the University Senate completed the procedure for establishing the double major Graduate University Study Programme in Art History (Teacher Education), and proposed to the Agency for Science and Higher Education and the Ministry of Education and Science that the programme be entered in the *Register of Study Programmes*. In July 2023, the Ministry issued a *Certificate* of Entry of the double major Graduate University Study Programme in Art History (Teacher Education), delivered by the Faculty of Humanities and Social Sciences in Osijek, in the *Register of Study Programmes*. Upon completion of the design of the study programme, and in accordance with the *recommendation of the Expert Panel under Standard 2.2 in the second reaccreditation cycle*, the members of the Working Group *were remunerated* for their work pursuant to *Dean's Decision on the remuneration of working groups responsible for developing new and substantially amended study programmes*. The process of developing the new double major Graduate University Study Programme in Art History (Teacher Education) was also included in the *Annual Report on Study Programmes of the Faculty of Humanities and Social Sciences in Osijek for the academic year 2021/2022* and the *Annual Report on Study Programmes of the Faculty of Humanities and Social Sciences in Osijek for the academic year 2022/2023*.

Monitoring and Revision of Existing Study Programmes

In accordance with the statutory and subordinate acts, referred to in the introductory section, in force until 1 January 2023, as well as with the *Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek 2016–2020* (Objective 1, Development of recognisable study programmes, and Sub-objective 1.2, Further develop existing study programmes), and with the *Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek 2022–2026* (Objective 1, Develop forms of institutional support for continuous review, analysis, development, modernisation and evaluation of study programmes, and Objective 2, Enhance the procedure for planning, proposal and endorsement of new study

programmes and the review of the existing ones), the Faculty of Humanities and Social Sciences in Osijek continuously monitored and revised its existing study programmes in 2021 and 2022. The purpose was to review and modernise learning outcomes, improve the teaching process and enhance the quality of study programmes, increase the range of elective courses and students' level of professional expertise. Monitoring and periodic review of existing study programmes were carried out at two levels: (1) amendments to existing study programmes of up to 20% (minor amendments); and (2) amendments to existing study programmes exceeding 20% (substantial amendments).¹⁶

The process of monitoring and periodically revising existing study programmes through amendments of up to 20% began with an *invitation from the Vice-Dean for Study Programmes and Lifelong Learning* to the heads of organisational units to submit proposals for amendments to study programmes amounting to less than 20% (see the *Guidelines for Amendments of up to 20%*; *Brief Guidelines for Preparing Proposals*, containing the procedure and other relevant information on amendments to study programmes of up to 20%; and the *Proposal Form*). Once a proposal containing a justification for the proposed amendments had been adopted at a session of the relevant organisational unit and submitted (see the *Undergraduate Study Programme Proposal*, *Graduate Study Programme Proposal* and *Doctoral Study Programme Proposal*), the Study Programmes Committee and the Vice-Dean for Study Programmes and Lifelong Learning discussed the proposed amendments. These resulted from student evaluations of the existing study programmes and the modernisation of the teaching process. The proposals for amendments were then submitted to the Faculty Council for approval (see the *Decision on an Undergraduate Study Programme*, *Decision on a Graduate Study Programme* and *Decision on a Doctoral Study Programme*). Approved amendments to study programmes of up to 20% were submitted to the University Committee for Undergraduate, Graduate and Professional Study Programmes or to the Committee for Postgraduate Studies, Doctoral Degrees and Honorary Doctorates. Following their review, the relevant committee submitted them to the Senate of Josip Juraj Strossmayer University of Osijek for approval (see the *Senate Decision on an Undergraduate Study Programme*, *Senate Decision on a Graduate Study Programme*, and *Senate Decision on a Doctoral Study Programme*). The Faculty was also required to enter all implemented amendments into the Agency

¹⁶ Under the *Ordinance on the Evaluation of Study Programmes at Josip Juraj Strossmayer University of Osijek*, the term *amendments exceeding 20%* has been replaced by the term *substantial amendments*, while the term *amendments of up to 20%* has been replaced by the term *minor amendments*.

for Science and Higher Education's MOZVAG information system.¹⁷ Approved amendments to study programmes of up to 20% were incorporated into the curriculum implementation plans. In the academic year 2020/2021, *sixteen study programmes were amended by up to 20%* (see the *Report on Study Programmes in 2020/2021*). In the academic year 2021/2022, *twenty-two study programmes were amended by up to 20%* (see the *Report on Study Programmes in 2021/2022*), while minor amendments were made to twenty-nine Faculty study programmes in the academic year 2022/2023 (see the *Report on Study Programmes in 2022/2023*).

The process of monitoring and periodically revising existing study programmes through amendments exceeding 20%, that is, substantial amendments, was based on a *revised procedure for the development and evaluation of new and substantially revised study programmes, the Guidelines for the Evaluation of Study Programmes*, and the forms derived both from the *Guidelines* and the procedure. Compared with the previous reaccreditation period, these instruments were revised in order to ensure the quality and up-to-date nature of substantially amended study programmes and to formalise their evaluation at the level of the higher education institution, that is, the Faculty. More specifically, the set comprised the following forms:

- Form for initiating the procedure to develop new and substantially amended study programmes and to appoint a working group
- Form for the summary of substantial amendments to existing study programmes
- Form for the adoption of a proposal for a new or substantially amended study programme at the level of the organisational unit
- Form for employers' opinion on the alignment of the learning outcomes of a new or substantially amended study programme with labour market needs
- Matrix of alignment of the learning outcomes of a new or substantially amended study programme with CroQF levels
- Matrix of alignment of course learning outcomes with the learning outcomes of a new or substantially amended study programme
- Form for remunerating working groups responsible for developing new or substantially amended study programmes.

The abovementioned Matrices were mandatory annexes to every proposal for a substantially amended study programme. They were reviewed by the Vice-

¹⁷ In the self-evaluation of this assessment area, data is presented for a single academic year only, for reasons of conciseness and the overall length of the Self-Evaluation Report. Data for the remaining years is available for inspection by the Expert Panel during the site visit or upon request.

Dean for Study Programmes and Lifelong Learning and subsequently by the Study Programmes Committee.

The *Guidelines for the Evaluation of Study Programmes* emphasised, under Points 3, 4 and 5, that the preparation of proposals for substantially amended study programmes had to include up to three (3) final-year graduate students, up to three (3) students who had completed the relevant study programme (alumni), representatives of employers, and representatives of the civil society sector or non-governmental organisations. Final-year graduate students, alumni, employer representatives and representatives of the civil society sector or non-governmental organisations had an advisory role in preparing proposal documents for new study programmes.

The development of substantially amended study programmes also included an analysis of feasibility, capacities and alignment with strategic objectives at the local and national levels, as well as with other needs of society. Every substantially amended study programme delivered by the Faculty of Humanities and Social Sciences in Osijek was also revised on the basis of feedback received from professional associations, employers and alumni during the process of development of the study programme proposal itself (see Points 14.c and 14.e of the *Guidelines for the Evaluation of Study Programmes*). An integral part of every study programme proposal was a *feasibility study justifying the need for a substantially amended study programme*. In addition to an analysis of capacities and other relevant factors, the study contained updated data on the number of registered graduates and unemployed graduates, collected, processed and provided by the Croatian Employment Service (CES), thereby indicating the need for particular qualifications. In addition to the feasibility study, every study programme revised by more than 20% contained chapters analysing the feasibility and alignment of the substantially amended study programme with strategic objectives at the local and national levels, as well as with the applicable international standards for the transformation and improvement of higher education, the connection between the substantially revised study programme and the needs of the local community, and the employability of students upon completion of the study programme (Chapters 3.13–3.19 and 5.1–5.9 of the study programme proposal).

By the beginning of 2023, in accordance with the abovementioned statutory and subordinate acts, and strategic and institutional documents, one (1) study programme at the Faculty of Humanities and Social Sciences in Osijek (the Doctoral Study Programme in Linguistics) was substantially amended, that is, the amendments exceeded 20%. The amendments exceeding 20%, i.e. the substantial amendments to this study programme, were initiated as part of the

follow-up procedure following the *Accreditation Recommendation issued in 2021* and constituted one of the mandatory activities set out in the *Action Plan for Improving the Quality of the Postgraduate Study Programme in Linguistics*. Given the obligation to implement substantial amendments to the study programme, the institutional-level revision process for the Doctoral Study Programme in Linguistics began with a *proposal submitted to the Faculty Council to initiate substantial amendments to the Doctoral Study Programme in Linguistics* and to *appoint a working group* responsible for preparing the proposal document on the substantial amendments. The composition of the working group shows that the representatives of doctoral students and employers were included in the development process, in order to ensure quality, up-to-date content and alignment with labour market needs (see Point 1.3 of the *Proposal Document on Substantial Amendments to the Study Programme*). The Proposal on the Substantial Amendments to the Doctoral Study Programme in Linguistics was planned and developed on the basis of the *Matrix of Alignment of Learning Outcomes with CroQF Levels* (see Annex 15 to the *Proposal*), the *Matrix of Aligned Learning Outcomes at Course and Programme Levels*, and feedback received from doctoral students and employers during the preparation of the proposal document itself. For example, the Institute of Croatian Language and Linguistics, the Croatian Applied Linguistics Society, and the Faculty of Education in Osijek supported the FFOS in revising and further developing the Doctoral Study Programme in Linguistics (see Annex 12 to the *Proposal Document*), emphasising their readiness to cooperate with the Faculty of Humanities and Social Sciences in Osijek and confirming the alignment of the study programme learning outcomes with labour market needs. An integral part of the proposal document on the substantial amendments to the Doctoral Study Programme in Linguistics was the *Feasibility Study*, justifying the substantial amendments to the study programme. The proposals for substantial amendments and the feasibility study were *approved* by the Faculty Council and submitted to the University Committee for Postgraduate Studies, Doctoral Degrees and Honorary Doctorates, followed by submission to the Senate of Josip Juraj Strossmayer University of Osijek for evaluation. Following the review procedure, the *University Senate approved the substantial amendments to the Doctoral Study Programme in Linguistics*. Upon completion of the study programme development process, and in accordance with the *recommendation of the Expert Panel under Standard 2.2 in the second reaccreditation cycle*, the members of the working group *were remunerated for their work* pursuant to the *Dean's Decision on the remuneration of working groups responsible for developing new and substantially amended study programmes*. The revision of the Doctoral Study Programme in Linguistics was also included in the *Annual Report on Study Programmes of the Faculty of Humanities and Social Sciences in Osijek for the academic year 2020/2021*

and the *Annual Report on Study Programmes of the Faculty of Humanities and Social Sciences in Osijek for the academic year 2022/2023*.

Process of Developing New Study Programmes and Monitoring and Periodically Revising Existing Study Programmes at the Faculty of Humanities and Social Sciences in Osijek under the Act and Subordinate Regulations in Force from 1 January 2023

Development of New Study Programmes

In accordance with the statutory and subordinate acts referred to in the introductory section, in force as of 1 January 2023, as well as with the *Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek 2022–2026* (Objective (1) Develop forms of institutional support for continuous review, analysis, development, modernisation and evaluation of study programmes, and Objective (2) Enhance the procedure for planning, proposal and endorsement of new study programmes and the review of the existing ones), the procedure for developing new study programmes at the Faculty of Humanities and Social Sciences in Osijek is based, unlike the procedure applicable before 1 January 2023, on the Agency for Science and Higher Education's *initial accreditation procedure for undergraduate, graduate, integrated, specialist and short-cycle study programmes*, or the *initial accreditation procedure for doctoral study programmes*. It is also based on an internally adopted *procedure for the initial accreditation of new and existing study programmes*, the *Guidelines for the Design of a Study Programme Proposal in the Initial Accreditation Procedure*, and the forms derived from both the *Guidelines* and the procedure. These instruments ensure the quality and up-to-date nature of newly developed study programmes and formalise their evaluation at the level of the higher education institution, that is, the Faculty. More specifically, the set comprises the following forms:

- *Form for initiating the initial accreditation of a study programme and appointing a working group*
- *Form for the adoption of a proposal for an Application for Initial Accreditation of a Study Programme at the level of the organisational unit*
- *Form for remunerating the working group responsible for preparing study programmes undergoing initial accreditation*

The *Guidelines for the Design of a Study Programme Proposal in the Initial Accreditation Procedure* emphasise, under Points 3, 4 and 5, that the preparation of proposal documents for new study programmes must include up to three (3) students

enrolled in an existing or new undergraduate or graduate study programme, up to two (2) students who have completed the relevant study programme (alumni), representatives of employers, and representatives of the civil society sector or non-governmental organisations. The planning and proposal of the initial accreditation of new study programmes also include an analysis of justification, capacities and alignment with strategic objectives at the institutional, local and national levels, as well as with other needs of the society. This aspect of the initial accreditation of study programmes is implemented through the active participation of students, alumni, employer representatives and representatives of the civil society sector or non-governmental organisations in evaluating the competences and learning outcomes acquired upon completion of the study programme; analysing the data obtained; and using the results when preparing the study programme proposal and accompanying documentation (see Point 6 of the [Guidelines](#)).

An integral part of every proposal for the initial accreditation of a study programme is the *Feasibility Study justifying the need for the study programme at a public higher education institution*. It analyses the higher education institution's spatial, teaching and financial capacities for delivering the proposed study programme, as well as its alignment with national and regional development strategies, the economic, social and cultural priorities of the Republic of Croatia, interest in the field of study at the national and regional levels, comparability with existing study programmes, and other relevant factors. In addition to the Feasibility Study justifying the need for the study programme, every proposal for the initial accreditation of a study programme at the Faculty of Humanities and Social Sciences in Osijek contains chapters addressing the alignment of the new study programme with the strategic objectives of the higher education institution, as well as the Opinion of the Croatian Employment Service on the alignment of the study programme with labour market needs, both of which are mandatory annexes to the [Application Form for Initial Accreditation of a Study Programme](#).

In accordance with the abovementioned statutory and subordinate acts, and strategic and institutional documents, one new study programme was planned and developed at the Faculty of Humanities and Social Sciences in Osijek by 2026: the Doctoral Study Programme in Information Science.¹⁸ At the institutional lev-

¹⁸ The process of planning and developing the Doctoral Study Programme in Information Science started in 2020, under the legislation in force until 1 January 2023. Due to the amendments to the legislative framework in 2023, the development of the study programme had to proceed in accordance with the legislative framework in force as of 1 January 2023, which required the drafting of an entirely new study programme proposal and a new feasibility study. Consequently, the initiation of the programme development and the appointment of the working group are procedurally distinct from the procedure for initiating programme development and appointing a

el, the planning process began with the consultations between the Department of Information Science and the Vice-Dean for Study Programmes and Lifelong Learning concerning the proposal to develop the new study programme and appoint a working group responsible for its design. Upon receipt of the Proposal, the Study Programmes Committee and the Vice-Dean for Study Programmes and Lifelong Learning discussed it and submitted it to the Faculty Management. Given the strategic importance of initiating the development of the study programme, the Faculty Management *submitted the Proposal to the Faculty Council*. It also submitted to the Faculty Council a *proposal to appoint a working group responsible for the design* of the Doctoral Study Programme in Information Science. The Proposal shows that representatives of students, alumni and employers were included in the working group responsible for developing the study programme, in order to ensure quality, up-to-date content and alignment with labour market needs, (see Standard 1.1 of the assessment area Internal Quality Assurance in the Self-Evaluation Report accompanying the *Study Programme Proposal* for the Doctoral Study Programme in Information Science). The proposal for the Doctoral Study Programme in Information Science was planned and developed on the basis of the *Matrix of Aligned Learning Outcomes at Course and Programme Levels* (see Table 2 of the *Study Programme Proposal*), as well as the feedback received from the *Croatian Employment Service*, students, alumni and employers during the development of the study programme proposal itself. For example, positive opinions and support for launching the study programme were provided by the Croatian Information and Documentation Society; the University Computing Centre SRCE; Ofir d.o.o; the Croatian Library Association; the Slavonia, Baranja and Srijem Library Association; the Faculty of Philosophy in Sarajevo; and the Croatian Chamber of Economy (see *statements of external stakeholders*). They emphasised the alignment of the study programme learning outcomes with labour market needs and expressed their readiness to cooperate with the Faculty of Humanities and Social Sciences in Osijek in all aspects of the programme delivery. An integral part of the proposal for the Doctoral Study Programme in Information Science is the *Feasibility Study*, which demonstrates the justification for the delivery of the programme. The Proposal for the Doctoral Study Programme in Information Science and the accompanying Feasibility Study were *adopted* at a session of the Department of Information Science, subsequently *approved* by the Faculty Council and submitted to the University Quality Assurance Centre in order to *obtain approval to initiate the initial accreditation procedure*. The Faculty of

working group in force as of 1 January 2023. The development of the Doctoral Study Programme in Information Science under both statutory frameworks has been fully documented in the official *minutes*.

Humanities and Social Sciences in Osijek subsequently submitted the Application for the Initial Accreditation of the Doctoral Study Programme in Information Science to the Agency for Science and Higher Education. Following the *site visit to the Faculty* on 23 May 2025, the Expert Panel submitted its report to the Agency, and the Agency forwarded the *Expert Panel Report on the Initial Accreditation of the Doctoral Study Programme in Information Science* to the Faculty at the end of June 2025. On 21 November 2025, the Accreditation Council adopted the *Accreditation Recommendation* that the Faculty of Humanities and Social Sciences in Osijek be granted a licence to deliver the Doctoral Study Programme in Information Science. On 28 January 2026, the Agency issued the Faculty of Humanities and Social Sciences in Osijek *a licence to deliver* the Doctoral Study Programme in Information Science. The Faculty is required to submit to the Agency an *Action Plan as part of the follow-up procedure for the initial accreditation of the Doctoral Study Programme in Information Science*. Upon completion of the study programme development process, and in accordance with the *recommendation of the Expert Panel under Standard 2.2 in the second reaccreditation cycle, the members of the Working Group were remunerated for their work* pursuant to the *Dean's Decision on the remuneration of working groups responsible for preparing applications to initiate the initial accreditation procedure for study programmes*. The development of the new Doctoral Study Programme in Information Science was also included in the *Annual Report on Study Programmes of the Faculty of Humanities and Social Sciences in Osijek for the academic year 2024/2025*.

Monitoring and Periodic Revision of Existing Study Programmes

In accordance with the statutory and subordinate acts, referred to in the introductory section, in force since 1 January 2023, as well as with the *Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek 2022–2026* (Objective (1) Develop forms of institutional support for continuous review, analysis, development, modernisation and evaluation of study programmes, and Objective (2) Enhance the procedure for planning, proposal and endorsement of new study programmes and the review of the existing ones), the Faculty of Humanities and Social Sciences in Osijek continuously monitored and revised its existing study programmes in 2023, 2024 and 2025. The purpose was to review and modernise the learning outcomes, improve the teaching process and enhance the quality of study programmes, the range of elective courses and students' level of professional competence. The monitoring and periodic review of existing study programmes were carried out at two levels: (1) minor amendments to the existing study programmes and (2) amendments to the existing study programmes involving less than one third of the learning outcomes required for completion of the study programme.

The process of monitoring and periodically revising existing study programmes through minor amendments begins with an *invitation from the Vice-Dean for Study Programmes and Lifelong Learning* to the heads of organisational units to submit proposals for minor amendments to study programmes (see the *Guidelines for Preparing Proposals for Minor Amendments to Study Programmes*, containing the procedure and other relevant information, and the *Proposal Form*). Once a proposal containing a justification for the proposed amendments has been adopted at a session of the relevant organisational unit and submitted (see the *Undergraduate Study Programme Proposal*, *Graduate Study Programme Proposal* and *Doctoral Study Programme Proposal*), the Study Programmes Committee and the Vice-Dean for Study Programmes and Lifelong Learning discuss the proposed amendments, which result from student evaluations of existing study programmes and the modernisation of the teaching process, and submit them to the Faculty Council for approval (see the *Decision on an Undergraduate Study Programme*, *Decision on a Graduate Study Programme* and *Decision on a Doctoral Study Programme*). Approved minor amendments to study programmes are incorporated into the curriculum implementation plans for the following academic year.¹⁹ In the academic year 2022/2023, 29 study programmes underwent minor amendments (see the *Report on Study Programmes in 2022/2023*); in the 2023/2024 academic year, 25 study programmes underwent minor amendments (see the *Report on Study Programmes in 2023/2024*); and in the 2024/2025 academic year, minor amendments were implemented across 19 of the Faculty's study programmes (see the *Report on Study Programmes in 2024/2025*).

In accordance with the *recommendation of the Expert Panel under Standard 2.2 in the second reaccreditation cycle* concerning the need to improve learning outcomes by *introducing courses that develop transferable knowledge and skills* valued by employers, and support personal development and personal change management, which is particularly important in view of the rapidly changing demands of the labour market, and was also confirmed by a *student survey*, generic learning outcomes were incorporated into courses within the following new study programmes or proposals for new study programmes: (1) the *double major Graduate University Study Programme in Art History*, (2) the *Doctoral Study Programme in Information Science*, (3) the *double major Graduate University Study Programme in Hungarian Language and Literature (Translation Studies)*, and the substantially amended (4) *Doctoral Study Programme in Linguistics*. Since the academic year 2024/2025, students of the Faculty of Humanities and Social Sciences in Osi-

¹⁹ In the self-evaluation of this assessment area, data is presented for a single academic year only, for reasons of conciseness and the overall length of the Self-Evaluation Report. Data for the remaining years is available for review by the Expert Panel during the site visit or upon request.

jek have, in accordance with the abovementioned recommendation of the Expert Panel in the second reaccreditation cycle, *been able to enrol in faculty-wide elective courses with generic learning outcomes*. All Faculty teachers may propose faculty-wide elective courses with generic learning outcomes (see the *Proposal Form*) to the Study Programmes Committee and the Vice-Dean for Study Programmes and Lifelong Learning. In the academic year 2024/2025, fourteen new faculty-wide elective courses with generic learning outcomes were offered to students pursuant to the *Faculty Council Decision of 3 July 2024* and the *Faculty Council Decision of 11 September 2024*. In the academic year 2025/2026, five new faculty-wide elective courses with generic learning outcomes were offered to students pursuant to the *Faculty Council Decision of 26 May 2025*. Interest in enrolment in Faculty elective courses with generic learning outcomes can be monitored through the *curriculum implementation plans* for each study programme and through the ISVU system, in the case of faculty-wide elective courses that do not form part of study programmes or their curriculum implementation plans.

The process of monitoring and periodically revising existing study programmes through amendments not involving changes to more than one third of the learning outcomes achieved upon completion of the study programme begins with a decision of the relevant organisational unit of the Faculty of Humanities and Social Sciences in Osijek to initiate such amendments (see the *Minutes of the Organisational Unit Meeting*). Once the proposal has been prepared (see the *Proposal for Amendments to an Undergraduate Study Programme*, *Proposal for Amendments to a Graduate Study Programme* and *Proposal for Amendments to a Doctoral Study Programme*)²⁰ and approved at a meeting of the organisational unit (see the *Form for the Adoption of a Proposal for Amendments* and *Adoption of the Proposal*), it is submitted to the Study Programmes Committee and the Vice-Dean for Study Programmes and Lifelong Learning. They discuss the proposed amendments, which result from student evaluations of existing study programmes, the modernisation of the teaching process or recommendations of the Expert Panel from the previous reaccreditation cycle,²¹ and submit them

²⁰ Table 1 and Table 2 of the form provide for the review and modernization of the study programme's learning outcomes.

²¹ In accordance with the *recommendations of the Expert Panel in the second reaccreditation cycle* (see Standards 2.2 and 2.3), which addressed the *need to modernize the learning outcomes of several study programmes*, amendments were implemented across five (5) study programmes, involving less than one third of the learning outcomes required for completion of the study programme. These are: the University Undergraduate Study Programme in History, the University Undergraduate Study Programme in Philosophy, the University Graduate Study Programme in History, the University Graduate Study Programme in Philosophy, and the University Graduate Study Programme in Hungarian Language and Literature.

to the Faculty Council for approval (see the *Decision on an Undergraduate Study Programme*, *Decision on a Graduate Study Programme* and *Decision on a Doctoral Study Programme*). Approved amendments to existing study programmes involving less than one third of the learning outcomes required for completion of the study programme are incorporated consecutively into the curriculum implementation plans in the following academic years. In the academic year 2023/2024, amendments to existing study programmes involving less than one third of the learning outcomes required for completion of the study programme were made to six (6) study programmes (see the *Report on Study Programmes in 2023/2024*). In the academic year 2024/2025, amendments to existing study programmes involving less than one third of the learning outcomes required for completion of the study programme were made to three (3) study programmes (see the *Report on Study Programmes in 2024/2025*).

Basic information on the study programmes delivered by the Faculty of Humanities and Social Sciences in Osijek is available in the *Information Package for Students in Croatian and English* and in the *Guide for Prospective Students*. For every compulsory and elective course within *all study programmes* delivered by the Faculty, up-to-date information is provided on the learning outcomes and on the manner in which the learning outcomes, teaching methods and methods for assessing the achievement of the intended learning outcomes are linked (see the *Educational Psychology I course*). When curriculum implementation plans for the forthcoming academic year are prepared, the methods of teaching delivery specified in the *course descriptions* are regularly revised and updated to ensure their alignment with the intended learning outcomes (see the course *German Language Teaching Methodology*). All amendments to study programmes are also regularly recorded in the *abridged versions of study programmes available on the webpages of the Faculty's organisational units*. The abridged versions of study programmes are available on the *Study Programmes* webpage of each organisational unit. Links to selected study programmes (the Faculty currently delivers 32 study programmes, so not all links are listed here) include the *Undergraduate University study programme in English Language and Literature*, the *Undergraduate University Study Programme in Information Sciences*, the *Graduate University Study Programme in Publishing*, the *Graduate University Study Programme in Art History*, and the *Doctoral Study Programme in Linguistics*. The abridged versions of study programmes are updated before the beginning of each academic year, that is, after amendments have been approved by the Faculty Council.

The content of the study programmes delivered by the Faculty of Humanities and Social Sciences in Osijek is aligned with the latest professional research in the relevant scientific field and branch, as teachers follow curriculum devel-

opment principles and continuously develop their teaching and digital competences. This is also confirmed by the Faculty's *Professional Development Plans for Teaching Staff and amendments thereto*. It should be noted that, as part of the internal thematic audit of the quality assurance system for 2021, *the Committee for the Internal Audit of the Quality Assurance System* was appointed on 3 September 2021. The Committee conducted an internal thematic audit entitled *Alignment of Study Programmes and Library Holdings*. In addition to examining the alignment of the Library holdings with the study programmes, the audit analysed how up to date the available required and supplementary reading was across the study programmes. The internal thematic audit established that the holdings of the Library of the Faculty of Humanities and Social Sciences in Osijek were aligned with the Faculty's study programmes. It also analysed the functionality of the study programmes in relation to the Library holdings and any need to expand the Library collection. The audit proposed specific guidelines, which were subsequently implemented, for further qualitative and quantitative improvement of the alignment between the Library holdings and the Faculty's study programmes. These included digitalised *planning of mandatory and supplementary reading for the upcoming academic year*, updating course readings lists, and *digitalising reading materials in accordance with the Copyright and Related Rights Act*.

In accordance with the guidelines arising from the internal quality audit on the alignment of study programmes with the Library holdings, the content of the Faculty's study programmes follows the latest scientific research through the regular updating of required and supplementary readings for courses before the beginning of teaching in each semester. For this purpose, the Vice-Dean for Education and Student Affairs sends an invitation to teachers in all organisational units to modernise their courses. Reading lists are updated using the *Course Modernisation Form*, and the changes are recorded in the *Sokrat* system and in the abridged versions of study programmes available on the websites of all organisational units. Teachers are also required to pursue professional development in their scientific field and branch through conferences, publications, projects and science popularisation activities), and to incorporate the knowledge thus acquired into the content of their obligatory and elective courses through minor amendments to study programmes, specifically through amendments to course content of up to 20%. The up-to-date nature of study programme content and students' expectations regarding this aspect of the programmes are among the *topics discussed at mentoring meetings*. The feedback collected in this way is communicated to teachers and, where justified, incorporated into course content. An important element of course modernisation is the inclusion of different types of teaching activities in course delivery, such as *field instruction*, *service*

learning and *guest lectures by experts from the relevant scientific field and/or professional practice*. Furthermore, in accordance with the *recommendations of the Expert Panel in the second reaccreditation cycle* (see Standard 3.2), student evaluation of study programmes has been conducted regularly at the Faculty since 2023 (see the *evaluation form*). The *evaluation results are analysed*, and students' recommendations for improving study programmes, particularly in the areas of student practice and the development of practical skills, are implemented through amendments to study programmes, the expansion of cooperation with new student practice providers, and the organisation of non-formal and informal student practice.²² The opinions of external stakeholders and employers regarding their satisfaction with Faculty graduates employed in their organisations are also collected periodically using the *Survey Form on the Readiness of Faculty Graduates for the Labour Market* (see the *Report on Results* and *the Aggregate Analysis*). The analysis of the survey results shows that employers in general consider that the graduates of the Faculty of Humanities and Social Sciences in Osijek generally possess the competences required for successful entry into the labour market, particularly communication skills, teamwork and adaptability. The analysis also indicates a need for further alignment of study programmes in the areas of practical forms of teaching and generic skills. During the reaccreditation period under review, this was addressed through minor and more substantial amendments to study programmes, the introduction of faculty-wide elective courses enabling students to acquire generic competences, and the further development of student practice. These measures ensure that the programmes remain up to date and aligned with changing social and labour market needs, as well as with students' needs and expectations.

A large number of study programmes delivered by the Faculty of Humanities and Social Sciences in Osijek contain components that enable students to acquire and further develop digital skills. In addition to the *single major* and *double major* Undergraduate Study Programmes in Information Science and the Graduate Study Programmes in *Information Science, Information Technology and Publishing delivered by the Department of Information Science*, whose content is, among other things, aimed at the acquisition and development of digital skills, all other Faculty study programmes offer students at least one elective course at the undergraduate and/or graduate level focused on digital skills or information technology knowledge. Examples include the following courses: *Literacies in the Digital Age, Databases, Databases for Communication Specialists, Digital Competences, Digital Tools in Teaching, Introduction to Working with Electronic Documents,*

²² See Standard 2.3.

Introduction to Web Design, Introduction to Information Technology, Translation Technologies, Introduction to Working with Electronic Documents, and others. The Faculty of Humanities and Social Sciences in Osijek also offers a large number of faculty-wide elective courses (see <https://www.ffos.unios.hr/wp-content/uploads/2026/02/Fakultetski-izborni-kolegiji.pdf>) and university-wide elective courses (see <https://www.ffos.unios.hr/wp-content/uploads/2025/07/Popis-sveucilisnih-izbornih-kolegija-2025.-2026.pdf>), some of which are likewise aimed at the acquisition and development of digital skills. The development of digital skills and digital and information literacy is also promoted through the active participation of students and other Faculty stakeholders in the *e-Sveučilišta (e-Universities)* project implemented by CARNET.

The content of study programmes delivered by the Faculty of Humanities and Social Sciences in Osijek enables both vertical and horizontal student mobility. The mechanisms for student mobility within Josip Juraj Strossmayer University of Osijek and between other Croatian universities are defined in Articles 36 and 37 of the *Ordinance on Study Programmes and Studying at Josip Juraj Strossmayer University of Osijek*. Article 46 of the same Ordinance defines student progression through studies. Vertical student mobility within the national and European Higher Education Area is generally realised between study programmes in related scientific fields and branches. All study programmes delivered by the Faculty of Humanities and Social Sciences in Osijek are open to national and European vertical and horizontal student mobility through the enrolment of Croatian and international students.

The Faculty of Humanities and Social Sciences in Osijek ensures that ECTS credits are aligned with the actual student workload in accordance with the *ECTS Users' Guide*, the *Ordinance on Study Programmes and Studying* at Josip Juraj Strossmayer University of Osijek and other relevant regulations. With the aim of conducting a more detailed analysis of the alignment of ECTS credits with the actual student workload, the Faculty continuously conducts internal thematic quality assurance audits:

- (1) In 2016, an internal thematic audit entitled *Allocation and Application of ECTS Credits in the Study Programmes of the Faculty of Humanities and Social Sciences in Osijek* was conducted. The *Committee for the Internal Audit of the Quality Assurance System* defined the following objectives: (1) to examine the extent to which the number of ECTS credits allocated to individual courses corresponded to the actual student workload, and (2) to examine how, that is, according to which criteria, ECTS credits had been allocated to individual courses within the study programmes. Since the primary

aim was to determine whether ECTS credits had been appropriately allocated in relation to student workload, the Committee concluded that the number of ECTS credits allocated to individual courses did not correspond to the actual student workload. More specifically, according to the estimates of the students involved in the thematic evaluation, their actual workload in most courses was lower than that indicated by the number of ECTS credits allocated. In accordance with the Committee's recommendations, a *methodology was developed and is now applied for defining learning outcomes, linking them with teaching methods, student obligations and assessment and evaluation methods, and allocating ECTS credits* (in the course descriptions available in the Sokrat system, see the section *Student Obligations and Monitoring of Student Work with Allocated ECTS Credits* and its alignment with the section *Alignment (Linking) of Learning Outcomes, Teaching Methods and Assessment of Learning Outcomes*). The revision of ECTS credits allocated to individual courses and the *improvement of the methods used to allocate ECTS credits in accordance with the actual student workload* within each study programme form an integral part of the processes of amending existing study programmes and developing new ones. As demonstrated by the *composition of the Committee* for the Internal Audit of the Quality Assurance System, these processes involve not only students but also external stakeholders.

- (2) In 2023, a second internal thematic audit devoted to the same topic was conducted, in accordance with the *recommendation of the Expert Panel under Standard 2.5 in the second reaccreditation cycle*. The audit was entitled *Alignment of ECTS Credits with Student Workload*. The *Committee for the Internal Audit of the Quality Assurance System* defined the following objectives: (1) to examine course coordinators' perceptions of the alignment between the ECTS credits allocated to their courses and the student workload, and (2) to determine whether there was a difference between the allocated number of ECTS credits and the ideal number of ECTS credits for the analysed courses that would ensure optimal alignment with student workload. Since the primary aim was to determine whether ECTS credits had been appropriately allocated in relation to student workload, the *Committee* concluded that, according to the survey results, amendments to the number of ECTS credits had been requested for fewer than 20% of courses. In accordance with the recommendations of the Committee, the good practice of discussing the alignment of ECTS credits with student workload during mentoring meetings was continued (see the *Proposed Topics for Mentoring Meetings, Annual Report 1* and *Annual Report*

2) as well as the revision and adjustments of the number of ECTS credits during department meetings continued as part of minor amendments to study programmes, amendments to study programmes involving changes to less than one third of the study programme learning outcomes, and the initial accreditation of existing study programmes (no existing Faculty study programme has undergone initial accreditation from 2023 to the present). A repeated internal thematic quality audit on the same topic is planned for 2028. It will include both students and teachers, since the 2016 audit focused on the students, while the 2023 audit focused on the teachers.

In addition, topics related to the ECTS credit system and the allocation of ECTS credits have been included in the *Professional Development Plans for Teachers of the Faculty of Humanities and Social Sciences in Osijek*, including workshops such as *Learning Outcomes in Higher Education Teaching* and *Student Workload Expressed in ECTS Credits*. Feedback on the results of both internal thematic audits and the amendments implemented was presented to students through the mentoring system. As part of the preparation of curriculum implementation plans for the forthcoming academic year, all teachers are required each year to review and, where necessary, revise the information on assessment methods for their individual courses, including the elements of monitoring and evaluation and the workload assigned to them in ECTS credits (see the *Form*). At the beginning of each semester, the course coordinator is required to inform the students of this information. The details of each course, including teaching methods, evaluation and grading methods, and the workload expressed in ECTS credits, are *available and visible to students and teachers* at all times.

2.3. Student practice is an integral part of study programmes, where applicable

The Faculty of Humanities and Social Sciences in Osijek enables students to acquire practical skills in accordance with the intended learning outcomes of student practice courses and in line with the *Ordinance on Student Practice at the Faculty of Humanities and Social Sciences in Osijek*. The Ordinance regulates: (1) the purpose and organisation of student practice, (2) responsibilities of student practice coordinators, mentors, the Committee for Resolving Student Practice-Related Issues, and students, (3) content of student practice, (4) student practice abroad, (5) recognition of student practice, and (6) content of the *online application* and student practice documentation. Student practice is conducted outside the Faculty *in cooperation with 252 student practice providers* (see the *list*

of student practice providers; student practice providers by study programme), with which the Faculty concludes student practice agreements. Student practice is integrated into all graduate study programmes and two undergraduate study programmes. ECTS credits are allocated to it, and its objectives and tasks, learning outcomes, course content, methods of linking learning outcomes with teaching methods and assessment of learning outcomes, elements of monitoring and assessment, and the method of determining the final grade are clearly defined.

Student practice is conducted systematically and responsibly. As an example of student practice at the *Department of English Language and Literature* and the *Department of German Language and Literature*, we highlight the obligatory course *Teaching Practice*, which is conducted at student teaching practice institutions (see *agreements with partner institutions – student practice providers*). The *criteria for monitoring and assessment, the evaluation form for a demonstration lesson, the checklist for assessing a lesson plan, the student practice diary form* (see *Example 1, Example 2*), and the *lesson observation form* (see *Example 1, Example 2*) demonstrate alignment with the *course description and the defined learning outcomes, as well as with the methods of linking learning outcomes, teaching methods and assessment of learning outcomes, and with the elements of monitoring and assessment*. In addition to the *Department of English Language and Literature* (see *documented examples of monitoring*) and the *Department of German Language and Literature* (see *documented examples of monitoring*), *Teaching Practice* is also a compulsory course at the *Department of Croatian Language and Literature* (see *documented examples of monitoring*), the *Department of History* (see *documented examples of monitoring*), the *Department of Sociology* (see *documented examples of monitoring*), the *Department of Philosophy* (see *documented examples of monitoring*), and the *Sub-department of Art History* (see *documented examples of monitoring*).

As an example of student practice at the *Department of Psychology*, we highlight the elective courses *Elective Practice (Practicum) in Psychological Work I, Elective Practice (Practicum) in Psychological Work II* and *Elective Practice (Practicum) in Psychological Work III*, which are conducted in institutions employing a psychologist (see the *agreements with student practice providers*). The documented examples of student monitoring for these courses (see *Elective Practice 1, Elective Practice 2, Elective Practice 3*) demonstrate alignment with the *course descriptions and the defined learning outcomes, as well as with the methods of linking learning outcomes, teaching methods and the assessment of learning outcomes, and with the elements of monitoring and assessment* (see *Course 1, Course 2, Course 3*).²³

²³ The Department of Psychology also delivers the obligatory course *Practice (Practicum) in Psychological Work*.

As another example of student practice at the *Department of English Language and Literature* and the *Department of German Language and Literature*, we highlight the elective and obligatory course, respectively, *Translation Practice* (see the *English Language study programme*; the *German Language study programme*), which is conducted in translation agencies, publishing houses, with court interpreters or in international cooperation offices (see the *agreements with student practice providers*). The documented examples of monitoring likewise demonstrate alignment with the *course descriptions and the defined learning outcomes, as well as with the methods of linking learning outcomes, teaching methods and the assessment of learning outcomes, and with the elements of monitoring and assessment* (see the *English Language study programme*; the *German Language study programme*).

As another example of student practice, we highlight the course *Practical Work II*, delivered by the Department of Information Science, which is likewise organised outside the Faculty in cooperation with labour market stakeholders (see the *agreements with student practice providers*). An examination of the professional practice diaries (see *Example 1, Example 2, Example 3, Example 4* and *Example 5*) and the *Guidelines* demonstrates, as also specified in the assessment methods, that the implementation of the practice is aligned with the *description of the course Practical Work II and its defined learning outcomes, as well as with the methods of linking learning outcomes, teaching methods and assessment of learning outcomes, as well as with the elements of monitoring and assessment*. It may, therefore, be concluded that professional practice is organised outside the higher education institution in cooperation with labour market stakeholders and is implemented systematically and responsibly in a manner that enables the achievement of the intended learning outcomes related to student practice.

The *Department of Pedagogy* should also be mentioned, as it delivers the course *Pedagogical Practice (Practicum) II*, which, like all the courses referred to above, is conducted at student practice institutions outside the Faculty (see the *agreements with student practice providers*). An examination of the *Guidelines for Mentors and Students Attending Professional Pedagogical Practice (Practicum)* and the documented examples of student monitoring demonstrates alignment with the *course description and the defined learning outcomes, as well as with the methods of linking learning outcomes, teaching methods and the assessment of learning outcomes, and with the elements of monitoring and assessment*. This overview of examples of student practice concludes with the course *Professional Practice*, delivered by the *Sub-department of Hungarian Language and Literature*, which is likewise conducted at institutions outside the Faculty (see the *agreements with student practice providers*). An examination of the *student practice diary form* and the

documented examples of student monitoring demonstrate alignment with the course description and the defined learning outcomes, as well as with the methods of linking learning outcomes, teaching methods and assessment of learning outcomes, and with the elements of monitoring and assessment.

Regularly updated information on the organisation, implementation, monitoring and evaluation of student practice is publicly available to students, mentors and organisations in which students undertake their practice on the websites of all organisational units of the Faculty of Humanities and Social Sciences in Osijek (CRO, HIST, INFO, ENG, GER, PED, PHIL, PSYCHOL, HUN, SOC, ART). The Faculty of Humanities and Social Sciences in Osijek provides two forms of support for the student practice system, including support for students, mentors at student practice provider organizations, and student practice course coordinators: advisory support through the work of the *Committee for Resolving Student Practice-Related Issues* (see the *Minutes of Committee meetings*), and the organisation of workshops on mentoring students within student practice programmes, such as *Mentoring Students by Year of Study in Professional Work*.

For the purpose of monitoring and improving the quality of student practice, an internal thematic audit of the quality assurance system entitled *Student Practice at the Faculty of Humanities and Social Sciences in Osijek* was conducted in 2019. As part of this internal audit: (1) the representation of student practice in undergraduate and graduate study programmes delivered by the Faculty was analysed; (2) SWOT analyses of student practice were conducted; (3) feedback was collected from student practice coordinators, mentors, heads of institutions (employers) and students regarding the characteristics of student practice, the competences developed through participation in student practice and their level of satisfaction; (4) a report on the current situation was prepared on the basis of three data sources (students, mentors and heads of institutions); and (5) guidelines were proposed for improving the quality of education in line with the changes in the broader social context. Among other findings, the *Committee for Conducting the Internal Audit of the Quality Assurance System* concluded that: (1) practical teaching at the graduate level, particularly within the framework of the teacher education study programmes, was satisfactorily developed, whereas it was considerably less developed at the undergraduate level and was offered within only one study programme; and (2) the survey data and SWOT analyses consistently indicated a high level of satisfaction among students, mentors and heads of institutions with the existing student practice system, while also identifying the need to increase the overall duration of student practice and provide it consistently throughout both levels of study. The Committee's guidelines (increasing the number of student practice providers, introducing different forms

of student practice as elective courses, increasing the number of student practice courses at the undergraduate level, and providing institutional support for the improvement of student practice through professional development workshops and setting up a committee responsible for supporting all student practice stakeholders) have been implemented consistently, as demonstrated in the preceding section of the self-evaluation addressing this element.

In addition to the internal thematic quality audit of student practice, the Faculty of Humanities and Social Sciences in Osijek collects feedback on the functioning of the student practice system in several other ways:

- through student evaluation of the courses *Practical Work II (Information Science practice)*, *Pedagogical Practice (Practicum) II* and *Professional Practice (Communication Studies Practice)*;
- through a *survey on students' perceptions of the quality of student practice* (see *the results, analysis*);
- through a *survey on mentors' evaluation of student practice* (see *the results, analysis*).

The evaluation and survey results indicate a high level of student satisfaction with the quality and organisation of student practice, as well as a high level of satisfaction among mentors and potential employers with students' preparedness for undertaking student practice. In some cases, as many as 75.2% of the respondents expressed an interest in employing the students. There is always scope for further improvement of student practice, and the mentors, employers and students identify the main opportunities for improvement as extending the duration of student practice and continuously aligning its content with the study programmes. Both recommendations are implemented periodically through minor or substantial amendments to the existing student practice courses. Examples include the introduction of cooperation with student practice providers in the courses *Teaching English to Young Learners* and *Teaching German to Young Learners*. They are also implemented through the introduction of student practice within elective courses (see *Elective Practice (Practicum) in Psychological Work I–III* and *Translation Practice within the Graduate Study Programme in German Language and Literature*). The Faculty is also the coordinator of the project *SVEZAK: Expert, Skilled and Employable – Competitive in the Labour Market*, whose primary objective is to improve employability through professional practice in higher education, that is, to further *develop and strengthen student practice at the Faculty*. Furthermore, through the activities of the *Committee for Cooperation with Community Partners of the Faculty of Humanities and Social Sciences in Osijek*, students are provided with opportunities to acquire practical experience related

to their field of study. In September 2025, female students enrolled in the Pedagogy study programme *strengthened their pedagogical competences by working with primary school children at the Osijek Red Cross Outdoor School* (see: [Photo Gallery](#)).

2.5. Quality assurance of lifelong learning programmes forms part of the higher education institution's internal quality assurance system. This ensures that such programmes remain up to date and aligned with current societal needs.

The Faculty of Humanities and Social Sciences in Osijek delivers *twelve (12) lifelong learning programmes* aimed at empowering individuals through education. Through these programmes, participants can enhance, broaden or renew their knowledge and skills in specific areas and thereby contribute to their personal, social or professional development and engagement, given that lifelong learning increases competitiveness and adaptability in a changing labour market. All lifelong learning programmes of the Faculty of Humanities and Social Sciences in Osijek have been developed in accordance with the *Ordinance on Lifelong Learning at Josip Juraj Strossmayer University of Osijek* and have received University approval for their launch and delivery. During the reaccreditation period under review, considerable attention was devoted to the planning and development of new lifelong learning programmes. This process was fully aligned with the *Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek 2022–2026*, specifically Strategic Area 1 (Quality management and the social role of FFOS), and Objective 5 (*Develop lifelong learning programmes aligned with the social and economic needs*). Furthermore, it supports the *Strategy of Josip Juraj Strossmayer University of Osijek 2021–2030*, specifically Strategic Area 3 (Lifelong learning), and its respective Objectives 3.1 (*Align the general objectives of all lifelong learning programmes with the mission and strategic objectives of the University and with social needs*), 3.2 (*Revise existing and develop new lifelong learning programmes aligned with social needs, as well as the needs of the labour market*), and 3.4 (*Launch online lifelong learning programmes*). In addition to the Faculty's previously existing lifelong learning programmes (*Pedagogical, Psychological, Didactic and Methodological Training (PPDM), German for Higher Education Teachers, Python, Computational Thinking and Programming, Social and Emotional Learning in the Classroom, Applied Methodology for Research and Development, Croatian as a Foreign Language, and Croatian Language and Language Culture*), the following new lifelong learning programmes were developed: *Programme for Acquiring Pedagogical Competences for Vocational Teachers and Teaching Assistants, Digital Competence in Education, Academic Writing in English, Training Programme for the Acquisition of Andragog-*

ical Competences for Teaching Basic Skills in Adult Education, and Programme for the Acquisition of Basic Andragogical Competences. The Faculty of Humanities and Social Sciences in Osijek is one of the few higher education institutions to have obtained approval from the Ministry of Labour, Pension System, Family and Social Policy to deliver *short non-formal Croatian language learning programmes for foreign workers* in the *construction, food industry, manufacturing, hospitality, telecommunications*, and *health and social care* sectors. These programmes are offered through the *Croatian Employment Service voucher system*. The proposal documents for all Faculty lifelong learning programmes, together with the information on enrolment deadlines, teaching, timetables and other relevant information, are published on the respective programme webpages and updated regularly.

The general objectives of all lifelong learning programmes delivered by the Faculty of Humanities and Social Sciences in Osijek are aligned with the *Faculty's mission and strategic objectives*. In accordance with the mission and vision set out in the *Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek 2022–2026*, which emphasise striving for regional impact and recognition and the integration of traditional and contemporary approaches with the aim of providing the highest-quality lifelong education in the humanities and social sciences, the programmes are intended for the wider community, that is, for all interested participants in Croatia and abroad. Distance-learning options are available for all programmes (see the chapter *Modes of Programme Delivery* in the proposal documents for all lifelong learning programmes). Development activities related to the Faculty's lifelong learning programmes are systematic and regular, as confirmed by the increase in the number of such programmes compared with the previous period. This growth is the result of *planned strategic development aligned with societal and economic needs*. External stakeholders are involved in the development of new lifelong learning programmes, sometimes in an advisory capacity (for example, members of the Department of English Studies at the University of Zadar provided advice during the development of the programme *Academic Writing in English*), and sometimes as active partners in programme delivery (for example, CARNET representatives participate as associates and instructors in the *Digital Competence in Education* programme).

The Faculty of Humanities and Social Sciences in Osijek also devotes considerable attention to promoting its lifelong learning programmes. The programmes are extensively advertised through the *Faculty website* and its *Facebook* and *Instagram* pages, in *print media* (see *Article 1*, *Article 2*), *electronic media* (see *Video 1*, *Video 2*), and the University Newsletter (see *Issue 90*, *Issue 112*). The Faculty's lifelong learning programmes are also advertised in cooperation with the Croa-

tian Chamber of Trades and Crafts: <https://www.hok.hr/aktualno/program-stjecanja-pedagoskih-kompetencija-za-strukovne-ucitelje-i-suradnike-u-nastavi>.

The lifelong learning programmes of the Faculty of Humanities and Social Sciences in Osijek are also developed in response to the needs of the wider community. For example, the Ministry of Demography and Immigration concluded an *Agreement* and an *Annex to the Agreement* with the Faculty for the delivery of the programme *Croatian as a Foreign Language* to its scholarship recipients who are Croatian emigrants and descendants of Croatian emigrants. In addition to responding to societal needs, new lifelong learning programmes are developed in accordance with the opinions of employers, that is, external stakeholders from the private sector who consider the learning outcomes of such programmes relevant and necessary and express interest in and support for their delivery. For example, the Faculty of Humanities and Social Sciences in Osijek obtained approval from the *Agency for Vocational Education and Training and Adult Education* and the *Ministry of Science, Education and Youth* to launch and deliver the *Croatian as a Foreign Language* lifelong learning programme. It also obtained approval from the Ministry of Labour, Pension System, Family and Social Policy to deliver *short non-formal Croatian language learning programmes for foreign workers in the construction, food industry, manufacturing, hospitality, telecommunications, and health and social care sectors*.

The lifelong learning programmes of the Faculty of Humanities and Social Sciences in Osijek also respond to the needs of teachers in primary and secondary education: (1) the *Programme for the Acquisition of Pedagogical Competences for Vocational Teachers and Teaching Assistants*, delivered in accordance with a programme adopted by the Ministry of Science, Education and Youth, enables participants to acquire the teaching competences required to work in secondary vocational schools; (2) the *Training Programme for the Acquisition of Andragogical Competences for Teaching Basic Skills in Adult Education*, delivered in accordance with a programme adopted by the Ministry of Science, Education and Youth, enables participants to acquire the andragogical competences required to teach basic skills in adult education institutions; (3) the programme *Digital Competence in Education*, which promotes the objectives of the digital transition, is aimed at developing the digital competences of teachers from primary school to higher education levels; and (4) the *Programme for the Acquisition of Basic Andragogical Competences*, for the launch and delivery of which the Faculty has obtained approval from the *Agency for Vocational Education and Training and Adult Education*, thereby also confirming its alignment with employers' needs, enables the further development of the competences of teachers employed in adult education institutions.

In addition to developing new programmes, the Faculty of Humanities and Social Sciences in Osijek continuously improves the quality of its existing lifelong learning programmes through their systematic review, involving various stakeholders and procedures. Upon completion of each programme cycle, participant satisfaction surveys are conducted, where applicable, to obtain feedback that is subsequently incorporated into future programmes or delivery cycles (see the chapters analysing participant satisfaction surveys relating to the *PPDM training programme*, *Programme for the Acquisition of Pedagogical Competences for Vocational Teachers and Teaching Assistants*, *Croatian as a Foreign Language*, *Croatian Language and Language Culture*, and *Applied Methodology for Research and Development* in the *Final Reports on Lifelong Learning Programmes from 2020/2021 to 2024/2025*). The development of existing lifelong learning programmes, based on the recommendations and guidelines set out in the *Final Reports*, is also reflected in the proposal documents for amendments to lifelong learning programmes (see *PPDM*; *Croatian Language and Language Culture*), the strengthening of promotional activities (for example, the Faculty's participation in the Croatian Lifelong Learning Weeks: the 18th Lifelong Learning Week in 2024, and the 19th Lifelong Learning Week in 2025), and the consideration and incorporation of feedback received from the participants in lifelong learning programmes. The latter aspect of quality improvement for lifelong learning programmes is reflected in the development and implementation of (1) *an online application for registering participants for the Teaching Practice component of the Pedagogical, Psychological, Didactic and Methodological Training programme*; (2) *an online application for enrolling participants in the Programme for the Acquisition of Pedagogical Competences for Vocational Teachers and Teaching Assistants*; (3) *an online application for registering participants for the Teaching Methodology Practice component of the Programme for Acquiring Pedagogical Competences for Vocational Teachers and Teaching Assistants*; and (4) *an online application for enrolling participants in the programme Digital Competences in Education*. During the reaccreditation period under review, several round tables were also organised with the aim of ensuring and improving quality and increasing participants' satisfaction with the Faculty's lifelong learning programmes. For example:

- The round table *Experience in Teaching within the PPDM Training Programme* analysed the teaching practices of teachers involved in the PPDM programme. Positive examples were presented of how desirable learning situations could be created and the intended learning outcomes achieved, while undesirable experiences were also discussed as valuable indicators of how to avoid situations that do not produce the desired results (see the *Minutes of the Round Table*)

- The round table *Designing Teaching: from “What Will I Do Tomorrow?” to “What Will My Participants Learn, Achieve and Accomplish Tomorrow?”* focused on (1) teaching as a tool for effective instruction and learning, which requires extensive preparation, effort and commitment in planning and delivery in accordance with the intended learning outcomes, and (2) on changes in the roles of participants and teachers. The teacher is no longer merely a lecturer, but rather someone who guides, mentors, organises and streamlines the learning process (see the *Minutes of the Round Table*)
- At the round table *Evaluation and Grading in Our Teaching Practice*, emphasis was placed on consistency in the evaluation and grading of participants in lifelong learning programmes (see the *Minutes of the Round Table*)
- The round table *Being a Teacher in the PPDM Programme* analysed what it means to teach within the PPDM training programme and how teachers fulfil this role (see the *Minutes of the Round Table*)
- At the round table *Criteria for the Recognition of Examinations in the PPDM Training Programme*, existing practices were analysed with the aim of improving the examination recognition procedure within the PPDM programme and the quality of the Programme as a whole (see the *Minutes of the Round Table*)
- The round table *Academic Integrity in the PPDM Programme* addressed the variety of everyday challenges faced by teachers and participants in the PPDM training programme and proposed solutions for preserving academic integrity among participants in lifelong learning programmes (see the *Presentation*)
- At the round table *Teaching Competences of Participants in the Pedagogical, Psychological, Didactic and Methodological Training Programme at the Faculty of Humanities and Social Sciences in Osijek*, the results of research into the didactic, methodological and digital competences of PPDM participants, conducted by the Faculty’s Centre for Didactic and Methodological Research, were analysed (see the *Presentation*).

At the end of each academic year, the Vice-Dean for Study Programmes and Lifelong Learning submits to the Faculty Council a detailed *Final Report on Lifelong Learning Programmes*. The report contains: (1) an introductory section providing a general description of the lifelong learning programmes offered by the Faculty of Humanities and Social Sciences in Osijek and an account of the activities undertaken to promote the programmes and increase their visibility during the relevant academic year; (2) a report on the delivery of each programme in

the respective academic year; (3) the results of participants' satisfaction assessments for each enrolment cycle, where applicable; and (4) guidelines for the further development of each individual programme. For the purpose of ensuring and enhancing the quality of lifelong learning programmes at the Faculty of Humanities and Social Sciences in Osijek, the *Committee for Conducting an Internal Quality Audit* on the topic *Quality Assurance in Lifelong Learning Programmes at the Faculty of Humanities and Social Sciences in Osijek* was appointed on 7 April 2026. The results of the internal thematic quality audit are expected by the end of 2026.



III. STUDENT- CENTRED LEARNING AND TEACHING – THE TEACHING PROCESS AND STUDENT SUPPORT

3.1. Learning and teaching are student-centred and ensure that all the intended learning outcomes are achieved.

The Faculty of Humanities and Social Sciences in Osijek encourages various ways of teaching delivery and flexible usage of various pedagogical methods and techniques, in accordance with the intended learning outcomes of study programmes with a view to fostering interactive and research-based learning, problem solving, and creative and critical thinking. Such pedagogical methods and techniques have a positive impact on motivation, self-reflection and engagement of students in the learning process. The intended learning outcomes of study programmes are achieved through various teaching methods and techniques which foster interactive learning, dialogue-based work, critical inquiry into content, and a research-oriented approach to topics. In addition to lectures, practicals, seminars, and workshops, the teaching and learning process incorporates the following methods to ensure the achievement of the intended learning outcomes and to foster creative and critical thinking: (1) *field classes*, which must *directly support the course objectives and learning outcomes*, as evidenced in the funding requests; (2) *guest lectures* which *must be aligned with the course objectives and learning outcomes*, (3) *service learning* and (4) distance learning.

The modes of delivery for study programmes, as well as the teaching methods and techniques applied in working with students, are detailed in the regularly updated versions of study programmes available on the webpages of all Faculty departments (see: CRO, ENG, HIST, PHIL, INFO, PSYCHOL, PED, ART, HUN, SOC, GER), in *study programme descriptions* and *course descriptions* within the Sokrat system, and in the *Report on the Delivery of Study Programmes and the Quality of Teaching* at the Faculty of Humanities and Social Sciences in Osijek. An additional mechanism for ensuring student-centred learning and teaching, as well as the achievement of all intended learning outcomes is provided by

- teaching portfolios maintained by the Faculty's teaching staff: (undergraduate study programmes: *Croatian Language and Literature* (single major), *Croatian Language and Literature* (double major), *English Language and Literature*, *German Language and Literature* (single major), *German Language and Literature* (double major), *Hungarian Language and Literature*, *Philosophy*, *History*, *Art History*, *Sociology*, *Psychology*, *Pedagogy*, *Information Science* (single major), *Information Science* (double major), and the *Sub-department of Common Courses*; graduate study programmes: *Croatian Language and Literature* (single major), *Croatian Language and Literature* (double major), *English Language and Literature* (*Translation and Teacher Education*), *German Language and Literature* (single major), Ger-

man Language and Literature (double major, Translation and Teacher Education), Hungarian Language and Literature, Philosophy, History, Art History, Sociology, Psychology, Pedagogy, Information Science, Information Technology, Publishing, the Sub-department of Common Courses; doctoral study programmes: Linguistics, Literature and Cultural Identity, and Pedagogy and Contemporary School Culture)

- teachers' self-reflections on course delivery: (undergraduate study programmes: *Croatian Language and Literature (single major), Croatian Language and Literature (double major), English Language and Literature, German Language and Literature (single major), German Language and Literature (double major), Hungarian Language and Literature, Philosophy, History, Art History, Sociology, Psychology, Pedagogy, Information Science (single major), Information Science (double major), and the Sub-department of Common Courses*; graduate study programmes: *Croatian Language and Literature (single major), Croatian Language and Literature (double major), English Language and Literature (Translation and Teacher Education), German Language and Literature (single major), German Language and Literature (double major, Translation and Teacher Education), Hungarian Language and Literature, Philosophy, History, Art History, Sociology, Psychology, Pedagogy, Information Science, Information Technology, Publishing, the Sub-department of Common Courses*; doctoral study programmes: *Linguistics, Literature and Cultural Identity, and Pedagogy and Contemporary School Culture*), and
- analyses of the correlation between the applied teaching methods and processes and the student learning and achievement of learning outcomes: (undergraduate study programmes: *Croatian Language and Literature (single major), Croatian Language and Literature (double major), English Language and Literature, German Language and Literature (single major), German Language and Literature (double major), Hungarian Language and Literature, Philosophy, History, Art History, Sociology, Psychology, Pedagogy, Information Science (single major), Information Science (double major), and the Sub-department of Common Courses*; graduate study programmes: *Croatian Language and Literature (single major), Croatian Language and Literature (double major), English Language and Literature (Translation and Teacher Education), German Language and Literature (single major), German Language and Literature (double major, Translation and Teacher Education), Hungarian Language and Literature, Philosophy, History, Art History, Sociology, Psychology, Pedagogy, Information Science, Information Technology, Publishing, the Sub-department of Common Courses*; doctoral study programmes: *Linguistics, Literature and Cultural Identity, and Pedagogy and Contemporary School Culture*).

The methods of teaching delivery at the Faculty of Humanities and Social Sciences in Osijek are accommodated to a diverse student population, with particular emphasis on students from under-represented and vulnerable groups (students with children, senior students, students from disadvantaged socio-economic backgrounds, students with disabilities, etc). At the University level, students with disabilities may contact the *Office for Students with Disabilities of Josip Juraj Strossmayer University of Osijek*. The Office's website provides detailed information regarding their *rights and opportunities*, as well as the data on the *specialized equipment* available to them. The rights of students with disabilities include accommodations of exam technologies during written examinations (cf. Article 51(4) of the *Ordinance on Study Programmes and Studying*), *the right to direct placement in student dormitories* and *the right to partial reimbursement of travel expenses*. *The University regularly allocates several scholarships specifically for students with disabilities*.

In addition to the *University Office for Students with Disabilities*, students with disabilities may also contact the *Committee for Students with Disabilities of the Faculty of Humanities and Social Sciences in Osijek*. The Committee's task is to ensure and improve the quality of studying for students with disabilities, thereby equalizing educational opportunities for both current and future students with disabilities at the Faculty of Humanities and Social Sciences in Osijek. Among its duties, the Committee for Students with Disabilities selects student assistants, develops plans and strategies to ensure and improve the quality of studying and equalizes educational opportunities for students with disabilities. Furthermore, it provides expert opinions and recommendations on reasonable accommodations regarding the teaching process, learning materials, facilities, and services with a view to ensuring equal opportunities for students with disabilities during their studies. The Committee also collaborates with students with disabilities, their assistants, and the Faculty's teaching and non-teaching staff to address specific challenges that may arise during their studies. Finally, it systematically evaluates the support system for students with disabilities and, based on the results of these evaluations, works towards its improvement.

In order to enhance the experience of studying and overall student life for students with disabilities, and in accordance with the *Guidelines of the University Office for Students with Disabilities*, the Faculty of Humanities and Social Sciences in Osijek provides educational assistance for students with disabilities each academic year. In the period from 2021 to 2026, a total of 16 student educational assistants were engaged to support 13 students with disabilities (see: *Data on Educational Assistance*). The *facilities and access routes* at both the main building on Jägerova Street and the Faculty building on Školska Street are fully accessible

to students with disabilities. Both locations have wheelchair access and adapted restrooms, while the main building is additionally equipped with an elevator to which students with disabilities are provided with keys and independent access. Furthermore, students with disabilities are granted full use of the Faculty's parking lot. In addition to that, tactile paving for blind and visually impaired persons has been installed at the Faculty, and, in order to support students with visual impairments, the Faculty Library *digitalizes examination materials or provides access to previously digitalized literature*, free of charge, in accordance with Article 86 of the *Copyright and Related Rights Act*. Students with disabilities can find further information regarding their rights and opportunities on the dedicated Faculty webpage *Students with Disabilities*.

Senior students and students with children are entitled to the accommodation of course attendance requirements and technical examination arrangements (see: accommodations for employed senior students: *Example 1, Example 2*; accommodations for students with children: *Example 1, Example 2, Example 3*). Other reasonable accommodations for course attendance and examination procedures include arrangements for students with dyslexia (see: *Example 1, Example 2*), dysgraphia (see: *Opinion*), dyscalculia (see: *Opinion*), and students with health impairments (see: *Example 1, Example 2, Example 3*). Students with disabilities, as well as students from disadvantaged socio-economic backgrounds, are entitled to a full or partial exemption from tuition fees, in accordance with the *Decision on the Criteria and Required Documentation for Full or Partial Exemption from Tuition Fees for Full-Time Students with Disabilities and Full-Time Students from Disadvantaged Socio-Economic Backgrounds*. Based on student requests and the recommendation put forward by the *Education and Student Affairs Committee*, the Dean decides, on behalf of the Faculty of Humanities and Social Sciences, to fully exempt from tuition fees, or to enable payments of tuition fees in instalments, for students from vulnerable and under-represented groups. The services of the Faculty's *Student Psychological Counselling Unit* are available to all students. The Faculty Library provides *interlibrary loan services* to all students free of charge.

The Faculty of Humanities and Social Sciences continuously organizes educational activities for teaching and non-teaching staff focused on ensuring equal educational opportunities for students from vulnerable and under-represented groups. In the academic year 2022/2023 the following workshops were organized: *Provisions, Options, and Methods for Accommodating Teaching and Examination for Students with Disabilities* (for teaching staff) and *Specific Approaches to Working with Students with Disabilities* (for non-teaching staff). In the academic year 2023/2024 the following workshops were organized: *Academic Support for*

Students with Mental Health Difficulties and *Accommodation of the Teaching Process and Support for Students with Chronic Illnesses*. In the academic year 2024/2025 the following workshops were organized: *Accommodation of the Teaching Process for Students with Disabilities: From Methodological Recommendations to Awareness Raising and Descriptions of Difficulties* and *Academic Support for Students with Mental Health Difficulties*. By attending these workshops, teachers acquire knowledge and competences regarding the needs of and approaches to students from vulnerable and under-represented groups. Teachers also regularly apply state-of-the-art didactic and methodological procedures in course delivery and examinations, while at the same time making use of technological aids in their work and the accommodation of the teaching process for students from vulnerable and under-represented groups.

The Faculty of Humanities and Social Sciences in Osijek ensures the use of state-of-the-art technologies to modernise teaching and achievement of the intended learning outcomes. This primarily refers to (1) the *Moodle* platform – a distance learning system used for uploading teaching materials, posting announcements, and conducting online examinations (see: *Video Guide for Teachers*); (2) the *BigBlueButton virtual classroom system for online learning* in real time (see: *Video Guide for Students*, *Video Guide for Teachers*); (3) *FFOS-repository*, where students self-archive their bachelor's theses, master's theses, and doctoral theses (see: *Student Guide*); and (4) interpreting booths used by the Faculty's translation and interpreting programmes.

The Faculty systematically ensures that its teachers are trained in the integration of advanced technologies into teaching, primarily through education provided within the framework of the *Professional Development Plan for Teaching and Non-Teaching Staff*. In the academic year 2021/2022 the workshop *Web-Based Tools for More Efficient Course Organization and Management* was delivered. In the academic year 2023/2024 the workshop *Organizational Aspects of Technology – Examples of Good Practice* was delivered. In the academic year 2023/2024 the following workshops were delivered: *Artificial Intelligence in Teaching – Tools for Teaching Enhancement*, *Artificial Intelligence Tools for Foreign Language Teachers*, and *Independent Recording of Educational Content and Post-Production in the Integrated Recording Studio*.

At the Faculty of Humanities and Social Sciences in Osijek, the evaluation of various methods of teaching delivery, pedagogical methods, and techniques of working with students is carried out in different ways:

- periodic *Teacher Surveys* (see: *Invitation 1*, *Invitation 2*) and their corresponding analyses (see: 2023/2024: *Survey, Results, Analysis*; 2024/2025:

Survey, Results, Analysis). These surveys encompass the evaluation of the teaching quality, communication with the administration, availability of working resources, the integration of innovations into teaching, and professional development. Their primary objective was to assess overall teaching staff satisfaction with regard to the working conditions, the institutional support received, and opportunities for professional development. The survey responses regarding professional development indicated that the highest level of interest lies in IT-digital, scientific-professional, and methodical training. When it comes to peer cooperation and the institutional climate at the Faculty, the survey responses indicated that teachers overwhelmingly perceive a positive atmosphere of cooperation. They also suggested that issues should be addressed through specialized, targeted workshops. Responses concerning cooperation with students suggest that teachers generally make significant efforts to motivate students, create a stimulating learning environment, and encourage open dialogue for their ideas and questions. The findings with regard to teaching methods indicate that the majority of the teaching staff employ modern, active teaching methods that foster student engagement. Regarding the evaluation of student work, the majority of teachers responded that they evaluate student performance objectively and provide students with constructive feedback. Teachers also rated themselves highly in areas such as subject-matter expertise, student motivation, course planning and preparation, teaching delivery, and the integration of technology and digital tools into teaching. The following issues were recognized as challenging: administrative burdens, and work with students who require specialized accommodation. Consequently, the teaching staff propose the strengthening of institutional professional support for teachers working with these student groups. Teachers also consider the university-wide student survey inadequate for efficient evaluation of the teaching quality, suggesting instead the implementation of an internal faculty-level student survey. Overall, the findings indicate that teachers have a predominantly positive attitude toward their professional role, teaching methods, and cooperation with both peers and students

- annual *University Student Survey*.²⁴ The Faculty has developed a publicly accessible *University Student Survey Follow-up Action Plan* which defines

²⁴ No faculty member has received a grade lower than 3.89/5. Any negative student comments regarding a teacher's work are formally addressed through consultations between the Vice-Dean for Education and Student Affairs and the respective faculty member. Documentation regarding these actions will be made available for review by the Expert Panel upon request or during their site visit.

the criteria for addressing predominantly negative survey feedback as well as criteria for recognizing and rewarding teaching excellence. Teachers who receive predominantly negative student survey results are required to submit a written clarification of the negative feedback to the Dean within a specified deadline. This submission must include a course enhancement plan detailing concrete improvement activities, the effectiveness of which will be evaluated during the subsequent survey cycle. Furthermore, these teachers are required to participate in at least one professional development workshop organized by the Faculty and aimed at improving teaching competence. Teachers who achieve excellent results in the University Student Survey receive public recognition: <https://www.ffos.unios.hr/?s=priznanja+za+izvrsne+ocjene>

- by periodically collecting student feedback on satisfaction with the study programme and the achieved learning outcomes. This feedback is used to modernise study programmes and learning outcomes each academic year: *a student survey for the evaluation of study programmes, administered across all study programmes*, and introduced in line with the recommendation of the Expert Panel during the second cycle of reaccreditation (see: *Survey, Analysis of Results*); *surveys on the quality of a study programme, administered to recently graduated students by the Faculty's organizational units*, e.g. by the Department of German Language and Literature (see: *Survey and Analysis 1, Survey and Analysis 2*); *surveys on student satisfaction with the quality of the Faculty's doctoral study programmes*, e.g., with the Doctoral Study Programme in Pedagogy and Contemporary School Culture (see: *Survey, Analysis of Results*)
- by periodically collecting feedback on student satisfaction with courses and the achieved course-level learning outcomes, which is subsequently used to modernise course content and learning outcomes, as demonstrated by surveys and evaluations conducted within the framework of courses such as *Introduction to Information Technology*; *German Language Practice 1*; *Sociology of Gender*; *Hormones and Behaviour*; and *Homeland History in Teaching*; by collecting feedback on the quality of teaching delivery (e.g. *the evaluation sheet for field classes within the study programme in History*), and the application of teaching methods (e.g. *a survey on the use of AI tools in teaching within the study programme in Pedagogy: the survey, its results and their analysis have been integrated into a scientific paper*)
- by periodically collecting feedback on student enrolment motivations across the Faculty's study programmes with a view to improving the enrolment strategies of the Faculty's organizational units; these activities

are conducted both by the organizational units themselves – such as the Department of German Language and Literature (see: *Survey and Analysis*), the Department of Information Science (see: *Survey with Results 1*, *Survey with Results 2*, *Survey with Results 3*), or the Sub-department of Hungarian Language and Literature (see: *Survey, Results*) – and at the Faculty level (see: *Survey and Results*)

- at regular meetings between mentors and students in the 3rd year of undergraduate studies and the 2nd year of graduate studies, where the findings of student evaluation of study programmes constitute a mandatory topic (this is a mandatory *topic* for the initial meeting with second-year graduate students and a mandatory *topic* for the initial meeting with third-year undergraduate students, as evidenced, e.g. by the *Annual Report on the Mentoring System for 2023/2024*).

The Faculty of Humanities and Social Sciences in Osijek continuously involves its stakeholders in the process of reviewing the *Teacher Survey* and the *University Student Survey*, as well as in the subsequent monitoring of the results of their analyses. Two (2) letters containing proposals for the revision of the University Student Survey were submitted to the *Quality Assurance Centre of Josip Juraj Strossmayer University of Osijek*: (1) *Proposals of the Students' Union of the Faculty of Humanities and Social Sciences in Osijek for the revision of questions in the University Student Survey*, dated 19 December 2023, and (2) *Proposals of the teaching staff of the Faculty of Humanities and Social Sciences in Osijek regarding the drafting of the University Student Survey*, dated 3 April 2023. The overview of comments from the University Student Survey is a mandatory *topic 2 (for double major studies)*, i.e. *topic 3 (for single major studies) during meetings between students and mentors* across all years of undergraduate and graduate studies, which is visible from the *Annual Report of the Quality Assurance Committee on the Mentoring System for the 2022/2023 academic year*, *Annual Report of the Quality Assurance Committee on the Mentoring System for the 2023/2024 academic year* and *Annual Report of the Quality Assurance Committee for the 2024/2025 academic year*, and regulated by the *Rules on Student and Teacher Support During Studies at the Faculty of Humanities and Social Sciences in Osijek*. *Annual meetings between the Vice-Dean for Education and Student Affairs, and the Students' Union*, focusing on student satisfaction with student survey results, potential options for reformulating survey questions, and student analyses of study programmes, teaching methods, and techniques, were held on 5 October 2022, 16 December 2022, 5 April 2023, 6 May 2024, and 3 December 2025. In order to enhance the quality of the Teacher Survey, the *Faculty's Quality Assurance Committee* conducted a subsequent monitoring of the survey results as well as the survey revision

during the 2023/2024 academic year, as documented in the *Committee's Action Plan for the 2023/2024 academic year* and the *Annual Report on the Activities of the Committee for the 2023/2024 academic year*. The results of the Teacher Surveys and their subsequent revisions are presented and interpreted within the chapters on teaching evaluation and self-evaluation in the *Reports on the delivery of study programmes and the quality of teaching*.

Based on the results of evaluations regarding the delivery of study programmes, as well as teaching methods and techniques, forms of teaching and teaching methods are continuously adapted to enhance the quality of teaching and learning, which is formally reflected in (1) continuous minor amendments to study programmes, (2) periodic amendments to study programmes involving less than one-third of the learning outcomes required for completion of the study programme (see: *annual reports on study programmes*), and (3) regular teacher reviews and updates of evaluation methods, as well as of required and supplementary reading within their respective courses (see: <https://sokrat.ffos.hr/ff-info/kolegiji.php>). To facilitate more effective tracking of these course updates, a *Course Modernisation Form* has been developed.

3.2. The assessment and evaluation are objective and consistent, and they ensure that all the intended learning outcomes are achieved.

Information on active courses, criteria and methods of assessment and evaluation are clear and **publicly available** before the beginning of each academic year, and regularly updated and aligned. **For each course** delivered in the current academic year, the publicly accessible Faculty information system Sokrat features a *Methods* option which typically includes the following components: assessment and evaluation; continuous assessment components (with the student workload for each component expressed in ECTS credits); the method for determining the final grade; a sample grade calculation; and other information relevant to student monitoring and assessment. Methods of assessment and evaluation are aligned with the teaching methods, which is also visible in Sokrat **for each course** under the option *Course description* where, among other things, the learning outcomes are linked with the teaching methods and methods of student evaluation. Methods of assessment and evaluation which ensure the achievement of all intended learning outcomes are also integrated into course descriptions (1.9 Assessment and evaluation of student performance in class and at the final examination and Table 2 Linking learning outcomes, teaching methods and learning outcome assessment) in regularly updated and publicly available abridged versions of all

study programmes delivered by the Faculty of Humanities and Social Sciences in Osijek (due to the high number of programmes (32), only three are listed here: *double major Undergraduate University Study Programme in English Language and Literature*, *Graduate University Study Programme in Sociology* and *Doctoral Study Programme in Pedagogy and Contemporary School Culture*). Student feedback on the objective, reliable and consistent implementation of assessment and evaluation methods is collected through: (1) the *University Student Survey*, in which students rated the question “Is the teacher/teaching assistant fair in their grading?” at 4.87/5, thereby confirming that the Faculty’s teaching staff implement the methods of assessment and evaluation in an objective, reliable and consistent manner; and (2) course evaluations conducted by teachers upon the completion of classes in the winter or summer semester (see: *Evaluation Examples*).

Each academic year, the Faculty Council adopts the annual *Professional Development Plan for Teaching and Non-Teaching Staff* aimed at ensuring the objective and consistent assessment and evaluation of student achievement, along with other topics relevant for the teaching and research activities of the teaching staff, as well as for the professional activities of the non-teaching staff. In the period between 2021 and 2025, the Faculty’s teaching staff were actively involved in several projects, including (1) *Challenges for the Social Sciences and Humanities: New Study Programmes and Quality Assurance System at the Faculty of Humanities and Social Sciences in Zagreb*; (2) *Competence Standards for Teachers, Pedagogues, and Mentors*; (3) *Croatian Studies, Andragogy, Philosophy, and Cultural Studies – Alignment with the CROQF (KAFKa)*; and (4) *Research into Study Programmes to Determine the Extent to Which the Development of Students’ Digital Competences Is Represented*. Through their participation in these projects, teachers acquired knowledge, experience, and examples of good practice, which they subsequently applied to ensure objective and consistent assessment that guarantees the achievement of all intended learning outcomes. Continuous professional development and active participation of teachers in projects enhance their competence and equip them with skills for objective evaluation of student achievement. Objective and consistent evaluation that guarantees the achievement of all intended learning outcomes forms the foundation of the Faculty’s mentoring system and is one of the *topics covered during regular meetings of mentors and students* across all years of undergraduate and graduate studies, as documented by *annual reports on the mentoring system at the Faculty*.

Students regularly receive feedback on the criteria and methods of assessment and evaluation not only through Sokrat and the publicly available, updated versions of study programmes, but also at the beginning of classes for each course. The results of evaluations and assessments, along with learning guidance

and support, are available to students through: (1) office hours, the schedules for which are publicly available (see: *ENG, PHIL, CRO, INFO, CCSD, HUN, GER, PED, HIST, ART, PSYCHOL, SOC*), and which frequently contain the formulation “by appointment,” meaning that teachers remain available to students outside regular office hours in person, via email, and/or by office telephone (see: *Directory*), and (2) the *Moodle* distance learning platform. The results of all written evaluation procedures, as well as the final course grades, are *published on Moodle using Student Identification Numbers*, thereby respecting the students’ right to anonymity during the evaluation and assessment process. Students with difficulties in meeting their academic obligations are primarily identified through the mentoring system. Specifically, when a student contacts their mentor, the mentor identifies the underlying issue, consults the respective course teachers, and advises the student on how to overcome these difficulties in meeting their academic obligations. Support for students with difficulties in meeting their academic obligations is also provided by the Vice-Dean for Education and Student Affairs during the *Vice-Dean’s Student Office Hours*, and by the *Committee for Students with Disabilities* which provides guidance and support to students from vulnerable and under-represented groups, as well as to those experiencing difficulties in meeting their academic obligations. Accommodations to teaching and to assessment procedures for students with disabilities, those from vulnerable and under-represented groups, and students facing difficulties in meeting their academic obligations were discussed in detail in the self-evaluation of the previous standard. Therefore, only a *summary of these accommodations is presented here*.

Pursuant to Article 59 of the *Ordinance on Study Programmes and Studying*, a student who is not satisfied with their grade or the evaluation method may initiate a grade appeal procedure. During the reaccreditation period under review, three (3) students initiated a grade appeal procedure. In the first case, the *appeal was rejected*; in the second case, *it was dismissed since it was not submitted within the prescribed 48-hour deadline* (Article 59 of the *Ordinance on Study Programmes and Studying*); and in the third case, *the appeal was upheld*. In this aspect of the studying experience, the rights of students of the Faculty of Humanities and Social Sciences in Osijek are also advocated for by the *Student Ombudsperson*, while the *student advisor (Honorary Student Vice-Dean)* may also intervene in resolving issues. The rights of students from under-represented and vulnerable groups include adjustments to examination technologies during written examinations (cf. Article 51(4) of the *Ordinance on Study Programmes and Studying*), the availability of teaching and examination *equipment* and *digitalized literature for visually impaired students*.

The analysis of pass rates and study progress is integrated into the *Annual Report on Academic Activities and Financial Performance of the Faculty of Humanities and Social Sciences in Osijek* (see: Chapter III, Other Indicators, Tables Pass Rates and Average Grades in Undergraduate and Graduate Study Programmes, Section 3.13 Data on Exams and Average Performance in Undergraduate and Graduate Study Programmes, Section 3.14 Number of Graduates, Average Performance, and Average Study Duration, as well as Table 3.4 of the Analytic Supplement to the Self-Evaluation Report for all study programmes delivered by the Faculty). The analysis of the data for the reaccreditation period under review indicates that average grades in undergraduate study programmes remain stable (3.86 for undergraduate and 4.48 for graduate study programmes); however, there is a slight downward trend in pass rates at both study levels (by approximately 6% for undergraduate and 2.5% for graduate study programmes). During the reaccreditation period under review, measures to improve pass rates included the repeating of specific continuous assessment and evaluation elements within courses, introducing additional assessment and evaluation components, and providing supplementary consultation-based teaching. For the upcoming academic year, an internal quality audit focusing on pass rates and study progress is planned to detect the underlying causes of the decline in pass rates and to provide guidelines for preventing this trend.

The Faculty of Humanities and Social Sciences in Osijek conducts regular evaluations of its assessment processes through a system of double marking. This activity is carried out on an ongoing basis, since double marking applies to the following components: (1) *master's theses*, (2) *final bachelor's theses*, (3) *examinations before an ad-hoc teacher committee*, (4) journals prepared by students during their school practice, pedagogical practicum, translation practice, information sciences practicum, and psychology practicum (see: Standard 2.3 on student practice), and (5) written forms of evaluation, as recommended by the Expert Panel during the second cycle of reaccreditation. The double marking carried out by peers was implemented across the following Faculty's organizational units: *English Language and Literature*, *Pedagogy*, *German Language and Literature*, *History*, *Sociology*, the *Sub-department of Common Courses*, *Hungarian Language and Literature*, *Information Science*, *Philosophy*, *Psychology*, and *Croatian Language and Literature* and the *analysis* was conducted. The implementation of the double marking procedure was also a theme of the Faculty's internal quality audit, conducted in accordance with the *recommendations of the Expert Panel during the second cycle of reaccreditation* (see: Standard 3.8). The Internal Quality Audit Committee was appointed by the *Dean's Decision* on 25 November 2024. The Committee concluded that the double marking system serves its purpose of

ensuring objective assessment, and issued the following guidelines for its further improvement: drafting a guidelines document on double marking, as well as a template which would clearly specify whether the assessment concerns a seminar paper, midterm exam, written exam, or some other form of individual student work. This initiative also involves the alignment of the grading based on points or grades and conducting analyses regarding deviations in grades (points). At the 5th session of the Faculty Council for the 2025/2026 academic year, held on 25 February 2026, the *Report on Double Marking at the Faculty of Humanities and Social Sciences in Osijek, submitted by the Internal Quality Audit Committee* was adopted. The Quality Assurance Committee has started with the *implementation of these guidelines*, and the double marking system has been accepted as an established grading evaluation method.

Another method for evaluating monitoring and assessment processes at the Faculty of Humanities and Social Sciences in Osijek is peer review and evaluation of teaching. Based on the handbook drafted for use by teachers *Peer Review and Support at the Faculty of Humanities and Social Sciences*, which is a revised version of the 2012 *Handbook for Peer Review and Support at the Faculty of Humanities and Social Sciences*, and following a *survey* on peer review and evaluation along with *the analysis of its results*, a dialogue on teaching and learning is established. This dialogue focuses on understanding instructional decisions and their effects on student learning, rather than on evaluating personal characteristics or teaching practices. So far, peer review and evaluation have been mostly limited to mentor-supervised teaching delivered by teaching assistants and PhD students, and to inaugural lectures. In accordance with the recommendation of the Quality Assurance Committee, the next steps in developing the peer review system will involve a pilot implementation of the peer review system across the Faculty, along with the gradual integration of digitally supported elements into the system, in accordance with the Faculty's current infrastructural capacities.

3.3. The requirements for student enrolment and progress, recognition and certification are clear, publicly available, and consistently applied.

The enrolment policy of the Faculty of Humanities and Social Sciences in Osijek is aligned with the Croatian legislative framework, *the Faculty's mission and vision*, its spatial, teaching, and material capacities, as well as its social role in both regional and national contexts. The Faculty of Humanities and Social Sciences in Osijek has clear, objective, impartial and *publicly available criteria* for student enrolment and progress, and the criteria and procedures for the selec-

tion and enrolment of students ensure the selection of candidates with appropriate prior knowledge, in line with the requirements of the study programme (see: selection criteria in the national central online application system *Postani student* and Section 1.8. *Enrolment criteria* in publicly available updated versions of study programmes). The enrolment policy and the strategy to attract future students are sensitive to the needs and difficulties of students from vulnerable and under-represented groups, and they both promote inclusion. Candidates with a physical disability of 60% or more are granted the right to direct enrolment in the study programmes of the Faculty outside of the approved enrolment quota, provided they have passed the admission threshold. The admission threshold is deemed to have been met if all exams of the Secondary School Leaving Examinations required by individual study programmes have been passed with a score required by the Faculty.

If necessary, the Faculty of Humanities and Social Sciences in Osijek undertakes evidence-based revisions of its student selection and enrolment criteria and procedures. Each academic year, in October or November, the Vice-Dean for Education and Student Affairs holds an online meeting with the heads of the Faculty's organizational units to discuss enrolment criteria and quotas for the upcoming academic year. Each organizational unit discusses these enrolment criteria and quotas during its departmental sessions and subsequently forwards its conclusions in electronic form to the Vice-Dean for Education and Student Affairs through the department heads:

- on 29 October 2021, an online meeting was held with the department and sub-department heads with the following agenda: enrolment criteria for the 2022/2023 academic year; enrolment criteria for candidates who completed at least four years of secondary education in the Republic of Croatia prior to 2010; enrolment criteria for candidates who completed their secondary education outside the Republic of Croatia; the introduction of an entrance examination. During the online meeting, the Department of Croatian Language and Literature and the Sub-department of Hungarian Language and Literature introduced a mandatory enrolment requirement: in order to qualify for enrolment in their studies, the candidates have to take the selected elective courses of the Secondary School Leaving Examination, that are relevant for the respective study programmes (see: *Minutes of 29 October 2021*)
- on 21 October 2022, an online meeting was held with the department and sub-department heads with the following agenda: methodology of enrolment criteria and the revision of existing enrolment criteria (see: *Minutes of 21 October 2022*)

- on 31 October 2023, an online meeting was held with the department and sub-department heads with the following agenda: flexible combinations of double major study programmes delivered by the Faculty; enrolment criteria for the 2024/2025 academic year; enrolment quotas; special candidate categories (Croats living outside the Republic of Croatia, candidates who graduated from the secondary school prior to 2010 (i.e. senior candidates), and international students) (see: *Minutes of 31 October 2023*)
- on 14 October 2024, an online meeting was held with the department and sub-department heads with the following agenda: enrolment criteria for undergraduate study programmes for the 2025/2026 academic year. The enrolment criteria were modified by the Department of German Language and Literature (evaluation of competitions) and the Department of Sociology (evaluation of the compulsory and elective components of the Secondary School Leaving Examination) (see: *Minutes of 14 October 2024*)
- on 25 October 2024, an online meeting was held with the department and sub-department heads with the following agenda: enrolment criteria for graduate study programmes. Given that applications for graduate study programmes for the 2025/2026 academic year were anticipated to be processed through the Central Application System for the first time, all organizational units submitted the enrolment criteria for their respective programmes (see: *Minutes of 25 October 2024*)
- on 4 and 7 November 2025, an online meeting was held with the department and sub-department heads regarding the enrolment criteria for undergraduate and graduate study programmes for the 2026/2027 academic year (see: *Minutes of 4 and 7 November 2025*).

An overview of the enrolment criteria and methodology for the period from 2021 to 2025 is presented *here*.

Based on the analyses of enrolment criteria, as detailed in the preceding paragraph for the reaccreditation period under review, enrolment quotas are determined each academic year, and the Faculty Council adopts the *Decision on Enrolment Criteria for the 1st Year of Undergraduate Study Programmes* and the *Decision on Enrolment Criteria for the 1st Year of Graduate Study Programmes* for the upcoming academic year (see: *Decision 1*, *Decision 2*). In accordance with these Decisions, the *Guide for Prospective Students* and the *Information Package* are subsequently drafted and aligned. *The Information Package* contains the mandatory enrolment requirements and criteria which correspond directly to the data avail-

able in the central online application system *Postani student* within the *National Information System of Applications to Higher Education Institutions (NISpVU)*. The Package also provides comprehensive information regarding undergraduate, graduate, and doctoral study programmes, teaching activities, extracurricular activities, and student career development opportunities. The enrolment process is carried out and supervised by the *Undergraduate Enrolment Committee* and the *Graduate Enrolment Committee*, pursuant to the decision of the Faculty Council. Enrolment in undergraduate study programmes is carried out based on the Enrolment Number assigned to applicants by the NISpVU system upon the finalisation of the ranking lists. Enrolment in graduate study programmes continues to be conducted in accordance with the Faculty's official ranking lists, whereby applicants ranked above the admission threshold qualify for enrolment. *Information regarding applications and enrolment to graduate study programmes along with the relevant forms* are publicly available on the Faculty's website. During the reaccreditation period under review, there were no objections, inquiries, or appeals concerning the implementation of the enrolment procedures for undergraduate, graduate, and doctoral study programmes at the Faculty of Humanities and Social Sciences in Osijek.

Prior to the commencement of the enrolment process, a call for applications to undergraduate and graduate study programmes is published by the University of Osijek (see: *Calls for Applications 2022–2026*). The enrolment schedule for undergraduate and graduate study programmes, along with other essential enrolment-related information, is made publicly available *on the Faculty's website* in a timely manner. In addition to these enrolment notices, application and registration forms are also fully accessible to students on the same website. In addition to their prior academic achievement in secondary education and their performance on the Secondary School Leaving Examination, applicants enrolling in undergraduate study programmes can earn additional points based on special achievements. As detailed on the *Postani student* portal, these include: participation in international competitions, e.g. the Millennium Competition in Creative Industry (applicable to Croatian Language and Literature); participation in national competitions (applicable to English Language and Literature, Philosophy, Croatian Language and Literature, Information Science, German Language and Literature, Pedagogy, History, Art History, and Psychology); participation in the national art competition: the Art Exhibition-Competition for Primary and Secondary School Students in the Field of Visual Arts and Design – LIK, categories 2A and 2B (applicable to Art History); participation in regional competitions (applicable to Croatian Language and Literature, Hungarian Language and Literature, and German Language and Literature); completion of an

additional secondary school programme (applicable to Croatian Language and Literature); participation in national-level literary competitions (applicable to Croatian Language and Literature); having a published book (applicable to Croatian Language and Literature).

The general requirements and criteria for enrolment in the Faculty's doctoral study programmes are laid down by the Faculty Council through the *Decision on the Publication of the Call for Applications to Doctoral Study Programmes* (see: *Pedagogy and Contemporary School Culture*, *Literature and Cultural Identity*, and *Linguistics*). The individual calls for applications for each study programme are publicly available on the respective webpages of the Faculty's doctoral studies (see: *Pedagogy and Contemporary School Culture*, *Literature and Cultural Identity* and *Linguistics*). The enrolment process for doctoral study programmes is conducted and supervised by respective Doctoral Degree Committees (see: *Pedagogy and Contemporary School Culture*, *Literature and Cultural Identity* and *Linguistics*).

Since 2025, the Faculty has also been conducting the *Student Satisfaction Survey on Enrolment Procedures at the Faculty of Humanities and Social Sciences in Osijek*. The survey is intended for first-year undergraduate and first-year graduate students at the Faculty (see: *Invitation*). An analysis of the *survey results* concluded that there is room for improvement regarding the Faculty's enrolment procedures. Although the majority of respondents indicated complete satisfaction with the process, a certain number pointed out deficiencies related to the human factor and information logistics (see: *Survey Analysis*). The Faculty will implement the resulting improvement proposals when organizing enrolment procedures for undergraduate and graduate study programmes for the upcoming academic year.

The process of academic progression for students of undergraduate and graduate studies is regulated by the *Ordinance on Study Programmes and Studying at Josip Juraj Strossmayer University of Osijek*. For students resuming interrupted studies or progressing to a higher year of study, each academic year the University Senate adopts the *Decision on Progression Requirements for Higher Years of Study* which lays down the number of ECTS credits required for progression. For doctoral students, the academic progression procedure is regulated by the *Ordinance on Postgraduate Studies at Josip Juraj Strossmayer University of Osijek* and the *Rules on the Implementation of Doctoral Study Programmes at the Faculty of Humanities and Social Sciences in Osijek*. A *Roadmap from enrolment to degree award* is available on the Faculty's doctoral studies' webpages, facilitating the doctoral candidates' academic progression throughout their studies.

The completion rate for the Faculty's university study programmes amounts to 78.79% – specifically 73.16% at the undergraduate level, and 84.42% at the graduate level (according to Chapter III 'Students', Section 'Other Indicators' of the *Report on Academic Activities and Financial Performance of the Faculty*). Based on the indicators, students enrolled in three-year undergraduate study programmes take an average of 3.31 years to complete their studies, while students in two-year graduate study programmes take an average of 2.54 years. During the reaccreditation period under review, measures to improve pass rates and completion rates included, in addition to the mentoring system and revisions of enrolment criteria, the repeating of specific continuous assessment and evaluation elements within courses, introducing additional assessment and evaluation components, and providing supplementary consultation-based teaching. For the upcoming academic year, an internal quality audit focusing on pass rates and study progress is planned to detect the underlying causes of the decline in pass rates and to provide guidelines for preventing this trend.

The Faculty of Humanities and Social Sciences has established appropriate procedures for the fair recognition of higher education qualifications, periods of study, and prior learning. These procedures are based on the principles of the Lisbon Recognition Convention, cooperation with other higher education institutions, quality assurance agencies, and national ENIC/NARIC offices²⁵, and are formally regulated by the University *Ordinance on Study Programmes and Studying*. Undergraduate and graduate students at the Faculty of Humanities and Social Sciences in Osijek have the opportunity *to transfer to related study programmes*. The courses relevant for their new study programme and earned ECTS credits are recognized by a decision of the *Committee for Education and Student Affairs*, based on the opinion of the departmental ECTS coordinators. Students transferring to the Faculty of Humanities and Social Sciences in Osijek from other higher education institutions are eligible for the recognition of their courses and earned ECTS credits under the same procedure as described for students of the Faculty transferring to related study programmes. The recognition of higher education qualifications, periods of study, and prior learning within doctoral study programmes is formally regulated by the *Ordinance on Postgraduate Studies at Josip Juraj Strossmayer University of Osijek* and *Rules on the Implementation of Doctoral Study Programmes at the Faculty of Humanities and Social Sciences in Osijek*. The academic recognition of higher education qualifications required for

²⁵ During the reaccreditation period under review, the Faculty had no inquiries regarding recognition for the ENIC/NARIC office; however, in April 2026, the Faculty submitted *an inquiry to the Office regarding the expression of academic performance in the recognized diploma of a prospective candidate applying for a job position at the Faculty, and subsequently received its response*.

admission to doctoral studies is carried out by the *University Quality Assurance Centre*, and the *recognition of periods of study, and prior learning within the Faculty's doctoral study programmes* is carried out by the respective Doctoral Degree Committee. In addition to that, the Faculty of Humanities and Social Sciences in Osijek conducts the *recognition of foreign professional qualifications*.

The Faculty regularly collects and analyses data on student progression, continuity of studies, and completion rates within the framework of regular semestral *Reports on the Delivery of Study Programmes and the Quality of Teaching*. These analyses are prepared through the joint efforts of the Vice-Dean for Education and Student Affairs, department and sub-department heads, Quality Assurance Unit, Academic Affairs Office, Student and Study Programmes Unit, Erasmus Coordinator, Student Psychological Counselling Unit, and Finance and Accounting Service. *Reports on the Delivery of Study Programmes and the Quality of Teaching* are analysed and publicly adopted at the sessions of the Faculty Council. Data on student progression, continuity of studies, and completion rates are also included in the annual *Reports on Academic Activities and Financial Performance of the Faculty of Humanities and Social Sciences in Osijek*.

The quality of monitoring student pass rates is ensured not only through revisions of enrolment criteria (see the introductory section of the self-evaluation for this standard) and the updating of assessment and evaluation methods prior to the commencement of each academic year (see the concluding section of the self-evaluation for Standard 3.1.), but also through the *mentoring system*. Each year of study is assigned a dedicated mentor who monitors and supports students throughout their studies. The mentoring system is regularly analysed, evaluated, and adjusted through the publicly available annual *Reports of the Quality Assurance Committee*. At the end of each academic year, the Quality Assurance Committee and the appointed mentors submit reports that are used to prepare the previously mentioned annual reports on the Faculty's mentoring system.

Based on the results of monitoring student pass rates, mechanisms have been established which allow the timely identification of students with difficulties in the regular fulfilment of their academic obligations, with the aim of providing timely and continuous support and learning assistance. In addition to the previously mentioned *mentoring system*, support mechanisms for students with difficulties in meeting their academic obligations also include the *Vice-Dean's Student Office Hours*, support and assistance provided by the *Education and Student Affairs Committee* and the *Committee for Students with Disabilities* which, in addition to supporting students with disabilities, provides advice and support to students from vulnerable and under-represented groups, and students facing dif-

faculties in meeting their academic obligations. The adjustments to teaching and to assessment procedures for students with disabilities, those from vulnerable and under-represented groups, and students facing difficulties in meeting their academic obligations were discussed in detail in the self-evaluation of previous standards. Therefore, only a *summary of these adjustments is presented here*.

Based on the analysis of enrolment interest and student pass rates, and as a component of the Faculty's prospective student recruitment strategy, promotional activities within the community are carried out each year under the authority of the Faculty Promotion Working Group, *appointed by the Faculty Council*. Continuous visits by teachers and students to schools provide direct contact with pupils and an opportunity to present the Faculty's study programmes. These recruitment efforts include presentations in Slavonski Brod (1), Vinkovci (1, 2), at the *Fair of Opportunities* and the *regional virtual education fair "Na koji ćeš faks?"* (What Faculty Will You Choose?), *Faculty Open Days* (see: overview of some *Open Days activities* and reviews of events organized by the Faculty's organizational units: *Department of Pedagogy*, *Department of Croatian Language and Literature*, *Department of English Language and Literature*, *Department of History*, *Department of Information Sciences*), and *promotional visits to schools outside of Osijek during the Faculty Open Days*).

An integral component of the enrolment policy and prospective student recruitment strategy is the organization of the *FFOS Career Week* and *FFOS Career Days* (see: *Reports*), along with the continuous cooperation with the Career Information and Counselling Centre in Osijek (CISOK) through regular project-based information workshops and community outreach activities. These events are organized for both secondary school pupils and university students as part of the activities of the *Faculty Career Centre* (see: *Annual activity reports of the Career Centre*). The Faculty collects *data on the employment of its graduates*, recording the employing institution and job position for each graduate, as well as data on employed bachelor's and master's degree holders registered with the *Croatian Employment Service*. Graduate employability, together with the *Recommendations of the Croatian Employment Service for Enrolment and Scholarship Policies in Education*, and the teaching capacities of individual organizational units, are also analysed when determining enrolment quotas.

Upon completion of their studies, the Faculty of Humanities and Social Sciences in Osijek, issues appropriate graduation documents to each graduate in both printed and digital formats: the diploma and the diploma supplement (e.g., an example of an undergraduate *diploma* in *Croatian* and *English*, and undergraduate *diploma supplement* in *Croatian* and *English*; an example of a graduate *diploma*

in *Croatian* and *English*, and graduate *diploma supplement* in *Croatian* and *English*; an example of a doctoral *diploma* in *Croatian* and *English*). The listed documents are issued in accordance with the *Ordinance on the Form and Content of Certificates, Diplomas, and Diploma Supplements*. In addition to the above mentioned Ordinance, diplomas and diploma supplements are issued pursuant to Article 73 of the *Act on Higher Education and Scientific Activity*, Article 170 of the *Statute of the University of Osijek*, Article 82 of the *Statute of the Faculty of Humanities and Social Sciences in Osijek*, and Article 64 of the *Ordinance on Study Programmes and Studying at the University of Osijek*. Pursuant to Article 4 of the *Ordinance on the Form and Content of Certificates, Diplomas, and Diploma Supplements*, the Faculty issues the Diploma Supplement free of charge in both Croatian and English.

3.4. The higher education institution provides sufficient and easily accessible resources to support students.

Pursuant to the *Ordinance on Study Programmes and Studying at Josip Juraj Strossmayer University of Osijek* the Faculty of Humanities and Social Sciences in Osijek provides the students with support in learning and academic progression, ensuring an optimal student experience through various forms of counselling tailored to diverse student needs. The Faculty has established a *mentoring system* monitored by the Faculty Quality Assurance Committee, which prepares a publicly available *Annual Activity Report* each year. The *Mentoring System* webpage also features *suggested topics for mentoring meetings*. The organization and operation of the mentoring system are formalized by the *Rules on Student and Teacher Support During Studies*.

In addition to the mentoring system, within the framework of which teachers provide support to students, the Faculty has developed a comprehensive peer support system, which includes a *student advisor (Honorary Vice-Dean)*, *Student Ombudsperson*, and student representatives across the Faculty's organizational units (information regarding student representatives is available on the respective webpages of each organizational unit: **ENG, PHIL, CRO, INFO, HUN, GER, PED, HIST, PSYCHOL, ART, SOC**). The organization and operation of the peer support system during studies are formalized by the *Rules on Student and Teacher Support During Studies*.

Student support at the Faculty of Humanities and Social Sciences in Osijek is tailored to a diverse student population, in particular to students from under-represented and vulnerable groups (students with children, senior students, students from disadvantaged socio-economic backgrounds, students with disa-

bilities), whose data are collected pursuant to the *Act on Personal Data Protection*. At the University level, students with disabilities may contact the *Office for Students with Disabilities of Josip Juraj Strossmayer University of Osijek*. The Office's website provides detailed information regarding their *rights and opportunities* as well as the data on the *specialized equipment* available to them. The rights of students with disabilities include the adjustments to exam technologies during written examinations (cf. Article 51(4) of the *Ordinance on Study Programmes and Studying*), *the right to direct placement in student dormitories*, and *the right to partial reimbursement of travel expenses*. *The University regularly allocates several scholarships specifically for students with disabilities.*

In addition to the *University Office for Students with Disabilities*, students with disabilities may also contact the *Committee for Students with Disabilities of the Faculty of Humanities and Social Sciences in Osijek*. The Committee's task is to ensure and improve the quality of studying for students with disabilities, thereby equalizing educational opportunities for both current and future students with disabilities at the Faculty of Humanities and Social Sciences in Osijek. Among its duties, the Committee for Students with Disabilities selects student assistants, develops plans and strategies to ensure and improve the quality of studying and equalizes educational opportunities for students with disabilities. Furthermore, it provides expert opinions and recommendations on reasonable accommodations regarding the teaching process, learning materials, facilities, and services with a view to ensuring equal opportunities for students with disabilities during their studies. The Committee also collaborates with students with disabilities, their assistants, and the Faculty's teaching and non-teaching staff to address specific challenges that may arise during their studies. Finally, it systematically evaluates the support system for students with disabilities and, based on the results of these evaluations, works towards its improvement.

Candidates with a physical disability of 60% or more are granted the right to direct enrolment in the study programmes of HEIs outside of the approved enrolment quota, provided they have passed the admission threshold. The admission threshold is deemed to have been met if all exams of the Secondary School Leaving Examinations required by the study programmes have been passed with a score required by the respective HEIs.

In order to enhance the experience of studying and overall student life for students with disabilities, and in accordance with the *Guidelines of the University Office for Students with Disabilities*, the Faculty of Humanities and Social Sciences in Osijek provides educational assistance for students with disabilities each academic year. In the period from 2021 to 2026, a total of 16 student educational

assistants were engaged to support 13 students with disabilities (see: *Data on Educational Assistance*). The *facilities and access routes* at both the main building on Jägerova Street and the Faculty building on Školska Street are fully accessible to students with disabilities. Both locations have wheelchair access and adapted restrooms, while the main building is additionally equipped with an elevator to which students with disabilities are provided with keys and independent access. Furthermore, students with disabilities are granted full use of the Faculty's parking lot. In addition to that, tactile paving for blind and visually impaired persons has been installed at the Faculty, and, in order to support students with visual impairments, the Faculty Library *digitalizes examination materials or provides access to previously digitalized literature*, free of charge, in accordance with Article 86 of the *Copyright and Related Rights Act*. Students with disabilities can find further information regarding their rights and opportunities on the dedicated Faculty webpage *Students with Disabilities*.

Senior students and students with children are entitled to the accommodation of course attendance requirements and technical examination arrangements (as those accommodations were discussed at length in the previous Standard, *here is just the summary* of the accommodations of course attendance requirements and technical examination arrangement). Students with disabilities, as well as students from disadvantaged socio-economic backgrounds, are entitled to a full or partial exemption from tuition fees, in accordance with the *Decision on the Criteria and Required Documentation for Full or Partial Exemption from Tuition Fees for Full-Time Students with Disabilities and Full-Time Students from Disadvantaged Socio-Economic Backgrounds*. Based on student requests and the recommendation put forward by the *Education and Student Affairs Committee*, the Dean decides, on behalf of the Faculty of Humanities and Social Sciences, to fully exempt from tuition fees, or to enable payments of tuition fees in instalments, for students from vulnerable and under-represented groups. The Faculty Library provides *interlibrary loan services* to all students free of charge. For part-time doctoral students who are not employed by the Faculty, *the Faculty has enabled access to financial resources from the Faculty Scientific Research Fund* (see: *Decision 1, Decision 2*) to support their participation in domestic and international conferences, individual research activities, and the organization of scientific or professional conferences.

An *Information Package for Students* is available to all incoming students in both *Croatian* and *English* and an *orientation session for first-year undergraduate students* is held on the first day of each academic year. As outlined in the above-mentioned orientation schedule for first-year students, in addition to the joint orientation session for all incoming students at the Faculty, department-specific

orientation sessions are also organized to familiarize students with all relevant information regarding their studies and teachers. All teachers are available to students during office hours, the schedule of which is publicly announced (see: *ENG, PHIL, CRO, INFO, CCSD, HUN, GER, PED, HIST, ART, PSYCHOL, SOC*), and which frequently contain the formulation “by appointment,” meaning that teachers remain available to students outside regular office hours in person, via email, and/or by office telephone.

The Faculty of Humanities and Social Sciences in Osijek has a long-standing tradition of providing psychological support to students of both the Faculty and the University. The Faculty established student psychological counselling procedures through the *Student Psychological Counselling Service founded at the Faculty*, which operated at the University level from 2016 to 2023. In 2023, the Psychological Counselling Service was reintegrated into the Faculty of Humanities and Social Sciences in Osijek, where it continues to operate as the *Student Psychological Counselling Unit*. In addition to individual psychological counselling for students, the Faculty’s Psychological Counselling Unit organizes and conducts group therapy sessions for students facing similar challenges, psychoeducational workshops aimed at developing personal potential, and lectures focusing on the prevention of mental health problems among students. It should be emphasized that the Faculty, in cooperation with the local community, has secured a dedicated space for psychological counselling, located outside the main Faculty building. This ensures privacy of counselling and encourages students to seek this type of support more readily.

The Faculty of Humanities and Social Sciences in Osijek supports students in acquiring and developing digital skills: the Faculty Library conducts regular annual *information literacy training sessions for all students*. The Faculty Library has also developed *Instructions for Searching the Digitalized Library Catalogue*, as well as the *Guidelines for Self-Archiving of Bachelor’s and Master’s Theses* in both electronic and *video formats*. The Students and Study Programmes Unit conducts continuous *student training on the use of Studomat*, the Higher Education Institutions Information System (ISVU) module designed for students to enrol in academic years and courses, as well as to register for and deregister from exams, while the Department of Information Science has developed *Guidelines on the Use of Artificial Intelligence* within its department. In the delivery of teaching and learning processes at the Faculty of Humanities and Social Sciences in Osijek *Moodle* – a distance learning system is used for uploading course materials, issuing announcements, and conducting online examinations, as well as the *Big-BlueButton virtual classroom system for online instruction* in real time.

A number of the Faculty's study programmes include content that enables students to acquire and develop digital skills. Apart from undergraduate **single major** and **double major study programmes in Information Science** and graduate study programmes in **Information Science**, **Information Technologies** and **Publishing**, delivered by the **Department of Information Science**, whose curricula are specifically focused, among other things, on the acquisition and enhancement of digital skills, all other study programmes at the Faculty offer students at least one elective course at the undergraduate and/or graduate level aimed at acquiring digital skills or IT knowledge. These include, for instance, courses such as *Literacy in the Digital Age*, *Databases*, *Databases for Communicologists*, *Digital Competencies*, *Digital Tools in Teaching*, *Introduction to Working with Electronic Documents*, *Introduction to Web Design*, *Introduction to Information Technology*, *Translation Technologies*, etc. The Faculty of Humanities and Social Sciences in Osijek offers a wide range of faculty-wide elective courses (see: <https://www.ffos.unios.hr/wp-content/uploads/2026/02/Fakultetski-izborni-kolegiji.pdf>) and university-wide elective courses (see: <https://www.ffos.unios.hr/wp-content/uploads/2025/07/Popis-sveucilisnih-izbornih-kolegija-2025.-2026.pdf>), which also include components aimed at the acquisition and enhancement of digital skills. In addition to that, the Faculty organizes various extracurricular activities designed to develop students' digital competencies, such as workshops (see: *Example 1*, *Example 2*, *Example 3*), **lectures**, **exhibitions** and **panel discussions**. The enhancement of digital skills, along with digital and information literacy, is also facilitated through active student participation in the *e-Universities project* implemented by CARNET.

The Faculty of Humanities and Social Sciences in Osijek engages *student journalists*, *student photographers* and *social media student assistants*, all of whom are remunerated for their work. The Faculty also maintains a close cooperation with the *Students' Union*, whose representatives participate in the Faculty management as members of the Faculty Council. The Faculty provides financial support for **eight student associations** through annual public calls for funding of their activities (see: **2022**, **2023**, **2024**, **2025**, **2026**). In addition to that, it covers expenses for students attending student, professional, or scientific conferences and summer schools (such as BOBCATSS, the Bovec Summer School, the Summer School in Scotland, Stulikon, ISHA seminar, etc.). The Faculty also funds the organization of student-led conferences and festivals (see: *Student Guide for Conference Organization*), such as PUnKt; InfoDaska; Women Yesterday, Today, Tomorrow; The Geek Gathering; etc.), student projects (PlanetA, Mali trk, etc.) and the publication of student journals (see: **1**, **2**, **3**, **4**, **5**). Detailed information on student extracurricular activities organized with the Faculty's support is

available on the *Faculty's website* and in semestral *Reports on the Delivery of Study Programmes and the Quality of Teaching* (chapter Students, Section Extracurricular activities).

Support for students participating in mobility programmes (Erasmus+ and CEEPUS) is provided by the *academic Erasmus+ coordinator and CEEPUS coordinators*. All information regarding *incoming and outgoing Erasmus+ mobility* is publicly available in both Croatian and English on the Faculty website. The *Guidelines for Outgoing Mobility* are also available to Faculty students. Student support is also provided by the Vice-Dean for Education and Student Affairs during the *Vice-Dean's Student Office Hours*. Further support is provided through the *FFOS Alumni Association* which, within the framework of *its activities*, informs students about study programmes, academic life, and employment opportunities, as well as the *Career Centre*, whose *activities* support students in their future career development. Legal student support is provided by student ombudspersons at both the *Faculty level* and *the University level*.

The Faculty has established a functional procedure for students' professional guidance, both academic and scientific, through the appointment of student demonstrators and student research assistants. Pursuant to the *Ordinance on Student Demonstrators*, a demonstrator is nominated by the course coordinator and formally *appointed by the Faculty Council*, with the course coordinator and the student demonstrator jointly drafting and signing a *Report on the Completed Activities of the Student Demonstrator*. Starting from the 2021/2022 summer semester, *financial compensation for student demonstrators was introduced* pursuant to *Article 10 (2) of the Ordinance on Student Demonstrators (Consolidated Text)*. This financial compensation is updated annually in accordance with the decision of the Minister of Science, Education and Youth on the minimum hourly rate for student employment. Pursuant to the *Decision on the Work of Student Research Assistants* and the *Rules on the Work of Student Research Assistants*, student research assistants, who are also *appointed by the Faculty Council*, assist project coordinators and members of their research teams in the preparation and implementation of scientific research and professional projects carried out at the Faculty (see: *reports on student research assistants' work*). Similar to student demonstrators, student research assistants also *receive compensation for their work*, in accordance with Article 11 of the *Rules on the Work of Student Research Assistants*.

Student feedback regarding satisfaction with the Faculty's administrative and professional services is regularly collected. Following a recommendation by the Faculty Quality Assurance Committee, a *survey on student satisfaction with the Student Affairs Office* was conducted during the 2023/2024 academic year.

The *analysis of the survey* indicates that while the majority of students are satisfied with the Office's performance, specific aspects are identified as areas requiring enhancement. Based on the survey results, the office hours of the Student Affairs Office were extended on Wednesdays from 8 a.m. to 3 p.m. Within the framework of the *FFOS Strategic Operational Plan 2022–2026*, in 2025 a *Survey on Student Satisfaction with the Faculty's Support System* was conducted. The aim was to gain insight into the level of student awareness regarding existing forms of support, as well as their accessibility and quality (see: *Call*). Based on the *responses received*, an *analysis* was carried out, leading to the conclusion that while students are generally aware of the available support mechanisms, they do not use them frequently. The most significant issues highlighted include long waiting times for psychological counselling and the need for better promotion of available services. Administrative support received mixed feedback; while the responsiveness of the staff is highly appreciated, students pointed out overcrowding and requested faster communication. Perceptions of student representative bodies also vary, with frequent suggestions calling for greater visibility and proactivity. Based on this analysis, several initiatives were launched in 2026 to improve the accessibility, communication, and visibility of existing support mechanisms. These include extended office hours for the Student Affairs Office, info panels in the cafeteria, dissemination of announcements to all students via the e-delivery system, recruiting volunteer psychologists at the Student Psychological Counselling Unit, etc. In addition to the *Survey on Student Satisfaction with the Faculty's Support System*, every three years students take part in the *Faculty Library User Satisfaction Survey*. Despite a lower response rate, *the analysis of the survey results* indicates that students are satisfied or very satisfied with the Library's services. Their recommendations focused on improving the organization of study spaces, acquiring new literature, and expanding digital services, all of which were implemented in the following academic years.

The Faculty of Humanities and Social Sciences employs an appropriate number of qualified and committed professional, administrative and technical staff, whose positions are aligned with the Faculty's *Ordinance on the Classification of Job Positions*. In addition to the Faculty Legal Counsel, the non-teaching staff is employed across the following organizational units: the Library (3), Service for Legal, Professional and Administrative Affairs (1), Dean's Office (1), Central Archives and Records Office (1), Academic Affairs Office (3), General and Human Resources Affairs Unit (1), Human Resources Office (2), Office for Technical and Support Services (8), Students and Study Programmes Unit (1), Student Affairs Office (2), Postgraduate Studies Unit (1), Student Psychological Counselling Unit (2), Lifelong Learning Unit (1), Quality Assurance Unit (2), Research and Inter-

national Cooperation Unit (1), Finance and Accounting Service (1), Accounting and Bookkeeping Unit (1), Accounting Office (1), Financial Operations and Analysis Unit (1), Business Relations and Procurement Unit (1), and Projects and Sustainable Development Unit (1). All administrative services are available to the Faculty's stakeholders on weekdays between 7:30 a.m. and 3:00 p.m. The Library is available to users daily from 8:00 a.m. to 7:00 p.m., with the exception of Fridays when it is open from 8:00 a.m. to 6:45 p.m. It should be noted that during peak periods (such as enrolment in study programmes, graduation ceremonies, etc.), the staff of the Students and Study Programmes Unit work adjusted, extended hours, for which they receive overtime compensation (see: *Decision on the Extended Working Hours of the Students and Study Programmes Unit*).

The staff of the abovementioned services undergo continuous professional development in the areas of digital competences (basic and advanced proficiency in Microsoft Office programmes, organizational aspects of technology), specific approaches to working with students with disabilities and students with mental health problems, the use of the Croatian language for administrative purposes, drafting applications for Erasmus staff mobility, mental and emotional health, stress management, etc. Some of these training workshops are conducted under the Faculty's *Professional Development Plan for Teaching and Non-Teaching Staff*, and some are pursued outside this framework (examples of non-teaching staff professional development: *Example 1*, *Example 2*, *Example 3*, *Example 4*). The Faculty's non-academic staff participated in 22 Erasmus+ mobilities during the re-accreditation period under review.

3.5. The higher education institution provides favourable conditions and support for students entering international outgoing and incoming mobility programmes.

The students of the Faculty of Humanities and Social Sciences in Osijek are informed through various channels about opportunities to complete a part of their studies abroad, which is facilitated through inter-institutional agreements signed by the University of Osijek. The most widespread form of both outgoing and incoming student mobility is the Erasmus+ Programme. Individual Erasmus+ mobilities for outgoing home students and incoming international students, as well as the recognition of the study period abroad and the awarded ECTS credits, are regulated by the University *Ordinance on Erasmus+ Program of Individual International Mobility of Outgoing and Incoming Students and (Non)-Teaching Staff under the Key Activity 1*. At the University level, the outgoing and incoming mobility support is provided by the *University Department for International Pro-*

jects and Mobility of Teachers and Students, and at the Faculty level, the support is provided by the *Research and International Cooperation Unit*, the *academic Erasmus+ coordinator*, *ECTS coordinators across the Faculty's organizational units*, appointed by the relevant *Decision*, teachers mentors *within the mentoring system*, *course teachers*, and the Faculty's *Students and Study Programmes Unit*.

In the period between 2021 and 2025, the Faculty of Humanities and Social Sciences in Osijek recorded 121 incoming student mobilities (12 student mobilities up to three months and 109 student mobilities longer than three month) under the Erasmus+ programme. In the period between 2021 and 2025, the Faculty of Humanities and Social Sciences in Osijek recorded 117 outgoing student mobilities (57 student mobilities up to three months and 60 student mobilities longer than three month) under the Erasmus+ programme. Data on student mobility are available in semestral *Reports on the Delivery of Study Programmes and the Quality of Teaching* (chapter Students, Section Mobility) as well as in the Table 3.5. of the Analytical Supplement to the Self-Evaluation Report.

Calls for applications for Erasmus+ mobility are published on both the *University* and *Faculty* websites. In addition to the list of mandatory application documents, the call for Erasmus+ student mobility includes the *List of Erasmus+ inter-institutional agreements broken down by programme countries*, *Guidelines for Students on Application Procedures and Mobility Implementation*, and *a table outlining financial support rates*. In addition to individual mobilities, calls for Erasmus+ short-term student mobilities *Blended Intensive Programmes – BIP*) are also published on the *University* and *Faculty* websites.

All information regarding outgoing Erasmus+ mobility is available to FFOS students on the *Faculty website* in both Croatian and English. In addition to (1) *current and archived calls for application*, the website provides the following information: (2) *pre-mobility guidance*, i.e. a road-map detailing procedures from the initial decision to the final signature of the grant agreement; (3) *post-mobility guidance*, i.e. a road-map detailing activities upon return to the home institution, including a detailed description of the academic recognition procedure for ECTS credits acquired during the mobility period, (4) comprehensive *Guidelines for Faculty Students on Outgoing Mobility Implementation*, (5) *Erasmus+ mobility opportunities for students*, and (6) *answers to frequently asked questions*. Students can learn additional information on Erasmus+ mobility in the *Erasmus+ Student Guide*, as well as during annual events such as *Erasmus+ Info Days*, *Erasmus+ Cafe*, and “Culture Clash Coffee” *Erasmus+ Days Event*. Support to students during the application and mobility implementation phases is also provided by students active in the Erasmus Student Network *ESN Osijek*.

All information regarding incoming Erasmus+ mobility is available to international students on the *Faculty website* in English. In addition to the (1) *undergraduate and graduate course catalogues with detailed course descriptions for the winter semester* and (2) *the undergraduate and graduate course catalogues with detailed course descriptions for the summer semester*, the Faculty website features (3) *an incoming student leaflet*, (4) contact details of the Erasmus+ academic coordinator, (5) *a short video on the incoming Erasmus+ students satisfaction with studying at the Faculty of Humanities and Social Sciences in Osijek*, and several infographics regarding their study experiences at the Faculty of Humanities and Social Sciences in Osijek (see: 1, 2, 3, 4). In addition to that, incoming mobility students receive support from peers within the *ESN Osijek* organization, primarily through the *Buddy Program*.

In addition to the Erasmus+ programme, the Faculty also participates in the CEEPUS, the Central European Exchange Programme for University Studies, supporting the mobility of teachers and students. The CEEPUS incoming and outgoing mobility is managed by designated *CEEPUS coordinators*. Students are informed about CEEPUS mobility opportunities through calls for applications published on the *Faculty* and *University website*. Calls for applications contain all relevant application guidelines. Although CEEPUS mobility is less widespread among students, the Faculty of Humanities and Social Sciences in Osijek periodically conducts activities within this exchange network, such as: *the CEEPUS Summer School of Philosophy “Interdisciplinarity within Philosophy, Philosophy behind Interdisciplinarity”* and *short-term student mobility at Charles University in Prague under the CEEPUS network “Shared History of Central Europe”*.

In the period from 2021 to the present, the Faculty of Humanities and Social Sciences in Osijek has enrolled international students, pursuing either full degree programmes or partial periods of study, from countries, such as Bosnia and Herzegovina, the Republic of Serbia, the Federal Republic of Germany, the Swiss Confederation, Ireland, Canada, and others:

Academic year	International students	Students from the Ukraine	Students Croats outside the Republic of Croatia	Foreigners
2021/2022	20	5	1	0
2022/2023	22	1	1	0
2023/2024	23	0	4	0
2024/2025	29	1	4	0
2025/2026	34	0	9	0

The Faculty provides the necessary academic support to international students: teachers are offered professional development opportunities to enhance their foreign language proficiency for conducting classes in a foreign language; international students have the opportunity to learn and improve their Croatian language skills during their study period at the Faculty; while detailed information on admission and study opportunities is available in the *Information Package in English*. Currently, the Faculty of Humanities and Social Sciences focuses primarily on attracting international students from the Croatian diaspora and the category of Croats living abroad, given that the majority of study programmes are delivered in Croatian. This recruitment is mainly conducted through the *Information Package in English*, *promotional videos* and/or *organised visits by high school students from neighbouring countries with Croatian minority communities*. However, the Faculty's strategic plans for the upcoming period include the development of study programmes delivered in English. An example is the postgraduate specialist study programme *AI for Government Technologies, currently under development*, which will be specifically tailored for international students.

Support for international students during the application and study periods is provided by the *Department for International Projects and Mobility of Teachers and Students* operating at the University level. At the Faculty level, international students are supported by the *institutional Erasmus+ Coordinator*, the Faculty's *Students and Study Programmes Unit*, ECTS coordinators appointed across all organizational units and doctoral study programmes in accordance with the relevant *Decision*, as well as course teachers and teachers mentors. The list of ECTS coordinators is regularly updated and available on the *Faculty's website*, as well as on the main web pages of its organizational units and doctoral study programmes. University and Faculty students provide peer support to incoming students through the *ESN Osijek* organization. The abovementioned semestral *Report on the Delivery of Study Programmes and the Quality of Teaching* also contains data on incoming student mobility within the chapter "Students", section "Mobility", which is presented and *adopted at Faculty Council sessions*.

The Faculty of Humanities and Social Sciences implements a regulated and flexible recognition of ECTS credits obtained at another higher education institution. The ECTS recognition procedure consists of two (2) stages: (1) a formal request is submitted for the recognition of ECTS credits earned at another higher education institution, along with the transcript of records and the *Record of Recognition of Completed Courses and ECTS Credits Acquired at a Foreign Higher Education Institution* (or, in the case of traineeships, the *Record of Recognition of Completed Traineeships and ECTS Credits Acquired at a Foreign*

Higher Education Institution) to the Students and Study Programmes Unit; and (2) an *official recognition decision* is issued based on the *submitted documentation*, which is resolved by the *Education and Student Affairs Committee* during its sessions. Examples of recognitions confirm the regulated and flexible recognition of ECTS credits obtained at other higher education institutions *through Erasmus+ mobility, transfers from other Croatian or foreign higher education institutions to the Faculty of Humanities and Social Sciences in Osijek*, or the *recognition of foreign professional qualifications*.

Each semester the Faculty of Humanities and Social Sciences in Osijek collects and analyses feedback *via an online questionnaire* to assess the satisfaction of students involved in outgoing and incoming mobility with the quality of support provided by the Faculty. These analyses are available within semestral *Reports on the Delivery of Study Programmes and the Quality of Teaching* under the chapter “Students”, section “Mobility”, which is presented and adopted at Faculty Council sessions. The survey results indicate that students highlighted several positive aspects of their mobility, including the efficiency of the institutional Erasmus+ Coordinator, availability of information, development of specific skills relevant for their field of study, teamwork, cooperation with persons from different cultures, quality of teaching delivered in foreign languages, integration into field-based learning, academic support, and helpfulness and accessibility of teachers. Identified shortcomings included insufficient integration into extracurricular activities, difficulties navigating the course schedule, language barrier associated with Croatian or other foreign languages, and challenges with the exam registration system. Feedback from incoming students is used to continuously enhance the system of studying for incoming students. For instance, information regarding extracurricular activities is disseminated both at the Faculty’s website and through its official social media channels. Course schedules are also adjusted to the extent possible to accommodate the needs of incoming students, while the digitalization of the exam registration system is still in the process of development, as it requires prior resolution at the university level.

International students have the opportunity to attend classes delivered in foreign languages, as foreign language programmes conduct teaching in their respective languages. This is documented in the *course descriptions*, where the section “General Information” specifies the language of instruction. Due to that, international students can attend courses taught in English, German, and Hungarian, as well as some elective courses in Polish, Italian, and French. In addition to that, the Faculty provides financial incentives for teachers in non-philology programmes who deliver their courses or course components in a foreign language for incoming Erasmus and international students, as evidenced by the *De-*

cision on the Remuneration of Teaching in Foreign Languages for Erasmus Students and the Decision on the Remuneration of Teaching in Foreign Languages for Erasmus Students. Croatian language instruction for international students is provided at the university level through the *Croatian Language – Preparatory Course* which comprises 70 contact hours and awards 6 ECTS credits. According to data from the *University Department for International Projects and Mobility of Teachers and Students* and the *Faculty's Students and Study Programmes Unit*, a total of 227 incoming students attended this course in the period between 2021 and 2025, 43 of whom were incoming students at the Faculty of Humanities and Social Sciences. This high participation rate in the Croatian language preparatory course is a result of both the students' strong interest in language learning and the *professional dedication of teachers delivering the course*.



IV. TEACHING CAPACITIES AND INFRASTRUCTURE OF THE HIGHER EDUCATION INSTITUTION

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

The number and qualifications of teachers at the Faculty of Humanities and Social Sciences in Osijek are adequate for the delivery of study programmes and the achievement of intended learning outcomes, as well as for carrying out scientific activities. In the academic year of evaluation, the Faculty of Humanities and Social Sciences has a total of 165 teachers (see: Table 4.1 of the Analytic Supplement to the Self-Evaluation Report): 49 full professors (23 of them are full professors with tenure), 41 associate professors, 28 assistant professors, 13 senior teaching assistants, 12 teaching assistants, 5 senior lecturers, 4 lecturers, 6 senior language instructors, 5 language instructors, and 2 employees on a project. Of 118 teacher employed full time at the scientific-teaching positions, 51 teacher is employed in the scientific field of philology, 13 in the scientific field of psychology, 10 in the scientific field of information science, 9 in the scientific field of philosophy, 9 in the scientific field of history, 8 in the scientific field of pedagogy, 4 in the scientific field of art history, and 2 in the scientific field of sociology.²⁶

At the beginning of each academic year, the Faculty Council adopts the *Decision on the Organization of the Faculty* that outlines the number of teachers in that academic year, assigned to each organizational unit, as well as their respective job positions. Data on the academic advancements is an integral part of the Dean's *Report on Academic Activities and Financial Performance of the Faculty* for each academic year. Furthermore, *study programmes are accredited based on a study programme proposal* which (through the *feasibility study justifying the need for a new study programme*) provides evidence that there is a sufficient number of appropriately qualified teaching staff, whose qualifications are confirmed by their academic, teaching, and professional work as well as their scientific-teaching grade advancements (see: Tables 4.2, 4.3, 5.1 of the Analytic Supplement to the Self-Evaluation Report). Out of a total of 115 teachers appointed to scientific-teaching grades at the Faculty of Humanities and Social Sciences in Osijek,

²⁶ The Faculty currently employs two (2) teachers in full-time scientific-teaching positions in the field of sociology, as well as two (2) associates in the field of sociology. In September 2027 the four-year employment contract of Juraj Jurlina, PhD, Senior Assistant, will expire, and, in accordance with the Advancement and Employment Plan of the University of Osijek's Program Agreement, a call will be issued for the employment of a teacher in a full-time scientific-teaching position of Assistant Professor in the scientific field of sociology. Consequently, already by September 2027 the Faculty will have the three (3) teachers in scientific-teaching positions in the scientific field of sociology required by the *Act on Quality Assurance in Higher Education and Science*. A detailed explanation on the number of employed teachers is given in Appendix to this Self-Evaluation Report (page 159).

86 teachers are appointed in the field of humanities, 17 teachers in the field of social sciences, 4 teachers in the interdisciplinary field, 1 teacher in the field of natural sciences and 1 in the field of technical sciences.

According to the data provided under the Chapter “Students” of the *Report on Academic Activities and Financial Performance of the Faculty* and Tables 1a and 4.1 of the Analytic Supplement to the Self-Evaluation Report, in the accreditation period under review, the total number of students in undergraduate, graduate and postgraduate studies in the last five academic years shows a slight decrease, which is in line with the decrease in the number of secondary school pupils and general demographics in Republic of Croatia and the European Union. The numbers are as follows: 1 381 students (2020/2021), 1 393 students (2021/2022), 1 216 students (2022/2023), 1 297 students (2023/2024), 1 117 students (2024/2025), and 1 133 students (2025/2026). The number of teachers has been on a slight rise for the past five years: 157 (2020/2021), 166 (2021/2022), 167 (2022/2023), 167 (2023/2024), 161 (2024/2025), and 160 (2025/2026). The data presented above indicate that, in the observed period, the ratios between teachers and associates employed full-time and students at the FFOS are approximately at the same level – ranging from 1:7 to 1:9, and in the current academic year, the ratio between teachers and students is 1:6.81 (see: Table 1a of the Analytic Supplement to the Self-Evaluation Report). Both indicators suggest that the Faculty meets the necessary requirements for high-quality teaching, considering the number of teachers (see: Chapter 1.2 of the *semestral Reports on the Delivery of Study Programmes and the Quality of Teaching*).

When it comes to the coverage of the teaching load by the Faculty’s own teaching staff across undergraduate, graduate and doctoral study programmes of the Faculty of Humanities and Social Sciences, over a five-year period, teachers employed full-time have delivered between 90% to 93% of the teaching load (see: Chapter 1.3 ‘Teaching delivery’ of the *semestral Reports on the Delivery of Study Programmes and the Quality of Teaching*). The percentage of external associates engaged during the specified period ranged between 7% – 10%, representing between 29 and 46 external associates per semester in the reaccreditation period under review (see: Chapter 1.3 ‘Teaching delivery’ of the *semestral Reports on the Delivery of Study Programmes and the Quality of Teaching*). All external associates are qualified for the courses they deliver, possess relevant professional experience, and integrate the latest trends and insights from the labour market into the teaching process.

Staff recruitment at the Faculty of Humanities and Social Sciences is carried out in accordance with the teaching needs and strategic goals, following the dis-

cussions at the departmental level, the Dean's Cabinet and the Faculty Council. This process is carried out in accordance with the prescribed procedure, with the aim of ensuring a sufficient number of adequately qualified teachers. All job vacancies are publicly announced in the Official Gazette, on the FFOS website, University website, the Croatian Employment Service website, and on the official web portal for job positions of the European Researchers in Motion – Euraxess, while the outcomes of the selection procedures are posted on the Faculty website. The recruitment procedure involves defining the scientific area and field in which the candidate is to be appointed, and, if necessary, the scientific branches. All of the above is evident from the documented procedure of the entire selection, recruitment, and employment/engagement process for both full-time employed staff and external associates involved in the teaching process (see: Example 1: *scientific-teaching position*; Example 2: *associate position*; Example 3: *teaching position*; Example 4: *external cooperation*).

Taking into account the teaching load across undergraduate, graduate and doctoral study programmes, teaching staff generally have a workload which is in line with the relevant legislation. The heads of the organisational units and the Faculty Management take care of the even distribution of the teaching load in a particular organizational unit (see: Table 4.2 of the Analytic Supplement to the Self-Evaluation Report). According to the *Ordinance on the Classification of Job Positions at the Faculty of Humanities and Social Sciences in Osijek*, FFOS teachers have the following tasks and responsibilities: delivery of teaching in undergraduate, graduate and doctoral study programmes; tasks that are considered an integral part of the teaching workload (office hours, seminar papers supervision, mentorship of bachelor's, master's, and doctoral theses, exams, mid-term tests, course preparation, professional development in teaching skills, participation in the work of the Faculty Council and Faculty committees), scientific research and professional development (project work, including work on project proposals, professional training and publication of research papers), and other tasks, as requested by the Dean or Vice-Deans, or as agreed under the employment contract. The Faculty aligns the teaching workload of the teaching staff with the applicable statutory and subordinate acts, acts of competent authorities, collective agreements, and other relevant regulations, and subsequently analyses and presents this data in the semestral *Report on the Delivery of Study Programmes and the Quality of Teaching*, and in the *Annual Report on Academic Activities and Financial Performance of the Faculty of Humanities and Social Sciences in Osijek*.

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

Documented examples of the recruitment²⁷, advancement, and re-appointment of teachers demonstrate that employment at the FFOS is based on professional, objective, and transparent procedures and criteria that promote excellence and are implemented in accordance with positive legal regulations and internal acts. Recruitment, advancement, and re-appointment are carried out pursuant to the *Act on Higher Education and Scientific Activity, Statute of Josip Juraj Strossmayer University of Osijek, Statute of the Faculty of Humanities and Social Sciences in Osijek, Ordinance on Election/Re-Election to Titles and Corresponding Employment Positions at Josip Juraj Strossmayer University of Osijek, Ordinance on Criteria for Appointment to Scientific Grades, Amendments to the Ordinance on Criteria for Appointment to Scientific Grades, Decision on Necessary Conditions for the Evaluation of Teaching and Scientific-Professional Activity in the Appointment Procedure to Scientific-Teaching Grades, Decision on the Form and Manner of Delivering an Inaugural Lecture for Appointment to Teaching Grades, Decision on the Necessary Conditions for the Evaluation of Teaching and Professional Activity in the Appointment Procedure to Teaching Grades and Decision on Minimum Workload Requirements for Re-appointment to Scientific, Scientific-Teaching, Artistic-Teaching, Teaching, and Professional Positions as well as on the Format of the Expert Committee's Report on the Employee's Performance in the Re-appointment Procedure*. As of 22 April 2026, the relevant provisions of the *National University, Scientific, and Artistic Criteria* are applied in teacher advancement procedures.

The aforementioned legislative and internal acts define the procedure for announcing the vacant position, as well as the implementation of the entire process of recruitment, advancement and re-appointment of teachers. During the process of initial recruitment to scientific-teaching and teaching grades, applicants are required to deliver an inaugural lecture prescribed by the *Decision of the Rectors' Conference on the Form and Manner of Delivering an Inaugural Lecture for Appointment to Scientific-Teaching, Artistic-Teaching and Teaching Grades*. As of 22 April 2026, the provisions on the delivery of inaugural lectures are laid down in the *National University, Scientific, and Artistic Criteria*.

In addition to legal and internal acts, teacher recruitment, advancement and re-appointment procedures are also derived from the Faculty's develop-

²⁷ Documented examples of recruitment into associate, teaching, and scientific-teaching positions, as well as the procedure for recruitment of external associates, are presented in Standard 4.1.

ment goals, which are put into practice via the *Teacher Recruitment, Advancement and Re-appointment Plan* developed for each academic year. The Dean of the Faculty, in cooperation with the Vice-Dean for Education and Student Affairs, and the Faculty Legal Counsel, estimates the dynamics of the advancements and recruitments and, in accordance with the University guidelines, drafts the aforementioned *Teacher Recruitment, Advancement and Re-appointment Plan*. The Plan takes into account the timeline of the teaching staff's advancements and re-appointments prescribed by statutory deadlines; the fulfilment of the teaching, scientific, professional, and institutional requirements necessary for recruitment, advancement, and re-appointment of teachers; the strategic goals of the Faculty, and the staffing needs of both the organizational units and the Faculty as a whole. If necessary, the *Teacher Recruitment, Advancement and Re-appointment Plan* is updated throughout the year, and each version is subject to approval by the University Senate, as well as the Ministry of Science, Education and Youth. Since 1 October 2025, recruitments, advancements and re-appointments have been determined by a four-year *Teacher Recruitment, Advancement and Re-appointment Plan* as part of the Faculty's programme funding. Members of the Faculty Council are informed about the *Teacher Recruitment, Advancement and Re-appointment Plan* during regular sessions.

The entire procedure of teacher recruitment, advancement and re-appointment – announcement of job vacancies, appointment of an expert committee, and the recruitment, advancement and re-appointment to positions – is carried out transparently and objectively by the Faculty Council. Documented examples of *recruitment, advancement and re-appointment* in this and in the previous standard show that expert committees during the teacher selection, appointment and evaluation take into consideration their past activities, and that the excellence in research, teaching and professional work, and their institutional contributions are particularly valued. Individual sections of the expert committee's report are dedicated to the applicant's research, teaching and professional activities. The part of the report that covers the past research activities takes into account scientific papers published in prestigious international and national journals, presentation of research results in conferences, membership in programme and scientific committees, citation metrics (international recognition), participation in international and national research projects as a project leaders or project associates, and the delivery of invited and plenary lectures at international conferences.

As far as the teaching and professional work is concerned, the report takes into account the past teaching activity, lists courses delivered by the candidate and external teaching engagement, guest lectures, supervision of bachelor's, master's, and doctoral theses, development of new courses, participation in the develop-

ment of new study programmes, authorship of university textbooks, course materials and other teaching materials, peer-review activities, professional papers and professional projects, participation in the popularization of science, institutional work, and the results of student surveys on the quality of the candidate's teaching work. All of the above is summarized in the final section of the report/opinion, which contains the conclusion, opinion and proposal to the Faculty Council.

Teacher excellence in teaching, scientific, and professional work at the FFOS is encouraged through various evaluation and rewarding procedures. Some of these are laid down in the *Ordinance on Rewarding Teachers, Associates and Non-teaching Staff*, which evaluates and rewards excellence in science, top-rated scientific papers, top-rated scientific monographs, teaching work, and the professional work of teachers. For each of the aforementioned evaluation and reward categories, the *Ordinance* prescribes detailed evaluation and assessment criteria. The procedure for the evaluation and assessment of the excellence in science is conducted by the *Science Awards* Committee. The procedure starts with a *public call*, and all information regarding *selection decisions* and *rewarded teachers* is available on the *Science Award* webpage. The evaluation and assessment procedure in the process of rewarding excellence in teaching and professional work also starts with a *public call*. The procedure is conducted by the *Award Committee* (see: Decision - *Faculty's Teaching Award*, Decision - *Faculty's Professional Work Award*). Awards for excellence in scientific, teaching, and professional work are publicly presented by the Dean of the Faculty at sessions of the Faculty Council. The awards are also announced on the Faculty's website and social media networks (see: *scientific work*, *teaching work*, *professional work*). The University Student Survey serves as another formal method for the Faculty to reward the excellence of teachers in their teaching work. Teachers who achieve excellent results in the University Student Survey receive public recognition: <https://www.ffos.unios.hr/?s=priznanja+za+izvrsne+ocjene>. In addition to evaluating and rewarding teachers at the Faculty level, the excellence of teachers is also evaluated and rewarded at the University level through an annual *public call* for proposals for the conferral of recognitions and awards at Josip Juraj Strossmayer University in Osijek. Recognitions and awards are granted in accordance with the University *Ordinance on Recognitions and Awards at Josip Juraj Strossmayer University in Osijek* (see: *University Gazette*: FFOS teachers were granted the University Lifetime Achievement Award and the Award for Exceptional Achievements in Science). At the national level, the evaluation and rewarding of excellence in scientific and teaching work are conducted by numerous academic, professional, and other institutions: the Croatian Academy of Sciences and Arts (see: *award*), the Croatian Writers' Association (see: *award*), Vukovar-Srijem County, the City of

Vinkovci, Hrvatske šume d.o.o., and the Slavonian Publishing House “Privlačica” (see: *award*), the Association of Librarians of Slavonia, Baranja, and Srijem (see: *award*), and others. The Faculty takes great pride in the fact that the research excellence of its teachers has also been *recognized by the Croatian Academy of Sciences and Arts, which elected Prof. Mario Brdar as its full member.*

Objectivity and transparency in the recruitment procedures, and thus the selection of the best candidates for each position, is ensured by the fact that it is mandatory that at least *one of the members of the expert committee is a person employed outside the Faculty of Humanities and Social Sciences in Osijek.* In order to ensure the quality of teaching, and as an additional requirement of the University, applicants who are appointed to a scientific-teaching or a teaching grade for the first-time and who have not completed a teaching degree must have *a certificate that they have obtained pedagogical, psychological, didactic and methodological training* (e.g. *scientific-teaching position, teaching position*). The Faculty takes special care in selecting teaching assistants and postdoctoral researchers. The selection of teaching assistants is important because they are applicants who are about to enter the system for the first time, while the selection of postdoctoral researchers is important because these applicants, upon admission, need to be trained for independent research and teaching. It is for these reasons that the recruitment in these two cases is conducted on two levels. The first level includes *a formal qualification check and awarding points for study performance*, and the second level includes *a motivation check and an additional check*. The second level allows the evaluation of excellence from multiple perspectives. This ensures uniformity and transparency of scoring, as well as the selection of better candidates.

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

The Faculty of Humanities and Social Sciences in Osijek ensures support for teachers in their professional development in various ways. At the beginning of each new calendar year, FFOS adopts a *Professional Development Plan for Teaching and Non-teaching Staff for that year*, which is aligned with the needs and priorities in the professional development of teachers and based on the transfer of knowledge within the Faculty. The *plan* is adopted by the Faculty Council and is *publicly available* on the Faculty’s website. The *Plan* is amended throughout the year to meet the teachers’ needs for various types of professional development (see: the *Amendments to the Professional Development Plan*). Professional development encompasses *different areas of competences*: information, pedagogical, psychological, didactic and methodological, linguistic, communication, social,

and other competences – required for the scientific, teaching, and professional work of teachers. The Faculty places a strong emphasis on developing teaching competences, as evidenced by *the list of completed workshops/ seminars focused primarily on teaching skills, including participant numbers and reports on completed workshops/seminars*. Given the growing emphasis on the development of digital competences in recent years, the Faculty actively provides and promotes professional development in this domain as well (see: *list of workshops/seminars with participant numbers, workshop reports*).

In addition to teachers' intrinsic motivation, which is evident from *the completed workshop/seminar satisfaction surveys*, an important incentive for teachers to participate in workshops/seminars that strengthen their teaching competences is that teacher participation is evaluated as an award criterion; participation is recognised as a contribution to teaching quality improvement, which is taken into consideration when granting the Faculty's Teaching Award, and as work on the popularization of the profession, which is taken into consideration when granting the Faculty's Professional Work Award (see: *Ordinance on Rewarding Teachers, Associates, and Non-teaching Staff*). In addition to that, based on the *Decision on the Funding of Activities from the Scientific Research Fund*, the Faculty supports its teachers by providing them with an opportunity to co-finance their participation in the training programmes at other institutions.

In addition to workshops and seminars, professional development is conducted through peer review and support. Based on the *Handbook for Peer Review and Support at the Faculty of Humanities and Social Science* and its revised edition, a supportive dialogue is fostered between peers in teaching. Teachers' development is also conducted in the area of their scientific and professional work, for example through *participation in scientific and professional conferences*, roundtables, public forums, literary gatherings, professional meetings for the development of international projects, Open Door Days and student projects, seminars, as well as training visits within various projects, research stays, and mobility.

The quality of teaching at the FFOS is assessed based on the *University Student Survey*. However, in order to ensure a better and more objective insight into the quality of teaching, the self-evaluation of the teacher's work is conducted periodically via the Teacher Survey. The results of both surveys are largely aligned, though with a tendency toward slightly higher self-evaluations by teachers regarding their own instructional competencies and performance (see Section 6: 'Teaching Effectiveness' in the *Analysis of Teacher Survey Results*). Student perception of teachers' competences and their work is excellent. In the *University Student Survey*, no teacher, teaching associate, or external associate of the Fac-

ulty scored below an average grade of 3.89/5. The results of the student evaluations of teaching quality are: 2020/2021 – 4.77; 2021/2022 – 4.77; 2022/2023 – 4.79; 2023/2024 – 4.78; 2024/2025 – 4.803 (see: Section ‘University Student Survey’ under Chapter 1 ‘Study Programmes, Teachers, and Teaching’ in semestral *Reports on the Delivery of Study Programmes and the Quality of Teaching*). The Faculty has established a publicly accessible *University Student Survey Action Plan*, which defines the criteria for handling mostly negative survey results as well as the criteria for handling excellent survey results. Teachers who receive predominantly negative student survey results are required to submit a written clarification of the negative feedback to the Dean within a specified deadline. This submission must include a course enhancement plan detailing concrete improvement activities, the effectiveness of which will be evaluated during the subsequent survey cycle. Furthermore, these teachers are required to participate in at least one professional development workshop organized by the Faculty and aimed at improving teaching competence.²⁸ Teachers who achieve excellent results in the University Student Survey receive public recognition: <https://www.ffos.unios.hr/?s=priznanja+za+izvrsne+ocene>.

Teacher mobility is an important factor in their professional development. The outgoing mobility of FFOS teachers involves exchanging experiences with international colleagues, improving and acquiring new competences in research, teaching and professional work, establishing connections and initiating various forms of further collaboration. Each stay of a teacher at a foreign institution has a positive impact on their further professional development. Incoming mobility of international teachers and their teaching activities aimed at FFOS students represent a valuable experience for all institutional stakeholders, as incoming teachers enrich instructional practice with their knowledge and teaching methods. In the reaccreditation period under review (see: Table 4.4 of the Analytic Supplement to the Self-Evaluation Report), a hundred and two (102) incoming mobilities of international teachers and associates were realized at the FFOS, of which a hundred (100) were realized for the purpose of teaching delivery, and two (2) for the purpose of professional development in research. In the reaccreditation period under review, a rising trend has been observed in the outgoing mobility of FFOS teachers (see: Section ‘Mobility’ of Chapter 1. ‘Study Programmes, Teachers, and Teaching’ of semestral *Reports on the Delivery of Study Programmes and the Quality of Teaching* and Table 4.4 of the Analytic Supplement

²⁸ Any negative student comments regarding a teacher’s work are formally addressed through consultations between the Vice-Dean for Education and Student Affairs and the respective teacher. Documentation regarding these actions will be made available for review by the Expert Panel during their site visit.

to the Self-Evaluation Report). During this period, a total of one hundred and twenty-four (124) outgoing mobilities of the teaching staff were realized, of which one hundred and nineteen (119) mobilities were realized for the purpose of the teaching delivery, and five (5) for the purpose of professional development in research (see: Section 'Mobility' of Chapter 1. 'Study Programmes, Teachers, and Teaching' of semestral *Reports on the Delivery of Study Programmes and the Quality of Teaching*, and Table 4.4 of the Analytic Supplement to the Self-Evaluation Report). In addition to Erasmus mobility, teachers also participate in CEEPUS, Pannonia, and Colours mobilities. Teachers are regularly informed about calls for mobility applications through the *Faculty's website*, the *Faculty Research Portal*, direct announcements from the Vice Dean for Research and International Cooperation, the network of departmental science coordinators, and Erasmus+ and CEEPUS coordinators who are available to assist teachers with their mobility applications. Additional information can also be obtained from the Research and International Cooperation Unit (see: *Reports on the Work of the Research and International Cooperation Unit*). Apart from the intrinsic motivation to undertake mobility and the opportunity to fulfil one of the requirements for advancement to a higher academic grade, another incentive for teachers to participate in mobility programmes are periodic workshops on Erasmus+ mobility, which are included in the *Professional Development Plan for Teaching and Non-teaching Staff* (see: 2022/2023, 2023/2024, 2024/2025, 2025/2026).

In addition to their teaching and professional work, an integral part of teachers' professional development is their scientific and research work. The Faculty of Humanities and Social Sciences in Osijek supports and encourages its teachers to apply for and participate in national and international scientific and professional projects. Teachers are regularly informed about all domestic and international calls for funding for scientific-research and professional projects through the *Faculty Research Portal* on the Faculty website, through *direct announcements from the Vice Dean for Research and International Cooperation*, through *the system of departmental science coordinators*, at sessions of the Faculty Council, and sessions of the Faculty's organizational units. In applying for and participating in national and international scientific and professional projects, teachers can count on the full support of the Research and International Cooperation Unit (see: *Reports on the Work of the Research and International Cooperation Unit*), Projects and Sustainable Development Unit (see: *Reports on the Work of the Projects and Sustainable Development Unit*), and the Faculty Management, who provide teachers with all necessary professional, administrative and technical assistance. Teachers are assisted in the process of applying for national and international scientific and professional projects by the *Project Application Advisory Team as well* (see:

Decision, Decision). Teachers are incentivized to apply for scientific and professional projects through the *Decision on the Funding of Activities from the Scientific Research Fund* (financial incentives for the application and implementation of national and international competitive scientific and professional projects of smaller or larger scale).

In addition to encouraging participation in international and national scientific projects, the FFOS also motivates teachers to increase their scientific output through the *Decision on the Funding of Activities from the Scientific Research Fund* (by financing paper publication costs and small-scale research, by procurement of scientific literature, by providing financial incentives for publishing papers in indexed journals through financial incentives for publishing monographs), and through the administrative support from the Research and International Cooperation Unit (see: *Reports on the Work of the Research and International Cooperation Unit*). These measures are reflected in the growth of the Faculty's scientific output in the last five (5) years by 30%, with 1 281 scientific papers published (see: Table 5.1 of the Analytic Supplement to the Self-Evaluation Report). For the sake of comparison, in the previous five-year reaccreditation period, the Faculty's scientific output amounted to 986 scientific papers (cf. *Self-Evaluation 2020*, Standard 5.1, p. 87).

The right to a sabbatical leave is regularly utilized at the FFOS, and it can be exercised by teachers holding the scientific-teaching positions of assistant professor, associate professor, full professor, and full professor with tenure, following six years of service in a scientific-teaching position at the Faculty, as regulated by Article 46 of the *Act on Higher Education and Scientific Activity*, Article 132 of the *Statute of Josip Juraj Strossmayer University of Osijek*, and Article 56 of the *Statute of the Faculty of Humanities and Social Sciences in Osijek*. In the reaccreditation period under review, **the right to a sabbatical leave was exercised by twenty-three (23) teachers** of the Faculty of Humanities and Social Sciences holding a scientific-teaching position. When compared with the previous reaccreditation cycle, when the right to a sabbatical leave was exercised by fifteen (15) teachers (see: *Self-Evaluation Report 2020*, Standard 4.3, page 78), there is *a significant increase of 53%*.

4.4. The premises, equipment and the complete infrastructure is suitable for teaching, scientific/artistic and professional activities.

At the Faculty of Humanities and Social Sciences in Osijek, a great deal of attention is paid to infrastructural development. The development of the Fac-

ulty's infrastructure is *planned within the framework of annual financial plans and biannual financial projection plans*. As of 2020 annual financial plans and biannual financial projection plans are *publicly available on the Faculty Budget web page*. In addition to annual plans and biannual financial projection plans, financial statements for each year (since 2015), reports on the execution of financial plans, and reports on the budget funds expended are also publicly available on the Faculty Budget web page.

The Faculty of Humanities and Social Sciences in Osijek is located in two buildings – the main one, at *Lorenz Jäger Street 9*, which is under the protection of the Institute for Conservation of Cultural Heritage, and in the building located at *Školska Street 4*, which is part of the protected cultural and historical heritage of the city. It has housed the Faculty Library since 2019. Both buildings are owned by the Faculty of Humanities and Social Sciences in Osijek. The main building and premises of the Faculty are 5 909 m² in total, while the usable (net value) building area is 4 692 m² (ground floor – net area 1 164 m², first floor – net area 1 231 m², second floor – net area 1 231 m², attic – net area 1 066 m²). There are twenty-nine (29) classrooms/lecture rooms (seven (7) of which are computer classrooms) with a total area of 1 987.93 m², 55 teachers' offices with a total area of 722.24 m², 14 rooms/offices of the Faculty's common services and Faculty Management with a total area of 336.76 m², three (3) rooms for students' activities with a total area of 85.08 m², and other rooms: entrance, storage room, kitchenette, basement of the former Student's canteen, sanitary facilities and hallways of the Faculty with a total area of 1 249.84 m² (see: *virtual tour of the FFOS*). The Faculty features a system of 28 virtual classrooms designed for *online or hybrid instruction* via the BigBlueButton platform (see: <https://online.ffos.hr/>). The system is accessible strictly to users registered within the Faculty's user database. Beyond the virtual classrooms, the platform also accommodates online office hours across 10 virtual consultation rooms, as well as virtual sessions of the Faculty Council. In the Faculty building housing the Library, the library space spans an area of 329 m², with a reading area designated for student and research work of 221 m². The Library also features a 433.57 m² courtyard, and a 207.60 m² storage facility.

Delivery of teaching in the academic year 2025/2026 took place in 29 classrooms. All classrooms are *equipped with modern teaching equipment (computers and projectors) and are air-conditioned*. In the 2025/2026 academic year, a total of 1 081 full-time students studied at the Faculty of Humanities and Social Sciences in Osijek (doctoral studies: 104 part-time students). Teaching was delivered in 29 lecture halls (and seven (7) computer labs), which constitutes 1 987.00 m² of usable space. Putting the number of students into proportion with the usable

space reveals that there is 1.75 m² of usable space per student (see: Table 1c of the Analytic Supplement to the Self-Evaluation).

Considering the reaccreditation period under review, starting with the academic year 2020/2021, the quantity, technical specifications and functionality of the computer equipment used in teaching, as well as in research and professional and administrative work at the Faculty, has been continuously increasing, and in the last observed academic year 2025/2026, it has reached the level of excellence. This means the following: the Faculty has seven (7) computer classrooms with 154 computers for teaching purposes. In addition to specialized computer classrooms, twenty-three (23) computers are available to students in the Faculty Library reading room, all day long. Additionally, for teaching and research purposes eight (8) laptops are available to teachers and students for teaching and research purposes. In addition to that, all teaching and administrative staff of the Faculty are provided with their own desktop computers in their offices. The last purchase of computer equipment was completed in the academic year 2024/2025, amounting to EUR 32,110.00, specifically, 38 desktop computers for computer labs and offices, and 3 laptops for teachers valued at EUR 1,911.97 were acquired. Technical characteristics of all computers meet the needs of teaching and research. The IT and Computer Network Office maintain the computer equipment, the installation and uninstallation of computer programmes and antivirus protection and make suggestions for their improvement. A wireless computer network in the *eduroam* system is provided in the whole Faculty building.

From 2021 to 2025, *the Faculty of Humanities and Social Sciences in Osijek invested EUR 224,578.73 in computer equipment (computers, servers, projectors, and other computer equipment)*. The Faculty utilizes the Subsystem for secure electronic document delivery with acknowledgement of receipt (*e-delivery*), which enables the sending and receiving of various documents – such as payrolls, decisions, and invitations – via a secure (encrypted) connection. As of 1 January 2023, the Faculty's entire financial operations have been managed through the *eBusiness* system (*ePoslovanje*). Within this system, employees initiate and process travel orders, submit procurement requests, and track funds from the Scientific Research Fund. The system is also used to book purchase invoices and issue purchase orders, thereby making the operations of the Finance and Accounting Service completely digitalized.

As evidenced by the above, the Faculty of Humanities and Social Sciences in Osijek continuously invests in improving its spatial infrastructure and equipment. During the re-accreditation period under review, *investments in the build-*

ing included the preparation of project documentation for the attic renovation, the renovation of the Faculty building's attic, the conversion of the courtyard building into an archive, and the renovation of both the main and small ceremonial halls. Furthermore, renovations within the Faculty building involved adapting rooms (installing glass partitions where necessary, installing handrails for persons with disabilities, building library shelves, installing automatic entrance doors, and setting up heating systems). Additional improvements comprised installing a fire alarm system in the main Faculty building, expanding the existing fire alarm system in the Library building, replacing air conditioning units, and executing exterior works (restoring necessary facade sections, cleaning roof gutters, concreting specific courtyard areas, repairing the cornice on the eastern part of the building, and fixing the roof). Finally, classrooms, faculty offices, and administrative offices were furnished with desks and chairs, classrooms were networked, an electrical installation was replaced in server room, the electrical and computer networks were expanded, and the building's energy performance certificate was obtained. During the re-accreditation period under review, *a total of EUR 1,218,475.69 was invested in the renovation and adaptation of the main Faculty building, as well as the conversion of the storage facility in the courtyard of the Faculty building in Školska Street. When combined with the aforementioned investments in computer equipment*, the total expenditure amounts to EUR 1,443,054.42. Compared to the previous reaccreditation period (see: *Self-Evaluation Report 2020*, Standard 4.4, page 81) – during which a total of EUR 1,202,015.42 was invested in the renovation and adaptation of the main building, the purchase and renovation of the new Library building, and IT equipment – there is *a noticeable 20% increase in funding*.

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

FFOS Library is a detached Faculty building located at Školska Street 4, in which the Library itself occupies an area of 329 m², while the reading area designated for user study and research covers 221 m². It is located on a lot of 1 380 m² of total area, which also has a storage area of 207.60 m². The Library was relocated to the detached building in the summer of 2019 from the main Faculty building at L. Jägera Street 9, where it had been located since the beginning of the Faculty's activities and covered an area of 308.97 m². Library space has been significantly increased through the relocation and in 2023, a storage facil-

ity (207.60 m²) in the Library courtyard was remodelled to meet the needs of the Library (and the Archives). In the new location, the Library currently has two (2) first floor reading rooms: a group study room and a silent reading room with a total of 52 work stations. The reading rooms are equipped with computers (23), Internet access and scanners. The ground floor of the Library is accommodated for persons with disabilities who have a computer and a scanner at their disposal. The ground floor of the building has an information desk, a desk with a computer to search the catalogue and a manual scanner. The Library and reading rooms are open to users Monday through Thursday from 8:00 am to 7:00 pm, and exceptionally on Fridays until 6:45 pm. The Library employs three full-time staff members with a university degree. They are periodically joined by undergraduate and graduate students of information science who complete their student practice at the Library.

On 31 December 2025, the overall state of the Library holdings, according to individual collections, amounted to 69 975 volumes of books, 12 units of non-book materials, 1 906 copies of AV materials, 3 864 master's theses and doctoral theses, 3 821 volumes of bound periodicals, and 328 copies of foreign journals and 442 copies of domestic journals. Library materials are procured in accordance with curricula, guidelines for the acquisition of library materials, in cooperation with departments and sub-departments, according to approved financial resources, as well as gifts from individuals and institutions. That FFOS Library meets the requirements for high-quality studying, scientific research and professional work is evidenced by the total number of purchased books and AV materials recorded *in the inventory books in the five-year period from 2021 to 2025*, as well as in *the annual reviews of activities aimed at improving the quality of Library services and operations* of the Library of the Faculty of Humanities and Social Sciences in Osijek (see: 2021, 2022, 2023, 2024, 2025). In the reaccreditation period under review, *a total of 1 947 books worth EUR 58.222,97,99 were purchased*, as follows: 2021 – 437 books (235 compulsory literature) worth EUR 12,576.52; 2022 – 402 books (226 compulsory literature) worth EUR 11,043.87; 2023 – 359 books (259 compulsory literature) worth EUR 10,356.68; 2024 – 482 books (343 compulsory literature) worth EUR 17,178.75; 2025 – 267 books (195 compulsory literature) worth EUR 7,067.15.

In addition, *a total of 125 copies of AV material amounting to EUR 2,235.10 were acquired* during the same period, as follows: 2021 – 0 copies of AV materials; 2022 – 4 copies of AV materials worth EUR 5.31; 2023 – 68 copies of AV materials worth EUR 1,290.53; 2024 – 36 copies of AV materials worth EUR 593.75; and 2025 – 17 copies of AV materials worth EUR 345.52. Additionally, teaching materials in digital form are available on the protected pages of the Moodle

learning management system. It is evident that the Library has a sufficient number of copies of compulsory teaching literature for all courses, which enables students of the Faculty to fulfil their study obligations without difficulty.

In support of the aforementioned claim, an internal thematic quality audit on the topic *Alignment of Study Programmes and Library Holdings* was conducted during 2021 and 2022. Within the framework of the internal audit, the *Committee for the Internal Audit of the Quality Assurance System* 1) collected and analysed quantitative and qualitative data on the alignment of study programmes and the Library holdings of the Faculty of Humanities and Social Sciences in Osijek over a five-year period, 2) collected data were analysed for the five-year period, 3) through this analysis trends in the alignment of study programmes and the Library holdings over the five-year period were identified, and any potential changes to these trends were detected, 4) *a final report was drafted*, and (5) guidelines were offered for the future qualitative and quantitative alignment of the Library holdings with the Faculty's study programmes. This internal thematic audit determined the alignment of the Faculty's Library holdings with the Faculty's study programmes. In addition to that, the functionality of study programmes with regard to the Library holdings was analysed, as well as the potential need to increase the Library holdings. Concrete guidelines were proposed and consequently implemented (specifically, digitalised *planning of mandatory/supplementary reading for the upcoming academic year*, continuous updating of mandatory and supplementary reading by courses, and *digitalisation of reading materials in accordance with the Copyright and Related Rights Act*) for further qualitative and quantitative improvement of the alignment between the Library holdings and the Faculty's study programmes.

In addition to providing literature necessary for the teaching activities, *the Faculty Library also provides literature for scientific research and professional work*. The *Library website* provides quick links to national and foreign databases and sources the Faculty is subscribed to, thus ensuring that students and teachers have access to scientific and professional information. Users can also access the international *online databases* to which the Ministry of Science and Education is subscribed; and the access to these online databases is provided through the *Portal of Electronic Sources for the Croatian Academic and Scientific Community*. Access to databases from outside the institution is provided via the electronic AAI@EduHr identity, which is held by employees, teachers, and students of every institution within the system of the Ministry of Science, Education, and Youth. Users also have access to *online databases* for which the Faculty pays a subscription. In the period from 2021 to 2025, *the Faculty of Humanities and Social Sciences in Osijek had access to the subscribed online database Library & Information Science*.

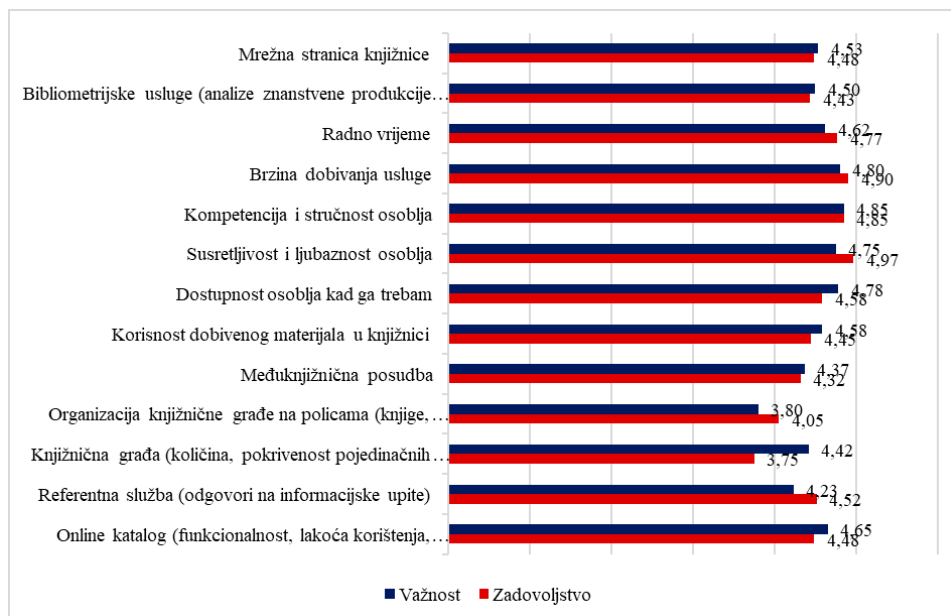
This is a full-text database in the field of social sciences, with a special emphasis on librarianship and information science. Access to the database is provided to users from the Faculty network via the EBSCOhost platform at: <http://search.ebscohost.com/>. The database includes 347 full-text scientific and professional journals, 295 of which are peer-reviewed, while 146 journals are indexed in the relevant international databases Web of Science or Scopus. This database is, therefore, a valuable source of relevant and high-quality scientific literature for students, teachers, and researchers in the field of librarianship, information science, and related disciplines.

FFOS Library is a part of the integrated library system of the City and University Library in Osijek, as well as libraries from the science and higher education system. All Library holdings undergo descriptive and subject cataloguing in the CROLIST library software and are made available to users for search. The Library of the Faculty of Humanities and Social Sciences in Osijek has fully automated its library lending services. By searching the FFOS Library's online catalogue, users can access the information on the Library's holdings at any time.

FFOS purchases the literature it does not possess, and out-of-print items that are not available in bookstores, and are only required by the teaching staff for their research, are obtained through the interlibrary loan system, primarily in cooperation with other higher education libraries in Croatia or abroad. Students and (non-)teaching staff of the Faculty of Humanities and Social Sciences in Osijek are exempt from paying interlibrary loan fees. Users can request an interlibrary loan by submitting basic information about the material they wish to borrow, either in person at the library or via an *online* form. As part of *the analysis of the results from the user satisfaction survey regarding the services of the Library of the Faculty of Humanities and Social Sciences in Osijek*, conducted in the 2023/2024 academic year²⁹, user satisfaction with the Library's interlibrary loan service was also analysed, revealing that both students and teachers are satisfied or very satisfied with this service of the Faculty Library:

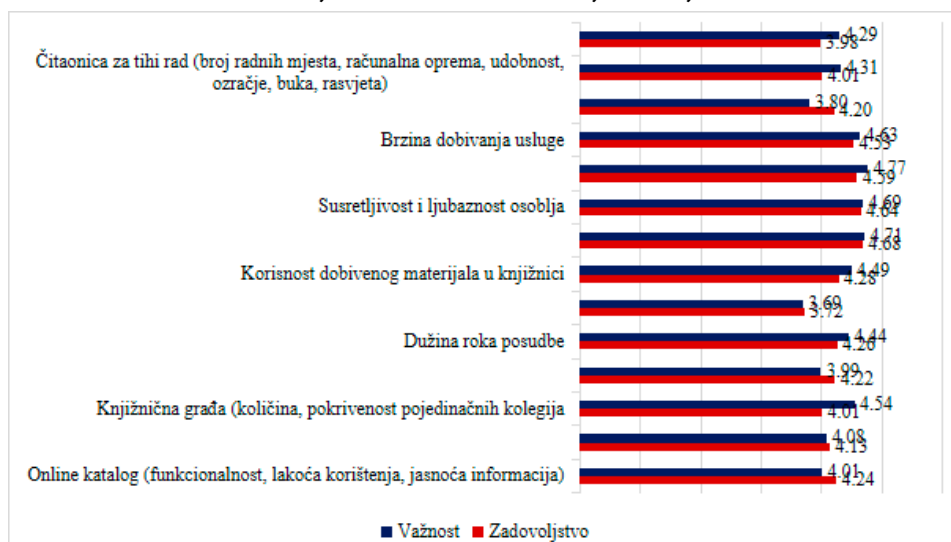
²⁹ The survey is conducted every three years.

Figure 1. Teachers' perception of the importance of and satisfaction with the library services of the Faculty Library³⁰



³⁰ Translation of the phrases in Figure 1: Mrežna stranica knjižnice → Library website
Bibliometrijske usluge (analize znanstvene produkcije...) → Bibliometric services (analyses of scientific production...)
Radno vrijeme → Working hours
Brzina dobivanja usluge → Speed of service delivery
Kompetencija i stručnost osoblja → Staff competence and expertise
Susretljivost i ljubaznost osoblja → Staff helpfulness and kindness
Dostupnost osoblja kad ga trebam → Availability of staff when needed
Korisnost dobivenog materijala u knjižnici → Usefulness of materials obtained in the library
Međuknjižnična posudba → Interlibrary loan
Organizacija knjižnične građe na policama (knjige...) → Organization of library materials on shelves (books...)
Knjižnična građa (količina, pokrivenost pojedinih...) → Library materials (quantity, coverage of individual...)
Referentna služba (odgovori na informacijske upite) → Reference service (answers to information inquiries)
Online katalog (funkcionalnost, lakoća korištenja...) → Online catalogue (functionality, ease of use...)
Važnost → Importance
Zadovoljstvo → Satisfaction

Figure 2. Students' perception of the importance of and satisfaction with the library services of the Faculty Library³¹



The Faculty of Humanities and Social Sciences in Osijek has its own *digital repository within the DABAR system*. All graded theses are regularly stored in it. Currently, the FFOS Repository contains 5 759 *published items*, 5 091 are bachelor's and master's theses, and 107 are doctoral theses and Master of Science Theses. FFOS Library also delivers an annual information literacy training sessions across all study programmes, during which the *library staff educate users to search the library catalogue and databases and to use library services*.

For this purpose, the *Instructions for Searching the Digitalized Library Catalogue* have also been developed. In accordance with Article 86 of the *Copyright and Related Rights Act*, literature required for classes and examinations is digitalized for visually impaired students, free of charge. A prerequisite for digitalizing or downloading already digitalized literature is the submission of the *Alternative Format Request Form*. The Faculty of Humanities and Social Sciences in Osijek already possesses a library collection for visually impaired persons, which is continuously updated as needed. The collection was established in cooperation with the Office for Students with Disabilities of Josip Juraj Strossmayer University of Osijek, the Association Zamisli, and with the help of students studying at the Faculty of Humanities and Social Sciences in Osijek. Upon request, FFOS Library *issues appropriate certificates regarding the indexing and citation of papers in data-*

³¹ The same as in the previous footnote.

bases, and it conducts periodic *training courses for the use of Turnitin plagiarism detection software for teachers*.

For the purpose of analyzing and evaluating library services, *the Library submits an annual Report on Activities for Improving the Quality of Library Services and Operations of the Library of the Faculty of Humanities and Social Sciences in Osijek* (see: *2021, 2022, 2023, 2024, 2025*). The *Library conducts a user satisfaction survey* every three years. According to *the survey results*, library services received positive feedback. Teachers expressed the highest level of satisfaction with the library services, with 98.33% reporting being completely satisfied or satisfied. Student satisfaction level is slightly lower, with 91.11% being completely satisfied or satisfied. The majority of the teaching staff considers the Library to be important (43.75%), or very important (31.25%). Respondents of the student population think that the Library is important (40%), or very important (43.33%). With respect to the importance of individual library services for the users of the teaching and student population, the competences and expertise of the library staff are the most important for teachers (mean 4.85), and the speed of service for students (mean 4.9). In addition to the user satisfaction survey, in order to better organize its services, the Library continuously collects suggestions and comments from users, which can be stored, anonymously or with personal information, in boxes provided in the reading rooms (see: *overview of suggestions and remarks*).

Since the Library offers a wide range of resources and different forms of support for students and teachers, special attention is given to informing users about its activities through its *webpages*. The Library premises and resources, including additional resources, meet the conditions for a high quality of study in accordance with the conditions specified in the *Standard for Higher Education, University and Scientific Libraries*, and the *Ordinance on the Library of the Faculty of Humanities and Social Sciences in Osijek*, derived from it.

4.6. The higher education institution provides the necessary financial resources to conduct teaching, scientific and professional activities.

The Faculty of Humanities and Social Sciences in Osijek received the largest share of its financial resources for the salaries and material rights of its employees, the co-financing of material costs for teaching, scientific, and artistic activities, as well as the tuition costs of full-time students, from the Ministry of Science, Education and Youth of the Republic of Croatia, in accordance with

the *Decision of the Government of the Republic of Croatia on Programme Funding of Public Higher Education Institutions in the Republic of Croatia*. Prior to 1 October 2025, the Senate of the Josip Juraj Strossmayer University in Osijek would issue *Decisions on the Allocation of Funds for Basic Financing of Teaching Activities, and Decisions on the Allocation of Funds for Basic Financing of Scientific and Artistic Activities*. As of 1 October 2025, the financial resources required to conduct teaching, scientific, and professional activities at the Faculty of Humanities and Social Sciences in Osijek are secured through the *Regulation on Programme Funding of Public Higher Education Institutions and Public Scientific Institutes in the Republic of Croatia*, and the *University's Programme Agreement* derived from it. The Programme Agreement also determines the programme funding for the Faculty of Humanities and Social Sciences in Osijek.

The Faculty manages the available funds responsibly and sparingly, and the *management of financial resources is in accordance with the adopted financial plans, Ordinance on the Criteria and Allocation of Earmarked Revenues of the Faculty of Humanities and Social Sciences in Osijek, and the Ordinance on the Criteria and Allocation of Unearmarked Donations and Own Revenues of the Faculty of Humanities and Social Sciences in Osijek*. While a financial plan for a three-year period is being drafted, all employees may submit their proposals to the Faculty Management. The financial plan is prepared by the Faculty Management in cooperation with the Head of the Finance and Accounting Service. Since September 2023, the proposal for a three-year financial plan is *adopted by the Faculty Council of the Faculty of Humanities and Social Sciences in Osijek* during its sessions. The final plan is approved by the Ministry of Finance, which sends the financial plans to the Ministry of Science, Education and Youth for correction, if necessary, after which they are re-adopted by the Faculty Council. Quarterly and annual financial statements (PR-RAS and Liabilities) compare current year revenues, expenditures, and liabilities with those of the previous year. This method enables the monitoring of year-on-year growth of revenues and expenditures. All financial statements and plans are *regularly published on the Faculty website*.

In addition to the aforementioned practices for the transparent, efficient, purposeful, and sustainable management of its financial resources, the Faculty has also digitalised its financial operations through the implementation of the ePoslovanje (e-Business) system. In this system, every financing segment for the teaching, scientific, and professional work of both teaching and non-teaching staff is *accompanied by detailed user instructions*. Furthermore, the Faculty has adopted a series of decisions on financial operations (for example, the *Decision on the Conditions, Terms, and Pricing for the Lease of Faculty Premises* or the *Decision on Translation and Proofreading Rates*) and has developed a number of

procedures aimed at modernizing and improving financial workflows. These include the *Procedure for Receiving, Verifying, and Timely Paying E-invoices*; *Procedure for the Issuing, Calculating, and Reimbursing Travel Expenses*; *Receivables Collection Procedure*; *Procedure for Submitting the Register of Concluded Contracts*; *Procedure for Assets and Liability Inventory and Management*; *Procedure for the Use of the Official Faculty Vehicle*; *Donation Disbursal Procedure*, *Cash Operations Procedure*; *Procedure for the Acquisition and Disposal of Real Estate*; *Procedure for Issuing E-purchase Orders*, and the *Ordinance on Simple Procurement Procedures*. The Faculty of Humanities and Social Sciences in Osijek regularly contributes funds to the University Development Fund in accordance with the applicable *Ordinance on the Generation and Use of Earmarked Revenues, Own Revenues, and Non-earmarked Donations of Josip Juraj Strossmayer University of Osijek*. In order to improve financial operations workflow at the Faculty, employees of the Finance and Accounting Service *attend seminars, webinars and workshops several times a year*. These training events are offered by organizations specialised in business consulting and services, such as the Croatian Association of Accountants and Financial Professionals, PINO Konzalting, TEB Poslovanje, and the Association of Accountants and Financial Professionals of Osijek. In addition to that, the Faculty's Finance and Accounting Service staff regularly read professional literature in order to ensure continuous professional development and remain up to date with changes in budgetary accounting.

Other sources of funding for the Faculty of Humanities and Social Sciences in Osijek include its own revenues, the distribution of which is regulated by the *Ordinance on the Criteria and Allocation of Unearmarked Donations and Own Revenues of the Faculty of Humanities and Social Sciences in Osijek*. The largest portion of the Faculty's own revenues derives from lifelong learning programmes (cf. Table 4.8 of the Analytical Supplement to the Self-Evaluation Report), such as the Pedagogical, Psychological, Didactic and Methodological Training (PPDM), and the Programme for Acquiring Pedagogical Competences for Vocational Teachers and Teaching Assistants, both of which attract a significant number of participants from all parts of the Republic of Croatia in every enrolment cycle.

Additionally, a portion of the revenues is secured through scientific research projects funded by the Croatian Science Foundation, the European Union, COST, Interreg Europe, or the Ministry of Science, Education, and Youth. The Faculty also generates part of its revenue from *leasing* of its premises, organizing scientific conferences (registration fees), and selling books from its own publishing activity.

Revenues from tuition and other fees for undergraduate and graduate studies are allocated as follows: 45% for covering expenditures incurred through the delivery of studies and other educational programmes or for other purposes based on which these revenues were generated; 5% into the University operating fund; 10% of the revenue for covering material expenditures and expenditures for the acquisition of non-financial assets; 10% for the purpose of improving higher education and scientific research activities; and 30% of the revenue for material expenditures, employee salary increases, and other employee-related expenditures, benefits to citizens and households, and expenditures for the acquisition of non-financial assets.

Revenues from tuition and other fees for doctoral studies are allocated as follows: 80% for covering expenditures incurred through the delivery of studies and other educational programmes or for other purposes based on which these revenues were generated; 5% into the University operating fund; 5% of the revenue for covering material expenditures and expenditures for the acquisition of non-financial assets; 5% for the purpose of improving higher education and scientific research activities; and 5% of the revenue for material expenditures, employee salary increases, and other employee-related expenditures, benefits to citizens and households, and expenditures for the acquisition of non-financial assets.

Revenues generated from scientific and professional projects, except for those with a predefined purpose, are allocated as follows: 84% for covering expenditures incurred through the implementation of scientific and professional projects; 1% into the University operating fund; 10% of the revenue for covering material expenditures and expenditures for the acquisition of non-financial assets; and 5% of the revenue for material expenditures, employee salary increases, and other employee-related expenditures, benefits to citizens and households, and expenditures for the acquisition of non-financial assets.

Revenues generated from providing services contracted on the national or international market and under market conditions are allocated as follows: 84% for expenditures incurred through providing services and conducting business on the market and under market conditions based on which the revenues were generated; 1% into the University operating fund; 10% of the revenue for covering material expenditures and expenditures for the acquisition of non-financial assets; and 5% of the revenue for material expenditures, employee salary increases, and other employee-related expenditures, benefits to citizens and households, and expenditures for the acquisition of non-financial assets.

Revenues generated from the preparation of expert reports and opinions are allocated as follows: 69% for expenditures incurred through the preparation of expert reports and opinions; 1% into the University operating fund; 15% of the revenue for covering material expenditures and expenditures for the acquisition of non-financial assets; and 15% of the revenue for material expenditures, employee salary increases, and other employee-related expenditures, benefits to citizens and households, and expenditures for the acquisition of non-financial assets.

Revenues generated from publishing activities are allocated as follows: 69% for expenditures incurred through conducting publishing activities; 1% into the University operating fund; 15% of the revenue for covering material expenditures and expenditures for the acquisition of non-financial assets; and 15% of the revenue for material expenditures, employee salary increases, and other employee-related expenditures, benefits to citizens and households, and expenditures for the acquisition of non-financial assets.

Revenues generated from the leasing of the Faculty's premises and equipment are allocated as follows: 44% for expenditures incurred through the leasing of the Faculty's premises and equipment; 6% into the University operating fund; 25% of the revenue for covering material expenditures and expenditures for the acquisition of non-financial assets; and 25% of the revenue for material expenditures, employee salary increases, and other employee-related expenditures, benefits to citizens and households, and expenditures for the acquisition of non-financial assets.

Revenues generated from the delivery of the lifelong learning programmes (Pedagogical, Psychological, Didactic and Methodological Training (PPDM), and Programme for Acquiring Pedagogical Competences for Vocational Teachers and Teaching Assistants (PKSUN)) are allocated as follows: 50% for expenditures incurred through the delivery of the PPDMI and PKSUN lifelong learning programmes; 1% into the University operating fund; 9% of the revenue for covering material expenditures and expenditures for the acquisition of non-financial assets; and 40% of the revenue for material expenditures, employee salary increases, and other employee-related expenditures, benefits to citizens and households, and expenditures for the acquisition of non-financial assets.

Revenues generated from the delivery of other lifelong learning and professional development programmes are allocated as follows: 69% for expenditures incurred through the delivery of other lifelong learning and professional development programmes; 1% into the University operating fund; 15% of the revenue

for covering material expenditures and expenditures for the acquisition of non-financial assets; and 15% of the revenue for material expenditures, employee salary increases, and other employee-related expenditures, benefits to citizens and households, and expenditures for the acquisition of non-financial assets.

Revenues generated from education sessions, seminars, courses, conferences, professional exams, professional development and training sessions are allocated as follows: 89% for expenditures incurred through the delivery of education sessions, seminars, courses, conferences, professional exams, training, and professional development and training sessions; 1% into the University operating fund; 5% of the revenue for covering material expenditures and expenditures for the acquisition of non-financial assets; and 5% of the revenue for material expenditures, employee salary increases, and other employee-related expenditures, benefits to citizens and households, and expenditures for the acquisition of non-financial assets.

Revenues generated from the sale of books and other goods are allocated as follows: 49% for expenditures incurred through the sale of books and other goods; 1% into the University operating fund; 25% of the revenue for covering material expenditures and expenditures for the acquisition of non-financial assets; and 25% of the revenue for material expenditures, employee salary increases, and other employee-related expenditures, benefits to citizens and households, and expenditures for the acquisition of non-financial assets.

Revenues generated from information society services are allocated as follows: 59% for expenditures incurred through the development and management of databases; 1% into the University operating fund; 20% of the revenue for covering material expenditures and expenditures for the acquisition of non-financial assets; and 20% of the revenue for material expenditures, employee salary increases, and other employee-related expenditures, benefits to citizens and households, and expenditures for the acquisition of non-financial assets.

Revenues generated from other activities are allocated primarily to expenditures incurred through the performance of other activities, with 2% allocated into the University operating fund. Following the settlement of these preceding expenditures, the Faculty utilizes at least 15% of the remaining revenues for covering material expenditures and expenditures for the acquisition of non-financial assets. The remaining portion of the revenues is utilized for material expenditures, employee salary increases, and other employee-related expenditures, benefits to citizens and households, and expenditures for the acquisition of non-financial assets.

A smaller portion of the Faculty's revenues is also generated through financial assistance from local and regional self-government units. For example, funds were secured from the 2022 budget of the Osijek-Baranja County, specifically, *funds amounting to HRK 50,000.00 were secured to cover the costs of purchasing and installing automatic doors* at the Faculty. The Faculty also *receives financial assistance from local and regional self-government units, donations and sponsorships from commercial companies, as well as the patronage of local and regional self-government units for various activities, such as hosting conferences or organizing the Run for Mental Health race.*

The Faculty of Humanities and Social Sciences in Osijek has also established the Scientific Research Fund. Under the *Decision on the Funding of Activities from the Scientific Research Fund*, teachers in scientific-teaching, teaching, and associate positions use these financial resources to finance their participation in scientific and professional conferences, organization of scientific and professional conferences, purchase of literature, licenses, and equipment, and to cover the costs of publishing scientific papers, training sessions, and scientific research. Before 1 October 2025, the resources of the Faculty's Scientific Research Fund were secured from the allocation of Josip Juraj Strossmayer University of Osijek through the programme funding of public higher education institutions in the Republic of Croatia for financing core scientific activities at public higher education institutions. Since 1 October 2025, the funds have been secured from the core, performance, and development components of the part of the University's programme agreement that pertains to the Faculty of Humanities and Social Sciences in Osijek. If the resources from programme funding (before 1 October 2025) or the programme agreement (after 1 October 2025) were not (or are not) sufficient to finance the scientific and professional work of teachers, it was (or is) possible to finance it from the Faculty's own and earmarked funds pursuant to the *Ordinance on the Criteria and Allocation of Earmarked Revenues of the Faculty of Humanities and Social Sciences in Osijek* and *Ordinance on the Criteria and Allocation of Unearmarked Donations and Own Revenues of the Faculty of Humanities and Social Sciences in Osijek*. The professional development of non-teaching staff is financed from the Faculty's own and earmarked funds. Resources from programme funding *are also used for the purpose of improving the conditions and the quality of studying*, as well as to finance guest lectures, field classes, students' extracurricular activities, student journals and conference proceedings, the organization and implementation of student conferences, and support for the work of the Students' Union and student associations.



V. RESEARCH AND PROFESSIONAL ACTIVITY

5.1. The higher education institution is recognisable by scientific research and/or artistic achievements in all the scientific fields in which it conducts studies.

The scientific work of the Faculty of Humanities and Social Sciences in Osijek is grounded on original ideas and an original scientific approach. The number and quality of FFOS teachers' published papers is at the highest level and *contributes to the development of the scientific fields* – philology, philosophy, history, art history, pedagogy, psychology, sociology, information science – in which the Faculty delivers its study programmes (see: Table 1d of the Analytic Supplement to the Self-Evaluation Report). The Faculty of Humanities and Social Sciences in Osijek also employs external associates who are recognized experts in their fields, who have published adequate scientific papers and have the appropriate work experience. Evidence of this can be found in Tables 4.2, 4.3, and 5.1. of the Analytic Supplement to the Self-Evaluation Report.

During the reaccreditation period under review, the teachers and associates of the Faculty have published a total of 1 281 *scientific papers*, which comprise 586 papers in journals, 297 papers in the proceedings of scientific conferences, 84 authored books, 253 chapters in books, and 61 edited books (see: Table 5.1. of the Analytic Supplement to the Self-Evaluation Report). Compared with the previous reaccreditation period, (see: *Self-Evaluation Report 2020*, Standard 5.1., page 87), during which 986 scientific papers were published, there is a *noticeable increase of 30%* in the number of publications. During the reaccreditation period under review, the teachers and external associates of the Faculty of Humanities and Social Sciences in Osijek have published 407 *papers* in publications indexed in the Web of Science Core Collection (WoSCC), in the Science Citation Index – Expanded (SCI-EXP), Social Science Citation Index (SSCI), Arts and Humanities Citation Index (A&HCI), Emerging Sources Citation Index (ESCI), Scopus and EconLit or HeinOnline. The *total number of citations generated during this period amounts to 1 095 in the Scopus database and 1 378 in the Web of Science database* (the analysis was conducted by the Faculty's Library staff; see also Table 5.2 of the Analytic Supplement to Self-Evaluation Report). It should be taken into consideration that a certain number of papers published in 2025 have not yet been cited, which means that the total number of citations is expected to increase. Compared with the previous reaccreditation period, (see: *Self-Evaluation Report 2020*, Standard 5.1., pages 87-88), during which 234 *scientific papers were cited in the Web of Science database and 277 in the Scopus database*, there is a *noticeable increase of 384% in the overall citation of the Faculty's scientific publications, or the increase of 489% in the Web of Science citations and the increase of 295% in the*

Scopus citations. It is evident that there has been a substantial growth in productivity, and that the teachers of the Faculty of Humanities and Social Sciences in Osijek have significantly increased their publication output in internationally recognized publications.

From 2021 to 2025, teachers of the Faculty of Humanities and Social Sciences in Osijek have actively participated in a considerable number of national and international scientific conferences. There was a total of 1 282 *presentations at scientific conferences*, (see: *Reports on Research Activity 2021 – 2025*, Chapter ‘Participation at Scientific and Professional Conferences’), which were published in the form of papers in conference proceedings (scientific and other papers in conference proceedings), or as conference abstracts (abstracts in conference proceedings and journals, other participation in conferences, extended abstracts in conference proceedings and journals, short communications in conference proceedings and journals). Compared with the previous reaccreditation period, (see: *Self-Evaluation Report 2020*, Standard 5.1., page 89), when 648 presentations were delivered at scientific, professional and scientific-professional conferences, there is a *noticeable increase of 98% in conference presentations*.

In the past five-year period, the members of the Faculty of Humanities and Social Sciences in Osijek have participated in the organization or co-organization of 158 national and international scientific or scientific-professional conferences. Of 158, the Faculty has organized or co-organized a total of 71 *conferences*: (see: *Reports on Research Activity 2021 – 2025*, Chapter ‘Organisation of Conferences’, and Table 5.7 ‘Work on conference organisation committees in the past 5 calendar years’ of the Analytic Supplement to the Self-Evaluation Report). The Faculty collaborated with numerous respectable scientific and higher education institutions from Croatia and abroad in the co-organization of conferences, such as: the Department of Pedagogy and Andragogy of the Faculty of Arts at the University of Ljubljana; Croatian Academy of Sciences and Arts, Centre for Scientific Work in Vinkovci; Faculty of Education and Rehabilitation Sciences at the University of Zagreb; Division for the History of the Croatian Theatre within the Institute for the History of Croatian Literature, Theatre and Music of the Croatian Academy of Sciences and Arts (CAAS); Faculty of Montenegrin Language and Literature in Cetinje; Faculty of Humanities and Social Sciences in Zagreb; Department of Information Sciences at the University of Zadar; School of Communication and Information (Rutgers University, USA); Croatian Academy of Sciences and Arts in Osijek; University North in Varaždin and Koprivnica; Croatian National Committee for Historical Sciences; Croatian Institute of History – Department of History; Institute of Croatian Language in Zagreb; Croatian Institute of History – Department of the History of Slavonia, Srijem and Baran-

ja; Evliya Çelebi Studies Centre of the Fatih Sultan Mehmet Vakıf University; Institute of History in Budapest; Faculty of Education of Josip Juraj Strossmayer University of Osijek; Agricultural Institute Osijek; Department of Biology, Department of Chemistry and Department of Physics of Josip Juraj Strossmayer University of Osijek; Faculty of Agrobiotechnical Sciences in Osijek; Faculty of Humanities and Social Sciences, University of Mostar; Catholic Faculty of Theology in Đakovo; Faculty of Forestry and Wood Technology of the University of Zagreb; Faculty of Food Technology in Osijek; Faculty of Economics and Business in Osijek; Faculty of Dental Medicine and Health in Osijek; Faculty of Electrical Engineering, Computer Science and Information Technology in Osijek; Faculty of Chemical Engineering and Technology at the University of Zagreb; Faculty of Mechanical Engineering and Naval Architecture at the University of Zagreb; Faculty of Civil Engineering and Architecture in Osijek; Faculty of Chemistry and Technology in Split; Faculty of Kinesiology Osijek; Faculty of Medicine in Osijek; Faculty of Medicine at the University of Rijeka; Faculty of Metallurgy of the University of Zagreb; Faculty of Law in Osijek; School of Applied Mathematics and Informatics in Osijek; University of Dubrovnik; University of Slavonski Brod; Faculty of Philosophy of the University of Belgrade; John von Neumann Computer Society in Hungary; Siro Moretti Costanzi Foundation at the University of Perugia; among others. Compared with the previous reaccreditation period, (see: [Self-Evaluation Report 2020](#), standard 5.1, page 89), when a total of 43 scientific or scientific-professional conferences were (co-)organized, there is a *noticeable increase of 65%*.

In the period from 2021 to 2025, there was a total of 50 *scientific-research projects carried out* at the Faculty of Humanities and Social Sciences in Osijek (see: *Table 5.6. of the Analytic Supplement to the Self-Evaluation Report*), whose leaders or associates were members of the Faculty's teaching staff. Of these, a total of seven (7) are scientific research projects funded by the Croatian Science Foundation, that either were concluded by the end of 2025 or are currently ongoing. During the reaccreditation period under review, 12 NPOO scientific research projects funded by the European Union (NextGeneration EU) were contracted, and are scheduled to be implemented until 2029. When it comes to other projects, significant ones include ten (10) international scientific research projects: four (4) COST Action projects, two (2) Erasmus+ projects, two (2) bilateral cooperation projects, one (1) INTERREG project, and one (1) DAAD project. Compared with the previous reaccreditation period (see: [Self-Evaluation Report 2020](#), Standard 5.3., page 92), during which 45 scientific and **professional** projects were carried out, there was an *increase of 11% (without professional projects, which are analysed in Standard 5.2.)*.

Pursuant to the *Decision on the Funding of Activities from the Scientific Research Fund*, the Faculty of Humanities and Social Sciences in Osijek continuously supports the research activities of its teachers with funding provided through the state budget, along with additional funds from its own revenues. In 2021, due to the COVID pandemic, funds for scientific research activities were transferred to the following year. In 2022 the Faculty received, through programme funding, an amount of EUR 90,009.52, while total expenditure from the Faculty's Fund amounted to EUR 2,660.18. In 2023 the Faculty received, through programme funding, an amount of EUR 45,674.73, and an additional amount of EUR 67,714.88 was invested from the Faculty's own revenues. In 2024 the Faculty received an amount of EUR 110,187.31, and invested an additional EUR 32,863.84 for scientific research activities from its own revenues. In 2025, the Faculty was allocated EUR 136,821.13 through programme funding for scientific research activities, while additional EUR 28,357.06 was disbursed from the 2025 Scientific Research Fund based on staff applications for research funding. During the reaccreditation period under review, a total amount of EUR 514,288.65 was spent on the teachers' research activities, of which EUR 131,595.96 was from the Faculty's own revenues (see: *Reports on Research Funding 2021 – 2025*). Compared with the previous reaccreditation period, when EUR 328,133.31 was invested in the Faculty's research activities, of which EUR 46,163 was financed from its own revenues (see: Introduction, and Standard 5.4 of the *Self-Evaluation Report 2020*, pages 10 and 96), there is a noticeable increase of 57%, or 185% when the Faculty's own resources are taken into consideration, in financing research activities of the Faculty's teaching staff. In addition to that, the teachers' scientific research activities are also supported through increased funding for the Library's research resources (see: Standard 4.5).

The Faculty also provides funding for internal research projects, whose implementation is governed by the *Ordinance on the Conditions and Procedure for the Allocation of Funding for Research Projects from the Scientific Research Fund of the Faculty of Humanities and Social Sciences in Osijek*. Every year, based on the Decision of the Faculty Council, a call for proposals for two one-year research projects is announced on the Faculty's website (see: 2021, 2022, 2023, 2024, 2025, 2026). The call is primarily directed towards young researchers appointed to associate grades (see: *Application form*). Applications undergo an external peer-review process (see: *Guidelines for Reviewers, Reviewer Evaluation Form*), and the best project proposals are selected based on the reviewers' evaluations. From 2021 to 2025, the Faculty has financed 14 internal research projects: 7 in the field of humanities, and 7 in the field of social sciences. Since 2026, the call *has also been open to doctoral candidates enrolled in all doctoral study programmes delivered by the*

Faculty. Undergraduate and graduate students may also participate in the organization and implementation of internal scientific research projects. Their status as student research assistants is regulated by the *Rules on the Work of Student Research Assistants*, and their work is compensated, as specified in Standard 3.4.

It is also important to note that within the framework of the internal audit of the quality assurance system for 2020, on 8 October 2020, the *Committee for the Internal Audit of the Quality Assurance System* was appointed. The theme of the internal audit was *Trends in Scientific Publishing among FFOS Employees in Correlation with the Establishment of the Scientific Research Fund*. The internal thematic audit assessed the impact that the establishment of the Scientific Research Fund has had on the quality and quantity of scientific publications produced by the Faculty's employees, analysed the functionality and justification of individual items in the previous annual Fund decisions, as well as the potential need to introduce new items in future decisions. Concrete guidelines were proposed and consequently implemented – specifically, the revision of the *Faculty's Scientific Research Fund*, which was in line with the *Recommendation of the Expert Panel in the Second Reaccreditation Cycle*, and which was implemented through the *Action Plan for Quality Improvement at the Faculty of Humanities and Social Sciences in Osijek*. Following the completion of the external and internal quality audits, the quality and quantity of the scientific and professional output of the staff of the Faculty of Humanities and Social Sciences in Osijek further increased in both quality and quantity. This is confirmed by Table 5.1. of the Analytic Supplement to the Self-evaluation Report, since, during the observed reaccreditation period, the number of scientific publications authored by Faculty teachers *was increased by 30%* compared with the previous reaccreditation period.

Teachers of the Faculty of Humanities and Social Sciences in Osijek take part in the activities of various scientific organizations and associations: the Croatian Library Association, Croatian Association for Behavioural-Cognitive Therapies; Institute for the History of Baranja; Croatian Institute for Local Self-government; Asia-Pacific LSP & Professional Communication Association; Association for Interdisciplinary Studies; Association for Teacher Education in Europe – ATEE; Association of Language Awareness – ALA; Central European Association for Canadian Studies – CEACS; Croatian-Canadian Academic Society; Society of Germanists in Bosnia and Herzegovina; Croatian Literary Translators Association (CLTA); Association of Librarians of Slavonia, Baranja, and Srijem (DKSBS); Association for Croatian History; EUROPHRAS; Croatian Association for the Study of English (CASE), Croatian Applied Linguistics Society (CALS); Croatian Psychological Chamber; Croatian Association of Researchers in Children's Literature (CARCL); Croatian Association of Visual Artists (HDLU); Cro-

atian Association of Artists of Applied Arts – ULUPUH; Croatian National Committee of Historical Sciences; Croatian Reading Association; Croatian Designers Association; Croatian Association of Theatre Critics and Theatre Scholars; Croatian Society of University Lectors; Croatian Association of German Language Teachers; Croatian Philological Society; Croatian Philosophical Society; Croatian Logic Association; Croatian Psychological Association; Croatian Sociological Association; Croatian Association for American Studies (CAAS); Croatian National Committee for Historical Sciences (HNOPZ); IEEE – Advancing Technology for Humanity; Glotta Institute of Language; International Society for Ethnology and Folklore – SIEF; International Society for Quality of Life Studies – ISQOLS; International Society for the Study of Individual Differences – ISSID; iSCHOOLS; *Matica Hrvatska* cultural association; Organisation Mondiale pour l'Éducation Préscolaire – OMEP; Termini Egyesület; Association for Information Science and Technology – ASIS&T; Association for Researching and Applying Metaphor – RaAM; Croatian Fulbright and Hubert H. Humphrey Alumni Association – Croatian Fulbrighters; Association of LSP Teachers at Higher Education Institutions; Croatian Association of Accountants and Finance Professionals; Young Adult Studies Association – YASA; and Centre for Applied Linguistic – CAL.

Teachers of the Faculty of Humanities and Social Sciences in Osijek also serve, or have served during the reaccreditation period under review, *on numerous advisory bodies and committees both in the private and public sector*. Some of the most notable are *memberships in the Scientific Field Committee* for Philology (Dr. Zlata Šundalić, Full Professor and Dr. Marija Omazić, Full Professor); Scientific Field Committee for Philology and Croatology (Dr. Višnja Pavičić Takač, Full Professor and Dr. Krešimir Šimić, Full Professor); the Scientific Field Committee for Political Science, Sociology, Demography, and Social Work (Dr. Željko Pavić, Full Professor); Scientific Field Committee for Psychology (Dr. Silvija Ručević, Full Professor); Scientific Field Committee for Information and Communication Sciences (Dr. Kornelija Petr Balog, Full Professor); Scientific Field Committee for Pedagogy (Dr. Marija Sablić, Full Professor, the late Dr. Mirko Lukaš, Full Professor, and the late Dr. Zlatko Miliša, Full Professor), Scientific Field Committee for Interdisciplinary Sciences – various scientific areas and fields (Dr. Gorka Vuletić, Full Professor). Furthermore, Dr. Goran Livazović, Full Professor, is president of the Sectoral Council XXI (Education, Teacher Training and Sport) of the Ministry of Science and Education (MSE) and the Agency for Science and Higher Education (ASHE) of the Republic of Croatia.

FFOS teachers also serve on the following bodies: the Council for the Learning and Teaching of Croatian as a Second, Foreign, and Heritage Language established by the Central State Office for Croats Abroad; Scientific Council of the

Croatian Academy of Sciences and Arts (HAZU) for the Study of the Relations between Croatia and South-Eastern Europe through the Historical Perspective; HAZU Committee for the Norm of the Croatian Standard Language; Scientific Assembly of Slavonia and Baranja of the Croatian Academy of Sciences and Arts (HAZU); Expert Working Group responsible for proposing evaluation criteria of the Secondary School Leaving Examination within the National Centre for External Evaluation of Education; Committees for Scientific Publishing Activity at the Ministry of Science, Education and Youth; Committees for the Expert Evaluation of Applications for the Registration of Qualification Standards into the Croatian Qualifications Framework Register at the Agency for Science and Higher Education; Committees for the Evaluation of Nominations for the State Award for Science of the Ministry of Science, Education and Youth (MSEY); Council and the Working Group of the Croatian Open Science Cloud Initiative; Committees for the Selection of the Best Newly Coined Croatian Word of the Croatian Philological Society; Organizing Committee of the Croatian Applied Linguistics Society (CALS); Regional Committee of Hungarian Academy of Sciences; Expert Council of the Regional Office of the Hungarian Academy of Sciences in Pécs; Society of Hungarian Scientists and Artists in Croatia; Committees of the Hungarian Rectors' Conference (HRC); Association for American Studies in South East Europe (AASSEE); managing board of the Croatian Association for American Studies (CAAS); Society for the History of Authorship, Reading and Publishing; Evaluation Committee of the Agencia Nacional de Evaluación y Prospectiva Ministerio de Economía y Competitividad (Ministerio de Economía y Competitividad, Spain); National Committee for the Administration of the German Language Competitions for Primary and Secondary Schools; Committees for certified German language exams; Committees for the Administration of National German Language Exams; Committees of the Croatian Library Association for the Administration of State Professional Examinations for Trainee Librarians; Advisory Committee for the e-Universities Project of the National and University Library in Zagreb; the managing board of the Association of Librarians of Slavonia, Baranja and Srijem (DKSBS); Committee for the Preservation of Library Collections; Committees for the Administration of State Professional Examinations for Trainee History Teachers; Association of LSP Teachers at Higher Education Institutions; Croatian Education and Teacher Training Agency's National Committee for the Organization of Secondary School Competitions in Philosophy, among others (see: *a detailed account of the participation of Faculty teachers in advisory bodies and committees in Croatia and abroad*).

In the period between 2021 and 2025, teachers of the Faculty of Humanities and Social Sciences in Osijek served on the editorial boards of 81 journals in to-

tal: 38 in Croatia, 7 in Serbia, 6 in Bosnia and Herzegovina, 4 in the United Kingdom, 3 in the Netherlands, and 3 in Turkey; 2 journals each in Hungary, Italy, Slovenia, Portugal and Poland; and 1 journal each in Canada, Sweden, Australia, Lithuania, Latvia, Montenegro, Greece, Bulgaria, Ukraine, and South Korea (see: Table 5.8 of the Analytic Supplement to the Self-Evaluation Report). Teachers and associates served on *editorial boards* in the capacity of editors-in-chief, editorial board members, editorial council members, and guest editors. Compared with the previous reaccreditation period, (see: *Self-Evaluation Report 2020*, Standard 5.3., page 93), when the Faculty's teachers served on the editorial boards of 38 journals, *there was a noticeable increase of 113%*.

The Faculty of Humanities and Social Sciences in Osijek currently publishes three journals independently – *Anafora*, *Jezikoslovlje* and *Proverbium*, which are indexed in the Web of Science database (*Anafora* and *Jezikoslovlje*), and the Scopus database (*Anafora* and *Proverbium*). *Jezikoslovlje* is a Q2 journal and is currently the highest-ranked Croatian journal in the field of linguistics. *Proverbium* is a Q3 journal, and *Anafora* is a Q4 journal (see: Table 5.8 of the Analytic Supplement to the Self-Evaluation Report). In addition to its own journals, the Faculty of Humanities and Social Sciences in Osijek publishes the *ExeLL* journal in cooperation with the Faculty of Humanities and Social Sciences in Tuzla (Bosnia and Herzegovina), and the journal *Libellarium* in cooperation with the Department of Information Sciences and Technologies at the University of Zadar. All of the abovementioned journals are published in open access.

The Faculty of Humanities and Social Sciences in Osijek has a well-established and long-standing publishing activity, issuing between 10 to 20 new monographs each year, conference proceedings, some of which, such as *Krležini Dani u Osijeku*, have been published continuously for more than 30 years, scientific journals indexed in leading databases including WoS and Scopus, and a wide range of student and commemorative publications. The publishing activities are regulated by the University *Ordinance on the Publishing Activity*, and the *Ordinance on Publishing Activities of the Faculty of Humanities and Social Sciences in Osijek*. The publishing process starts with the announcement of a *Call for proposals for inclusion in the Publishing Plan of the Faculty of Humanities and Social Sciences in Osijek*, which is open to all employees and external associates of the Faculty. The *Plan and subsequent Plan Amendments* are approved by the Faculty Council, after which the manuscripts undergo peer review (the reviewers' reports are also subject to approval by the Faculty Council). Manuscripts are then prepared for publication through graphic design and typesetting and published in print and/or electronic format. *In the period between 1990 and 2025, a total of 263 publications were published by the Faculty* (147 scholarly monographs and university text-

books, 107 conference proceedings and edited books and 9 other publications). During the *reaccreditation period under review*, *52 publications* were published (31 scholarly monographs and university textbooks, 21 conference proceedings and edited books), *42 volumes of Faculty journals and 14 volumes of student journals*.

The Faculty of Humanities and Social Sciences in Osijek is also developing the *FFOS e-Publishing* project to provide open access to full-text content of university textbooks, scholarly monographs and conference proceedings published throughout the Faculty's 35-year publishing history. *FFOS e-Publishing* reflects the commitment of the Faculty of Humanities and Social Sciences in Osijek to the principles of open access and open science. The Faculty, as a public higher education institution and publisher, recognizes its responsibility to make its work and research findings visible and available to the wider public. From 2021 to 2025, a total of *99 publications were published or republished* in open access, accounting for *65,42% of the Faculty's publications* in that period.

5.2. The higher education institution is distinguished by its professional achievements in all fields in which the professional study programme is delivered.

Although the Faculty of Humanities and Social Sciences in Osijek does not deliver professional study programmes, its professional work is based on applied research that contributes significantly to the development of the profession. In the period 2021 – 2025, teachers of the Faculty published a total of *132 professional publications*, comprising 69 journal papers, 17 papers in proceedings of professional conferences, and 46 chapters in professional books (see: Table 5.1. in the Analytic Supplement to the Self-Evaluation Report). In the past five-year period, teachers of the Faculty of Humanities and Social Sciences in Osijek, have published *10 papers* in publications indexed in the Web of Science Core Collection (WoSCC), in the Science Citation Index (SCI) – Expanded (SCI-EXP), Social Science Citation Index (SSCI), Arts and Humanities Citation Index (A&HCI), Emerging Sources Citation Index (ESCI), Scopus and EconLit or HeinOnline. The Faculty of Humanities and Social Sciences in Osijek employs external associates who are recognized experts in their fields, have published adequate professional papers, and have the appropriate work experience. This is evidenced by their teaching and professional work during the last five years (see: Tables 4.2., 4.3., and 5.1. of the Analytic Supplement to the Self-Evaluation Report).

Between 2021 – 2025, *a total of 23 professional projects were carried out* at the Faculty of Humanities and Social Sciences in Osijek (see: Table 5.6 of the Ana-

lytic Supplement to the Self-Evaluation Report), with members of the Faculty's teaching staff serving as project leaders or project associates. Of this number, 11 are European Social Fund projects, while 3 are Erasmus+ projects. The Faculty of Humanities and Social Sciences in Osijek provides financial support for the publication of professional papers and for the application and implementation of professional projects through the *Decision on the Funding of Activities from the Scientific Research Fund*.

The publishing activities of the Faculty of Humanities and Social Sciences in Osijek also include the publication of professional publications that contribute to the development of the profession. From 1990 to 2025, the Faculty of Humanities and Social Sciences in Osijek **published a total of 263 publications**, of which a smaller portion is dedicated to professional work. *During the reaccreditation period under review, 52 publications* were published, of which only a smaller part (**7 publications**) is dedicated to professional work.

5.3. The higher education institution influences the economy and society in general through the scientific and/or artistic work of its teachers.

Through its core strategic documents, including the *FFOS Strategic Plan 2022 – 2026*, the *Strategic Programme of Scientific Research at the Faculty of Humanities and Social Sciences in Osijek 2018—2022*, and the *Strategic Programme of Scientific Research at the Faculty of Humanities and Social Sciences in Osijek 2023 — 2027*, the Faculty of Humanities and Social Sciences in Osijek has defined its strategic priorities by recognizing the scientific research conducted by its teachers as one of the key factors contributing to the Faculty's impact on the economy and society as a whole. In the *FFOS Strategic Plan 2022—2026*, under the strategic area V. *Scientific Activity (Research)*, the Faculty's strategic objectives include, among others, the consistent development of a stimulating research environment, with a focus on networking and interdisciplinarity, as well as the development of institutional support mechanisms for scientific activities aimed at achieving the objectives outlined in the strategic area I. *Quality Management and the Social Role of the Faculty*, namely the development of the Faculty's social role and the strengthening of its visibility and impact within the community.

The Strategic Programme of Scientific Research at the Faculty of Humanities and Social Sciences in Osijek 2018—2022 identifies, among other priorities, the general strategic directions for the development of the Faculty's research activities, including increasing the visibility, accessibility, and application of the

results of scientific and professional work in teaching and the community, as well as establishing strategic partnerships in scientific and professional activities. In accordance with the *Strategic Programme of Scientific Research*, during the aforementioned period, the Faculty has given priority to thematic areas such as sustainable society development, understanding and addressing social processes and risks arising from new technologies and global economic development, changes in the demographic structure and the increasing complexity of governing contemporary societies. The social applicability of the research objectives is reflected in the research projects carried out or initiated at the Faculty during the implementation period of the *Strategic Programme of Scientific Research 2018 – 2022*, and which correspond with the reaccreditation period under review. Thus, for example, some project topics were related to factors contributing to parental resistance to childhood vaccination. (HRZZ IP-2019-04-7902 – *The Impact of the Internet and Internet Social Networking Sites on Attitudes and Decisions about Vaccination* – project leader Dr. Željko Pavić, Full Professor), digital education during crisis situations (Erasmus+ project 2020-1-HR01-KA226-HE-094685 – *Digital Education for Crisis Situations: Times When There is No Alternative* – lead project coordinator Dr. Boris Bosančić, Full Professor), the inclusion of people with Alzheimer's disease in society through library activities aligned with their needs and interests (Institutional scientific research project at the Faculty of Humanities and Social Sciences in Osijek FFOS-002 – *Building Dementia-Friendly Public Libraries: Theoretical and Practical Implications* – project leader Dr. Sanjica Faletar, Full Professor) or the impact of health crises, in Croatia and globally, on social relations and the emergence of new public policies (Institutional scientific project for young researchers of the Faculty of Humanities and Social Sciences in Osijek – *Societies and Diseases: Responses to Health Crisis in Modern and Contemporary History* – project leader Dr. Luka Pejić, Assistant Professor).

In the *Strategic Programme of Scientific Research 2023 – 2027*, one of the Programme's objectives is to promote all forms of collaborative research activities among the Faculty's staff (interdisciplinary, institutional, interinstitutional, international and collaboration with the wider community). In line with the aforementioned objective, one of the research topics pursued during the strategic period under review focuses on investigating the cause-and-effect relationships underlying current societal issues and, where appropriate, responding to contemporary societal developments and challenges. The social applicability of the research objectives is reflected in the research projects carried out or initiated at the Faculty during the period of implementation of the *Strategic Programme of Scientific Research 2023 – 2027*, which correspond with the reaccreditation period under review. Thus, for example, some project topics were related to intercul-

turality and transculturality in the digital world (NextGeneration EU 581-UNIOS-67 – *Interculturality and transculturality in the digital world – new local and global cultural, artistic and lingual connections* – project leader Dr. Žombor Labadi, Associate Professor); the impact of technology and artificial intelligence on the quality of life (NextGeneration EU 581-UNIOS-59 – *Research on the Impact of (Wearable) Technology and Artificial Intelligence on Quality of Life* – project leader Dr. Anita Papić, Full Professor); strategy for the inclusion of Romani students in education processes (INTERREG project HUHR/2401/4.2/087 – *CHERISH-Croatia, Hungary, and Romani: Inclusive Solutions for Harmonized Education* – FFOS project coordinator Dr. Stephanie Jug, Assistant Professor); promotion of gender diversity in higher education (Erasmus+ 2024-1-ES01-KA220-HED-000246558 *Gender Diversity in Information Science: Challenges in Higher Education* – project associates Dr. Kornelija Petr Balog, Full Professor, Dr. Kristina Feldvari, Associate Professor, Dr. Milijana Mićunović, Assistant Professor and Dr. Boris Badurina, Full Professor); the role of social justice, perceived injustice, perceived (in)effectiveness, social identification, and individual dispositions in explaining participation and non-participation in collective action (HRZZ IP-2022 10 – *Motivations and Barriers to Collective Actions* – project associate Dr. Ana Belajdžić, Associate Professor); or challenges in implementing societal changes driven by climate change (*COST CA21166 - Social Sciences and Humanities for Transformation and Climate Resilience* – project associates Dr. Stephanie Jug, Assistant Professor and Dr. Sonja Novak, Associate Professor).

Furthermore, to enhance the dissemination of its research activities to society, in 2019 the FFOS initiated the founding of research centres bringing together teachers and students from different organizational units and external stakeholders (researchers and practitioners). In addition to the initially established centres: *Centre for Didactics and Teaching Methodology Research*, *Centre for Digital Ethics*, *Centre for Interdisciplinary Research*, *Centre for Internet and Society*, *Centre for Cultural Identity and Regional Heritage Research*, *Centre for Linguistic Research*, *Centre for Popular Culture*, and *Centre for North American Studies*, during the reaccreditation period under review four (4) new research centres were established: *Centre for Prevention in the Community*, *Centre for Cognitive Research*, *Centre for Mental Health and Physical Activity*, and *Centre for the Bible and Literature*. The dissemination activities of the Faculty's research centres are aimed at generating societal impact through research in areas such as the humanistic and social implications of digital media (*Centre for Digital Ethics*); interdisciplinary and transdisciplinary approaches to understanding complex societal phenomena and raising public awareness of the practical relevance and value of expertise in the social sciences and humanities, as well as its contribution to competitiveness

and innovation in both the public and private sectors (*Centre for Interdisciplinary Research*); interdisciplinary research on the social impact of the Internet as a new medium (*Centre for Internet and Society*); interdisciplinary and transdisciplinary research of popular culture as a social phenomenon (*Centre for Popular Culture*), or community care (*Centre for Prevention in the Community*). Faculty research centres disseminate its activities through **internal projects, publications, lectures and conferences, congresses, interviews, blogs, film clubs or community events.**

In addition to project activities and research centres, the Faculty of Humanities and Social Sciences in Osijek disseminates its activities through the science popularization project *FUZ&JA (Filozofski u zajednici – i ja / FFOS in the Community & Me)* whose organisation and implementation are formalised through the *Faculty's Rules of Procedure for the Organization of Science Popularization Projects*. FUZ&JA programmes are announced twice a year, at the beginning of the winter and summer semesters, and include events that are being conducted by the *FFOS Alumni Association, Centre for Interdisciplinary Research, Aesthetic Laboratory of the Faculty of Humanities and Social Sciences in Osijek (EstLab)*, as well as by individual departments, sub-departments, and research centres of the Faculty of Humanities and Social Sciences in Osijek. Within the framework of the popularization of science through the FUZ&JA project, during the reaccreditation period under review, 163 lectures, were delivered (see: chapter “Popularization of Science” in the *Reports on Research Activities 2021 – 2025*). Compared with the previous reaccreditation period (see: the *Self-Evaluation Report 2020*, Standard 5.2., page 91), when 65 popularisation lectures were delivered, this represents a significant increase of 151%.

The activities of the FUZ&JA programme are documented in the FUZ&JA *Photo Gallery* and the FUZ&JA Programme *Archive*. The Faculty also disseminates its activities through events organised as part of the Faculty's Science Week (2022, 2023, 2024, 2025), the University Science Festival, (2022, 2023, 2024, 2025, 2026), and University MUZZA Science Weekend, (2025, 2026). In addition to that, students and Faculty teachers regularly contribute to the popularisation of the Faculty's scientific and professional activities through the regular radio programme *Filozofski u eteru* (FFOS on the Air) broadcast on Radio Unios.

The Faculty of Humanities and Social Sciences in Osijek is actively involved in the shaping of public policies within the scientific fields in which it is active, as its teaching staff participate in various national and international scientific and governance bodies. For example, in 2024, teachers of the Faculty of Humanities and Social Sciences in Osijek were appointed as chairs or members of vari-

ous national and international scientific and governance bodies (see: *Reports on Research Activities of the Faculty of Humanities and Social Sciences in Osijek 2024*, Chapter 4.5.1. 'Boards, Committees, and Editorial Boards Outside the Home Institution', **Appendix 2**:

- at the international level (the Hungarian Accreditation Committee for Higher Education (HAC); COST Review Panel; National Science Centre Poland; Association for American Studies in South East Europe (AAS-SEE); Teaching and Knowledge Exchange Section in iSchools; International Federation of Library Associations and Institutions (IFLA); Regional Committee of Hungarian Academy of Sciences in Pécs; Hungarian Rectors' Conference; International Translation Working Group of the Association of Hungarian Applied Linguists and Teachers of Hungarian; the HUN-REN Hungarian Research Centre for Linguistics, Budapest; Slovak Research and Development Agency; Quality Agency for Higher Education, Latvia; Kids in Action at the University of Melbourne)
- at the national level (the Croatian Academy of Sciences and Arts Committee for the Norm of the Croatian Standard Language; Scientific Field Committee for Philology and Croatology; Scientific Field Committee for Interdisciplinary Sciences, Scientific Field Committee for Political Science, Sociology, Demography, and Social Work; Croatian Association of Translators and Interpreters; Croatian Association for American Studies; Executive Board of the Croatian Association for English Studies; Council for the Learning and Teaching of Croatian as a Second, Foreign, and Heritage Language; Education and Teacher Training Agency's National Committee for the Organization of Croatian Language Competitions; Council of the Croatian Open Science Cloud Initiative at the University Computing Centre (SRCE); Association of Librarians of Slavonia, Baranja, and Srijem; Programme Committee of the Centre for Continuing Professional Development of Librarians; Scientific Council for Slavonia and Baranja of the Croatian Academy of Sciences and Arts (HAZU); Croatian Applied Linguistics Society; Croatian Pedagogical Society; working groups of the Ministry of Science, Education and Youth; the Sectoral Council for Education, Teacher Training and Sport of the Ministry of Science, Education and Youth (MZOM) and the Agency for Science and Higher Education of the Republic of Croatia (AZVO); Ethics Committee of the Croatian Association for Behavioural and Cognitive Therapies; Working Group for the Evaluation of the Works of Ivan Meštrović Held in the Collection of the Ivan Meštrović Museum at the Ministry of Culture and Media; Management Board of the Đakovština Museum; Publishing Committee of the

Ministry of Science, Education and Youth; Croatian Literary Translators Association)

- at the level of other universities in the Republic of Croatia (the Council of Mentors of the Doctoral Study Programme at the University of Zadar; Council of the Doctoral Study Programme *Knowledge Society and Information Transfer* of the Department of Information Sciences at the University of Zadar; Council of the Centre for Research in Children's Literature and Culture of the Faculty of Teacher Education at the University of Zagreb; University Sports Association; Association of LSP Teachers at Higher Education Institutions, and
- at the level of the Josip Juraj Strossmayer University of Osijek, (the Board for the Quality Assurance of Higher Education; Doctoral Studies Committee; Committee for Combating Nepotism; Lifelong Learning Committee; Committee for the Awarding of Scholarships and Financial Support to Full-Time Students; Committee for the Academic Recognition of Foreign Higher Education Qualifications and Periods of Study; Gender Equality Committee; Publishing Committee; Committee for Sports, Physical and Health Education).

Information on the involvement of the teaching staff in the work of national and international scientific or governance bodies for the other years within the reaccreditation period under review is available in the *Reports on Research Activities of the Faculty of Humanities and Social Sciences in Osijek*, under the chapter 'Boards, Committees, and Editorial Boards Outside the Home Institution' of each report.

In addition to involvement in the work of national and international scientific and governance bodies, teachers of the Faculty of Humanities and Social Sciences in Osijek actively participate in the peer review of national and international projects, programmes, and scientific papers. For example, in 2024, teachers of the Faculty of Humanities and Social Sciences in Osijek peer reviewed (see: the *2024 Report on Research Activities of the Faculty of Humanities and Social Sciences in Osijek*, Chapter 4.5.1. "Boards, Committees, and Editorial Boards Outside the Home Institution," *Appendix 2*, *Appendix 3* and *Appendix 4*):

- scientific projects for the COST Review Panel; the American Philosophical Society; and the Croatian Science Foundation, within the evaluation process of project proposals submitted under the IP, UIP, and ERC calls; National Science Centre Poland, and
- scientific papers (over 350 papers for national and international scientific journals, conference proceedings and edited books).

Information on the participation of the Faculty teachers in the peer review of scientific projects and scientific papers for the other years of the reaccreditation period under review is available in the *Reports on Research Activities of the Faculty of Humanities and Social Sciences in Osijek*, either as chapters in the Report or as separate appendices. During the reaccreditation period under review, teachers of the Faculty of Humanities and Social Sciences in Osijek also participated as *peer reviewers or members of expert panels in the accreditation of domestic and international study programmes*, as well as *members of expert panels in the reaccreditation of domestic and international higher education institutions*.

5.4. Doctoral studies of the higher education institutions are aligned with the higher education institution's strategic programme, state-of-the-art scientific/artistic achievements, or professional standards and internationally accepted standards of high-quality doctoral education, where applicable.

The doctoral study programmes of the Faculty of Humanities and Social Sciences in Osijek follow the latest scientific developments, are aligned with professional standards in their respective scientific areas and fields, and reflect the Faculty's scientific research and academic achievements. During the reaccreditation period under review, three (3) doctoral study programmes were delivered by the Faculty of Humanities and Social Sciences in Osijek. Building on its philological studies (English Language and Literature, Croatian Language and Literature, German Language and Literature, Hungarian Language and Literature), the Faculty of Humanities and Social Sciences in Osijek delivers two (2) doctoral study programmes: the Doctoral Study Programme in *Literature and Cultural Identity* and the Doctoral Study Programme in *Linguistics*. Both study programmes represent a natural continuation of education at the doctoral level for graduates of all single major and double major language and literature programmes, but are also open to applicants from other fields, provided that they successfully complete the required prerequisite courses. The third doctoral study programme of the Faculty of Humanities and Social Sciences in Osijek is the Doctoral Study Programme in *Pedagogy and Contemporary School Culture* which is open to all graduates in Pedagogy, as well as related disciplines within the areas of social sciences and the humanities. From the 2026/2027 academic year, the Faculty of Humanities and Social Sciences in Osijek will launch its fourth doctoral study programme, as the Doctoral Study Programme in *Information Science* was issued

a *Licence* for the delivery of the study programme by the Agency for Science and Higher Education on 28 January 2026.

In the reaccreditation period under review, *44 doctoral theses were defended*³² at the Faculty of Humanities and Social Sciences in Osijek, and *a total of 70 scientific papers were co-authored* with doctoral candidates. Specifically, 9 doctoral theses were defended at the Doctoral Study Programme in Linguistics, 13 at the Doctoral Study Programme in Literature and Cultural Identity, and 22 at the Doctoral Study Programme in Pedagogy and Contemporary School Culture. Compared with the previous reaccreditation period, in which *29 doctoral theses were defended* and *19 scientific papers were co-authored* with doctoral candidates (see: *Self-Evaluation Report 2020*, Standard 5.1., page 89), the current reaccreditation period shows *a substantial increase of 52% in the number of defended doctoral theses and a 268% increase in the number of published scientific papers co-authored with doctoral candidates* (see: *Reports on Research Activities of the Faculty of Humanities and Social Sciences in Osijek 2021 – 2025* and Table 5.5. of the Analytic Supplement to the Self-Evaluation Report). The increase in defended doctoral theses and published scientific papers co-authored with doctoral candidates directly correlates with the implementation of the Faculty's funding measures, such as the *Decision on Funding from the Faculty Scientific Research Fund*, aimed at *doctoral candidates enrolled in Faculty's doctoral study programmes who are not employees of the Faculty* (see: *Decision 1*, *Decision 2*), as well as the *Decision on the Funding of Activities from the Scientific Research Fund* through which the Faculty stimulates publishing of papers co-authored with students. These measures have been adopted with the aim of enhancing the quality of scientific output of both doctoral candidates and Faculty teachers in accordance with the recommendations of the Expert Panel in the second cycle of the Faculty's reaccreditation (see: *Action Plan for Quality Improvement in the Second Cycle of the Faculty's Reaccreditation*). During the reaccreditation period under review, a total of EUR 25,988.89 of own revenues was spent on scientific research activities of doctoral candidates (see: *Financing of scientific research activities of doctoral candidates 2022 – 2025*). Compared with the previous reaccreditation period, during which EUR 6,441.72 was allocated to support the scientific research activities of doctoral candidates (see: Standard 5.4. of the *Self-Evaluation Report 2020*, page 96), the current reaccreditation period shows *a substantial 303% increase in funding the scientific research activities of doctoral candidates*.

³² Detailed information on defended doctoral dissertations (topics, titles, and doctoral candidates) is available in the Postgraduate Studies Unit.

Planning and development of proposals for doctoral study programmes at the Faculty of Humanities and Social Sciences in Osijek is aligned with the Faculty's and the University's mission and strategic objectives. During the reaccreditation period under review, the Doctoral Study Programme in *Information Science* underwent the planning and development process, followed by its initial accreditation. Accordingly, the self-evaluation of this standard will be conducted using this doctoral programme as an example. The Doctoral Study Programme in Information Sciences is aligned with the strategic objectives of the Faculty of Humanities and Social Sciences defined in the *FFOS Strategic Plan 2022 to 2026* and the *Strategy of Josip Juraj Strossmayer University of Osijek 2021-2030*.

In the *FFOS Strategic Plan 2022 – 2026*, the Faculty's mission and vision are presented, and the following five strategic areas for the Faculty's development are defined: quality management and the Faculty's social role, study programmes, the teaching process and student support, teaching staff and institutional capacities, and scientific activity (research). The Doctoral Study Programme in *Information Science* is aligned with the strategic area 'Study programmes' because it contributes to the realization of Objective 1. which emphasizes the importance of a systematic review, analysis, development, modernization and evaluation of study programmes by educating experts with a clearly defined profile in the area of information sciences at the doctoral level and the continuous and systematic enhancement of the quality of teaching in accordance with current requirements and contemporary trends in the area of higher education. The Doctoral Study Programme in *Information Sciences* is also aligned with the strategic area 'The Teaching Process and Student Support' because it contributes to: 1) achieving Objective 1, which aims to upgrade the process of evaluation and assessment of student achievements for the purpose of ensuring objectivity, anonymity and consistency; 2) achieving Objectives 3, 4 and 5, which emphasize the importance of improving mechanisms for reviewing and proposing conditions for enrolment, study progression, and completion of studies, as well as developing mechanisms for monitoring and verifying the successful implementation of these processes, establishing a student feedback system, and enhancing the student support systems. When designing course descriptions within the doctoral study programme, the actual student workload for each course was carefully calculated and estimated, and ECTS credits were allocated accordingly. Student obligations, as well as the monitoring and evaluation of student performance, are aligned with the actual student workload. Upon enrolment in the doctoral study programme, each student is assigned a student advisor who guides and advises the student from enrolment to the qualification examination. After passing the qualification examination, the student is assigned a mentor (course teacher)

who guides and advises the student in writing of the doctoral thesis. This ensures that each enrolled student has an advisor and receives continuous support as well as feedback on the success and progress of their studies and that there are no unnecessary delays in completing the doctoral study programme. The Doctoral Study Programme in *Information Science* is also aligned with the strategic area 'Teaching staff and institutional capacities', because it contributes to the achievement of Objective 4, which focuses on increasing the share of involvement of external experts in teaching through cooperation with the industry and other institutions. The study programme includes a series of planned mandatory workshops for students, which will be delivered by relevant national and international experts from the industry and other institutions.

Finally, the Doctoral Study Programme in *Information Science* is aligned with the strategic area 'Scientific Activity (Research)', as it contributes to the achievement of Objective 4 (Create preconditions for the internationalization of doctoral studies) through the possibility of delivering part of the teaching process in English, when required, allowing doctoral thesis to be written in English, and involving eminent international experts in the field of Information Science in the teaching process (who may also be appointed as doctoral thesis supervisors). The study programme also contributes to the achievement of Objective 5 (Increase the visibility of FFOS scientific and research activities), since during their studies each doctoral candidate needs to write and publish a minimum of two scientific papers in journals indexed in the prescribed citation databases (WoSCC, SCOPUS). Ultimately, the study programme contributes also to the achievement of Objective 6 (Promote awareness of academic research ethics and scientific evaluation), as the doctoral candidate will develop an awareness of research ethics and scientific evaluation through courses and workshops that address this topic (for example, the course Ethics in Scientific Research or the workshop Scientific Research Integrity).

In addition to the *FFOS Strategic Plan 2022 – 2026*, the Doctoral Study Programme in *Information Science* is also aligned with the *Strategy of Josip Juraj Strossmayer University of Osijek 2021 – 2030*, especially with the strategic area 1 – 'Education and Training: Study programmes' which is directed at the continuous improvement of existing and development of new study programmes. The Doctoral Study Programme in *Information Science* substantially contributes to the achievement of strategic Objectives 1.1., 1.2. and 1.3. by providing education that meets labour market needs, and is based on defined qualification standards in the relevant field within the European Higher Education Area, as well as occupational standards tailored to the needs of students, employers, professional associations, and alumni. With its focus on the doctoral candidates and

teachers, not just from the Republic of Croatia but also beyond it, the doctoral studies contribute to the achievement of strategic area 3 – ‘Internationalization’, because it develops and enabling framework for the internationalization of the study programme at the doctoral level (Objective 3.1.) through participation in international research activities and international research networks (Objective 3.2.). With a focus on the publication of research results of doctoral research in high-impact international journals, the study programme contributes to increasing international visibility and scientific excellence (Objective 3.3.). In addition to that, the Doctoral Study Programme in Information Science enables the achievement of objectives in the strategic area ‘University and its surroundings’, because the implementation of the programme, together with the competencies and skills acquired by doctoral candidates upon completion of their studies, contributes to strengthening cooperation with alumni associations and employers across all areas of activity at the regional, national and international levels. In accordance with the requirements set out in the *Strategy of Josip Juraj Strossmayer University of Osijek*, the Doctoral Study Programme in *Information Science* enables the interdisciplinary training and the development of specific and general competences relevant to the needs of the labour market.

In addition to being aligned with the strategies of the Faculty and the University, the Doctoral Study Programme in *Information Science* is also aligned with the **National Development Strategy of the Republic of Croatia until 2030**, in particular with the Development Direction 1 ‘Sustainable Economy and SOCIETY’, including Strategic Objective (SO) 2 ‘Educated and Employed Individuals’ and SO 4 ‘Global Recognition and Strengthening of Croatia’s International Position and Role.’ It also supports the Development Direction 3 ‘Green and Digital Transition, particularly SO 11 ‘Digital Transition of Society and the Economy’.

External stakeholders are also involved in the development of proposals for new doctoral study programmes, as shown by the example of the Doctoral Study Programme in *Information Science*. For the purposes of ensuring quality, modernisation and alignment with the labour market, representatives of students, alumni and employers were included in the *working group* responsible for the development of the study programme (see: Point 1.1. Chapter I. Internal Quality Assurance of the *Study Programme*). The proposal for the Doctoral Study Programme in *Information Science* was also developed based on feedback received from the *Croatian Employment Service regarding the alignment of the study programme with the needs of the labour market*, as well as from students, alumni, and employers. For example, a positive opinion and support for establishing the study programme was given by the Croatian Information and Documentation Society, University Computing Centre (SRCE), Ofir Ltd., Croatian Library As-

sociation, Society of Librarians of Slavonia, Baranja and Srijem, Faculty of Philosophy at the University of Sarajevo, and Croatian Chamber of Economy (see: *statements by external stakeholders*), who emphasize the alignment of the learning outcomes of the study programme with the labour market as well as the readiness to cooperate with the Faculty of Humanities and Social Sciences in Osijek in all aspects of the delivery of the study programme. An integral part of the proposal for the Doctoral Study Programme in *Information Science* is the *Feasibility study justifying the need for a new study programme*, which provides justification for the delivery of the proposed study programme in view of the needs of the labour market, interest in the field of study in the Republic of Croatia and at the regional level, its alignment with the economic, social and cultural priorities of the Republic of Croatia, as well as its alignment with national and county development strategies.³³

During the reaccreditation period under review, the procedure for introducing amendments to existing doctoral study programmes at the Faculty of Humanities and Social Sciences in Osijek was carried out in two ways, depending on the applicable Act in force at the time when the process of amending the doctoral study programmes was initiated. In the self-evaluation of this part of the Standard, the process of amending the doctoral study programme will first be explained in accordance with the Act and subordinate legislation in force until 1 January 2023, followed by an explanation of the process of amending the doctoral study programmes in accordance with the Act and subordinate legislation in force from 1 January 2023.

*The procedure of amendments to doctoral study programmes of the Faculty of Humanities and Social Sciences in Osijek in accordance with the Act and subordinate legislation in force until 1 January 2023*³⁴

Amendments to doctoral study programmes of the Faculty of Humanities and Social Sciences in Osijek were carried out at two levels: (1) amendments to study programmes of up to 20%, i.e., minor amendments, and (2) amendments

³³ The initial accreditation procedure for the Doctoral Study Programme in Information Science is described in Standard 2.2.

³⁴ The formal procedure for implementing amendments to study programmes at all levels is explained in Standard 2.2. Therefore, this standard will address only specific amendments to the doctoral study programmes at the Faculty of Humanities and Social Sciences in Osijek, which were implemented under two legal frameworks in force at the time the amendments were made.

exceeding 20%, i.e. substantial amendments.³⁵ The procedure of introducing amendments to doctoral study programmes of up to 20% was initiated by the Doctoral Degree Committees of respective doctoral study programmes at their sessions (see: *Proposal for the Amendments up to 20% of Doctoral Study Programme Pedagogy and Contemporary School Culture*). Following the submission of the approved proposal, accompanied by an explanation of the proposed amendments, the Committee for Study Programmes and the Vice-Dean for Study Programmes and Lifelong Learning discussed the proposed amendments, which resulted from student evaluations of the existing study programmes and the modernization of the teaching process. The proposal was subsequently submitted to the Faculty Council for approval (see: *Faculty Council Decision on the Doctoral Study Programme in Linguistics*). The approved amendments to the study programmes, which amounted to up to 20%, were submitted to the University Committee for Postgraduate Studies, Doctoral Degrees, and Honorary Doctorates, which, following its review, submitted them for approval to the Senate of Josip Juraj Strossmayer University of Osijek (see: the *Senate Decision on the Doctoral Study Programme in Linguistics*). The approved amendments to the doctoral study programmes of up to 20%, were implemented into the curriculum implementation plans of doctoral study programmes. In the academic year 2020/2021, *one doctoral study programme was amended by up to 20%* (see: *Report on Study Programmes in 2020 /2021*); in the academic year 2021/2022, no amendments of up to 20% were made to doctoral study programmes. In the 2022/2023 academic year, *minor amendments were implemented in two (2) doctoral study programmes* at the Faculty (see: *Report on Study Programmes in 2022/2023*).

In the period prior to 1 January 2023, the Faculty of Humanities and Social Sciences had introduced substantial amendments exceeding 20%, to one (1) study programme – the Doctoral Study Programme in Linguistics. These amendments exceeding 20%, i.e., substantial amendments to this study programme were initiated as part the follow-up procedure following the *Accreditation Recommendations in 2021* and are among the proposed activities in the *Action Plan for Quality Enhancement of the Doctoral Study Programme in Linguistics*. The procedure of introducing substantial amendments to the aforementioned study programme was initiated at the institutional level with the submission to the Faculty Council of the *proposal to initiate substantial amendments to the Doctoral Study Programme in Linguistics and the appointment of a working group* whose task was to prepare the proposed substantial amendments to the study programme. *The*

³⁵ In the *Ordinance on the Evaluation of Study Programmes* at Josip Juraj Strossmayer University of Osijek, the wording “amendments exceeding 20%” and “amendments of up to 20%” were replaced with the wording “substantial amendments” and “minor amendments,” respectively.

Proposal for Substantial Amendments to the Doctoral Study Programme in Linguistics, together with the *feasibility study*, justifying the proposed modifications, *were approved* by the Faculty Council and forwarded to the University Committee for Postgraduate Study Programmes, Doctoral Degrees, and Honorary Doctorates, which, following its review, submitted the proposal and accompanying documentation to the Senate of Josip Juraj Strossmayer University of Osijek for approval. Following the peer-review process, the *University Senate approved the substantial amendments to the Doctoral Study Programme in Linguistics*. The peer review process of the Doctoral Study Programme in Linguistics was also a part of the *Annual Report on Study Programmes of the Faculty of Humanities and Social Sciences for the academic year 2020/2021* and the *Annual Report on Study Programmes of the Faculty of Humanities and Social Sciences for the academic year 2022/2023*.

The procedure of amendments to doctoral study programmes of the Faculty of Humanities and Social Sciences in Osijek in accordance with the Act and subordinate legislation in force from 1 January 2023

Amendments to doctoral study programmes of the Faculty of Humanities and Social Sciences in Osijek are carried out on two levels: (1) minor amendments to doctoral study programmes, and (2) amendments of the doctoral study programmes involving less than one-third of the learning outcomes required for completion of the study programme. The procedure for introducing minor amendments to a doctoral study programme is initiated by the respective Doctoral Degree Committee at its session. (see: *Proposal for the Doctoral Study Programme in Linguistics*). After the submission of the accepted proposal together with an explanation of the proposed amendments, the Committee for Study Programmes and the Vice-Dean for Study Programmes and Lifelong Learning discuss the proposed amendments, which resulted from student evaluations of the existing study programmes and the modernization of the teaching process. Thereafter, the proposal is submitted to the Faculty Council for approval (see: *Faculty Council Decision on the Doctoral Study Programme in Linguistics*). Approved minor amendments to study programmes are incorporated into the Curriculum Implementation Plans of doctoral study programmes for the upcoming academic year.³⁶ In the 2022/2023 academic year, *minor amendments were made to two doctoral study programmes* (see: *Report on Study Programmes in 2022/2023*). In

³⁶ In the self-evaluation of this assessment area data for only one academic year are presented in order to keep the Self-Evaluation Report concise. Data for the other academic years will be available for review during the Expert Panel's site visit or upon their request.

the academic year 2023/2024 minor amendments were made to one doctoral study programme (see: *Report on Study Programmes in 2023/2024*), and in the academic year 2024/2025, minor amendments were made to one doctoral study programme (see: *Report on Study Programmes in 2024/2025*).

The procedure for introducing amendments to doctoral study programmes, in the form of amendments to existing study programmes involving less than one-third of the learning outcomes required for completion of the study programme, is initiated by the respective Doctoral Degree Committee at its session (see: *Minutes, Proposal for Amendments to the Doctoral Study Programme in Literature and Cultural Identity*). The proposal is submitted to the Committee for Study Programmes and the Vice-Dean for Study Programmes and Lifelong Learning who discuss the proposed amendments, which resulted from student evaluations of the existing study programmes and the need to modernize the teaching process. The proposal is then submitted to the Faculty Council for approval (see: *Faculty Council Decision on the Doctoral Study Programme in Literature and Cultural Identity*). The approved amendments to doctoral study programmes involving less than one-third of the learning outcomes required for completion of the study programme are subsequently incorporated consecutively into Curriculum Implementation Plans for doctoral study programmes for upcoming academic years. In the academic year 2023/2024, amendments involving less than one-third of the learning outcomes required for completion of the study programme were made to one (1) doctoral study programme (see: *Report on Study Programmes in 2023/2024*), while in the academic year 2024/2025, none of the doctoral study programme underwent amendments involving less than one-third of the learning outcomes required for completion of the study programme.

The curricula of doctoral study programmes at the Faculty of Humanities and Social Sciences in Osijek follow the latest developments in scientific research through the regular updating and modernisation of mandatory and supplementary course literature before the start of each semester. The updating of course literature is carried out using the *Course Modernisation Form*, and the implemented amendments to the literature are recorded in Sokrat and in the versions of the study programmes available on the doctoral studies' websites. Furthermore, teachers are required to engage in continuous professional development within their scientific field and scientific branch (conferences, publications, projects, science popularization activities), and to incorporate the newly acquired knowledge into the content of their mandatory and elective courses through minor amendments to study programmes.

5.5. The higher education institution applies the principles of open science in its activities, processes and acts.

The principles of open science are incorporated into the *Act on Higher Education and Scientific Activity* (Article 4), the *Statute of Josip Juraj Strossmayer University of Osijek* (Article 5 and Article 44), the *Statute of the Faculty of Humanities and Social Sciences in Osijek* (Article 90) and the *Croatian Open Science Plan of the Ministry of Science, Education and Youth*. Based on the *Open Science Policy of Josip Juraj Strossmayer University of Osijek*, the Faculty of Humanities and Social Sciences in Osijek adopted, on 15 January 2025, the *Decision on the Areas of Implementation of the Open Science Policy of Josip Juraj Strossmayer University of Osijek*, through which it promotes the implementation of the principles of open science at the institutional level. The implementation primarily involves educating all Faculty stakeholders about the principles of open science and integrating these principles into all aspects of scientific, teaching, and professional activities. It also involves ensuring open access to graded theses (bachelor's and master's theses, and doctoral dissertations), scientific and professional publications, educational resources, and research data from the Faculty's teaching staff and students. In addition to that, it emphasizes the accessibility of science popularization programmes to the wider public, and encourages the preparation of Research Data Management Plans prior to the commencement of project-based research. The Decision is *publicly available* on the Faculty's website.

The Faculty of Humanities and Social Sciences in Osijek has *its own institutional repository*, allowing its staff and students to store their graded theses, scientific and professional publications, educational content, and research data, and it ensures open access to them. The repository currently *contains 5 759 items, of which 90.3% are available through open access, with a total of 3 428 005 downloads to date*. Of the 5 091 stored bachelor's, master's and specialized theses, 4 564 are available in open access. Of the 107 doctoral dissertations and Master of Science theses, 79 are available through open access. The Faculty repository contains 524 scientific and professional publications and all are available through open access. The FFOS Repository contains three (3) Research Data Management Plans and all three (3) are available in open access. The FFOS Repository contains 10 research datasets, 7 of which are available in open access.

The Faculty promotes, recognises, and rewards the principles of open science through various internal processes. These processes include the training of the Faculty stakeholders on the application of open science principles (workshops on *Open Journal Systems (OJS) for Editorial Teams*, and *Open Access and Copyright in the Context of Institutional Repositories*), institutional support for the submis-

sion and implementation of research projects that strengthen the principles of open science (see: Objectives of the NextGenerationEU projects **INTERKARM** and **JEŽEKK**), **funding of open-access publication fees, science popularisation programmes** open to the public, **webinars, calls for participation in surveys**, and other activities.

The Faculty of Humanities and Social Sciences in Osijek is developing the **FFOS e-Publishing** project with the aim of providing open access to full-text content of university textbooks, scientific monographs, and conference proceedings published during the 35 years of its publishing activity. *FFOS e-Publishing* was established with the aim of the enhancement of the Faculty's publishing activities and their alignment with European standards for the visibility of scholarly publications within the Croatian and European Research Areas. The Faculty's open access strategy is based in its entirety on the **Croatian Declaration on Open Access**, and all initiatives and guidelines on which it is based. It implies the belief that open access is in the public interest and that research financed with public funds should be permanently available in open access. FFOS e-Publishing uses a customised open-source version of **Open Monograph Press**, providing the wider public with fast and free access to its published publications. Between 2021 and 2025, **99 publications were published or republished** in open access, representing **65,42% of the Faculty's publications** during this period. The Faculty of Humanities and Social Sciences in Osijek publishes three (3) open access journals which are, among other databases, indexed both in WoS and Scopus: **Anafora**, **Jezikoslovlje** and **Proverbium**. Papers are published under the **Creative Commons Attribution 4.0 International License**.

APPENDIX: Number of teaching staff employed full-time in the scientific-teaching position in the scientific field of sociology

The Faculty of Humanities and Social Sciences in Osijek received a *Certificate* from the Ministry of Science, Education and Youth for the delivery of the university undergraduate double-major study program in Sociology (CLASS: 602-04/17-13/00003; REG. NO.: 533-20-17-0004) on 14 February 2017. On 28 May 2019, the Ministry issued the Faculty a *Certificate* for the delivery of the university graduate double-major study program in Sociology, teaching track (CLASS: 602-04/19-13/00061; REG. NO.: 533-04-19-0002). Under the then-in-force *Act on Quality Assurance in Science and Higher Education* (Official Gazette 45/2009), Article 20, paragraph 2, both study programs were developed by higher education teaching staff in scientific field relevant to the proposed study programs, and the applications were accompanied by an appropriate number of employment contracts with scientific-teaching or teaching staff from the scientific fields in which the Faculty already delivered its programs and which were also necessary for establishing the proposed study programmes (philology, kinesiology, pedagogy, psychology, information science, communication science, etc.). Likewise, under the then-in-force *Ordinance on the Content of the Operating License and Conditions for Issuing an Operating License for Conducting Higher Education Activities, Delivering a Study Program, and Reaccreditation of a Higher Education Institution* (Official Gazette 24/2010), Article 13, paragraph 2, at least one half of the total number of standard teaching hours for the proposed study programs was to be delivered — alongside a smaller number of adjunct (titular) teachers — by full-time Faculty employees appointed to scientific-teaching positions in the scientific fields in which the Faculty already delivered its programs and which were also necessary for delivering the proposed study programs (philology, kinesiology, pedagogy, psychology, information science, communication science, etc.).

The university undergraduate double-major study program in Sociology began delivery in the 2017/2018 academic year, and, in accordance with the provisions of the then-in-force Act and Ordinance, at least half of the standard teaching hours were delivered — alongside teachers, associates, and adjunct teachers in the scientific field of sociology — by other full-time Faculty employees appointed to scientific-teaching positions in other scientific fields. In line with the content of the Ministry's Certificate, the recruitment of associate and scientific-teaching staff in the scientific field of sociology was carried out according to the needs of the study program and the strategies of the Faculty and the Josip Juraj Strossmayer University of Osijek. Associate Professor Anita Dremel, PhD, was employed on 1 October 2017 to the position of Assistant Professor; Profes-

sor Željko Pavić, PhD, was employed on 1 February 2018 to the position of Associate Professor; Juraj Jurlina, PhD, Senior Teaching Assistant, was employed on 1 October 2017 to the associate position of Teaching Assistant; and Ljiljana Bujas, PhD, Senior Teaching Assistant, was employed on 20 April 2018 to the associate position of Teaching Assistant.

The university graduate double-major study program in Sociology, teaching track, began delivery in the 2020/2021 academic year, and, in accordance with the provisions of the then-in-force Act and Ordinance, at least half of the standard teaching hours were delivered — alongside teachers, associates, and adjunct teachers in the scientific field of sociology — by other full-time Faculty employees appointed to scientific-teaching positions in other scientific fields.

With the entry into force of the new *Act on Quality Assurance in Higher Education and Science* (Official Gazette 151/2022), Article 10, paragraph 5, as well as the elements and indicators of *Quality Standard 4.1*, it is prescribed that a faculty undergoing reaccreditation must employ at least three full-time teachers in scientific-teaching positions in the field in which it delivers a study program. During the reaccreditation period under review — that is, since March 2022 — new hiring in the higher education sector has been prohibited under the *Decision of the Government of the Republic of Croatia on the Prohibition of New Employment of Civil Servants and Employees in Public Services* (Official Gazette 35/2022) and the *Ministry's Instructions on the Application of the Decision on the Prohibition of New Employment of Civil Servants and Employees in Public Services* (CLASS: 602-04/22-04/00014; REG. NO.: 533-04-22-0002).

Guided primarily by the structure of the undergraduate and graduate Sociology study programs, as well as by the aforementioned new *Act on Quality Assurance in Higher Education and Science*, the Faculty repeatedly expressed the need to hire teachers and associates in the field of sociology, approaching the University of Osijek and the Ministry of Science, Education and Youth. However, due to the aforementioned *Government Decision on the Prohibition of New Employment and the Ministry's Instructions on the Application of the Decision on the Prohibition of New Employment*, the Faculty did not receive the Ministry's approval for new hiring of associates and teachers in that field even though the University of Osijek approved new hiring in the field of sociology (*Ministry's rejection 1, Ministry's rejection 2*).

For the reasons stated above — various laws and by-laws in force at the time the university undergraduate double-major study program in Sociology and the university graduate double-major study program in Sociology, teaching track,

were accredited, as well as the prohibition on new hiring in the higher education sector — the Faculty currently employs two (2) teachers in full-time scientific-teaching positions in the field of sociology, as well as two (2) associates in the field of sociology.

It should be noted that in September 2027 the four-year employment contract of Juraj Jurlina, PhD, Senior Teaching Assistant, will expire, and, in accordance with the Advancement and Employment Plan of the University of Osijek's Program Agreement, a call will be issued for the employment of a teacher in a full-time scientific-teaching position of Assistant Professor in the scientific field of sociology. Likewise, in September 2028, when the four-year employment contract of Ljiljana Bujas, PhD, Senior Teaching Assistant, expires, a call will be issued, in accordance with the Advancement and Employment Plan of the University of Osijek's Program Agreement, for the employment of another teacher in a full-time scientific-teaching position of Assistant Professor in the scientific field of sociology. Consequently, already by September 2027 the Faculty will have the *three (3) teachers* in scientific-teaching positions in the scientific field of sociology required by the *Act on Quality Assurance in Higher Education and Science*, and by September 2028 it will have *four (4)*.

We would like to emphasize that associates are *required to spend six (6) years in the associate position of Teaching Assistant and four (4) years in the associate position of Senior Teaching Assistant, and that employment in the scientific-teaching position of Assistant Professor is conditioned by the statutory obligation to respect the succession of positions and the completion of the previous contractual stages for young researchers before their entry into the scientific-teaching career track.*

Taking all of the above into account, we would like to point out that a total of nine (9) years have passed from the founding of the study program to this year's upcoming reaccreditation procedure, and it was mathematically and procedurally impossible to complete the entire path from initial employment in the associate position of Teaching Assistant (Juraj Jurlina, PhD, Senior Teaching Assistant, and Ljiljana Bujas, PhD, Senior Teaching Assistant, were employed in assistant positions in 2017 and 2018, respectively) to employment in the position of Assistant Professor.

In order to ensure the uninterrupted delivery of teaching and maintain a high level of quality in the undergraduate and graduate study programs in Sociology, the current shortage of permanently employed teachers in scientific-teaching positions in the field of sociology is compensated for by engaging external associates. In selecting associates, the Faculty applies strict criteria of excellence,

ensuring that the engaged external experts possess the appropriate, legally confirmed scientific-teaching competencies (Assistant Professor, Associate Professor, Full Professor). The engagement of external associates is regulated by official contracts and approvals from their home institutions, which guarantees their full availability for teaching delivery and mentoring work.

This transitional arrangement serves as a reliable and high-quality mechanism for maintaining teaching excellence. Accordingly, each course is entrusted to a teacher with the appropriate academic qualifications. In this way, the teaching process is fully covered by qualified staff, which guarantees the stability of the study program and the achievement of all planned learning outcomes. In the 2025/2026 academic year, one Associate Professor and one Assistant Professor from the field of sociology were engaged as external associates.

