



Self-evaluation of the Faculty of Humanities and Social Sciences in Split

January, 2014.

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**The Self-Evaluation of the Faculty of Humanities and Social Sciences in Split
has been accepted at the 9th Faculty Council's meeting on the 31th January, 2014.**

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1. MANAGEMENT OF HIGHER LEARNING INSTITUTION AND QUALITY ASSURANCE

a) Give a short description of the development of your higher education institution and important events in the past ten years (organisational changes, relocations, significant problems in operation).

a1) A brief history of the Faculty of Humanities and Social Sciences in Split: important events and organisational changes

Humanities and social studies programmes existed in Split even before the University of Split was founded in 1974. This is because the College of Pedagogy – the oldest higher education institution – was founded by the Decree of the Education Committee of the ZAVNOH Presidency (National Anti-Fascist Council of The People's Liberation of Croatia)¹ on 24th March 1945. This institution witnessed a series of changes in its sixty-year history regarding its programmes, organisation and status. It existed as an independent institution and a legal entity from its foundation (as the *College of Pedagogy* and the *Academy of Pedagogy*) until 1974, when several higher education institutions joined together to form the University of Split. Between 1978 and 1990, humanities and social sciences study programmes were carried out in the separate organisational unit of the Faculty of Philosophy in Zadar, and from 1990 to 1998 at the Faculty of Natural Sciences, Mathematics and Education of the University of Split.

Late in 1998, a Regulation of the Government of the Republic of Croatia removed the Primary Education Studies and Pre-school Education Studies from the Faculty of Natural Sciences, Mathematics and Education of the University of Split. That is how the Primary School Teacher Training College was founded as an independent organisational unit of the University of Split. The Humanities Department was founded in 2001 as a subsidiary of the University of Split, with three core study programmes (Double Major programmes) – *Croatian Language and Literature*, *English Language and Literature* and *Italian Language and Literature*, along with the off-campus *History* study programme of the Faculty of Humanities and Social Sciences at the University of Zagreb which started in the academic year 2003/2004, based on an agreement between the University of Split and the Faculty of Humanities and Social Sciences at the University of Zagreb. The permit to set up and teach

¹Odluka Povjerenstva prosvjete Predsjedništva ZAVNOH-a.

the university study programme in Sociology at the University of Split was issued on 30 August 2004 (file no. 533-07-04-1). On 30 September 2004 the Senate of the University of Split accepted “the proposed university undergraduate study programme in Sociology at the nascent Department of Sociology” (no. 01-01-24/3-2004). The study programme eventually joined other departments that would soon give birth to the Faculty of Humanities and Social Sciences.

On 6th October 2005, the Primary School Teacher Training College and the Department of Humanities of the University of Split were joined into a new institution – **The Faculty of Humanities and Social Sciences in Split**, which then also marked the beginning of new study programmes and departments: *Sociology*, *Philosophy* and *Art History*. In the academic year 2007/08 the first generation of students enrolled in the undergraduate Pedagogy study programme, and as of the academic year 2008/09 there are also the independent university undergraduate and graduate History study programmes at the Faculty of Humanities and Social Sciences in Split. The university graduate study programme in Psychology is awaiting accreditation. On 16th March 2012 the *Humanities* Postgraduate Doctoral University Study Programme was inaugurated at a ceremony attended by the President of the Republic of Croatia – 23 students were enrolled at the time, one of which has already been awarded a doctoral degree. Furthermore, on 6^h March 2013 the *Probation Treatment* Postgraduate Specialist Study Programme was inaugurated at a ceremony attended by the President of the Republic of Croatia who, on the occasion, also held the inaugural lecture.

At the present time, the following study programmes exist and are implemented at the Faculty of Humanities and Social Sciences:

Undergraduate study programmes:

- Croatian Language and Literature (*double major*)
- English Language and Literature (*double major*)
- Italian Language and Literature (*double major*)
- History (*double major*)
- Sociology (*single major*)
- Philosophy (*double major*)
- Art History (*double major*)
- Pedagogy (*double major*)
- Early Childhood and Pre-school Education (*single major*)

Integrated undergraduate and graduate study programme

10. Teacher Education (*single major*)

Graduate study programmes:

1. Croatian Language and Literature (*double major*)
2. English Studies (*single and double major*)
3. Italian Studies (*double major*)
4. History (*double major*)
5. Sociology (*single major*)
6. Philosophy (*double major*)
7. Art History (*double major*)
8. Pedagogy (*double major*)

Postgraduate Study Programmes:

1. *Humanities* Postgraduate Doctoral University Study Programme
2. *Probation Treatment* Postgraduate Specialist University Study Programme

Along with the listed study programmes, the Faculty also has teaching and research Centres. The Centre for Research and Development in Lifelong Education (CIRCO) was founded in 2010, The Centre for Croatian Studies Abroad was founded in 2007, the *Studia Mediterranea* Centre for Interdisciplinary Studies was founded in 2007, the Centre for Student Counselling was founded in 2011, and the Centre for Integrative Bioethics was founded in 2013.

Upon the proposal of the Faculty Administration, The Faculty Council issued the Decision on the Foundation of the Faculty of Humanities and Social Sciences' "Marulus" Trust Fund² in the 7th session of the academic year 2011/2012 held on 7th December 2011, with the intention of providing financial assistance to postgraduate students.

The following study plans and programmes are currently in the process of being adopted and approved at faculty and university levels:

- Study plan for the graduate specialist study programme "Early Childhood and Pre-school Education";

² Odluka o osnivanju Zaklade Filozofskog fakulteta u Splitu „Marulus“

- Study plan for the additional study programme “Early Childhood and Pre-school Education“
- Study plan for the postgraduate specialist study programme “Applied Linguistics for Teaching English as a Foreign Language“
- Study plan for the postgraduate specialist study programme “Cultural Management“

Procedures at the faculty and university levels have been finalised for the single-major graduate Psychology study programme, and the procedure of receiving the accreditation is still in progress. Our Faculty is undoubtedly interested in starting this study programme on account of its special nature; it offers a direct and practical approach to teaching geared towards problems, meaning cases, which will result in developing some courses according to the *PBL (problem-based learning)* model. Moreover, along with the design and the steps taken pertaining to the adoption and approval procedures, the necessary preparatory actions have also been undertaken to start a postgraduate doctoral university study programme in Psychology.

a2) Relocations

The Faculty of Humanities and Social Sciences, founded on 6th October 2005, as the legal successor to the College of Pedagogy and the Department of Humanities of the University of Split, uses the very premises in which the two institutions previously carried out their activities, namely #12 Tesla Street and #13 Radovanova Street. Therefore a tradition of higher education and science has been connected to these locations for over 60 years: the building in Tesla Street housed the former *College of Pedagogy* and afterwards the *Academy of Pedagogy*. Several higher education institutions came together to form the University of Split in the period from 1978 to 1990, along with humanist and social studies in a separate organisational unit – the Faculty of Philosophy in Zadar of the University of Split, and from 1990 to 1998 the *Faculty of Natural Sciences, Mathematics and Education of the University of Split* as well. Today this same building houses, along with the Faculty of Humanities and Social Sciences, the Department of Teacher Training and part of the Department of Pre-school Education, The Faculty of Science, The Faculty of Chemistry and Technology and, partly, The Faculty of Kinesiology. The Dean's Office of the Faculty of Humanities and Social Sciences and its Administrative Offices were also situated in this building until the beginning of the academic year 2008/2009. Today they are located at 2/III Sinjska Street, a property leased by the City of Split. The building in Radovanova Street used to be Split's old public school building and many generations received their elementary education in it. The

Faculty of Economics used the building since its foundation until the beginning of the academic year 2002/2003; when they moved into their new building located in the University Campus the building started to be used by the Department of Humanities of the University of Split and, today, by the Faculty of Humanities and Social Sciences as its legal successor. Today it houses the Faculty Departments of English Language and Literature, Croatian Language and Literature and Italian Language and Literature. As of 2005/2006 the Faculty was granted the use of the ground floor of the building at #8 Hrvojeva Street for its new Art History study programme – it is still there together with the Faculty Centre for Croatian Studies Abroad. The Faculty shares this space with the Faculty of Maritime Studies in Split. In the academic year 2008/2009 the University of Split took on a lease from the Franciscan Province in Split the eastern block of the “Klerikat“ building complex at #10c Put iza nove bolnice Street for the needs and purposes of the Faculty of Humanities and Social Sciences. Five faculty departments, one independent chair and two faculty centres are currently situated there, namely: the Department of Philosophy, the Department of Pedagogy, the Department of History, the Department of Sociology, the Department of Pre-school Education, the Independent Chair in Psychology, the Centre for Student Counselling and the Centre for Research and Development in Lifelong Education.

Lastly, the City of Split leased to the Faculty a property at #1 / II. and III. floors, Poljana kraljice Jelene in Split's Peristil Square for the Faculty's *Studia Mediterranea* Centre. The Faculty also makes ample use of these premises for its other research activities and teaching, and there it regularly hosts the teaching and other activities of the *Humanities* postgraduate doctoral study programme and of the Centre for Integrative Bioethics.

To sum up, the state and the distribution of the premises, as per Faculty Departments / Chairs / Centres, as well as accompanying Faculty Offices, is as follows:

#2/III Sinjska Street

Dean's Office and Faculty Administrative Offices
206 m²

Building at #12 Tesla Street

The Department of Teacher Education
The Department of Pre-school Education
Secretary Office for the Departments
Single Major Student Administration

Part of the Faculty Library

Part of the Computer Centre – IT Support

717 m²

Building at #13 Radovanova Street:

The Department of English Language and Literature

The Department of Croatian Language and Literature

The Department of Italian Language and Literature

Secretary Office for the Departments

Double Major Student Administration

Part of the Faculty Library

Part of the Computer Centre – IT Support

Phonetics Laboratory

1 154 m²

Building at #8 Hrvojeva Street:

The Department of Art History

The Centre for Croatian Studies Abroad

Secretary Office for the Department and the Centre

Postgraduate Student Administration

224 m²

“Klerikat“ Building at #10c Put iza nove bolnice Street:

The Department of Philosophy

The Department of Pedagogy

The Department of History

The Department of Sociology

A part of The Department of Pre-school Education

The Independent Chair in Psychology

The Centre for Student Counselling

The Centre for Research and Development in Lifelong Education

Probation Treatment Postgraduate Specialist University Study Programme

Part of the Computer Centre – IT Support

Secretary Offices for the Departments and the Centres

1 232 m²

#1 Poljana Kraljice Jelene (Peristil Square):

The *Studia Mediterranea* Centre

The Centre for Integrative Bioethics

The Centre for Croatian Studies Abroad

Humanities Postgraduate Doctoral Study Programme

228 m²

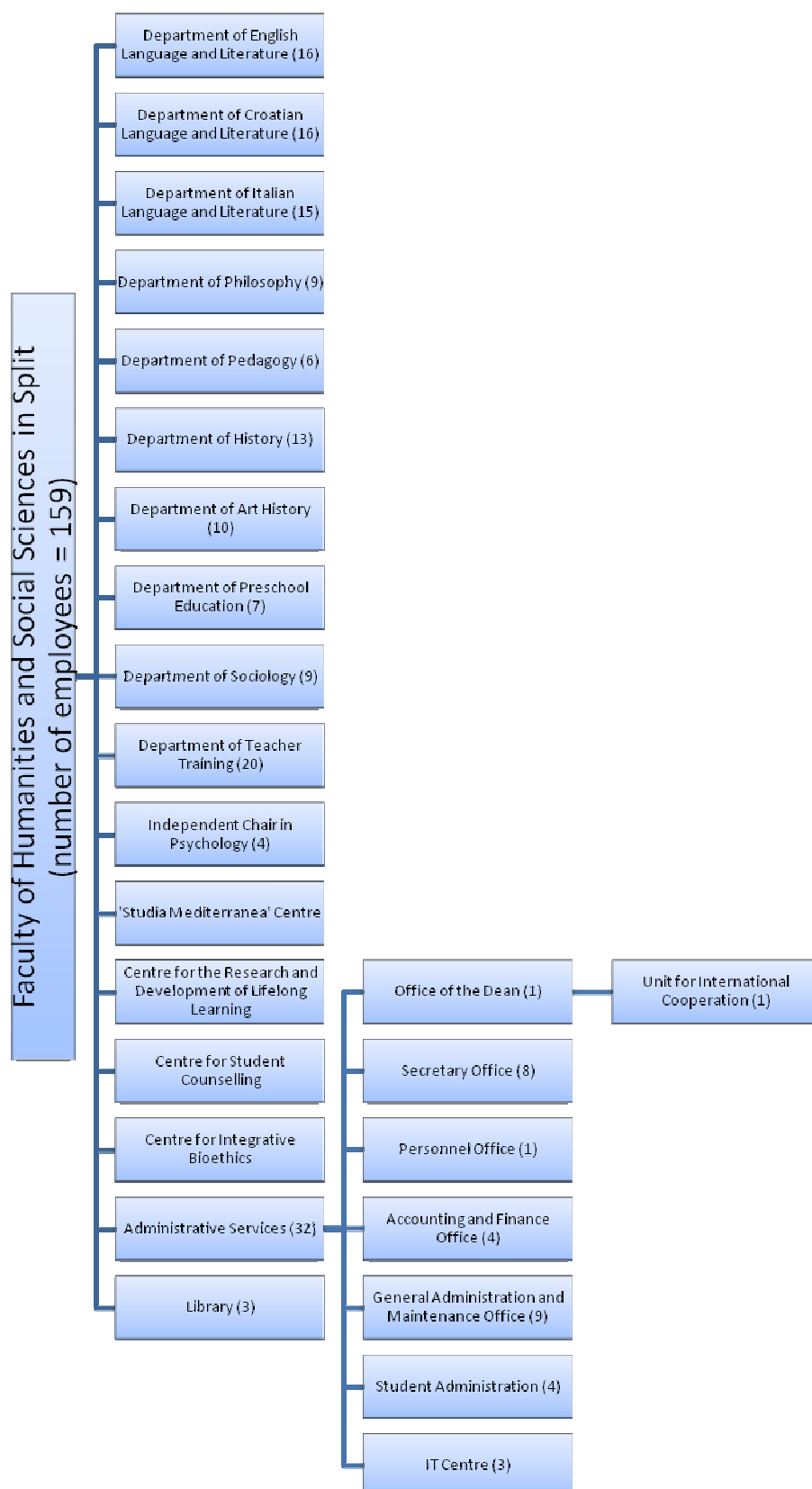
Total number of square metres of space that the activities of the Faculty of Humanities and Social Sciences take up: 3,761 m².

a3) Current issues

The Faculty of Humanities and Social Sciences is an institution which, since its foundation in 2005, has operated under difficult circumstances due to the abovementioned condition of being spread out over several locations, and partly also due to being understaffed. On 31st December 2013 the Faculty had 159 employees of which 125 held teaching positions at all levels, while 34 employees held administrative and technical service jobs. In the academic year 2012/2013 the number of students enrolled in the undergraduate, integrated, and professional programmes was 1326, while the number of students enrolled in the graduate programmes was 647. These numbers make it clear that the Faculty is one of the bigger constituent units of the University of Split and that, with the number of its employees and students, it is not only a respectable institution but a central institution in the areas of social, humanist and interdisciplinary sciences of the University of Split, the City of Split, as well as of the wider region. The Faculty has developed an excellent level of cooperation with other Faculties of Humanities and Social Sciences, that is, research institutions of the same profile. The Dean of the Faculty of Humanities and Social Sciences in Split was also, from 2009 to 2013, the President of the Deans' Conference of the Faculties of Humanities and Social Sciences in the Republic of Croatia. All of this demonstrates the existence of a great developmental potential and a great need for our institution which has, in the very short time

following its foundation, managed to occupy a significant place in our higher education research and teaching domain. Teaching assistants and research assistants represent a considerable development potential of the Faculty, but with all of them who have met all the requirements for promotion to academic staff titles and for being employed as assistant professors, the current situation has slowed down and put a stop to new employment, that is, it has led to a very difficult, almost non-existent approval rate of the so-called “developmental” positions. The lack of in-house staff is handled by way of hiring external associates.

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



Pursuant to the Faculty Statute (Statute of the Faculty of Humanities and Social Sciences – final draft, posted on the notice board of the Faculty headquarters and on the official Internet page of the Faculty on 20th June 2011) the Faculty bodies are: the Dean's Office, the Faculty Council and other statutory permanent and temporary bodies of the Dean's Office and of the Faculty Council. The organisational units of the Faculty are departments, chairs, centres, library, and administrative and technical services of the Faculty.

b1) Faculty Bodies:

- **Dean:**

- acts for and represents the Faculty and is its head and leader
- has the rights and obligations of the principal of the institution as well as the mandate and authorities stipulated by law, the Statute and other legislation
- organises and coordinates the activities and operations of the Faculty
- prepares, summons, proposes the agenda, presides over and conducts the meetings of the Faculty Council
- proposes the election of Vice-Deans to the Faculty Council
- proposes the Statute as well as the legislation regarding internal organisation and job structure at the Faculty to the Faculty Council
- issues general and individual Faculty legislation in the field of employment
- issues other general Faculty legislation stipulated by the Statute and other legislation
- appoints permanent and temporary committees for performing activities within their purview
- signs diplomas and other public documents issued by the Faculty
- proposes the Faculty development action plan to the Faculty Council
- signs all contracts made by the Faculty
- issues decisions on rewarding students based on the general Faculty legislation
- issues decisions on compensations for damage
- takes care of improving the quality of the teaching process
- organises monitoring of the performance of Faculty employees
- approves teachers' working engagements outside the Faculty

- proposes to the Faculty Council the annual budget and the financial plan, the annual financial statement, and decides on the investment maintenance of the Faculty
 - issues the procurement plan
 - encourages and monitors publishing activities of the Faculty
 - once a year submits a written activity report to the Faculty Council
 - performs other activities stipulated by law, the Statute of the Faculty and the Statute of the University as well as other general legislation.
- **Faculty Council** is the expert council of the Faculty consisting of:
- The Dean
 - Vice-Deans
 - Heads of Departments
 - all teachers elected to academic staff titles
 - two representatives of teachers elected to teaching staff titles
 - one representative of employees elected to junior teaching and scientific titles
 - chief librarian
 - student representatives
 - a representative of other employees.

Within its purview, The Faculty Council performs the following:

- issues decisions on academic, scientific and professional matters
- elects and relieves the Dean and Vice-Deans of their duties
- issues the Statute, Faculty legislation on internal organisation and job structure, code of ethics and the Rules of Procedure for the Ethics Committee, the Rules of Procedure for the Faculty Council³ as well as other general Faculty legislation in accordance with statutory provisions
- establishes and disestablishes organisational units of the Faculty
- establishes, with the consent of the University, legal entities or organisational units which perform activities that connect practical work, science and higher education and in which students can take part as well

³

Poslovnik o radu etičkog povjerenstva; Poslovnik o radu Fakultetskog vijeća.

- elects Faculty representatives in University bodies in accordance with the Statute of the University
- initiates and implements a part of the procedure for election to scientific titles
- initiates and implements the procedure for election to academic, teaching, professional and junior teaching and scientific titles and to corresponding positions
- implements the procedure for awarding the academic degree of Doctor of Science
- analyses and evaluates the results of academic, research, teaching and professional work
- provides for the development of academic and teaching staff at the Faculty
- makes decisions on matters of special interest to students
- upon the Dean's proposal, issues decisions on the annual budget, the financial plan made within the deadlines specified by the University and the annual financial statement
- provides its consent to the Dean to legally spend amounts over 500,000.00 and up to 1,500,000.00 kunas
- upon the Dean's proposal, adopts Faculty development plans
- provides for the assurance of the quality of study programmes and of research work, and issues decisions pertaining to these matters
- provides for the improvement of the necessary conditions for teaching and research
- decides on the cooperation with national and international institutions and organisations
- decides on publishing activities
- ensures conditions which foster free initiative of individuals and groups of teachers and students in research, teaching and professional activities
- adopts proposed study programmes and submits them to the Senate for issuance
- proposes to the Senate the enrolment quotas for particular study programmes
- establishes enrolment criteria for study programmes
- proposes to the Senate the awarding of the honorary title of *professor emeritus*
- takes part in drawing up proposals for university study plans – complete or parts thereof – which relate to its areas of activity, provides opinions on them and ensures the implementation of the study programme

- issues decisions on the organisation of scientific and professional training and development and continuous education at the Faculty
 - issues the syllabus for each academic year
 - provides an opinion on the procurement, placement and use of the capital equipment at the University in its field of activity
 - appoints mentors to assistants
 - elects student assistants
 - creates committees and working groups to conduct activities in their domain
 - considers and adopts the Dean's annual report
 - performs other activities stipulated by the Law, the Faculty Statute, the University Statute or other general legislation.
- **Permanent and temporary bodies of the Dean's Office and of the Faculty Council are:**

3a) Faculty Board

The Faculty Board is a body which is advisory to the Dean. Its core consists of: the Dean, Vice-Deans and the Legal Advisor to the Faculty, and its extended version also includes Department Heads. The Dean may also include other persons in the work of the Faculty Board.

3b) Department Council

The Department Council is a Department body consisting of its core and adjunct staff. The Department Council performs its activities during Departmental meetings. The core members of the Department Council are members of the Department and 2 (two) student representatives. The student representatives are elected to the Council by the Student Union in accordance with the procedure stipulated by the Statute of the Faculty Student Union. The associate members of the Department Council are teachers and associates who are employed by the Faculty and who teach in a department that is not their home department; they take part in the activities of the Department Council only when it is dealing with issues related to the organisation and implementation of teaching.

The Department Council:

- elects and proposes to the Dean to appoint the head of the department

- elects and proposes to the head of the department to appoint the deputy head of the department
- elects and proposes to the Dean to appoint the head of the department chair
- proposes changes and amendments to the study programmes carried out in the department
- proposes to the Faculty Council to appoint a mentor and a student advisor
- proposes study programmes to the Faculty Council that are within the Faculty's area of activities
- proposes to the Faculty Council to set in motion the procedures for elections to titles based on the requests of its members in accordance with the legislation, and proposes committee members
- submits to the Dean a written consent for the additional activities of departmental teachers in other higher learning institutions
- establishes a plan and programme of development for the department
- provides for the scientific and professional development of members of the department
- appoints defence committees for final and graduation papers
- approves topics for final and graduation papers
- deliberates upon the annual report of the head of department
- performs other activities in accordance with the Faculty Statute and other binding legislation of the Faculty

3c) Ethics Committee

In their work, activities and behaviour, Faculty employees follow moral principles and the principles of scientific acumen and in order to act upon these principles they form the Ethics Committee. The Ethics Committee has five members, four of which are employees and are proposed by the Dean, and a student representative is proposed by the Faculty Student Union. The Ethics Committee is appointed by the Faculty Council.

3d) Publishing Committee

The basic tasks of the Publishing Committee are those of contributing to the development of teaching, research, education and other activities of the Faculty and of encouraging creativity in their performance. The Publishing Committee has five members, four of which come from the ranks of academic and teaching staff and are proposed by the Dean, while a student

representative is proposed by the Faculty Student Union. The Publishing Committee is appointed by the Faculty Council.

3e) Quality Assurance Board

The Quality Assurance Board is an advisory body to the Dean and of the Faculty Council. The tasks and authorities of the Board encompass planning, organisation, coordination and implementation of the evaluation procedures as well as developing internal mechanisms aimed at quality assurance and improvement at the Faculty level.

The activities of the Board are primarily aimed at the following areas and activities:

- drafting decision proposals regarding the quality assurance system
- evaluation, planning of strategies and implementation of the work quality assurance plan for the Faculty
- giving opinions on proposed study programmes and on proposals for their changes and amendments
- monitoring, evaluation and enhancement of teaching and encouraging permanent development of the teaching staff
- assuring and enhancing institutional support to students
- monitoring, evaluation and assurance of scientific and professional activities
- monitoring the inclusion of teaching and non-teaching staff as well as of students into available national and international exchange programmes
- cooperating in the preparation and implementation of internal and external evaluation
- representing the Faculty within the quality management system of the University of Split
- submitting a report to the Faculty Council, at least once a year, on its work, measures and activities aimed at quality assurance
- implementing other measures and activities within the quality assurance system.

The Board has a total of five members, four of which are employees with academic staff titles and are proposed by the Dean, while a student representative is proposed by the Faculty Student Union. Members of the Faculty Administration cannot be members of the Board. Members of the Board elect among themselves a leader and a deputy leader, and they have to be teachers with academic staff titles. Board members are elected for a period of two years, and the number of terms is not restricted. Administrative work for the Board is done by the

leader of the Board. The Board acts autonomously, but cooperates closely with pertinent faculty bodies as well as with the Centre for Quality Assurance of the University of Split. The work of the Board is supervised by the Faculty Council.

3f) Library Board

The Library Board decides on all matters pertaining to the operation of the Library; in particular, it establishes a work plan for the Library and provides for its implementation. The Library Board consists of: a student representative, representatives of each department, each centre, representative of the independent chair, the Dean and the chief librarian. The student representative is proposed by the Faculty Student Union. The Dean is the president of the Library Board. Representatives on the Library Board are elected for a period of two years, and the number of terms is not restricted. The Dean issues the Library Ordinance which stipulates its organisation and administration as well as the terms and conditions of the use of Faculty Library material, in accordance with the Libraries Act and the Statute.

3g) Education Committee

The Education Committee of the Faculty of Humanities and Social Sciences in Split is a body that provides for and supervises the implementation of teaching and other ways of carrying out the teaching process in professional, undergraduate, graduate and integrated study programmes.

The Committee acts independently and autonomously in conducting activities within its purview and in the process of identifying irregularities in the implementation of teaching. It answers for its work to the Dean and the Faculty Council. The Education Committee bases its work on the organisational principles of the implementation of the teaching supervision system, on the operation of the system, as well as on analysing data retrieved from supervision and measures for correcting the shortcomings that are identified.

The basic tasks of the Education Committee are: establishing proposed examination sessions and examination timetables, supervising the implementation of all forms of teaching at the Faculty and establishing proposed measures for correcting the shortcomings in the implementation of teaching.

3h) Disciplinary Committee for conducting proceedings establishing disciplinary accountability of Faculty students

The Disciplinary Committee consists of the president and four members. The Faculty Council appoints the president and one member of the Disciplinary Committee from the ranks of teaching staff, it appoints one member from the ranks of Faculty associates and two members from the ranks of students. The student representative is proposed by the Faculty Student Union. Members of the Disciplinary Committee are elected for a period of two years, and the number of terms is not restricted. The Ordinance relating to the disciplinary accountability of students stipulates the proceedings and the implementation of the disciplinary procedure.

3i) Other committees - temporary committees and boards

Pursuant to the provisions of the Faculty Statute, for the purposes of examining individual courses and preparing meetings or decision proposals and for conducting other activities in their field, the Faculty Council appoints permanent or temporary committees and boards. The members of committees and boards and their tasks are, as a rule, stipulated by a decision relating to their appointment.

b2) Organisational units

For the purposes of organizing and implementing study programmes, research and expert work in several research and education areas and fields, and performing professional activities, the Faculty comprises the following organizational units:

- departments
- chairs
- centres
- library
- offices

The internal organization of the Faculty is regulated in more detail by an ordinance issued by the Faculty Council following a proposal from the Dean.

1) Departments and Chairs

Departments are basic organizational units for performing study programmes and for conducting research and expert work in one or more research and education areas or fields. The department is run by the head of department. The head of department is elected by the Department Council and is appointed by the Dean from the ranks of the teaching staff of the home department with an academic staff title and exceptionally a teaching staff title. The head of department appoints the deputy head of department. The organisation, mode of operation, bodies, authorities and the manner of decision making in the Department are all regulated by a special ordinance. Independent chairs are academic and / or professional units of the Faculty which cover one or more scientific fields or professions that are not studied in the departments, and whose foundation is deemed necessary due to the research or teaching needs of the Faculty as a whole. The independent chair is run by the head, who is elected by members of the independent chair, and is appointed by the Dean. The organisation, mode of operation, bodies, authorities and the manner of decision making of the chair are all regulated by the Ordinance on Department Organisation and Activity⁴ (Articles 21-29 and Article 31). At the moment, the Faculty has 10 (ten) Departments (listed here in alphabetical order) and 1 (one) independent chair:

- The Department of Art History
- The Department of Croatian Language and Literature
- The Department of English Language and Literature
- The Department of History
- The Department of Italian Language and Literature
- The Department of Pedagogy
- The Department of Philosophy
- The Department of Pre-school Education
- The Department of Sociology
- The Department of Teacher Training
- The Independent Chair in Psychology

The Statute of the Faculty also allows for the founding of chairs within individual Departments. These chairs are defined by the provisions of the Statute as units for organising teaching in individual scientific branches or their segments within scientific areas or fields which are taught in departments, and are founded according to the distribution stipulated in the Ordinance on the scientific and artistic areas, fields and branches. The decision on the

⁴

Pravilnik o ustroju i djelovanju odsjeka (članci 21-29 i članak 31).

foundation of the chair is made by the Faculty Council following a proposal from the department.

2) Centres

The Centres are organizational units of the Faculty which engage in research, professional and teaching activity. The decision on the foundation of the centre is made by the Faculty Council following a proposal from the Dean.

At the moment, the Faculty comprises the following Centres:

- The Centre for Research and Development in Lifelong Education (CIRCO)
- The *Studia Mediterranea* Centre for Interdisciplinary Research
- The Centre for Croatian Studies Abroad
- The Centre for Student Counselling
- The Centre for Integrative Bioethics

3) Library

The Library is a separate organisational unit of the Faculty which performs library activities according to Libraries Act and to the Library Ordinance⁵. The Library of the Faculty is a part of the academic and research infrastructure and is a communications centre which mediates scientific and professional publications and information; it is used by teachers, associates and students of the Faculty in their pursuit of scientific, educational and professional goals and Faculty tasks. The Library consists of the central library and subsidiary libraries. The organisation and operation of the Library are regulated by the ordinance issued by the Dean in accordance with a special law.

4) Faculty Offices

Faculty Offices are organisational units of the Faculty which perform legal, professional-IT, administrative, financial-accounting, personnel, student and other work at the Faculty. They are managed by the Faculty Secretary (Legal Advisor to the Faculty). Pursuant to the

⁵ Zakonoknjžnicama; Pravilnikoraduknjžnice

Ordinance on Job Organisation at the Faculty of Humanities and Social Sciences in Split⁶, The Faculty offices are: Secretary Office, Office of the Dean, Accounting and Finance Office, General Administration and Maintenance Office, Personnel Office, Student Administration and IT Centre.

b3) Student representatives' participation in Faculty management

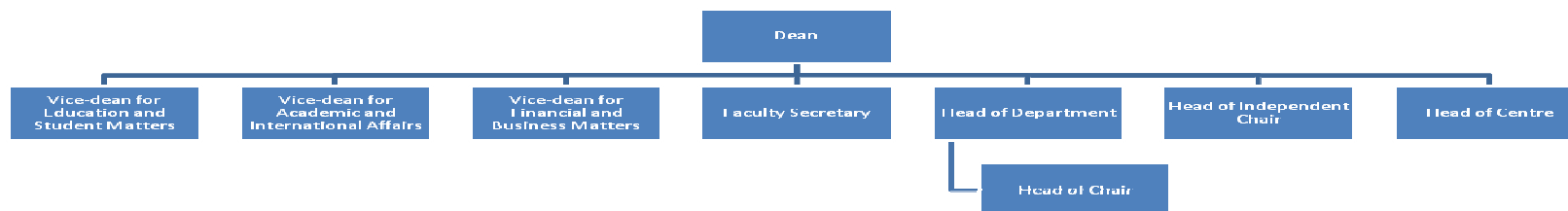
The Student Union, student associations and other student organisations are set up at the Faculty in accordance with the specific act and general Faculty legislation. The Student Union is the students' electoral representative body which protects students' interests, participates in the decision making processes in the Faculty Council and represents students in the system of higher education.

Students are involved (as members) in the work of the Faculty Council, Department Council, Ethics Committee, Education Committee, Publishing Committee, Library Board and Quality Assurance Board. Students participate on an equal footing with other members of the said committees and boards in all discussions; they propose items of the agenda and vote equally for the proposed decisions and conclusions, and they take equal part in the work of the Faculty bodies except in cases stipulated by the Faculty Statute and the Rules of Procedure for the work of the Faculty Council⁷.

⁶ Pravilnik o ustroju radnih mjesta Filozofskog fakulteta u Splitu

⁷ Poslovnik o radu Fakultetskog vijeća.

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



c1) Dean of the Faculty

The Dean acts for and represents the Faculty and is its head and leader. The rights and obligations of the Dean are stipulated in Article 26, and the election process is stipulated in Articles 28 – 33 of the Faculty Statute. Pursuant to these stipulations, a Faculty teacher with an academic staff title of associate or full professor who has a permanent full-time work contract with the Faculty can be elected Dean. The Dean is elected for a period of two years and the same person can be elected Dean a maximum of two times in a row. The Dean is elected by the Faculty Council in a secret ballot election with the majority of votes of all members of the Faculty Council. The candidate who wins the majority of votes of the total number of members of the Faculty Council is elected Dean. The University Senate confirms the election of the Dean.

The rights and obligations of the Dean are as follows:

- organises and coordinates activities and operations of the Faculty
- prepares, summons, proposes the agenda, presides over and conducts the meetings of the Faculty Council
- proposes the election of Vice-Dean to the Faculty Council
- proposes the Statute as well as the legislation regarding internal organisation and job structure at the Faculty to the Faculty Council
- issues general and individual Faculty legislation in the field of employment
- issues other general Faculty legislation stipulated by the Statute and other legislation
- appoints permanent and temporary committees for performing activities within their field of action
- signs diplomas and other public documents issued by the Faculty
- proposes the Faculty development action plan to the Faculty Council
- signs all contracts made by the Faculty
- issues decisions on rewarding students based on the general Faculty legislation
- issues decisions on compensations for damage
- takes care of improving the quality of the teaching process
- organises monitoring of the performance of Faculty employees
- approves teachers' working engagements outside the Faculty

- proposes to the Faculty Council the annual budget and the financial plan, the annual financial statement, and decides on the investment maintenance of the Faculty
- issues the procurement plan
- encourages and monitors publishing activities of the Faculty
- once a year submits a written activity report to the Faculty Council
- performs other activities stipulated by law, the Statute of the Faculty and the Statute of the University as well as other general legislation.

c2) Vice-Deans

Vice-Deans assist the Dean in his / her work. They perform a portion of the work in accordance with the stipulations of the Faculty Statute and the decisions of the Faculty Council.

Vice-Deans can perform a portion of the work from the Dean's work domain on the basis of an authorisation issued by the Dean, in accordance with the Faculty Statute. The Dean proposes candidates for Vice-Dean. A Faculty teacher with an academic staff title of assistant professor or higher, who has a permanent full-time work contract with the Faculty, can be elected Vice-Dean. Vice-Deans are elected by the Faculty Council, in a secret ballot election with the majority of votes of all members of the Faculty Council. The Vice-Dean is elected for the same period as the Dean on whose proposal he / she was elected and can be re-elected once consecutively.

The Faculty has three Vice-Deans:

- Vice-Dean for Education and Student Matters
- Vice-Dean for Academic and International Affairs
- Vice-Dean for Financial and Business Matters.

c 2.1.) Vice-Dean for Education and Student Matters

- provides for the regular implementation of the teaching process and is responsible for the completion of the syllabus
- handles students' requests on the basis of the authorisation from the Dean
- is in charge of the enrolment procedure for study programmes
- coordinates the work of heads of organisational units on education-related matters.

- provides for regular administration of student questionnaires on the quality of teaching and of teachers
- submits a report pertaining to his / her area of work to the Dean and the Faculty Council
- performs other work entrusted to him / her by the Dean and the Faculty Council

c 2.2.) **Vice-Dean for Academic and International Affairs**

- coordinates and organises the research activities of the Faculty and its employees
- proposes to the Faculty Council various forms of international cooperation and coordinates activities related to establishing the Faculty's international cooperation
- participates in the making of the publishing plan and supervises its implementation
- follows and encourages scientific improvement of teachers and associates, especially research assistants
- makes a plan of scientific and professional activities and supervises its implementation
- coordinates and organises the postgraduate study programme
- submits a report pertaining to his / her area of work to the Dean and the Faculty Council
- performs other work entrusted to him / her by the Dean and the Faculty Council.

c 2.3.) **Vice-Dean for Financial and Business Matters**

- participates in the making of the proposal for the annual budget and the financial plan
- monitors the business operation of the Faculty and reports on it to the Dean and other Faculty bodies
- provides for capital and investment maintenance
- provides for the Faculty's own income.

c 3.) Head of Department

The Head of Department runs the department. The Head of Department is elected by the Faculty Council, and is appointed by the Dean from the ranks of teaching staff of the core department with an academic staff and exceptionally a teaching staff title. The Head of Department appoints a Deputy Head of Department with the approval of the Faculty Council. The Head of Department and his / her Deputy are elected for a period of two years and the

same person can be re-elected once consecutively. Heads of Chairs assist The Head of Department in his / her work.

c 4.) Chairs

An independent chair is the person elected by the members of the relevant independent section, and appointed by the Dean. Chairs of a Department are elected by the Department Council, and appointed by the Dean. All Chairs are elected for a period of two years and the number of terms is not restricted.

c 5.) Head of Centre

The Head of Centre is appointed by the Dean, following the approval from the Faculty Council, from the ranks of employees with an academic staff title. The Head of Centre is elected for a period of two years and the same person can be re-elected once consecutively.

c 6.) Faculty Secretary (Legal Advisor to the Faculty)

The Faculty Secretary runs the administrative offices.

d) If your higher education institution is a constituent unit of a university, state elements of integration.

Since its foundation in 2005 The Faculty of Humanities and Social Sciences has been a constituent unit of the University of Split and has, with its ongoing activities, made its mark not only on the activities of the University as a whole and independently but also in its interaction with other constituent units of the University. The Dean of the Faculty is a member of the Senate of the University of Split, and the Vice-Dean for Education and Student Matters is also a member of the Senate of the University of Split, elected in the elections for members of the Senate who are not members by virtue of their office, as a representative in the category of associate professors, assistant professors and associate titles. Pursuant to the University Statute, the Senate decides on the educational, scientific, art-related and professional activities of the University. The Faculty of Humanities and Social Sciences is thus also integrated in the activities and the development of the University through the decision-making processes of the Senate. Our employees are also members of the University Council, the Committee for Study Programmes and the University Scientific Contribution

Awards Committee. The chairperson of the Faculty Quality Assurance Board is a member of the Centre for Quality Assurance of the University of Split, and the current Dean was head of the Centre for two years. In the academic area, there are numerous activities that are coordinated at University level:

- the Senate passed the Ordinance on Study Programmes and Study System at the University of Split⁸ on 31st May 2007, which has been in force since then
- a single teaching calendar is established for each academic year
- enrolment quotas for all study programmes are established at the University level
- as of 12th July 2011 the Ordinance on External Cooperation of the University of Split⁹ has been in force, based on which a part of our teachers perform teaching activities in other constituent units of the University of Split while teachers from other constituent units perform their teaching activities at our Faculty
- in cooperation with the Faculty of Law, School of Medicine and Faculty of Economics, the *Probation Treatment* Postgraduate Specialist Study Programme has been started and is being implemented
- the Faculty Centre for Research and Development in Lifelong Education will organise seminars and training in teaching pedagogy, psychology, didactics and methodology for university teachers employed in all constituent units of the University
- the Faculty Centre for Croatian Studies Abroad holds intensive *Erasmus* language courses (*EILC*) for its students – from all constituent units
- the Faculty Centre for Croatian Studies Abroad holds all Croatian language courses for students of Medicine in English at the School of Medicine
- the Faculty Centre for Student Counselling provides counselling for students and employees of all University constituent units
- through the research activities of the Centre for Integrative Bioethics and of the Faculty *Studia Mediterranea* Centre (SMED), continuous interdisciplinary connections among researchers are established within the University
- the Faculty initiated the organisation of the conference of students with special needs (May 2013) from all the constituent units of the University of Split, under the name “We are students, too”¹⁰

⁸ Pravilnik o studijima i sustavu studiranja na Sveučilištu u Splitu.

⁹ Pravilnik o vanjskoj suradnji Sveučilišta u Splitu.

¹⁰ „I mi studiramo, zar ne?”.

- in cooperation with colleagues – researchers from other constituent units – Faculty researchers have applied for and taken part in a series of scientific and professional projects and programmes, as well as in other academic activities.

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

In their work, activities and behaviour, Faculty employees follow moral principles and the principles of scientific acumen and in order to act upon those principles the Faculty has formed the Ethics Committee. Upon the proposal from the Faculty Ethics Committee, the Faculty Council has adopted the Code of Ethics and the Rules of Procedure for the Ethics Committee¹¹. The Code of Ethics establishes the ethical principles in higher education, scientific, teaching and research work at the Faculty, relations among researchers, teachers, students and other participants in scientific, teaching and research work, in publishing and the dissemination of the results of their work, as well as in procedures and activities pertaining to scientific and other forms of competitiveness and, finally, with respect to the general public and the media, especially by way of the University's *Slobodna Dalmacija* newspaper supplement *UNIVERSITAS*.

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

The Faculty Development Strategy for the period of 2014 to 2018 was adopted during the 8th meeting of the Faculty Council, held on 28th January 2014. In this matter, it is important to state that, since the day it was founded to this very day, the Faculty has taken great care of its scientific development and the scientific activity of the Faculty as a whole, as well as of its individual employees. The ongoing efforts have yielded the following documents that the Faculty has adopted:

- “Teacher Publications and Activities from 2004 to 2007”¹² (in March 2008)

¹¹ Etički kodeks; Poslovnik o radu etičkog povjerenstva.

¹² „Radovi i aktivnosti nastavnika u razdoblju od 2004. do 2007. godine“.

- Programmes and materials contained in the election procedure and plans of faculty administrations, as well as in the implementation of what has been planned for the period of 2014 to 2018
- “Study of the Strategy of Scientific Development of the Faculty of Humanities and Social Sciences in Split from 2008 to 2012,” which was adopted by the Faculty Council of the Faculty of Humanities and Social Sciences in Split in April 2008.

Having tallied up the roles and the activities of the Faculty thus far, it has become fully evident that the vision and the mission of the Faculty can be summed up as follows:

The Mission

of the Faculty of Humanities and Social Sciences consist of these key points:

- nurturing the recognisability and uniqueness resulting from specific historic and socio-cultural values (The Mediterranean habitus) of the environment within which the Faculty acts
- ensuring the excellence of academic production in the humanities and social sciences
- being included in the leading scientific research in the humanities and social sciences
- developing cooperative, flexible and pluralist intellectual surroundings for its employees who will encourage creativity and free thinking among students
- producing undergraduate and graduate students with developed analytical, language, critical and creative skills which will allow them to succeed in their future professional and life endeavours
- positioning itself both locally and in a wider regional context as a relevant institution when strategies of wider socio-political and economic import are made and planned.

The Vision

The Faculty of Humanities and Social Sciences strives to strengthen and promote the role of the humanities and social sciences and to attract and nurture excellent researchers and students from the whole region on the grounds of its excellence and implementation of innovations in teaching, learning, research and exchange of knowledge. As one of the most significant constituent units of the University of Split, it aims to contribute to the improvement of knowledge, promotion of ethical conduct, tolerance and cooperation as well as the overall wellbeing of society. As a Faculty which mainly educates future pre-school, primary and secondary school teachers, we are aware of the responsibility which lies ahead.

The professional education of teachers is an important foundation for the scholastic system which prepares future generations for successfully handling the life challenges ahead. The professional education of specialists working in the humanities and social sciences will enable cooperation at an international level, while at the same time, through its actions, guarding and promoting the use of the Croatian language in education, science and culture.

g) Explain the importance and particularity of your institution compared to similar Croatian institutions in your scientific field.

The Faculty of Humanities and Social Sciences in Split is the central institution in the southern part of Croatia, the only one in Split – the second largest city in the Republic of Croatia – in the areas of the humanities, social sciences and interdisciplinary studies. The birth-place of Marko Marulić, father of Croatian literature, can not be imagined without such an institution. It is called upon, due to its research and teaching activities, in the European scientific and higher-education context, to research and present, integrally and universally, the multi-millennial, movable and immovable, oral and written heritage of this part of the Mediterranean. It is on these foundations, in the spirit of the latest scientific and research achievements as well as of modern principles in the teaching process, that the Faculty of Humanities and Social Sciences in Split conceives of its specificity and sees its opportunity. This direction has been confirmed, first and foremost, by the founding and operation of the *Studia Mediterranea* Centre.

Compared with other Faculties of Humanities and Social Sciences, it is most akin, by virtue of its academic organisational and personnel structure, to the Faculty of Humanities and Social Sciences in Rijeka. However, linking to the rich and several-centuries-old education tradition spanning from the College of Pedagogy in Split which is also the oldest higher education institution in Split, founded on 24th March 1945 by the Decree of the Education Committee of the ZAVNOH Presidency (National Anti-Fascist Council of the People's Liberation of Croatia)¹³, the Faculty of Humanities and Social Sciences in Split is creating its own present and future profile based on the particular and specific comparative and competitive advantages owing to the space in which it was created and in which it operates.

¹³ Odluka Povjerenstva prosvjete Predsjedništva ZAVNOH-a.

h) Reflect on possible overlapping between activities of your institution and activities of similar institution at the same university.

There are no overlaps between the activities of the Faculty of Humanities and Social Sciences and of other institutions of the University of Split.

i) Attach the document on strategy and procedures for quality assurance of scientific and teaching activities at your higher education institution and assess the level of its implementation. Reflect upon annual reporting.

The Faculty of Humanities and Social Sciences Ordinance on the Quality Assurance System¹⁴ (adopted during the Faculty Council meeting on 21st September 2012), The Faculty of Humanities and Social Sciences in Split Quality Assurance System Handbook¹⁵ (adopted during the Faculty Council meeting on 28th March 2013) and The Faculty Quality Assurance Policy¹⁶ (20th December 2013) are the basic documents which define the organisation of the system and the quality assurance procedures at the Faculty. Even before these documents were adopted, the quality of the research and teaching work at the Faculty was constantly monitored by all Faculty Administrations and its individual organisational units, wherein the then-implemented procedures were based on a series of other available documents (the Statute, other pertinent Ordinances). Today, the strategy and the procedures of quality assurance are defined by a number of documents, including the following:

- the Statute of the Faculty of Humanities and Social Sciences
- the Code of Ethics of the Faculty of Humanities and Social Sciences
- Ordinance on the Quality Assurance System of the Faculty of Humanities and Social Sciences
- Ordinance on the Education Committee of the Faculty of Humanities and Social Sciences
- Handbook on the Quality Assurance System of the Faculty of Humanities and Social Sciences in Split
- Quality Assurance Policy of the Faculty of Humanities and Social Sciences
- Ordinance on Faculty Student Awards
- Ordinance on Student Assistants

¹⁴ Pravilnik o sustavu za unaprjeđivanje kvalitete Filozofskog fakulteta.

¹⁵ Priručnik o sustavu za unaprjeđivanje kvalitete Filozofskog fakulteta u Splitu.

¹⁶ Politika osiguravanja kvalitete Fakulteta.

- decisions of the Faculty Council.¹⁷

The tasks of the Quality Assurance Board (hereinafter: the Board) as the key Faculty body for the improvement of quality are performed in accordance with the Ordinance and with the Handbook related to the quality assurance system. Along with the Ordinance regulating the work of the Education Committee of the Faculty of Humanities and Social Sciences, these documents also regulate the work of the Education Committee (hereinafter: the Committee). A considerable number of activities proposed and described in the Ordinance and the Handbook related to the quality assurance system are continually implemented by the Board, as well as by other Faculty employees listed in the Handbook as persons liable for particular activities. Although all the activities envisaged in the Handbook are still not fully viable, for the most part because of the recent adoption date of this document (it has been in force for less than a semester), a great number of them have been started and are regularly implemented. The Board reports on their progress and outcomes to the Faculty Council annually and, if necessary, during the year it also informs the Administration and other pertinent Faculty bodies. The report on the Board's activities is also available on the Faculty's website, along with the consolidated results of the student questionnaires for assessing the quality of teaching and the work of teachers. The Faculty Council supervises the work of the Board and of the Committee.

j) Specify bodies which continuously deal with quality assurance. Assess their activities in the last 5-year period.

The Quality Assurance System is run by the Faculty Council. The bodies of the Council include, in this matter, the Quality Assurance Board the Faculty of Humanities and Social Sciences (hereinafter: the Board) and the Education Committee. The Board is the basic body and its task is to develop internal quality assurance and enhancement mechanisms at the Faculty level. The formation and development of this Board has been greatly influenced by the development of the quality assurance system of the University of Split. Namely, the first meeting of the Quality Assurance Centre was held at the University of Split on 1st October 2007, and this event formally initiated the institutional and organised body whose main task is

¹⁷ Statut Filozofskog fakulteta; Etički kodeks Filozofskog fakulteta; Pravilnik o sustavu za unaprjeđivanje kvalitete Filozofskog fakulteta; Pravilnik o radu Povjerenstva za nastavu Filozofskog fakulteta; Priručnik o sustavu za unaprjeđivanje kvalitete Filozofskog fakulteta; Politika osiguravanja kvalitete Filozofskog fakulteta; Pravilnik o nagradi studenata Fakulteta; Pravilnik o demonstratorima; Odluke Fakultetskog vijeća.

to organise and develop the quality assurance system. All the constituent units of the University take part in the work of this body so that the tasks and procedures become common for all, including the Faculty of Humanities and Social Sciences.

As for the Faculty of Humanities and Social Sciences, from the time of its foundation up to the formation of the university Centre, the Faculty Board and the adoption of the *Act on Quality Assurance in Science and Higher Education*¹⁸ in April 2009, quality was one of the Faculty's priority concerns. The Faculty Council, the Dean and Vice-Deans, lower organisational units and all the pertinent individuals at the Faculty were included in the evaluation and planning of activities related to the monitoring and management of the quality of the Faculty of Humanities and Social Sciences of the University of Split, in accordance with all the *Statutes of the Faculty*. Concern for the teaching process and for research work was the continual endeavour of all the employees.

Pursuant to the Decision from the 1st extraordinary meeting of the Council of the Faculty of Humanities and Social Sciences in Split in the academic year 2007 / 2008, held on 15th April 2008, the Council of the Faculty of Humanities and Social Sciences formally founded the Quality Assurance Board. In the first years of operation, the Board focused on organisational and field work, on promoting a culture of quality and on setting the framework for future operation. Being that the work was organised partly by means of informal talks within all organisational units and bodies of the Faculty, all documentation was delivered via electronic mail, and there are no individual minutes on the Board's operation from that period. However, even in that period, the leader of the Board regularly informed the Faculty Council of all activities related to the quality system, primarily of the results of student evaluations of the quality of teaching and of teachers. Namely, pursuant to the *Ordinance of the University of Split on the Procedure for Evaluating the Quality of Teaching and of Teachers by Students*¹⁹ from 2008, evaluation of the quality of teaching and of teachers by students at the Faculty of Humanities and Social Sciences has been carried out regularly (at the end of each semester of each academic year) in all the undergraduate, graduate and integrated study programmes. The teachers and students soon recognised that the questionnaires represent an important procedure which contributes to the quality of the integral teacher-student relationship. Aside from this, in the course of time certain flaws in the questionnaires were noted and there were attempts to lessen them and compensate for them by means of additional activities of the Board (implementation of an independent questionnaire on the quality of the

¹⁸ Zakon o osiguravanju kvalitete u znanosti i visokom obrazovanju.

¹⁹ Pravilnik Sveučilišta u Splitu o postupku vrednovanja kvalitete nastavnika i nastave od strane studenata

studying process, introduction of teachers' self-evaluation of teaching and so on). Initially, other than implementing the student questionnaires, the Board cooperated very intensely with the Quality Enhancement Centre of the University of Split, and regularly implemented the analysis of academic success in coordination with the Centre. The Board thus regularly submitted to the University all the requested information regarding student success per generation and per study programme, as well as information regarding the number of students who drop out of the programmes. Based on this, numerous data analyses were produced (total and / or comparative for the whole University). The University Senate discusses the analyses and, if needed, the Faculty Council of the Faculty of Humanities and Social Studies is also notified of them.

Over time, the work of the Board has become more formalised and better organised. During 2012 and 2013 the quality Ordinance, Handbook and Policy were prepared and adopted, and today they represent the basic documents of the quality assurance system. Today, the Board holds regular meetings, several times a semester and, when needed, also organises themed virtual meetings. During meetings, minutes are taken by the leader of the Board and important documents are registered in standard Faculty protocol. The conclusions of the meetings often result in documents and recommendations which are forwarded to the Administration and other relevant bodies of the Faculty. Aside from the procedures implemented from its very foundation, the Board has more frequently initiated additional activities aimed at improving the quality of teaching, scientific and professional activities of employees, as well as the quality of work of the entire Faculty. For example, the Board has independently created and implemented questionnaires for students regarding the academic quality at the Faculty, as well as the quality of the general atmosphere at the Faculty. It introduced additional forms of evaluating the quality of teachers' work, which included evaluating the work of mentors as well as a self-evaluation of the teaching process by teachers. It started issuing official certificates of the results of student questionnaires, which are issued to teachers for the purpose of election to titles. It started the procedure of assessing the match between new study programmes and the changes to study programmes on the one hand and, on the other, the Ordinance regarding the evaluation procedure for study programmes at the University of Split. The Board responds to requests from the Dean, the Education Committee and from individual employees and students of the Faculty on questions pertaining to the system of quality. The Board performs these activities transparently and strives to inform the general public of their outcomes in a timely manner. A segment of the materials on the implemented activities, as well as on the planned procedures, is placed on the

Faculty's website, where a section "Quality System Structure"²⁰ was officially created in 2012. More detailed information about all the activities is available to the Faculty Council which the Board regularly informs of its work. The Board also informs the Quality Assurance Centre of the University of Split of its work as they continuously cooperate.

The present work of the Quality Assurance Board has progressed significantly. The importance of assuring and enhancing quality has been recognised to a greater extent, and the quality assurance procedures have become more complex and solid. However, the quality assurance system still has its flaws: more needs to be done in the future to stress the importance and to increase the visibility of particular aspects of the quality of work at the Faculty. Furthermore, it is necessary to develop more flexible and more advanced systems for assuring and enhancing these aspects of quality. Although there is interest and motivation for this, sometimes it is difficult to perform the planned activities timely and efficiently. Namely, the Board has not been professionalised, that is to say, members of the Board do their jobs along with their other activities and frequently there is the problem of a lack of resources in the implementation of planned activities. Therefore, the advantages and the strong suits of the quality system today include the interest and motivation of those involved and a continuously improving organisation and supervision of the work within the system, as well as a positive response from the Administration to all requests and proposals made by the Board. The flaws in the system result from limited resources, which often dictate the number and scope of activities that can be implemented in a given period. That is how the lack of administrative support to the Board becomes more prominent. Therefore, in the near future, the Board, the Administration and the entire Faculty will be faced with the challenge of creating the best strategy of development and of ensuring appropriate support to the quality assurance and enhancement system at the Faculty.

Within the quality assurance and enhancement system of the Faculty, there is, along with the Board, the Education Committee which provides for and monitors the implementation of teaching and of other forms of implementing the teaching process. Considering the fact that it is a fairly recent body, created at the Faculty Council meeting held on 27th April 2011, the Committee's work up to this point has been somewhat limited. Namely, in this period, the Committee met several times and discussed the Faculty website, the supervision of the teaching process and the issuing of diploma supplements to students. Based on the abovementioned activities, it may be concluded that the work of the Committee is still not fully viable in the manner that is stipulated by the pertinent Ordinance. However, in

²⁰ „Ustroj sustava kvalitete“

the Winter semester of the academic year 2013 / 2014 the Committee started organising a system of supervision of teaching, which will be the core task of this body in the future.

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

k1) Improvement of Study Programmes

The study programmes of the Faculty of Humanities and Social Sciences are grounded, in accordance with the requirements of the Bologna process, in the system of higher education and are in accordance with contemporary scientific ideas in scientific areas, the humanities, social sciences, and interdisciplinary studies. The Faculty keeps track of national and international trends in higher education, as well as constant fluctuations of the job market. The contacts of individual departments with national and international professional organisations and associations and with the Education and Teacher Training Agency play an important role. Contacts and cooperation with this Agency and with its regional offices for the areas of four Dalmatian counties have led to, with some of our study programmes, the co-organisation of professional conferences for permanent education and the training of teachers at various levels, professional examinations sessions and national competitions, in order for our study programmes to be a nexus of contemporary education and research trends for the benefit of our students who already graduated and of all those who, as pre-school, primary and secondary school teachers, are active in the areas of pre-school, primary and secondary education locally and in the wider area. As the study programmes prepare students for professions that are of special importance for society, starting from early and pre-school education to primary and secondary teaching professions, their meaning acquires a special significance. They should therefore be viewed in the context of their enormous significance for the local and regional community, as well as in the context of the country and its projected increase of the total number of persons with higher education degrees in order to attain a desired percentage which would correspond to the European average and ratio, and the long-term reform projections and the modernisation of primary and secondary education which can only be carried out by a competent and contemporarily educated pre-school, primary and secondary school teaching staff. At the Faculty level, adaptations and improvements of study programmes have been made in accordance with the maturing of the personnel and the

strengthening of individual Departments, and this was also conditioned by the fact that most of the study programmes function as double majors – created and approved in different periods. In an attempt to improve its study programmes, the Department of Sociology in Split participated in the establishment of the joint Postgraduate doctoral study programme in Sociology as early as 2007/2008. The said doctoral programme is co-ordinated by the Department of Sociology of the Faculty of Humanities and Social Sciences in Zagreb, which has the required institutional status necessary for carrying out promotion and election procedures for the field of Sociology and which has the right to confer doctoral degrees. The Postgraduate Doctoral Study Programme in Sociology was created as an inter-university and inter-institutional study programme bringing together other relevant Croatian university and research institutions besides the Departments of Sociology in Zagreb and Split: Department of Sociology in Zadar, Zagreb Faculty of Law, Institute for Social Research (Zagreb) and the Institute for Development and International Relations (Zagreb). At the beginning of academic year 2010/2011 a contract for cooperation on the Postgraduate Doctoral Study Programme in Sociology was signed for the period of six semesters.

This can all be correctly and integrally understood only by taking into consideration the relative “newness” of the Faculty of Humanities and Social Sciences and its maturing into one of the largest constituent units of the University of Split. The *Humanities* Postgraduate University Doctoral Study Programme was a major step forward which allowed the Faculty to complete its study range vertically: from undergraduate to graduate and postgraduate study programmes.

Anticipating the needs of society, and keeping in mind the national and European development strategies, we develop programmes and competencies which correspond to the sectors of “smart specialisations”. In accordance with this, the *Probation Treatment* Postgraduate Specialist Study Programme has been started – it is also important to keep in mind that several other such plans and programmes are currently undergoing adoption procedures by University bodies (the “Cultural Management” postgraduate specialist study programme, and the “Applied Linguistics for Teaching English as a Foreign Language” postgraduate specialist study programme). In the planning of new study programmes, we follow the guidelines of the Ministry in charge, as well as of the Ministry of Labour and Pension System which, in its report dated 14th January 2014, issued a recommendation for higher education stating that there are unmet needs at the level of university study programmes; among other areas, the humanities were included, especially two branches of the field of Philology – English Studies and German Studies. Our Faculty recognized the need for

a German Studies study programme even before, so that, along with the existing Undergraduate English Language and Literature Programme and the Graduate English Studies Programme (single major and double major, teacher education and translation specialisation), there are plans to start the Undergraduate German Language and Literature Programme and the Graduate German Studies Programme (teacher education and translation specialisation).

Moreover, it is important to mention that Pedagogic – psychological – didactic – methodological training (PPDMO) is carried out under the aegis of the Centre for Lifelong Research and Education, which is in accordance with the Adult Education Strategy and Action Plan (2004, p. 21).²¹ The improvement of study programmes for lifelong education will be guided by the idea stated in the Draft Strategy of Education, Science and Technology (2013, p. 12)²² that “quality, motivated pre-school, primary and secondary school teachers and andragogic staff, including assistants and managers, are the foundation of the entire system of lifelong learning. For them, the structural preconditions need to be established for becoming aware and facing the need for continuous pedagogic, psychological, andragogic and professional improvement.”

With this in mind, it is important to state **the following strategic goals:**

- revising and further modernisation of existing study plans and programmes, especially considering previous experiences and the personnel structure of individual Departments
- modernising existing study plans and programmes based on feedback from students who already graduated and employers who hire our students
- organising self-financing study programmes in English
- initiating procedures for a double major study programme of Sociology
- initiating procedures for organising an Information and Computer Sciences Graduate Specialist Study Programme –Study Programme in Archival Studies, in cooperation with the Department of Information and Computer Sciences of the Faculty of Humanities and Social Sciences in Zagreb
- additionally profiling and establishing the *Humanities* Postgraduate University Doctoral Study Programme nationally and internationally
- starting a doctoral study programme in the area of social sciences
- initiating procedures for adopting undergraduate and graduate study programmes for German language and literature and French language and literature

²¹ Strategijaiakcijskiplanobrazovanjaodraslih (2004., 21. str.).

²² Nacrt Strategije obrazovanja, znanosti i tehnologije (2013., str. 12).

- establishing quality new programmes for lifelong education
- organising and implementing the pedagogic – psychological – didactic – methodological training of teachers in the higher education system
- organising postgraduate specialist study programmes in which students who graduated as teachers could broaden their expertise (for example, the study of methodology, working with children with special needs, management in education and so on).

k2) Quality of teaching and methods of increasing study efficiency

The quality of teaching and increase in the efficiency of studying are a permanent task and all measures necessary for the improvement of the quality of studying and the efficiency of studying are taken. The difficulties which are discernible in this process are the following:

- aggravating circumstances of working at several locations – especially in the two double-major study programmes of our Faculty
- necessary recourse to external associates in the areas and courses in the study plans and programmes in which there is a shortage of academic staff at the national level, and which require a particular scientific – professional specialisation, until our own staff that currently occupies assistant positions matures to academic staff titles of assistant professors
- unfavourable conditions in which the Faculty Library operates, especially considering the lack of a modern reading room
- partial retention of the so-called hybrid way of studying which has still not been adapted to the new methods of studying and organising the implementation of syllabuses
- teachers being overworked and an insufficient number of staff employed as assistants
- insufficient development of the system for assessing the quality of teaching and teacher and student awareness of the importance of giving and using feedback on the quality of teaching at the Faculty.

With this in mind, it is important to state **the following strategic goals:**

- introducing a more efficient quality assessment system for teaching programmes and the work of teachers based on relevant instructions and regulations at the university level as well as on our own regulations and experiences

- developing a system for improving the teaching competencies of the teaching staff at the Faculty
- gradually reducing the number of external associates so that teaching can be done with our own staff; intensifying promotions to academic staff titles of these employees – teaching associates who have met the conditions for a promotion
- bearing in mind the fact that the choice to study at our Faculty is the first choice of a great percentage of high-school graduates, activities aimed at additionally ensuring and reinforcing the interest of the more successful high-school graduates still need to be created and developed
- developing and encouraging *e-learning* and increasing publication rates, encouraging teaching materials, printed and in electronic format, especially of university / faculty textbooks and manuals
- coordinating syllabuses with the dynamic of personnel expansion and the needs in accordance with the indicators of teacher work load and the scope of research work
- encouraging the mobility of the teaching staff
- increasing incoming and outgoing student mobility.

k3) Employment policy

Since it does not have its own modern faculty building, the main and greatest treasure of the Faculty are its qualified and quality employees in all titles and positions who are continuously improving and keeping abreast with developing trends in science, scientific achievements and modern technologies and programs for improving their work. What is important, and definitely crucial for further development, and for the survival of the Faculty, is the permanent employment of new workers. In the last few years this trend has, sadly, been seriously curbed and even rendered impossible, and there is great apprehension regarding this situation, making any development planning nigh impossible under these difficult circumstances. In the last few years several new research assistants and teaching assistants have been employed, and existing job vacancies have been filled, while almost no new teachers with academic staff titles have been hired for the new, so-called developmental positions – the same goes for new professional staff in administrative-professional offices.

With all this in mind, it is important to state **the following strategic goals:**

- employing all research assistants and teaching assistants who have met the requirements for academic assistant professor positions

- employing all new employees on the basis of the real needs of the Faculty and of the plans for its further quality development, and a realistic reflection of the demands of the current marketplace
- supporting the permanent scientific and professional improvement of all Faculty employees.

k4) Enhancing international cooperation and international recognition of the Faculty

Enhancing international cooperation and international recognisability of the Faculty in the areas of research and teaching is necessary and is one of the priorities of the development of the Faculty. The ERASMUS programme and international agreements at various levels and with various institutions represent a considerable step forward in this direction. The Faculty of Humanities and Social Sciences is particular in its clear orientation and the presupposition of the Mediterranean Basin, and special attention is given to cooperation with Mediterranean countries, predominantly Italy. What is also discernible is an increased interest in study visits, and an increased interest of foreign students in studying at our Faculty. The double-major nature of our study programmes is a limiting factor in the sense of greater mobility. Thus, it has become a priority to increase the choice of courses in English and other foreign languages, and also to organise and structure integral study programmes in English. Furthermore, one of the priorities is also the inclusion of a greater number of our students in international projects as well as an increase in the number of students applying for them. Another priority is also to encourage students to undertake research visits, internship and visits for the purpose of writing their graduation papers and doctoral theses in institutions abroad. A lack of infrastructure, logistic and personnel support at the Faculty, and also at the university level, is a significant drawback in this respect. Bearing in mind the fact that there is no Office for International Cooperation at the Faculty, but only the Unit for International Cooperation (in the Office of the Dean), consisting of a single employee, who is also the ERASMUS coordinator for the Faculty, we believe that the results achieved so far are very good but not satisfactory considering the scientific potential and ambitions of our institution. Significant strategic goals in relation to this matter can be observed in the tasks covered in other items of this chapter, but also in other chapters which, in some of their segments, touch on international cooperation.

The goals of international cooperation are:

- enabling our students to undertake research and internship visits to faculties abroad, in accordance with the tenets of the Bologna Declaration, with the option of carrying out a part of their obligations abroad
- ensuring the possibility for foreign students to carry out a part of their obligations at our Faculty
- encouraging teacher mobility by supporting shorter and longer visits to foreign institutions
- organising and co-organising international scientific conferences with partner institutions
- disseminating results of research with international partners by means of scientific publications with an important impact factor
- ensuring means for financing research and research job posts, and the means for the postdoctoral research of Croatian and foreign scientists through international projects (e.g. FP7)
- strengthening cooperation with the countries of the Mediterranean Basin.

k5) Development of research activities and cooperation with local and national industry

Scientific and research activities are at the very core of the mission and the activities of our Faculty, which is not only a higher education institution but also a scientific and research institution. The Faculty is a generator of new scientific ideas and of the acquisition of knowledge and its dissemination, as well as an instigator of new constructive breakthroughs in all areas, including the area of economics. The Faculty of Humanities and Social Sciences is, in this sense, a specific institution and it occupies a special place among other constituent units of the University of Split. It provides education for professions and areas of special importance for society. For example, education in and about the Croatian language and national history can take place only at faculties of humanities and social sciences, including ours. Because of this particularity, The Faculty of Humanities and Social Sciences in Split recognises its special mission as extending to all projects, even in the economic sector, which are concerned with studying, promoting and presenting the national movable and immovable heritage, history and language, and also with all the topics which make this Adriatic area in which the Faculty operates a millennial link and a meeting place of contingent cultures, languages, civilisations and even continents. In this context, the social sciences which are

taught at the Faculty play an especially prominent role, and their future activities can be significantly linked to the economy and public interests. Although the Faculty has encouraged such activities in the past, they were for the most part the result of the work of individuals rather than of systematic institutional research activities. The Faculty will undoubtedly be faced with having to produce studies and projects; it will also have to create a profile in partnership relations with all those to whom it can offer its quality services. For these purposes, it is necessary to commence an even more systematic and elaborate phase of its operation.

With all this in mind, it is important to state **the following strategic goals:**

- increasing student mobility and postdoctoral training
- increasing the supply of equipment needed for research in the Faculty teaching halls and in teachers' offices
- setting up a data acquisition and processing system for all forms of research activity
- increasing the number of published research papers and scientific monographs
- increasing the number of international projects
- forming a Science Office and a Committee for Research Cooperation with the Public Sector
- popularising science
- ensuring the necessary research offices or laboratories for Faculty employees
- establishing and starting a programme of professional improvement and a lifelong learning programme.

k6) Improving the running and organisation of the Faculty, quality assurance

The Faculty income is based on two sources: income from the state budget and income from its work in the market. The Faculty of Humanities and Social Sciences is one of the constituent units of the University of Split whose annual budget consists almost entirely (91.67 %) of the means allocated to it by the Ministry in charge. Its own means, earned from its work in the market are almost negligible. In 2012, the income from its own activities amounted to 8.33 % of the total income. The bulk of the income from its own activities comes from student tuition fees.

The fact that the Faculty does not have its own new building and that its activities take place spread out over several locations presents a major problem with the view of a much more efficient operation of the Faculty. This refers to both the aggravated teaching conditions and

to aggravated administrative – technical operation, as well as to all that comes with a lack of one such unitary faculty building. As the activities of the Faculty of Humanities and Social Sciences are specific, this very lack presents massive long- and short-term obstacles to its development and its further affirmation. The present organisation of the Faculty would be much more dynamic and practicable if the whole Faculty were to be situated in its own single building. The aged and dilapidated faculty spaces which are, in many ways, unsuitable, permanently clash with the huge, and frequently also creative and dedicated efforts of the whole Faculty community – the Administration, employees at all levels and positions, teachers and students – owing to whom these discrepancies are being overcome. However, in terms of a short-term and/or more immediate prospective, the Faculty can continue to operate as is. In the long run, and in the sense of a further prospective of the unencumbered, fruitful, modern and in all segments more successful operation and development of the Faculty, a new building is a truly vital *conditio sine qua non* for this Faculty. The new Faculty website, created in October 2013, is a quality step forward in comprising the activities of the Faculty in a more integral and systematic way, and of their inward and outward use and presentation. The Faculty *e-campus* is, to a great extent, a substitute unitary location for what has been physically separated and placed at different locations due to the previously described unfortunate situation. Currently, the important task for the upcoming period is a new, updated and more appropriate job classification and description which would fix the flaws that have been identified in the past period, and which would increase the work efficiency of the faculty administration offices. The development of the quality assurance system which has developed significantly in the last couple of years also needs to continue.

With all this in mind, it is important to state **the following strategic goals:**

- making permanent efforts regarding the administration of the University of Split, which is the investor and is in charge of building work, to ensure that the construction of the new faculty building, for which the land has been secured and all the needed project documents are in place, starts as soon as possible
- encouraging all activities in the Faculty's area of operation which can increase the total earnings and increasing the share of its own means in the total earnings of the Faculty
- promoting internal Faculty organisation, taking permanent care of the rationalising of operational costs in accordance with operational plans and with its earnings
- ensuring efficient IT support for all the activities of the Faculty
- fully and completely activating the potential of the Faculty e-campus

- implementing permanent evaluation at all levels of the Faculty as stipulated in the Quality Rules and Regulations.

k7) Improving the status and the working conditions of students, student associations and organisations

The Faculty pays special attention to students by taking into account their obligations established on the basis of study programmes and also in regard to their extracurricular activities. In our higher learning institution students can acquire useful knowledge and take part in professional and scientific work. Students have the right to be able to take advantage of teachers' advisory hours and to work with a mentor, along with freedom of thinking and expression. Students at the Faculty organise a Student Union on the basis of a special law, and the Faculty ensures professional and administrative-technical conditions for the free operation of the Student Union. Student representatives who take part in the work of the Department Council and of the Faculty Council are elected by the Student Union. They have decision-making rights in accordance with the stipulations of the Statute, Faculty Statute and University Statute.

In 2008 (amendments in 2011), following the proposal from the Student Union, the Faculty Council adopted the Statute of the Faculty Student Union, and in 2011 it passed the Ordinance on Student Awards.²³ The Ordinance stipulates student awards as well as the conditions and ways of granting them.

Students have the obligation to abide by the Statute of the University of Split, the University of Split Ordinance on Study Process and Regime of Studying, the Statute of the Student Union, the Statute of the Faculty of Humanities and Social Sciences in Split²⁴ and other general legislation of the Faculty, as well as to fulfil their study and other commitments at the Faculty. Students have the obligation to uphold the reputation and dignity of the University, Faculty and students. The "Ordinance on Disciplinary Liability,"²⁵ passed in 2007, stipulates violations of the obligations of students with respect to the Faculty.

In order to claim their rights, students can submit written requests to the Vice-Dean for Education and Student Matters. The student attaches to the request on all these counts the necessary documentation or refers to them if they are in his / her file. The competent authority issues decisions within the deadline prescribed by the law, statute or general legislation of the

²³ Pravilnik o nagradi studenata.

²⁴ Statut Sveučilišta u Splitu, Pravilnik o studiju i režimu studiranja na Sveučilištu u Splitu, Statut Studentskog zbora, Statut Filozofskog fakulteta u Splitu.

²⁵ „Pravilnik o stegovnoj odgovornosti“.

Faculty. The conditions under which students may claim their rights are defined in more detail by the Statute and the “Ordinance on Study Process and Regime of Studying.”²⁶ A student has the right to complain (appeal) if he / she is not satisfied with the written reply to his / her request and has not been able to resolve the problem in direct communication, and considers his / her rights violated.

The Faculty of Humanities and Social Sciences pays special attention to students with special needs, taking their specific needs into account. According to data for 2012, there are six students with special needs at the Faculty. The Commissioner for Students with Special Needs is in direct contact with the students with special needs in order to detect their needs and receive their remarks. The remarks most commonly refer to the spatial inaccessibility, since the Faculty operates over six different locations, only two of which have been adapted to the needs of students with special needs. The Faculty has actively participated in the *EduQuality-Education for Equal Opportunities at Croatian Universities* Tempus project, and has accordingly invested efforts in training teachers on the needs for adapting their higher education teaching process to suit the needs of students with special needs and on ways of doing that; it has also supported the organisation of a student conference on students with special needs called “We are students, too.”²⁷

The Office for International Cooperation is in charge of providing support for foreign students; it takes care of any administrative and technical requests of the candidates. At the other end, an ECTS coordinator has been appointed in each Department who, together with the employee of the Office for International Cooperation, takes care of our students who are temporarily studying abroad. As for legal support, the Faculty Secretary (Legal Advisor to the Faculty) is always available for all legal matters.

There is a Centre for Student Counselling at the Faculty which is in charge of counselling students with regard to special learning needs, academic career choice, problems involving families or friends, and it also offers guidance in crisis situations.

Students of the Faculty of Humanities and Social Sciences are gathered in student associations (for example, the *Toma Arhiđakon* Students of History Association and the initiative for a drama group in the Department of English Language and Literature). Students publish their work in *Ekvilibrij* (student - pedagogy magazine), and they also issue their own student magazine: *The Split Mind*. Students of the Faculty of Humanities and Social Sciences are also active in the *S4S* (Students for students) association which is actively involved in matters

²⁶ „Pravilnik o studijima i sustavu studiranja“.

²⁷ „I mi studiramo, zar ne?“.

pertaining to student standards of living, issues related to the teaching process, and entertainment.

With all this in mind, it is important to state **the following strategic goals:**

- encouraging the organization of student projects
- encouraging student mobility within the university
- encouraging international student mobility
- supporting the work of student associations
- organising alumni events for graduated students
- raise the quality of the study processes for students with special needs
- involving students and their associations in the process of popularising science.

k8) Possible difficulties and threats in the implementation of strategic goals following SWAT analysis:

- non-existence of a unitary Faculty building with all its needed contents
- insufficient workspace necessary for enhancing teaching and research activity
- insufficient number of teachers with respect to the number of students and teaching requirements
- insufficient workspace for the Library and an insufficient number of books
- insufficient and inadequate workspace and number of employees in Student Administration
- employment problems regarding students who have successfully graduated arising from a lack of transparent vision of the education system
- insufficient investments in the renewal of IT equipment
- teaching overload of the teaching staff leaves little time for research
- no rewarding of those who successfully engage in research, and no sanctions or minimal sanctions for those who do not
- cuts in state financing
- moratorium on opening new work posts
- inadequate financing of scientific projects aimed at researching Croatian cultural heritage and the Croatian language
- lack of consideration for and the marginalisation of research topics which are important for Croatian identity and Croatian culture

- inappropriate criteria applied in evaluating research activities in the areas of humanities and social studies.

l) State your opinion on the main advantages and disadvantages of the programme, personnel and material potential of your higher education institution

a) Advantages:

- this is an institution of exceptional public importance in the city and in the region
- its contemporary study programmes are in harmony with the Bologna Declaration and are organised according to European standards and the recommendations from European institutions; they are compatible with the programmes of European universities
- this is an institution with a transparent and developed structure, in which responsibilities and competencies are well-defined.
- its employees are highly-qualified, quality workers, meaning predominantly a young and capable staff
- its teachers and researchers are permanently improving, keeping up with national and international trends in science, and are in permanent contact with institutions and colleagues abroad
- its teachers and researchers intensively frequent national and international scientific gatherings, conferences and training events
- certain number of researchers have completed postgraduate studies abroad and / or have had certain research and / or professional work experiences abroad
- administrative offices are staffed mainly by employees with university qualifications
- cooperation with and efficient use the University of Split Library, its holdings and its modern equipped reading room, utilizing the wealth of resources in the areas of interdisciplinary, humanities and social sciences that the University of Split holds
- successful introduction of the ISVU system which has been implemented in the everyday work of the institution
- establishing the public and internet information system which also comprises the intranet.

b) Disadvantages:

- non-existence of a unitary Faculty building
- large number of Faculty workspaces spread out over different locations and aggravated work conditions at the Faculty in the teaching process both for teachers and students, and also in the fields of administrative work and the work of Faculty offices
- due to the large number of different locations, and considering the large number of combinations of double major study programmes, it is very difficult to establish a course timetable and exam timetable during examination sessions
- the need to employ a comparatively large number of external associates
- limited possibility of employing existing and new staff
- non-existence of a unitary workspace for the Faculty Library, and of a modern equipped reading room corresponding to the number of students
- insufficient financing by the state and small revenues from its own activities in the labour market
- no adequate rewarding of those who are engaged in scientific work, and no sanctions for those who do not.

m) If there was a previous external evaluation at your institution, comment on recommendations and improvements carried out so far.

The Faculty of Humanities and Social Sciences has never before undergone the process of external evaluation and has therefore not been faced with implementing improvements based on the recommendations of such an evaluation.

n) Name an international higher education institution, if there is one, you would compare yourself to and explain the criteria for comparison.

The international higher learning institution that the Faculty of Humanities and Social Sciences in Split can be compared to is the Faculty of Arts in Ljubljana, Slovenia. Although considerably older, the Faculty of Arts in Ljubljana is similar to our Faculty regarding its structure and organisation, its values and basic activities as well as the way in which they are conducted. Both Faculties unite a large number of different humanities and social sciences, and both offer mainly double major study programmes to their students. For example, the two institutions have very similar departments (e.g. Department of Philosophy, Department of

Sociology). Both institutions, aside from departments, which are their basic organisational units, have also developed special centres for the promotion and study of the native language and for lifelong education and teacher training. Within these centres, both institutions organise programmes for additional education for interested participants.

Furthermore, placing emphasis on the strengthening of scientific and professional work which assists in the formation of a national identity is among the important baselines pertaining to the activities of both institutions. Both Faculties nurture and encourage the scientific activity of their employees, placing special emphasis on international cooperation. Both institutions have also developed their own publishing activity, and continuously support their employees in organising and participating in scientific and professional symposia and conferences. With the sum of their activities the Faculty of Humanities and Social Sciences in Split and the Faculty of Arts in Ljubljana promote the significance of humanities and social sciences in society; they strive to act publicly and to encourage intercultural dialogue in national and international contexts.

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

The Faculty takes part in the process of making decisions of public interest both as an institution and through its employees – recognised professionals in their fields, both with respect to the University and the wider academic community, and to the public at large. Thus, the Faculty actively participated in discussions and proposals of national legislature and other acts pertaining to science and higher education. The following list contains several documents of the Faculty of Humanities and Social Sciences Faculty Council and clearly testifies to this:

- *Conclusion of the Faculty Council of the Faculty of Humanities and Social Sciences in Split on the draft proposal of the Universities Act, the Higher Education Act and the Science Act of 29th April 2011*
- *Conclusion of the Faculty Council of Faculty of Humanities and Social Sciences in Split on the draft proposal on the Act on Amendments to the Act on Scientific Activity and Higher Education and on the position of humanities and social sciences related to the legislative and regulatory changes of 1st February 2013*

- *Statement of the Faculty Council of the Faculty of Humanities and Social Sciences in Split on the Ordinance on Conditions for Election to Scientific Titles of 28th March 2013*
- *Statement of the Faculty Council of the Faculty of Humanities and Social Sciences in Split on the draft proposal of the Higher Education, Science and Technology Strategy of 14th November 2013.*²⁸

The Faculty Administration initiated the founding of the Deans' Conference of the Faculties of Humanities and Social Sciences in the Republic of Croatia. It was founded and first held at the Faculty of Humanities and Social Sciences in Split on 11th May 2010. The Faculty Dean at the time was elected the first President of the Deans' Conference of the Faculties of Humanities and Social Sciences. The second Deans' Conference was held on 13th December 2012 and it yielded the *Declaration on the Position of the Social Sciences, Humanities and Science and Higher Education in the Republic of Croatia*²⁹. The current Vice-Dean for Education and Student Matters was also a member of the Board for Ethics in Science of the Croatian Parliament,³⁰ and currently an employee of the Faculty is a member of the Parliamentary Board for Education, Science and Culture. Through its employees, the Faculty participates in the work of various other bodies at national, regional and local levels, and the Faculty's employees, as experts in their fields of scientific and professional interests, are in their endeavours actively present in public life and in the media regarding all the questions arising from decisions and problems of public concern (e.g. youth policies, employment issues, managing the historic centre of the city of Split, management and the politics regarding the Adriatic islands and the coastal area, preservation of material and immaterial cultural heritage, position and use of the Croatian language, education issues, public health and youth protection etc.).

²⁸ Zaključak Vijeća Filozofskog fakulteta u Splitu o nacrtima prijedloga zakona o Sveučilištu, Zakona o visokom obrazovanju i zakona o znanosti od 29. travnja 2011.; Zaključak Vijeća Filozofskog fakulteta u Splitu o prijedlogu Zakona o izmjenama i dopunama Zakona o znanstvenoj djelatnosti i visokom obrazovanju te o položaju društvenih i humanističkih znanosti u odnosu na promjene zakonske i druge regulative od 1. veljače 2013.; Očitovanje Fakultetskog vijeća Filozofskog fakulteta o Pravilniku o uvjetima za izbor u znanstvena zvanja od 28. ožujka 2013.; Očitovanje Fakultetskog vijeća Filozofskog fakulteta o prijedlogu nacrtu Strategije obrazovanja, znanosti i tehnologije od 14. 11. 2013.

²⁹ Izjava o položaju humanističkih i društvenih znanosti te znanosti i visokog obrazovanja u Republici Hrvatskoj.

³⁰ Odbor za etiku u znanosti Hrvatskog sabora.

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

All three levels of the university study programme have been successfully implemented: undergraduate, graduate and postgraduate, as well as the still existing professional study programme in harmony with the Bologna Declaration. The implementation of the study system in harmony with the Bologna Declaration has undoubtedly increased the efficiency of studying with respect to the previous system and has led to instigating student and teacher mobility. Still, it is necessary to encourage and strengthen this mobility even further both at national and international levels. It is still necessary to make additional efforts in order to fully adapt the teaching process to the requirements of the Bologna process, and to insist on permanently ensuring the acquired level of quality and its permanent improvement, as well as to insist on achieving an even greater level of excellence in teaching and work in general.

The Faculty, across all its locations, has **3,761** m² of space at its disposal. However, a new integral Faculty building is crucial as it would provide quality, unhindered and efficient working conditions for teachers, students and employees in Faculty Offices. In the previous years, considerable funds were invested in the maintenance of the existing workspaces and the equipment therein, but that was all at the level of investing in maintaining the present state, with no quality steps forward considering the state of the buildings which house these workspaces. The level of equipment of teachers' offices and teaching halls can be rated as satisfactory – however, the general unsatisfactory state of the Faculty's workspace affects even this level. It is only the Faculty workspace in the so-called Klerikat building that can, for the most part, meet the demands of such an institution in a high-grade way, and partly the space in the building in Tesla Street. The rest are at a level that is much lower than desired, which has been reported to the persons in charge in the University Administration, as well as to the members of the University of Split Senate, for the purpose of speeding up the commencement of the construction work for the new Faculty building.

At the moment, the Faculty has 159 employees; of that number, 125 have academic staff titles. It is one of the larger constituent units of the University in Split, especially by the number of students enrolled. The fact that it is the only such institution in middle and southern Dalmatia, with a broad catchment area – its hinterland in the neighbouring areas and regions – speaks of its importance. A huge enrolment demand for our study programmes testifies to the fact that reasons for its existence are quite justified. A successful implementation of the teaching process in present circumstances still presupposes employing a significant number of

external associates. The solution to this problem, both long- and short-term, is to employ those who are now teaching assistants and research assistants as assistant professors.

Being fairly new and having comparatively young staff, the Faculty has an exceptional scientific and academic potential which needs to be permanently motivated and directed so that it can also be recognisable as such an institution in the Republic of Croatia and wider, and so that, as such, it can become a hub of quality educated and competitive staff in the professions and activities of high importance for society – thus the university would become not only the agent but also the instigator of the development, profiling and presentation of the city and the region endowed with such rich and varied heritage.

Research activity at the Faculty is performed within the existing individual projects, but it can be said that the main activity in this respect is conducted mostly through individual participation of the Faculty's researchers in numerous projects or project initiatives in the country and abroad. Therefore, in the coming period, it is important to increase the level and number of Faculty projects, improve national and international networking in this respect, and improve the present level and quality of infrastructure and organisational support in order to aid researchers in this matter so as to increase their individual, and consequently institutional scientific efficiency.

Although international cooperation at the Faculty has been a priority from the moment it was established, it is, in fact, a segment that we believe can be even better and of higher quality. The attractiveness of Split and Dalmatia has been confirmed by the influx of interested students to our institution in the programmes of student mobility and their permanent interest in coming to Split and staying at the Faculty of Humanities and Social Sciences in Split. However, we think that it is possible to achieve even better results and work more intensively in this field, especially by encouraging study visits and submitting proposals for international projects, establishing new bilateral cooperation with similar institutions abroad in order to exchange staff and students at all levels, and by starting joint international graduate and postgraduate study programmes with partner institutions.

In the area of professional activities, the Faculty has well-developed cooperation with other constituent units of the University of Split, with schools and also with the city and county institutions. What is underdeveloped is the number of professional-scientific programmes which would, in the professional-scientific improvement of citizens, contribute to their lifelong education, professional improvement and permanent efficient training for jobs that they have or would like to have. In a situation in which the needs of the labour market are intensified, the Faculty has a huge opportunity for this kind of engagement which it not only

should, but has a duty to develop and engage in. What is also underdeveloped, and should be more developed, is cooperation with the economy of the city, county and region by developing applied research and feasibility studies. The Faculty will keep encouraging this kind of cooperation and looking for ways of establishing cooperation at both the local level and the level of the wider social community.

In accordance with Statutory provisions, the Faculty has been operating with its present internal structure since its foundation. In order to improve the operation of its offices, it is important to develop and issue a new and more appropriate job classification. It should definitely contain provisions for the job of an assistant to the Administration / Dean for general administrative services as, in the given circumstances, it is impossible for the Faculty Administration as such, indirectly, and for the Heads of individual Departments, to coordinate and at the same time efficiently cope with the numerous demands of daily operations – taking into consideration the fact that the Faculty operates at several locations, and the work overload regarding teaching and other activities which are, in one way or another, still related to the Faculty's mission

The Faculty revenues are based on two sources: revenues from the state budget and revenues from its own activities in the labour market. A part of the revenues, with ample support from the University Administration, has been invested in the improvement and repair of Faculty workspaces and in the procurement of equipment, as well as in financing regular operating costs. In order to ensure the future unencumbered operation and development of the Faculty it is necessary, along with further efficient behaviour regarding costs in accordance with the austerity measures that are in place, to find completely new ways of financing which will increase the means collected from the Faculty's own activities.

Table 1.1. Internal quality assurance

Type of activity	Responsible for the activity (name of the body or persons)	Frequency of activity (annual number of meetings or activities)	Number of reports arising from a particular activity in the past 5 years)	Practical results of activities (descriptive)
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Themed meetings on the quality of teaching	Dean Faculty Council	Themed meetings devoted exclusively to the quality of teaching are not held, but it is discussed in 2 meetings during each ac. year. Furthermore, the quality of teaching is also discussed when needed in other meetings.	-8 collective reports on the student questionnaires -3 analyses of academic success - Ordinance on the Quality Assurance System of the Faculty of Humanities and Social Sciences - Ordinance on the Education Committee of the Faculty of Humanities and Social Sciences - Handbook on the Quality Assurance System of the Faculty of Humanities and Social Sciences	-
Work of the Board (committee) for monitoring the quality of teaching	Quality Assurance Board of the Faculty of Humanities and Social Sciences	Variable number In ac. year 2012/2013 7 regular and 4 virtual meetings, and	-2 reports on independent questionnaires of the Board - 2 reports on the work of the Board	- Documents related to quality assurance adopted at the meeting of the Faculty

		2 meetings with the participation of the Dean	<ul style="list-style-type: none"> - 21 certificate for the purpose of election to titles - 5 opinions on the changes to the study programmes - 14 minutes from the Board meetings - 5 different forms 	<p>Council</p> <ul style="list-style-type: none"> - See activities listed
Student questionnaire (implementation, processing, informing students, teachers' responses)	University of Split Quality Assurance Board of the Faculty of Humanities and Social Sciences	Once a semester	<ul style="list-style-type: none"> - 8 reports – 2 reports in an ac. year (collective report from all teachers, a report for each teacher, a comparison of the Faculty with the University) 	
SWOT analysis at the level of the higher education institution	Faculty Administration	0	0	-
Monitoring quality indicators at the level of the higher education institution*	Quality Assurance Board of the Faculty of Humanities and Social Sciences	Continuous	<ul style="list-style-type: none"> - Student questionnaire - Self-evaluation of teachers - Monitoring of indicators of 	

	Faculty Administration		scientific productivity	
Other forms of evaluation	Faculty Administration	Continuous		

*Ordinance on the Content of Licence and Conditions for Issuing Licence for Performing Higher Education Activity, Carrying Out a Study Programme and Re-accreditation of Higher Education Institutions (Official Gazette 24/10) and Ordinance on Conditions for Issuing Licence for Scientific Activity, Conditions for Re-accreditation of Scientific Organisations and Content of Licence (Official Gazette 83/2010).³¹

³¹ Pravilnik o sadržaju dopusnice te uvjetima za izdavanje dopusnice za obavljanje djelatnosti visokog obrazovanja, izvođenje studijskog programa i reakreditaciju visokih učilišta (Narodne novine, broj 24/10) i Pravilnik o uvjetima za izdavanje dopusnice za obavljanje znanstvene djelatnosti, uvjetima za reakreditaciju znanstvenih organizacija i sadržaju dopusnice (NN 83/2010).

2. STUDY PROGRAMMES

a) Please make a detailed vertical diagram of all study programmes offered at your institution (undergraduate, graduate, integrated and postgraduate programmes), including, if applicable, all possible branches of specialization. Please explain the reasons for such a configuration and the enrolment quotas applied, especially with regard to achieving optimum educational results (employment possibilities, continuation of studies, student mobility). Please list all off-campus study programmes/programmes offered at other locations and comment on the justification for these initiatives.

Dijagram studijskih programa i centara Fakulteta			
Broj	Prediplomski studij	Diplomski studij	Smjer na diplomskom studiju
1	Hrvatski jezik i književnost	Hrvatski jezik i književnost	Nastavnički Kulturološki
2	Engleski jezik i književnost	Engleski jezik i književnost	Nastavnički Prevoditeljski
3	Talijanski jezik i književnost	Talijanski jezik i književnost	Nastavnički Prevoditeljski
4	Povijest umjetnosti	Povijest umjetnosti	Nastavnički
5	Povijest	Povijest	Nastavnički Istraživački
6	Filozofija	Filozofija	Nastavnički
7	Pedagogija	Pedagogija	Nastavnički
8	Sociologija	Sociologija	Istraživački
9	Rani predškolski odgoj i obrazovanje *		
10	Učiteljski studij		

1	Predškolski odgoj (stručni studij) *
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Broj	Centri
1	Studia Mediterranea
2	Centar za istraživanje i razvoj cjeloživotnog obrazovanja
3	Centar za hrvatske studije u svijetu
4	Centar za savjetovanje

Broj	Poslijediplomski studiji
1	Poslijediplomski stručni studij SPECIJALISTIČKI STUDIJ PROBACUSKI TRETMAN
2	Poslijediplomski sveučilišni studij POSlijedIPLOMSKI DOKTORSKI STUDIJ HUMANISTIČKIH ZNANOSTI

Legenda
Jednopedmetni studij
Dvopedmetni studij
Integrirani studij
Stručni studij

* Od ak. god 2013/2014. uvodi se prediplomski sveučilišni studij: Rani predškolski odgoj i obrazovanje. Stručni studij se izvodi za studente koji su ga upisali u prijašnjim godinama.
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Figure 2.1 Diagram of study programs and centers at the Faculty of Humanities and Social Sciences in Split

No.	Undergraduate study programme	Graduate study programme	Specialization
1.	Croatian Language and Literature	Croatian Language and Literature	Teacher training Croatian Studies
2.	English Language and Literature	English Language and Literature	Teacher training Translation
3.	Italian Language and Literature	Italian Language and Literature	Teacher training Translation
4.	Art History	Art History	Teacher training
5.	History	History	Teacher training Research
6.	Philosophy	Philosophy	Teacher training
7.	Pedagogy	Pedagogy	Teacher training
8.	Sociology	Sociology	Research
9.	Early Childhood and Pre-School Education*		
10.	Teacher Education		

1. Pre-School Education (professional program)*

* Starting with academic year 2013/2014 the new undergraduate programme *Early Childhood Education and Pre-School Education* is being offered while *Pre-School Education* is available only to those students who previously enrolled in the programme.

No. Centres

1. Studia Mediterranea
2. Center for Research and Development of Lifelong Learning
3. Centre for Croatian Studies Abroad
4. Center for Counseling

No. Postgraduate programmes

1. Postgraduate specialist programme
Probation Treatment
2. Postgraduate University Programme
Postgraduate Doctoral Program in Humanities

Legend

Single major programme

Double major programme

Integrated programme

Professional programme

The Faculty of Humanities and Social Sciences offers undergraduate, graduate and postgraduate programmes. Three different types of language and literature graduate programmes (Croatian, English and Italian) can be combined, allowing students to choose a professional direction according to their personal preferences and future employment possibilities. The Early Childhood and Pre-School Education Programme and the Teacher Education Programme are structured as other similar programmes in Croatia. The Faculty of Humanities and Social Sciences in Split does not have any off-campus programmes. Student mobility is common and many of our students attend other universities, especially in Italy and Slovenia. The employment possibilities for those who have graduated depend on the overall economic situation in Croatia.

b) If there are similar programmes offered at your University, please list them. Also, please elaborate on all the steps taken to avoid such overlaps in the future.

The Faculty of Humanities and Social Sciences in Split does not offer programmes that overlap with other programmes at the University of Split. Within the framework of lifelong learning and professional development, there is a certain similarity at the level of continued pedagogical education; however, the two programs are not identical but rather supplement each other. The Faculty of Humanities and Social Sciences in Split offers general pedagogical, psychological, didactical and methodological training for professionals without a teaching diploma who wish to teach in specialized schools. The Faculty of Science in Split is

an accredited institution for a similar training programme for individuals who wish to teach courses in biology, physics, IT, chemistry, mathematics and technical sciences as well as some courses in the social sciences.

c) Please answer the following questions for every programme offered at your institution (undergraduate, graduate, integrated, postgraduate – including postgraduate specialist programmes, and professional programmes).

c1) Please specify the criteria taken into consideration when proposing enrolment quotas for undergraduate (or graduate and integrated) programmes, and professional programmes (if you have any). Also, please assess how adequate these quotas are with respect to: socio-economic needs, unemployment data, the ability of the institution to offer quality teaching, and the number of capable and motivated students willing to successfully participate in the selected programme.

The Faculty of Humanities and Social Sciences in Split educates professionals who work at different levels in the field of education (early and Pre-School education, elementary school, high-school, and higher education). The Faculty also trains professionals in the fields of translation, interpreting and editing as well as professionals in the field of sociology. There is a permanent need for professionals with these qualifications in kindergartens, schools, cultural institutions, the media, political entities, scientific institutes, and many other areas. When proposing the quotas for all programs offered at our Faculty we are guided by the following criteria:

- Student motivation to pursue education at the Faculty of Humanities and Social Sciences in Split
- General enrolment policy guidelines set by the University of Split in order to strengthen the academic profile of the University
- The need for professionals in the fields of education, social sciences and the humanities
- Staff capacity and availability
- Physical resources
- Employment prospects for students who graduate from one of the programmes

In the academic year 2011/2012 at the 3rd meeting of the Faculty Council held on November 13th 2011 it was decided to cut the enrolment quotas by approximately 25%. Table 2.8 shows

enrolment quotas for all first year students at the Faculty of Humanities and Social Sciences in Split in the academic years 2012/2013 and 2013/2014.

Table 2.8 Enrolment quotas for undergraduate, professional and integrated programmes

	PROGRAMME NAME	Full-time students
No.	<i>UNDERGRADUATE STUDY PROGRAMME</i>	
1.	English Language and Literature	40
2.	Philosophy	30
3.	Croatian Language and Literature	40
4.	Pedagogy	30
5.	History	30
6.	Art History	30
7.	Sociology (single major program)	25
8.	Italian Language and Literature	40
9.	Early Childhood and Pre-School Education	37
	<i>INTEGRATED UNDERGRADUATE AND GRADUATE PROGRAMME</i>	
1.	Teacher Education	45
	<i>PROFESSIONAL PROGRAMME</i>	
1.	Pre-School Education*	37
	<i>TOTAL</i>	449
*Offered only in the academic year 2012/2013. As of academic the year 2013/2014 it is an undergraduate study programme.		

All students who successfully complete an undergraduate programme at the Faculty of Humanities and Social Sciences in Split are eligible to enrol into a graduate programme. In general, over 90% of students who complete an undergraduate study programme pursue a

graduate degree. Table 2.9 shows enrolment quotas for the first year of graduate programmes at the Faculty of Humanities and Social Sciences in Split in the academic years 2012/2013 and 2013/2014.

Table 2.9 Enrolment quotas for graduate programmes

	PROGRAMME NAME	Full-time students
No.	GRADUATE PROGRAMME	
1.	English Language and Literature	40
2.	Philosophy	30
3.	Croatian Language and Literature	40
4.	Pedagogy	30
5.	History	30
6.	Art History	30
7.	Sociology (single-major)	25
8.	Italian Language and Literature	40
	TOTAL	265

Furthermore, when proposing enrolment quotas in the field of the humanities (i.e. programmes in Croatian Language and Literature, Philosophy, History and Art History) we also take into consideration the fact that an education in the humanities should not only depend on labour market conditions. We believe that the role the humanities play in society is very important and its relevance should not be solely based on economic indicators. The importance of a nation's citizens educated in the humanities is key to the preservation and nurturing of its national identity (language, history, culture).

Additionally, we recognize that there is a significant number of unemployed teachers within certain areas of specialization, but we believe that the enrolment quotas for all teacher education programmes should not be adjusted only on the basis of crisis situations. With the expected improvement in national educational standards (lower student-to-teacher ratios, individual approach to the education processes, greater number of assistant teachers) the demand for teaching professionals will rise.

Moreover, the OECD document and the *White Paper on Education and Training: Teaching and Learning* from 1995 propose an increase in the number of educated people as a

prerequisite for preserving cultural heritage and developing good citizens, thus contributing to the growth of economy and society in general.

Taking into consideration all the aforementioned arguments, we believe that the enrolment quotas have been well assessed both from the point of view of labour market needs and general socio-economic circumstances.

c2) Please analyze the pass and failure rate for all first-year students in all programs (undergraduate, integrated and specialist) and comment on how the rate relates to enrolment criteria applied, with consideration of the type of high school that candidates came from and the average high-school grade awarded.

The pass and failure rate has been tracked since the implementation of the Bologna Process at the Faculty of Humanities and Social Sciences in Split. The key indicators used in the rate analysis are:

- 1) Number of students according to the ECTS credits earned
- 2) Number of students who earned all ECTS credits
- 3) Number of students who dropped-out.

For the purpose of the analysis it is also possible to define the number of candidates and the pass and failure rate based on the type of high-school they have finished (secondary grammar school or secondary vocational school). Table 2.10 shows the number of first-year students and the ECTS credits earned in the past three generations while Table 2.11 shows the first-year dropout rate.

Table 2.10 Number of first-time, first-year students and the number of ECTS credits earned

	2012/13 [N (%)]	2011/12 [N (%)]	2010/11									
	0-20	21-40	41-59	60+	0-20	21-40	41-59	60+	0-20	21-40	41-59	60+
Undergraduate programmes	15 (10,0%)	6 (4,0%)	38 (25,4%)	91 (60,6%)	15 (8,5%)	4 (2,2%)	47 (26,7%)	110 (62,5%)	14 (9,0%)	10 (6,5%)	37 (23,9%)	94 (60,6%)
Teacher Education Programme	0 (0%)	0 (0%)	26 (56,5%)	20 (43,5%)	0 (0%)	2 (3,2%)	27 (42,9%)	34 (53,9%)	2 (3,4%)	0 (0%)	38 (65,5%)	18 (31,1%)
Pre-School Education	1 (2,6%)	0 (0%)	7 (17,9%)	31 (79,5%)	2 (5,4%)	0 (0%)	3 (8,1%)	32 (86,5%)	1 (2,4%)	1 (2,4%)	5 (12,3%)	34 (82,9%)

Programme												
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Table 2.11 First year drop-out rate

	2012/13 [N (%)]	2011/12 [N (%)]	2010/11
Undergraduate programmes	0 (0%)	2 (1,1%)	8 (5,2%)
Teacher Education Programme	0 (0%)	0 (0%)	2 (3,4%)
Pre-School Education Programme	1 (2,6%)	2 (5,4%)	1 (2,4%)

As the data show, the pass rate is satisfactory with about 90% of students earning more than 2/3 of all possible ECTS credits. The number of students who earned all 60 ECTS credits varies from approximately half of all students enrolled in the Teacher Education Programme to 4/5 of all students in the Pre-School Education Programme. Very few students drop-out after having completed their first year of studies.

The pass rate for first-year students is very high for all programmes and is not correlated with the type of high school that candidates came from. One of the reasons is the fact that all candidates have to pass standardized national level exams which in fact cancel the effects of the type of high-school completed could have, since all students go through the same process of preparation.

Table 2.12 Number of students with the right to enrol in their second year according to the high-school diploma they have

	School	2012/13 [N (%)]	2011/12 [N (%)]	2010/11 [N (%)]
Undergraduate programmes	Grammar School	86 (82.9%)	90 (78.3%)	92 (79.3%)
	Vocational school	36 (80.0%)	47 (77.1%)	32 (82.1%)
Teacher Education Programme	Grammar School	25 (100%)	33 (94.3%)	30 (96.7%)
	Vocational school	20 (95.2%)	27 (96.4%)	25 (92.6%)
Pre-School Education Programme	Grammar School	21 (95.5%)	19 (90.5%)	21 (91.3%)
	Vocational	16	16	17

	school	(94.1%)	(100%)	(94.4%)
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c3) Please explain the methodology used in establishing learning outcomes for study programmes taught at your institution. Please provide an example of a programme that links mandatory courses with competences achieved in completing the courses.

The specific competencies acquired upon the successful completion of a programme are clearly defined for every type of programme offered at the Faculty of Humanities and Social Sciences in Split. When designing academic programme content no specific methodology was used in defining learning outcomes. All programmes are outlined on the basis of educational theory and practice, professors' experience and competencies to be achieved.

How mandatory courses are connected to the competences to be acquired will be demonstrated using integrated Teacher Education programme as an example.

The Teacher Education programme lasts 5 years and consists of a basic teacher training programme and specialization. Upon completion, students receive a Masters Degree in Primary Education. Special attention is paid to general competencies that a teacher should have in order to participate in present-day educational processes and for which continuous professional development is required. A single pedagogical act depends on understanding the basic principles and ideas in each area as well as discerning their mutual influences. The basic teacher training programme is comprised of two parts: general education sciences (A) and pedagogical methods in specific subject disciplines (B).

Part (A) includes the following courses: *Philosophy of Education, Developmental Psychology, Sociology, Computer Science, English Language 1 and 2, Pedagogical Psychology 1 and 2, General Pedagogy, Computer Lab, Didactics, Psychology of Education, Family Pedagogy, Logic, Special-needs Pedagogy, Sociology of Education, Language Culture, Methodology of Scientific Research, Statistics in Pedagogy, Kinesiological Recreation.*

Part B includes the following courses:

- preparatory courses for teaching the subject of Croatian Language are: *Croatian Language 1 and 2, Youth Literature, Croatian Children's Literature, Croatian Language Teaching Methodology 1, 2 and 3.*

- preparatory courses for teaching the subject of Mathematics are: *Mathematics 1* and 2, *Math Teaching Methods 1, 2* and 3, *Didactic Practice*.
- preparatory courses for teaching the subject of Science and Social Studies are: *Geography, Introduction to History, Historical Phenomenology, Natural Sciences, Science Teaching Methods 1, 2* and 3.
- preparatory courses for teaching the subject of Music are: *Musical Notation, Vocal Practicum, Instrumental Practicum, Vocal-instrumental Practicum, Musical Culture, Music Teaching Methods 1, 2* and 3
- preparatory courses for teaching the subject of Physical Education are: *Introduction to Kinesiology, Physical Education Teaching Methods 1, 2* and 3.
- preparatory courses for teaching the subject of Art are: *Art, Teaching Methods for the Arts 1, 2* and 3.

In the second year students choose a programme of specialization: (1) specialization in early foreign language learning, (2) specialization in computational methods in education / computer-based teaching methods, (3) specialization in additional different areas of teaching with the purpose of developing and organizing special educational programmes in primary education.

Specialization in Early Foreign Language Learning enables students who successfully complete the programme to teach English language in primary education. The specialization programme covers courses in English language and literature as well as courses in English language teaching methodology. The program courses are: *English Phonetics and Phonology, Integrated Language Skills, English Language and Linguistics, English Language Practice 1,2, and 3, English Grammar, Children's Literature in English, Teaching English in Early Childhood Education, Academic Writing, Early Childhood Education English Language Teaching Methodology, Practicum and School Practice*.

Specialization in Application of Information and Communication Technology in Education enables students who successfully complete the programme to teach computer classes in primary education as well as to creatively implement ICT in education. The specialization programme courses are: *Introduction to Programming, Visual Modeling, E-Learning Systems, Distance Teaching Systems, Intelligent Tutoring Systems, Instruction Design, Design of E-learning Systems, Evaluation of E-learning Systems*.

The third specialization programme enables students to acquire additional competencies in each area of the basic programme as well as expertise in all teaching areas within primary education. Students are trained to develop and implement broader teaching principles and methods within the primary education system as well as to work in various institutions in the areas of art, culture, economy and Pre-School education. The programme courses are: *Hydrogeography and Hydrogeographical Characteristics of Croatia, Media in Education, Drama and Theater in Education, Family and School Partnership, Law in Everyday Life, Visual Arts in Croatia – from Prehistoric Times to the End of the 20th Century, Croatian Literary Heritage, Kinesiology, Art Group as a form of Extracurricular Activities, Primary Mathematics Teaching-Selected Topics, Teaching Research- Oriented Science and Social Studies, Teaching Science and Social Studies Outside the Classroom, Ethics, Methods of Teaching Advanced Mathematics.*

c4) Please list the most important objectives set when defining learning outcomes. Please estimate the extent to which the objectives set when creating new undergraduate, integrated and professional programmes have been achieved.

When defining learning outcomes for each programme offered at the Faculty of Humanities and Social Sciences in Split, we started with the competencies that a professional in a given area should have. Apart from basic knowledge in the field of study, we concluded that learning outcomes have to fulfill the following criteria:

- besides theoretical knowledge, students also have to develop practical skills in their field of study
- students should be prepared for lifelong learning and development
- students should develop creativity and critical thinking skills
- students should be trained in scientific research.

Once the learning outcomes of a study programme were set, we defined the course learning outcomes. We believe that the objectives set have mostly been achieved. When creating study programmes a special attention was paid to the graduate level of study. Most departments therefore offer not only specialization in teacher training, but also in translation or research. The study programme in Sociology stands out because it is a single-major programme

offering only the specialisation in research. Thanks to its curriculum structure, research-focused teaching methods and workshops, the study programme in Sociology at the Faculty of Humanities and Social Sciences in Split differs from other study programmes in Sociology throughout Croatia. Furthermore, because of its specialization in research, the Department of Sociology in Split has completed a number of research studies related to social events, either independently or in cooperation with the civil society organizations.

c5) Please describe and comment on procedures for correlating the number of ECTS credits allocated with a realistic estimate of the student workload.

When allocating course ECTS credits, we started from the fact that a year of study is defined in terms of 60 credits, representing the total student workload. Credits are allocated not only to specific courses, but to practicums and practical training as well as for the completion of their thesis.

We estimated that since students are engaged at the Faculty for approximately 25 hours per week, with an additional 15 hours of independent studies; thus the total weekly workload is 40 hours. There are 30 teaching weeks and 15 exam weeks which amounts to 45 weeks per year. In this case, the total yearly workload is approximately 1800 hours. Since one year of study corresponds to 60 ECTS credits, we estimated that 1 credit represents around 30 hours of work. Every instructor estimated the student workload for his/her own course (including face-to-face contact hours, preparation of seminar papers, homework and projects) and suggested the number of credits for the course.

In the final phases of the credit allocation process, the importance of the course was also taken into consideration as well as the fact that the maximum number of credits is 60; therefore, appropriate changes were made where necessary. Finally, we believe that the credit allocation process was completed successfully and thus far we have not received any complaints about a possible misalignment between the student workload and the number of allocated ECTS credits.

c6) Please compare competencies acquired by students who complete a programme at your institution with similar programmes at prominent universities in Europe and the world. Also, please estimate the extent to which your programmes follow recommendations by international professional organizations.

Competencies acquired at the Faculty of Humanities and Social Sciences in Split are comparable to those acquired at other Croatian or international universities. Our students have proved to be very successful, creative and proactive when engaging in the labour market. When defining study programmes at the Faculty of Humanities and Social Sciences in Split we have followed the best practices at renowned international institutions as well as the advice of European and international professional associations (e.g. Association for Teacher Education in Europe (ATEE)). Furthermore, we have followed the recommendations of the Lisbon Recognition Convention (1997) and the Council of Europe. On April 6th 2012, at the initiative of the Department of History, we joined Euroclio, the European Association of History Educators.

c7) Please describe how you monitor, improve and modify study programmes. Please list all the changes made to the programmes originally adopted. Please describe the purpose of those changes and the decision-making process.

All academic programmes at the Faculty of Humanities and Social Sciences in Split are based on contemporary scientific knowledge in the fields of social sciences and the humanities. Since the teaching staff are actively involved in research in these fields, their insights directly and indirectly impact study programmes.

Also, it is important to mention that all current trends in European and international higher-education in social sciences and the humanities are being followed and new programmes are being developed or changed accordingly. Therefore, as of academic year 2013/14 the professional programme Pre-School Education became the undergraduate programme *Early Childhood and Pre-School Education*.

All programme changes at the Faculty of Humanities and Social Sciences in Split are made in the following manner: the Department Council recommends the changes to the Committee for Programme Changes. If the Committee accepts the recommendations they are forwarded to the Senate, which makes the final decision. In this way, changes have been made to the programme, including introducing new elective courses, renaming existing courses, changing the number of contact hours and ECTS credits etc., all within the 20% limit.

Table 2.13 shows all programme changes over the past five academic years

Table 2.13 Programme changes at the Faculty of Humanities and Social Sciences in Split over the past five academic years (from 2008/2009 to 2012/2013)

PROGRAMME CHANGES AT THE FACULTY OF OF HUMANITIES AND SOCIAL SCIENCES IN SPLIT FOR THE ACADEMIC YEAR 2008/2009	
6th meeting of the Faculty Council held on April 9th 2009	<p>The changes to the graduate study programme in English Studies are as follows:</p> <ul style="list-style-type: none"> • The contact hour structure for the course <i>Methodology of Translation: Theory and Practice</i> changes from 15+45+0 to 30+30+0. • The contact hour structure for the course <i>Translation Studies with Elements of Contrastive Analysis</i> changes from 15+45+0 to 30+30+0.
7th meeting of the Faculty Council held on May 14th 2009.	<p>The changes to the graduate study programme in English Studies are as follows:</p> <ul style="list-style-type: none"> • The contact hour structure for the course <i>Computational Methodology for Linguistic Research</i> changes from 15+0+45 to 15+0+15, with an ECTS credit weighting of 3 instead of 6. • The contact hour structure for the course <i>Languages in Contacts</i> changes from 30+30+0 to 15+15+0, with an ECTS credit weighting of 3 instead of 6. • Three new elective courses are being introduced: In the 2nd semester the course <i>Lexical Semantics</i>, with a weight of 3 ECTS credits and a 15+15+0 contact hour structure, taught by Danica Škara. In the 3rd semester the course

	<p><i>Language, Culture, Cognition</i>, with a weight of 3 ECTS credits and a 0+30+0 contact hour structure, taught by Danica Škara.</p> <p>In the 3rd semester the course <i>James Joyce</i>, with a weight of 3 ECTS credits and a 15+15+0 contact hour structure, taught by Boris Berić and Ilonka Peršić.</p> <p>The changes in the Teacher Education programme are introduced to clarify the following:</p> <p>1. minimum requirements for enrolment in the next year of study</p> <ul style="list-style-type: none"> • A student will be considered a second-year student if he/she earns a minimum of 42 ECTS credits in the first year of studies. A student will be considered a third-year student if he/she passes all first-year exams (60 ECTS credits) and earns a minimum of 42 ECTS credits in the second year, i.e. a minimum total of 102 ECTS credits. • A student will be considered a fourth-year student if he/she passes all first-year and second-year exams (120 ECTS credits) and earns a minimum of 42 ECTS credits in the third year, i.e. a minimum total of 162 ECTS credits. • A student will be considered a fifth-year student if he/she passes all first-year, second-year, and third-year
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	<p>exams (180 ECTS credits) and earns a minimum of 42 ECTS credits in the fourth year, i.e. a minimum total of 222 ECTS credits.</p> <ul style="list-style-type: none">• Students who meet all enrolment requirements for the fifth year of study and earned a total of 225 ECTS credits can enrol for a maximum of 75 ECTS credits. All students who earned a minimum of 60 ECTS credits in the current academic year may enrol for up to 75 ECTS credits in the next academic year. Students who failed any course after repeating it lose the right to study in the programme. <p>2. sequence of courses</p> <ul style="list-style-type: none">• A student advancing to the next year of study must first register for all the courses that he/she previously failed, then courses that he/she meets the requirements for and finally those that do not have any requirements set. <p>3. enrolment in vertically-related courses</p> <ul style="list-style-type: none">• A student is allowed to register for a higher-level course once he/she took a vertically-related lower-level course.• A student is allowed to take a higher-level exam once he/she passes a vertically-related lower-level exam.• A student who is re-enrolling in a course must contact the instructor who will decide on the amount of workload
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	necessary.
8th meeting of the Faculty Council held on May 27th 2009	<p>The changes in the undergraduate programme in English Language and Literature are as follows:</p> <ul style="list-style-type: none"> The contact hour structure for the course <i>English Syntax</i> changes from 15+35+0 to 30+20+0. <p>The changes in the Pre-School Education programme are introduced to clarify minimum requirements for enrolment in the next year:</p> <ol style="list-style-type: none"> In order to enrol in the second-year course <i>Teaching Methodology of Music 2</i>, a student has to pass the courses <i>Music Culture with Practicum</i> and <i>Vocal-instrumental Practicum</i> and to take the course <i>Teaching Methodology of Music 1</i>. In order to take the second-year course <i>Teaching Methodology in Physical Education 2</i>, a student has to take the course <i>Teaching Methodology in Physical Education 1</i>. In order to enrol in the second-year course <i>Teaching Methodology of Pre-School Education 1</i> a student has to pass the course <i>Pre-School Pedagogy 1</i> and also take the course <i>Pre-School Pedagogy 2</i>. In order to enrol in the third-year course <i>Teaching Methodology of Pre-School Education 3</i>, a student has to pass the course <i>Pre-School Pedagogy 2</i> and also take the course <i>Teaching</i>

	<p><i>Methodology of Pre-School Education</i></p> <p>2.</p> <p>The following elective courses in the Pre-School Education programme will be replaced:</p> <ol style="list-style-type: none"> 1. In the 3rd semester the course <i>Chakavian Literature</i> will be replaced by the course <i>Interactive Pedagogy</i>, with a weight of 2 ECTS credits and a 15+15+0 contact hour structure. 2. In the 4th semester the course <i>Process Writing</i> will be replaced by the course <i>Child and Puppet</i>, with a weight of 2 ECTS credits and a 15+15+0 contact hour structure.
9th meeting of the Faculty Council held on June 30th 2009	<p>I Changes in the graduate programme in History – the following new elective courses are being introduced:</p> <ul style="list-style-type: none"> • The course <i>The Croatian Peasant Movement from its Beginning until 1918</i>, with a weight of 2 ECTS credits and a 30+0+0 contact hour structure. • The course <i>Auxiliary Historical Sciences</i>, with a weight of 2 ECTS credits and a 30+0+0 contact hour structure. • The course <i>Provincial Archaeology</i>, with a weight of 2 ECTS credits and a 30+0+0 contact hour structure. <p>II The changes in the undergraduate programme in English Language and Literature are as follows:</p>

	<ul style="list-style-type: none"> • The contact hour structure for the course <i>English Literature of Romanticism and Victorian Era</i> changes from 15+20+0 to 15+30+0. <p>III Changes in the graduate programme in ArtHistory – the following new elective courses are being introduced:</p> <ul style="list-style-type: none"> • The course <i>Selected Topics in Medieval Art</i>, with a weight of 3 ECTS credits and a 30+15+0 contact hour structure. • The course <i>Theory and Protection of Movable Heritage</i>, with a weight of 2 ECTS credits and a 15+15+0 contact hour structure. • The course <i>Dalmatian School of Painting</i>, with a weight of 2 ECTS credits and a 15+15+0 contact hour structure. • The course <i>Art through Contemporary Exhibition Practice</i>, with a weight of 2 ECTS credits and a 15+15+0 contact hour structure. • The course <i>Interpreting Modernism</i>, with a weight of 2 ECTS credits and a 15+15+0 contact hour structure. • The course <i>Manifestation of Contemporary Architecture</i>, with a weight of 2 ECTS credits and a 15+15+0 contact hour structure.
11th meeting of the Faculty Council held on	In the undergraduate programme of Pedagogy

<p>September 30th 2009</p>	<p>the course <i>Psychology of Self-Motivation</i>, is being replaced by the new elective course <i>Comprehensive Protection of Children</i>, with a 15+30+0 contact hour structure, taught by Maja Ljubetić.</p> <p>The changes in the graduate programme in Croatian Language and Literature are as follows:</p> <p>A) The following new elective courses are being introduced:</p> <ul style="list-style-type: none"> • In the first semester of the first year courses: <i>Communication and Literariness</i>, taught by Inoslav Bešker (Teacher Education and Croatian Studies); <i>Case System of the Standard Croatian Language</i>, taught by Stojan Vrljić and Tanja Brešan (Teacher Education specialization). • In the second semester of the first year courses: <i>Traditional Croatian Culture in European Context</i>, taught by Marko Dragić (Teacher Education and Croatian Studies specialization); <i>Audio Recording and Editing</i> taught by Joško Božanić (Teacher Education and Croatian Studies specialization); <i>Krleža and Andrić</i> taught by Boris Škvorc (Teacher Education and Croatian Studies specialization). • In the first semester of the second year the course <i>Research and Interpretation</i>
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	<p><i>in Journalism</i>, taught by Inoslav Bešker (Croatian Studies specialization).</p> <p>B) A change has been made to sequence of courses so that the course <i>Introduction to the History of Cinema</i> will be offered in in the second semester as opposed to the first semester (for both specializations).</p>
<p>PROGRAMME CHANGES AT THE FACULTY OF OF HUMANITIES AND SOCIAL SCIENCES IN SPLIT FOR THE ACADEMIC YEAR 2009/2010</p>	
<p>2nd meeting of the Faculty Council held on October 29th 2009</p>	<p>Changes to the undergraduate programme in Pedagogy encompass the following:</p> <p>a) reduction in the workload and number of ECTS credits allocated</p> <ul style="list-style-type: none"> • Thecontact hour structure for the course <i>Basics of Pedagogical Statistics</i> changes from 30+15+0 to 15+5+25, with a weight of 3 ECTS credits instead of 4. • Thecourse <i>Social Pedagogy</i> has 4 ECTS credits allocated instead of 5 ECTS credits in order to match other courses with a similar workload (e.g. <i>Family Pedagogy</i>, <i>Educational Policies</i>) <p>b) sequence of courses</p> <ul style="list-style-type: none"> • The elective course <i>Comprehensive Protection of Children</i> will be offered in the seventh semester of the program. • The elective course <i>Media in Education</i> will be offered in the second semester of the program

	c) introduction of bachelor thesis in the sixth semester, with a weight of 5 ECTS credits
6th meeting of the Faculty Council held on March 2nd 2010	<p>As a result of the changes to the study programme in Sociology, the following new elective courses are being introduced:</p> <ul style="list-style-type: none"> • The course <i>Sociology of Culture</i>, with a weight of 2 ECTS credits and a 30+10+0 contact hour structure, taught by Neven Duvnjak. • The course <i>Social Psychology</i>, with a weight of 2 ECTS credits and a 30+10+0 contact hour structure, taught by Goran Kardum (3+0+0) and Darko Hren (27+10+0). <p>In the graduate study programme in Italian Language and Literature changes are made to the elective course <i>Semantics</i>, with an increase of 3 ECTS credits instead of 2.</p> <p>The changes in the Teacher Education programme are as follows:</p> <ul style="list-style-type: none"> • In order to enrol in the course <i>Croatian Language Teaching Methodology 3</i>, with a 0+15+45 contact hour structure, a student only has to take the course <i>Croatian Language Teaching Methodology 2</i> but not pass the exam as previously determined.
9th meeting of the Faculty Council held on May 27th 2010	<p>As a result of the changes to the graduate programme in English Studies, the following new elective course is being introduced:</p> <ul style="list-style-type: none"> • The course <i>Neo-Victorianism and</i>

	<p><i>Victorian Heritage</i>, with a weight of 6 ECTS credits and a 30+30+0 course hour structure, taught by Borislav Berić and Antonija Primorac.</p>
11th meeting of the Faculty Council held on July 19th 2010	<p>The changes to the graduate study programme in English Studies:</p> <ul style="list-style-type: none"> The contact hour structure for the course <i>James Joyce</i> changes from 15+15+0 to 15+30+0, with a weight of 6 ECTS credits instead of 3 ECTS credits. <p>The changes to the undergraduate study programme in Croatian Language and Literature are as follows:</p> <ul style="list-style-type: none"> The course <i>Croatian Literature in Pre-realism, Realism and the Modern Age</i>, taught by Miroslav Palameta, Boris Škvorc, Vinko Brešić and Josipa Korljan, and a contact hour structure of 30+30+0 is having its name changed to <i>Romanticism, Realism and the Modern Age in Croatian Literature</i> (taught by Miroslav Palameta). The course <i>Contemporary Croatian Literature</i>, taught by Ivan Bošković and Ivana Odža, with a contact hour structure of 30+30+0 is being renamed <i>Croatian Literature of the 20th Century</i>.

	<p>Changes to the graduate study programme in Croatian Language and Literature – including both specializations in Teacher Education and Croatian Studies:</p> <ul style="list-style-type: none"> • The new elective course <i>Speech and the Mass Media</i>, taught by Joško Božanić and Anita Runjić-Stoilova, is introduced in the first semester of the graduate program, with a weight of 5 ECTS credits and a 15+30+0 contact-hour structure. <p>As a result of the changes to the graduate study programme in Italian Language and Literature, the following new elective course is being introduced:</p> <ul style="list-style-type: none"> • The course <i>History of Italian Theater and Dramatic Literature</i> is introduced in the first semester of the graduate programme, with a weight of 3 ECTS credits and a 15+30+0 contact hour structure, taught by Srećko Jurišić and Antonela Pivac. <p>The changes to the graduate study programme in History are as follows:</p> <ul style="list-style-type: none"> • The course <i>Archaeological Heritage</i>, taught by Jasna Jeličić Radonić and Miroslav Katić is being renamed <i>Material Heritage/Monument as a Historical Source</i> <p>The changes to the graduate study programme in Art History are as follows:</p>
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	<ul style="list-style-type: none"> • The new elective course <i>Art, History, Politics, Popular Culture: Critical Artistic and Curatorial Practices in the 1960s and 1970s in Southeast Europe</i>, with a weight of 4 ECTS credits and a 30+0+0 contact hour structure, taught by Ljiljana Kolečnik. • The course <i>Interpreting Modernism – Concepts and Meaning</i>, taught by Ljiljana Kolečnik, will be offered in the first semester instead of the third semester of the programme. • The course <i>Art through Contemporary Exhibition Practice</i>, taught by Ive Šimat Banov and Dalibor Prančević, will be offered in the second semester instead of the third semester of the programme. • The course <i>Theory and Conservation of Movable Heritage</i>, taught by Ivana Prijatelj Pavičić and Ivana Čapeta Rakić, is being renamed <i>Methods of Protection and Conservation of Movable Cultural Heritage</i>. <p>The changes in the undergraduate and graduate programme in Sociology are as follows:</p> <ul style="list-style-type: none"> • Five new elective courses are being introduced: <i>Contemporary Urban Sociology</i>, with a weight of 2 ECTS credits and a 30+10+0 contact hour structure, taught
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	<p>by Ognjen Čaldarović.</p> <p><i>The Phenomenon of Risk and Contemporary Sociology</i>, with a weight of 2 ECTS credits and a 30+10+0 contact hour structure, taught by Ognjen Čaldarović.</p> <p><i>Conversation and Discourse Analysis</i>, taught by Vjekoslav Alfirević and Maja Dadić, with a weight of 2 ECTS credits and a 30+10+0 contact hour structure.</p> <p><i>Consumer Society</i>, taught by Sanja Stanić, with a weight of 2 ECTS credits and a 30+10+0 contact hour structure.</p> <p><i>Electronic Communication and Society</i>, taught by Nikša Alfirević, with a weight of 2 ECTS credits and a 30+10+0 contact hour structure.</p>
PROGRAMME CHANGES AT THE FACULTY OF OF HUMANITIES AND SOCIAL SCIENCES IN SPLIT FOR THE ACADEMIC YEAR 2010/2011	
1st virtual meeting of the Faculty Council held on October 10th 2010	The programme of general pedagogical, psychological, didactical and methodological training is being approved by the Faculty Council.
10th meeting of the Faculty Council held on July 1st 2011	<p>The changes to the undergraduate study programme in English Language and Literature:</p> <ul style="list-style-type: none"> The contact hour structure for the course <i>American Literature</i> changes from 15+20+0 to 15+30+0.

	<p>Changes to the graduate study programme in English Studies:</p> <ul style="list-style-type: none"> • The new elective course <i>Afroamerican Novel</i>, taught by Gordan Matas, with a weight of 6 ECTS credits and a 30+15+0 contact hour structure is being introduced. <p>The changes to the graduate study programme in Italian Language and Literature are as follows:</p> <ul style="list-style-type: none"> • The course <i>Contemporary Italian Language</i>, taught by Magdalena Nigoević, with a weight of 3 ECTS credits and a 30+30+0 contact hour structure changes to <i>Contemporary Italian Language</i> and <i>Introduction to Italian Onomastics</i>, both with a 15+15+0 contact hour structure. • The new elective course <i>Lexis in Italian Language Teaching</i>, taught by Rita Scotti Jurić and Snježana Bralić, with a weight of 3 ECTS credits and a 15+15+0 contact hour structure, is being introduced in the second semester of the teacher training specialization programme. • The new elective course <i>Text Linguistics</i>, taught by Magdalena Nigoević, with a weight of 3 ECTS credits and a 15+15+0 contact hour structure is being introduced in the
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	<p>second semester of both teacher training and translator/interpreter specialization programmes.</p> <p>The changes to the undergraduate and graduate programme of History are as follows:</p> <ul style="list-style-type: none"> • The new elective course <i>Venetian Dalmatia in the 18th Century</i>, taught by Josip Vrandečić and Dragan Markovina, with a weight of 2 ECTS credits and a 30+0+0 contact hour structure is being introduced in the undergraduate programme. • The new elective course <i>Historical Geography of Croatia</i>, taught by Nikola Glamuzina, with a weight of 2 ECTS credits and a 30+0+0 contact hour structure is being introduced in the undergraduate programme. • The new elective course <i>History of Monasticism</i>, taught by Marko Trogrlić and Vicko Kapitanović, with a weight of 2 ECTS credits and a 30+0+0 contact hour structure is being introduced in the graduate programme. • The course <i>Croatian Society in the 20th Century</i> with a weight of 4 ECTS credits and a 30+15+0 contact hour structure will be offered in the winter semester instead of the summer semester. • The course <i>Methodology of Scientific</i>
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	<p><i>Research</i> will be offered in the summer semester instead of the winter semester of the second year of the graduate programme, with no change to the course contact hour structure. The number of ECTS credits will be 3 instead of 1.</p> <ul style="list-style-type: none"> • The course <i>Masters Thesis Workshop</i> is being renamed <i>Diploma Thesis</i>, with no change to the course contact hour structure. The number of ECTS credits will be 5 instead of 10.
<p>11th meeting of the Faculty Council held on July 15th 2011</p>	<p>The changes in the programme of Sociology are as follows:</p> <ul style="list-style-type: none"> • In the sixth semester of the third year of the undergraduate programme the course <i>Regional Sociology</i>, with a weight of 5 ECTS credits and a 30+60+0 contact hour structure, will be replaced by the course <i>Sociology of Consumption</i>, taught by Sanja Stanić, with no change to the course contact hour structure and the number of ECTS credits. • The new elective course <i>Demography</i>, with a weight of 2 ECTS credits and a 30+10+0 contact hour structure, is being introduced. <p>The changes to the undergraduate study programme in Italian Language and Literature are as follows:</p>

	<ul style="list-style-type: none"> • In the fifth semester the elective course <i>History of Italian Language with Historical Grammar</i> is being replaced by the course <i>Historical Grammar of the Italian Language</i>, with a weight of 5 ECTS credits and a 15+30+0 contact hour structure, taught by Marina Marasović-Alujević and Maja Bezić. • In the sixth semester the elective course <i>Approaches to Archival Material</i>, with a weight of 3 ECTS credits and a 20+10+0 contact hour structure, is being replaced by the course <i>History of Italian Language</i>, with a weight of 3 ECTS credits and a 15+15+0 contact hour structure, taught by Marina Marasović-Alujević and Maja Bezić.
PROGRAMME CHANGES AT THE FACULTY OF HUMANITIES AND SOCIAL SCIENCES IN SPLIT FOR THE ACADEMIC YEAR 2011/2012	
1st virtual meeting of the Faculty Council held on October 12th 2011	<p>The changes to the undergraduate study programme in Pedagogy are as follows:</p> <ul style="list-style-type: none"> • The course <i>Introduction in the Teaching Methodology of Physical Education</i>, taught by Nenad Rogulj, is being renamed <i>Introduction into Kinesiology</i>. <p>The changes to the graduate study programme in Pedagogy are as follows:</p> <ul style="list-style-type: none"> • The elective course <i>Introduction into Social Psychology</i>, taught by Goran Kardum and Darko Hren, will be

	<p>offered in the second semester instead of the fourth semester.</p> <ul style="list-style-type: none"> The elective course <i>Evolutionary and Biological Foundations of Behaviour</i>, taught by Goran Kardum and Andrea Bubić, will be offered in the third semester instead of the fourth semester.
11th meeting of the Faculty Council held on June 1st 2012	<p>The changes in the undergraduate and graduate programme of History are as follows:</p> <ul style="list-style-type: none"> The new elective course <i>The Roman Army in Salona</i>, taught by Bruna Kuntić-Makvić and Ivan Matijević, with a 30+0+0 contact hour structure, is being introduced in the undergraduate programme. The new elective course <i>Migrations within Dalmatia in the Modern Age</i>, taught by Stjepan Ćosić and Marko Rimac, with a 30+0+0 contact hour structure, is being introduced in the undergraduate programme. The new elective course <i>Urban Historical Geography</i>, taught by Nikola Glamuzina, with a 30+0+0 contact hour structure, is being introduced in the graduate programme. <p>The changes made to the programme of Sociology allow students to take three elective courses offered by other departments at the</p>

	<p>Faculty of Humanities and Social Sciences:</p> <ol style="list-style-type: none"> 1. <i>Philosophy of Biology</i>, taught by Berislav Žarnić and Tonći Kokić, with a 30+0+0 contact hour structure. 2. <i>Social Philosophy</i>, taught by Mislav Kukoč, with a 30+0+0 contact hour structure. 3. <i>German Language 1</i>, taught by Eldi Grubišić-Pulišelić, with a 15+0+15 contact hour structure. 4. <i>German Language 2</i>, taught by Eldi Grubišić-Pulišelić, with a 15+0+15 contact hour structure. 5. <i>German Language 3</i>, taught by Eldi Grubišić-Pulišelić, with a 15+0+15 contact hour structure. 6. <i>German Language 4</i>, taught by Eldi Grubišić-Pulišelić, with a 15+0+15 contact hour structure. 7. <i>Prevention of Behavioural Disorders</i>, taught by Slobodan Uzelac and Toni Maglica, with a 15+30+0 contact hour structure. 8. <i>Social Pedagogy</i>, taught by Slobodan Uzelac and Toni Maglica, with a 30+15+0 contact hour structure. 9. <i>Judgement and Decision Making</i>, taught by Goran Kardum and Andreja Bubić, with a 15+30+0 contact hour structure. 10. <i>Affection in a Lifelong Perspective</i>, taught by Goran Kardum and Ina Reić Ercegovac, with a 15+30+0 contact hour structure. 11. <i>Molested and Abused Children</i>, taught by Goran Kardum and Ina Reić Ercegovac, with a
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	<p>15+30+0 contact hour structure.</p> <p>12. <i>Introduction to Social Psychology</i>, taught by Goran Kardum and Darko Hren, with a 15+30+0 contact hour structure.</p> <p>13. <i>Psychology of Religion</i>, taught by Goran Kardum, with a 15+30+0 contact hour structure.</p> <p>14. <i>Psychology of Consciousness</i>, taught by Goran Kardum, with a 15+30+0 contact hour structure.</p> <p>15. <i>Political Portraits from the 20th Century Croatia</i>, taught by Aleksandar Jakir, with a 30+0+0 contact hour structure.</p> <p>16. <i>Historical Geography of Croatia</i>, taught by Nikola Glamuzina, with a 30+0+0 contact hour structure.</p>
12th meeting of the Faculty Council held on July 13th 2012	<p>The changes in the Postgraduate Doctoral Programme in Humanities are as follows:</p> <ul style="list-style-type: none"> • General enrolment criteria have been clarified to a greater degree as specified in an addendum. • In the module Literature and Culture the mandatory course <i>Canonization and the History of Croatian Literature 1</i>, with a weight of 2.5 ECTS credits and taught by Slobodan Novak is being replaced by the course <i>Canonization and the History of Croatian Literature</i>, taught by Miroslav Palameta – syllabus is attached. <p>The changes to the undergraduate study programme in English Language and Literature are as follows:</p>

	<ul style="list-style-type: none"> The new elective course <i>American Society and Culture</i>, taught by Antonija Primorac and Gordan Matas, with a weight of 2 ECTS credits and a 15+15+0 contact hour structure is being introduced in the sixth semester of the programme. The new elective course <i>Aspects of British Culture</i>, taught by Antonija Primorac, with a weight of 2 ECTS credits and a 15+15+0 contact hour structure is being introduced in the sixth semester of the programme.
13 th meeting of the Faculty Council held on 21 September 2012.	In the third semester of the second year of the undergraduate programme in Pedagogy the course <i>Introduction into Kinesiology</i> is being replaced by the course <i>Introduction into Civic Education</i> , with a weight of 2 ECTS credits.
PROGRAMME CHANGES AT THE FACULTY OF HUMANITIES AND SOCIAL SCIENCES IN SPLIT FOR THE ACADEMIC YEAR 2012/2013	
13th meeting of the Faculty Council held on July 11th 2013	<p>The changes to the undergraduate study programme in Italian Language and Literature are as follows:</p> <ul style="list-style-type: none"> In the first semester of the first year the new elective course <i>Language and Society</i>, with a weight of 3 ECTS credits and a 15+30+0 contact hour structure, is being introduced. By introducing a new mandatory course, the overall credit structure was modified so that a new 4+4+4+3 format replaces the old 5+5+5 format.

	<ul style="list-style-type: none">• The contact hour structure for the course <i>Overview of Italian Literature</i> changes from 15+15+0 to 15+30+0. By introducing a new mandatory course, the overall credit structure was modified so that a new 4+4+4+3 format replaces the old 5+5+5 format.• In the third semester of the second year the new elective course <i>Overview of Italian Literature</i>, with a weight of 3 ECTS credits and a 15+30+0 contact hour structure, is being introduced.• The contact hour structure for the course <i>Italian Poetic Schools and Classics of Medieval Literature</i> changes from 15+15+0 to 15+30+0.• The contact hour structure for the course <i>History of Italian Literature from Humanism to Arcadia</i> changes from 15+15+0 to 15+30+0.• The course <i>History of Italian Language</i> will be offered not as an elective but as a mandatory course in the fourth semester, with a weight of 3 ECTS credits instead of 5.• The contact hour structure for the course <i>Literary Movements and Authors in Italy from Arcadia to Verismo</i> changes from 15+15+0 to 30+15+0.• The elective course <i>Historical Grammar of the Italian Language</i> becomes a mandatory course.
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	<ul style="list-style-type: none"> • In the fifth semester of the third year the new elective course <i>Italian Language Standard Norm and Usage</i>, with a weight of 3 ECTS credits and a 30+15+0 contact hour structure, is being introduced. • The course <i>Style Formations and Italian Authors in the 20th Century</i>, with a weight of 3 ECTS credits and a 30+15+0 contact hour structure, is being renamed <i>20th Century Italian Literature</i>. • The new elective course <i>Text and Discourse</i>, with a weight of 3 ECTS credits and a 15+30+0 contact hour structure, is being introduced in the sixth semester of the third year. • The course <i>Italian Culture and Civilization</i> will be offered in the sixth semester of the third year instead of the first semester of the graduate programme. • The new elective course <i>Italian Literature from Neorealism to the end of the 20th Century</i>, with a weight of 2 ECTS credits and a 15+15+0 contact hour structure, is being introduced in the sixth semester of the third year. <p>The changes to the graduate study programme in Italian Language and Literature are as follows:</p> <ul style="list-style-type: none"> • The new elective course <i>Business</i>
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	<p><i>Translation</i>, with a weight of 3 ECTS credits and a 0+0+45 contact hour structure, is being introduced in the first semester of the first year of the translator/interpreter specialization programme.</p> <ul style="list-style-type: none"> • The contact hour structure for the course <i>Linguistic Competences 1</i> changes from 0+0+45 to 0+0+60. • The course <i>Translation of Specialized Texts</i> will be offered not as an elective course but as a mandatory course in the second semester of the first year of the translator/interpreter specialization programme. • The course <i>Literary Translation-Contrastive Analysis</i> will be offered not as an elective course but as a mandatory course in the third semester of the second year. • The new elective course <i>Translation Criticism</i>, with a weight of 2 ECTS credits and a 0+0+30 contact hour structure, is being introduced. • The course <i>Linguistic Intermediation</i> was renamed <i>Cultural and Linguistic Intermediation</i>. <p>The changes in the Teacher Education programme are as follows:</p> <ul style="list-style-type: none"> • Two new elective courses are being introduced: <i>Contemporary Strategies in Teaching</i>
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	<p><i>Science and Social Studies</i>, taught by Vesna Kostović Vranješ.</p> <p><i>Advanced Teaching Models</i>, taught by Sonja Kovačević.</p> <p>The changes to the undergraduate study programme in English Language and Literature and graduate program in English Studies are as follows:</p> <ul style="list-style-type: none"> • The contact hour structure for the course <i>British and Irish Literature of the 20th Century</i> changes from 15+20+0 to 15+30+0. • The contact hour structure for the course <i>English Literature of Romanticism and the Victorian Era</i> changes from 15+20+0 to 15+30+0. • The course <i>History of English Language</i> will now be offered only as a mandatory course in the graduate programme (as opposed to an elective course in the undergraduate programme), with a weight of 5 ECTS credits and a contact hour structure of 30+20+0. • All courses in the graduate programme now carry 5 ECTS credits.
	<p>The changes to the undergraduate and graduate programmes in Philosophy are as follows:</p> <ul style="list-style-type: none"> • The contact hour structure for the course <i>Modern Age Philosophy</i>

	<p>changes from 0+10+0 to 0+15+0, with a weight of 1.5 ECTS credits instead of 1 ECTS credit.</p> <ul style="list-style-type: none"> Two new elective courses are being introduced: <i>Philosophy as a Life Form</i>, with a weight of 3 ECTS credits and a 30+0+0 contact hour structure, taught by Ante Vučković. <i>Existentialist Ethics of S. Kierkegaard</i>, with a weight of 3 ECTS credits and a 30+0+0 contact hour structure, taught by Mislav Kukoč and Emil Kušan. The contact hour structure for the course <i>Contemporary Philosophy 1</i> changes from 0+10+0 to 0+15+0, with a weight of 1.5 ECTS credits instead of 1 ECTS credit. The contact hour structure for the course <i>Contemporary Philosophy 2</i> changes from 0+10+0 to 0+15+0, with a weight of 1.5 ECTS credits instead of 1 ECTS credit. The seminar course <i>Philosophy of Politics</i> is no longer a part of the course <i>Philosophy of Politics</i> and as such gets a separate course code 9FP15, with a weight of 1.5 ECTS credits instead of 1 ECTS credit. The course <i>Intentionality</i>, with a weight of 3 ECTS credits and a 30+0+0 contact hour structure replaces the seminar course <i>Epistemology</i>, with a
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	<p>weight of 3 ECTS credits and a 0+15+0 contact hour structure.</p> <p>Changes to the study programme of Art History:</p> <ul style="list-style-type: none"> The new elective course <i>Architecture and Sculpture in the 15th and 16th Century Dubrovnik</i>, taught by Igor Fisković.
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c7) If your institution offers professional programmes and specialist graduate programmes, please explain.

Our three-year professional programme in Pre-School Education educates teachers in pre-school education. In 2009 a new initiative to increase the level of education of pre-school teachers was undertaken so that the new programme Early Childhood and Pre-School Education was launched in the academic year 2013/14. However, since the last generation of students enrolled in the Pre-School Education Program in the academic year 2012/13, for this academic year both programmes are running.

One of the main arguments in support of establishing the Pre-School Education programme at our Faculty is the evident rise in the need for organized care of Pre-School children in modern day society. Although in the European Union Pre-School educational programmes are optional before the age of five, more than 75% of four-year-olds are integrated in the Pre-School educational system; the only exceptions being Greece, Ireland and Portugal where the integration rate is slightly over 50%. On the other hand, the integration rate in Croatia is approximately 30%, and in the three counties neighbouring Split (where the largest number of our students come from) it is 31.6%. The Pre-School Education programme of our institution successfully meets the needs for professionals in this field in the counties of Split and Dalmatia, Dubrovnik and Neretva, Šibenik and Knin, as well as some neighbouring parts of Bosnia and Herzegovina.

d) Please specify and comment on the methods of monitoring class attendance.

There are two key procedures for monitoring class attendance at our institution: either instructors enter attendance manually or all students present sign their names on an attendance

sheet. Attendance is registered regularly and all instructors have to maintain the records until the end of the semester or academic year. The Education Committee of the Faculty of Humanities and Social Sciences in Split have on several occasions examined all existing models of monitoring class attendance, including electronic attendance systems. Unfortunately, due to the fact that our programmes are being executed over several different locations, such a way of monitoring class attendance is quite expensive. Also, we do not find it appropriate for an academic environment that should primarily rely on mutual trust and cooperation as opposed to strict control.

e) Please describe and assess teaching methods, as well as practical and field work. Please comment on problems and possible improvements.

Professors at our Faculty use different teaching methods and many of them went through additional training in order to improve the quality of their teaching (e.g. Step by step, the RWCT program – Active learning and critical thinking, etc.). The quality of teaching and the methods used have been highly rated by students over the years (average of 4.5 out of 5). Modern technologies (computers, projectors, Power Point presentations, Moodle, etc.) are being used and all classrooms are well equipped.

We believe that fully equipping classrooms, with computers available for each student, would significantly improve the quality of teaching. The biggest impediment for innovation and improvement in the organization of teaching is the fact that the Faculty of Humanities and Social Sciences in Split is located in 4 different locations, which significantly disturbs the teaching process both for instructors and students. An additional problem is the lack of classrooms. Because of the high number of double-major programs (7) and all possible combinations (21), we were forced to cut breaks between the two classes to 15 minutes and thus use the classrooms more efficiently.

f) Please describe and assess teaching done outside your institution (workshops, farms, practical work etc.). Please explain methods used to monitor these activities with special attention focused on problems and possible improvements.

As a part of the programmes in **History** and **Art History** students visit museums, archives and other public institutions. Also, some classes are conducted outdoors, depending on the need of the particular course.

In the Department of Croatian some classes are organized in the phonetics studio.

All teacher training programmes (Teacher Education, Croatian Language and Literature, English Language and Literature, Italian Language and Literature, History, Art History, Pedagogy, and Philosophy) offer classes in methodology, parts of which are organized in schools. The same goes for the Pre-School Education programme where a part of the training is organized in kindergartens.

We have to emphasise that mentors in schools and kindergartens are being paid for the services they provide which makes the organization of training difficult in times of economic crisis and is an additional demand on our budget. In order to cut costs, we are compelled to form larger groups of students thus reducing the quality of the training process. Another problem is the fact that many schools and kindergartens in the programme are far away from the Faculty.

The Department of **Sociology** puts a special emphasis on workshops in their teaching. Due to the specialization in research, the study programme in Sociology encompasses practical field work with student participation. Special attention is given to individual supervision (work with mentor).

In the Teacher Education and Early Childhood and Pre-School Education programme students have to go through practical training in methodology of teaching and didactics and familiarize themselves with the organization of all aspects of work in schools and kindergartens.

After students decide on where to do their practical training, the Faculty sends a memo to the principals of the selected schools explaining the obligations of students training at their schools. Upon completion of practical training, students must present a confirmation, sealed and signed by the principal, in order to have their student books ('indeks') signed. All confirmations are archived by Student Services.

In the Early Childhood and Pre-School Education programme practical training is carried out during teaching weeks in such a manner that during the summer semester a student spends a day a week in a kindergarten setting.

g) Please assess the availability and quality of your study programmes' online content.

With the development of the Faculty's new website at the beginning of the academic year 2013/2014 we made a significant step forward in the availability and quality of online program content.

The new website offers detailed information about all the courses such as: name of instructor, course code, ECTS credits, types of courses, course content, reading lists, notices and forum. The site is connected with the ISVU system from which it takes all course-relevant information. The website is useful and adequate for all users, meaning both students and instructors, as it offers all relevant information and connections (webmail, library, *Studomat*—on-line student service for registering exams, and Teachers' Portal). Some of our instructors also use other applications such as Moodle and Dokuwiki.

h) Please comment on the study programmes offered at your institution, suggesting revision proposals and plans as well as reasons for such initiatives.

Proposals and plans to revise existing study programmes:

We believe that the study programme concepts offered by the Faculty are adequate; some possible changes that could be made:

- Revision and modernization of all existing study programmes and plans, especially with regard to previous experience and staff capacity in certain Departments.
- Modernization of all existing study programmes and plans based on feedback from our alumni and businesses that employ our graduates.
- Organization of self-financing programmes in English.
- Initiating procedures for a double major study programme of Sociology
- Organization of specialist graduate programme in Information Sciences – Archiving, in cooperation with the Department of Communication and Information Sciences at the Faculty of Humanities and Social Sciences in Zagreb.
- Additional national and international affirmation and promotion of the Postgraduate Doctoral Programme in Humanities.
- Organization of a postgraduate doctoral programme in social sciences.
- Organization of undergraduate and graduate programmes in German language and linguistics and French language and linguistics.
- Development of new quality programmes in lifelong learning and development
- Organization of centers for general pedagogical, psychological, didactical and methodical training within the higher-education system.
- Organization of specialist postgraduate programmes for students in teacher training programmes who wish to develop additional skills in the methodology of teaching, working with special needs children, education management, etc.

Study programmes in the process of approval or accreditation

The following programmes are currently in the process of approval or accreditation at the level of the University:

- The graduate specialist programme in Early Childhood and Pre-School Education
- The graduate programme in Psychology
- The postgraduate programme in Psychology
- The postgraduate specialist programme in Applied Linguistics for the Study of English as a Foreign Language
- The postgraduate specialist programme in Cultural Management

i) Please list all programmes in lifelong learning offered at your institution. Please compile a table with both the programmes with ECTS credits and programmes without ECTS credits.

The Faculty of Humanities and Social Sciences in Split offers several programmes in lifelong learning and education:

The Centre for Research and Development of Lifelong Learning offers a programme in general pedagogical, psychological, didactical and methodical training;

Studia Mediterranea, along with its research activities could also offer different programmes;

The Centre for Croatian Studies Abroad offers a three-level programme in Croatian Language to foreigners and Croatian emigrants and their descendants. Croatian for Foreigners is a programme for all students who study Croatian language at different international universities and who receive a scholarship for studying in Croatia. Furthermore, it is aimed at foreign students who visit the University of Split via an ERASMUS program.

No.	Name	ECTS credits
1	Pedagogical, psychological, didactical and methodological training	60
2	Studia Mediterranea (various programmes)	-

3	Croatian for Foreigners	5
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j) Please elaborate on the system of recognizing previously acquired competencies for both non-formal and informal education.

The Faculty of Humanities and Social Sciences in Split does not have a system of recognizing non-formal and informal competencies.

The procedure for recognizing formally acquired competencies is done in accordance with the Book of Rules on the Recognition of Competencies Acquired during the Study in a Foreign Higher Education Institution.

The application is submitted to the University of Split which forwards it to the Faculty. The Faculty Council appoints a Committee consisting of the Vice-Dean for Education, the Head of the Department, ECTS coordinator and the Faculty Secretary. After discussing the application, the Committee produces a recommendation for the Faculty Council. Generally, the recommendation specifies the study programme the applicant could enrol into.

k) Please name and describe all formal mechanisms for approval, revision and monitoring of your programmes and qualifications.

At the Faculty of Humanities and Social Sciences in Split new programmes are first proposed by Departments and discussed by the Faculty Council. After the Council approves a programme it is sent to the University Senate for approval, specifically to the Center for Quality and Study Programmes. After the reviewers provide their opinion on the study programme, the report is sent back to the University. In instances where some modifications are suggested, the University sends the programme back to the Faculty. When all criteria are met, the Center for Quality and Study Programmes informs the Ministry of Science, Education and Sports and the Minister issues a permit. Finally, the Faculty launches the programme. The mechanisms for the revision and monitoring of our study programmes have already been explained.

l) If your institution has the possibility of self-accreditation, please explain the process and the criteria applied.

The Faculty of Humanities and Social Sciences does not have the possibility of self-accreditation.

m) Please specify how satisfied you are with the situation at your institution and suggest some possible improvements.

Considering the conditions in which we operate, we are satisfied with the situation at our institution. Nevertheless, we are constantly trying to improve the situation at our institution with innovations, infrastructural improvements, better selection of students, and enhancing the quality of teaching and scientific research.

We are pleased with the following:

- interest in our study programmes (interest has been on the rise for all levels of programmes and especially for programmes in lifelong learning).
- results of surveys among students which show how satisfied they are with the quality of teaching at our Faculty (average grades are higher than the average grade at the University level)
- the high pass rate
- scientific and research work by our staff
- publishing activities at the Faculty.

We are not completely satisfied with the following:

- existing structure of study programmes (revision proposals were discussed in item *h*)
- the fact that the Faculty operates at several different locations, which makes communication, cooperation and research very difficult.
- financial situation
- insufficient number of lifelong learning programs
- heavy teaching workload of the staff which, alongside the scientific research, does not leave enough time for the development of new study programmes.

Table 2.1 Student structure and interest in the programme in the current academic year and two past academic years.

Undergraduate study programme in Croatian Language and Literature (double major)												
Year	Full-time students	Part-time students	Total									
	No. of students applied	1st choice	2nd choice	Enrollment quota	No. of students enrolled in the 1st year	No. of students applied	No. of students enrolled in the 1st year	Enrolment quota	Grammar school	Vocational school		
									No.	Avg. grade	No.	Avg. grade
2011/12	657	68	72	65	69	0	0	0	56	4.23	13	4.20
2012/13	360	48	53	40	43	0	0	0	34	4.21	9	4.29
2013/14	327	38	44	40	43	0	0	0	35	4.29	8	4.28

Undergraduate study programme in English Language and Literature (double major)												
Year	Full-time students	Part-time students	Total									
	No. of students applied	1st choice	2nd choice	Enrolment quota	No. of students enrolled in the 1st year	No. of students applied	No. of students enrolled in the 1st year	Enrolment quota	Grammar school	Vocational school		
									No.	Avg. grade	No.	Avg. Grade
2011/12	674	87	66	40	38	0	0	0	28	4.48	10	4.39
2012/13	430	92	58	40	40	0	0	0	30	4.43	10	4.51
2013/14	456	89	60	40	43	0	0	0	32	4.49	11	4.53

Undergraduate study programme in Italian Language and Literature (double major)												
Year	Full-time students	Part-time students	Total									
	No. of students applied	1st	2nd	Enrolment	No. of	No. of	No. of students enrolled	Enrolment quota	Grammar school	Vocational school		

		choice	choice	quota	students enroled in the 1st year	students applied	in the 1st year					
										No.	Avg. grade	No.
2011/12	310	32	55	50	48	0	0	0	32	3.71	16	3.89
2012/13	232	22	42	40	43	0	0	0	31	3.82	12	3.87
2013/14	226	30	37	40	45	0	0	0	33	3.94	12	3.76

Undergraduate study programme in History (double major)

Year	Full-time students	Part-time students	Total									
	No. of students applied	1st choice	2nd choice	Enrolment quota	No. of students enroled in the 1st year	No. of students applied	No. of students enroled in the 1st year	Enrolment quota	Grammar school	Vocational school		
									No.	Avg. grade	No.	Avg. Grade
2011/12	471	64	57	40	39	0	0	0	32	3.96	7	4.17
2012/13	294	68	33	30	31	0	0	0	17	4.01	14	3.96
2013/14	296	61	41	30	33	0	0	0	23	3.99	10	4.08

Undergraduate Study Programme in Art History (double major)

Year	Full-time students	Part-time students	Total									
	No. of students applied	1st choice	2nd choice	Enrolment quota	No. of students enroled in the 1st year	No. of students applied	No. of students enroled in the 1st year	Enrolment quota	Grammar School	Vocational school		
									No.	Avg. grade	No.	Avg. Grade
2011/12	26	78	488	30	40	0	0	0	28	3.81	12	3.83
2012/13	28	48	311	30	29	0	0	0	16	3.83	13	3.96
2013/14	319	20	48	30	32	0	0	0	18	3.86	14	3.80

Undergraduate Study Programme in Philosophy (double major)												
Year	Full-time students	Part-time students	Total									
	No. of students applied	1st choice	2nd choice	Enrolment quota	No. of students enroled in the 1st year	No. of students applied	No. of students enroled in the 1st year	Enrolment quota	Grammar School	Vocational school		
									No.	Avg. grade	No.	Avg. grade
2011/12	642	37	69	30	33	0	0	0	18	3.99	15	3.98
2012/13	417	39	65	30	31	0	0	0	18	4.06	13	4.09
2013/14	411	25	59	30	34	0	0	0	19	3.97	15	4.10

Undergraduate Study Programme in Pedagogy (double major)												
Year	Full-time students	Part-time students	Total									
	No. of students applied	1st choice	2nd choice	Enrolment quota		No. of students applied	No. of students enroled in the 1st year	Enrolment quota	Grammar School	Vocational school		
									No.	Avg. grade	No.	Avg. Grade
2011/12	1231	80	156	30	32	0	0	0	28	4.20	4	4.27
2012/13	714	51	118	30	32	0	0	0	20	4.23	12	4.28
2013/14	750	76	106	30	34	0	0	0	22	4.31	12	4.25

Undergraduate Study Programme in Sociology												
Year	Full-time students	Part-time students	Total									

	No. of students applied	1st choice	2nd choice	Enrolment quota	No. of students enrolled in the 1st year	No. of students applied	No. of students enrolled in the 1st year	Enrolment quota	Grammar School	Vocational school		
									No.	Avg. grade	No.	Avg. Grade
2011/12	371	55	27	25	29	0	0	0	25	3.58	5	4.01
2012/13	254	43	24	25	25	0	0	0	19	3.95	6	3.86
2013/14	253	32	37	25	26	0	0	0	21	3.76	5	3.99

Integrated Study Programme in Teacher Education

Year	Full-time students	Part-time students	Total									
	No. of students applied	1st choice	2nd choice	Enrolment quota	No. of students enrolled in the 1st year	No. of students applied	No. of students enrolled in the 1st year	Enrolment quota	Grammar School	Vocational school		
									No.	Avg. grade	No.	Avg. Grade
2011/12	408	106	47	60	63	0	0	0	37	3.88	25	3.84
2012/13	300	93	45	45	45	0	0	0	24	3.90	21	3.95
2013/14	682	110	83	45	47	0	0	0	25	3.89	22	3.87

Professional Study Programme in Pre-School Education

Year	Full-time students	Part-time students	Total									
	No. of students applied	1st choice	2nd choice	Enrolment quota	No. of students enrolled in the 1st year	No. of students applied	No. of students enrolled in the 1st year	Enrolment quota	Grammar School	Vocational school		

SELF-EVALUATION OF THE FACULTY OF HUMANITIES AND SOCIAL SCIENCES IN SPLIT

									No.	Avg. grade	No.	Avg. Grade
2011/12	413	101	57	37	37	0	0	0	23	3.79	14	3.84
2012/13	201	84	29	37	39	0	0	0	19	3.68	20	3.82

University Study Programme in Early Childhood Education and Pre-School Education												
Year	Full-time students	Part-time students	Total									
	No. of students applied	1st choice	2nd choice	Enrolment quota	No. of students enrolled in the 1st year	No. of students applied	No. of students enrolled in the 1st year	Enrolment quota	Grammar School	Vocational school		
									No.	Avg. grade	No.	Avg. Grade
2013/14	287	109	34	37	37	0	0	0	22	3.91	15	3.98

Please provide first-year enrolment data from the last three academic years for all undergraduate and graduate programmes

Graduate study programme in Croatian Language and Literature (double major)								
Year	Full-time students	Part-time students						
	No. of students applied	No. of students enrolled	Enrolment quota	No. of students applied	No. of students enrolled	Enrolment quota	No. of students coming from other universities	Average grade
2011/12	65	65	65	0	0	0	0	4.03
2012/13	52	52	40	0	0	0	0	4.17
2013/14	64	64	40	0	0	0	1	4.10
Graduate study programme in Language and Literature (double major)								

Year	Full-time students	Part-time students						
	No. of students applied	No. of students enrolled	Enrolment quota	No. of students applied	No. of students enrolled	Enrolment quota	No. of students coming from other universities	Average grade
2011/12	36	36	40	0	0	0	0	3.86
2012/13	42	42	40	0	0	0	0	3.99
2013/14	44	44	40	0	0	0	3	4.03

Graduate study programme in Italian Language and Literature (double major)

Year	Full-time students	Part-time students						
	No. of students applied	No. of students enrolled	Enrolment quota	No. of students applied	No. of students enrolled	Enrolment quota	No. of students coming from other universities	Average grade
2011/12	37	37	50	0	0	0	0	3.90
2012/13	53	53	40	0	0	0	0	3.94
2013/14	27	27	40	0	0	0	0	3.99

Graduate study programme in History (double major)

Year	Full-time students	Part-time students						
	No. of students applied	No. of students enrolled	Enrolment quota	No. of students applied	No. of students enrolled	Enrolment quota	No. of students coming from other universities	Average grade
2011/12	29	29	40	0	0	0	0	3.69
2012/13	24	24	30	0	0	0	0	3.96
2013/14	29	29	30	0	0	0	1	3.99

Graduate study programme in Art History (double major)

Year								
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SELF-EVALUATION OF THE FACULTY OF HUMANITIES AND SOCIAL SCIENCES IN SPLIT

	Full-time students	Part-time students						
	No. of students applied	No. of students enrolled	Enrolment quota	No. of students applied	No. of students enrolled	Enrolment quota	No. of students coming from other universities	Average grade
2011/12	24	24	40	0	0	0	0	3.90
2012/13	30	30	30	0	0	0	0	3.96
2013/14	17	17	30	0	0	0	1	3.88

Graduate study programme in Philosophy (double major)								
Year	Full-time students	Part-time students						
	No. of students applied	No. of students enrolled	Enrolment quota	No. of students applied	No. of students enrolled	Enrolment quota	No. of students coming from other universities	Average grade
2011/12	16	16	30	0	0	0	0	3.60
2012/13	14	14	30	0	0	0	0	3.68
2013/14	24	24	30	0	0	0	0	3.84

Graduate study programme in Pedagogy (double major)								
Year	Full-time students	Part-time students						
	No. of students applied	No. of students enrolled	Enrolment quota	No. of students applied	No. of students enrolled	Enrolment quota	No. of students coming from other universities	Average grade
2011/12	30	30	30	0	0	0	0	4.03
2012/13	32	32	30	0	0	0	0	4.23
2013/14	24	24	30	0	0	0	0	4.20

Graduate study programme in Sociology								
Year	Full-time students	Part-time students						
	No. of students applied	No. of students enrolled	Enrolment quota	No. of students applied	No. of students enrolled	Enrolment quota	No. of students coming from other universities	Average grade
2011/12	18	18	25	0	0	0	0	4.13
2012/13	20	20	25	0	0	0	0	4.00
2013/14	14	14	25	0	0	0	0	4.09

Table 2.2 Pass rates for all programmes

Croatian Language and Literature (double major)							
Year	No. of students enrolled	No. of students who earned up to 1/3 of all possible ECTS credits	No. of students who earned 1/3 to 2/3 of all possible ECTS credits	No. of students who earned more than 2/3 of all possible ECTS credits	No. of students who graduated	No. of students who lost the right to study	Average grade
2006/2007	353	10	15	328	21	8	3.96
2007/2008	383	11	17	356	16	5	3.99
2008/2009	339	8	21	310	51	6	4.02
2009/2010	304	14	8	282	48	8	3.94

English Language and Literature (double major)							
Year	No. of students enrolled	No. of students who earned up to 1/3 of all possible ECTS credits	No. of students who earned 1/3 to 2/3 of all possible ECTS credits	No. of students who earned more than 2/3 of all possible ECTS credits	No. of students who graduated	No. of students who lost the right to study	Average grade

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2006/2007	349	16	20	313	29	13	4.09
2007/2008	377	15	23	339	28	8	4.11
2008/2009	345	12	19	214	51	6	4.07
2009/2010	289	11	23	255	47	2	4.16

Italian Language and Literature (double major)

Year	No. of students enrolled	No. of students who earned up to 1/3 of all possible ECTS credits	No. of students who earned 1/3 to 2/3 of all possible ECTS credits	No. of students who earned more than 2/3 of all possible ECTS credits	No. of students who graduated	No. of students who lost the right to study	Average grade
2006/2007	287	11	17	259	8	10	3.88
2007/2008	307	12	15	280	18	4	3.82
2008/2009	300	9	19	272	30	8	3.91
2009/2010	297	8	12	277	36	6	3.85

History (double major)

Year	No. of students enrolled	No. of students who earned up to 1/3 of all possible ECTS credits	No. of students who earned 1/3 to 2/3 of all possible ECTS credits	No. of students who earned more than 2/3 of all possible ECTS credits	No. of students who graduated	No. of students who lost the right to study	Average grade
2006/2007	130	7	12	111	10	3	3.87
2007/2008	151	6	11	134	12	1	3.76
2008/2009	147	9	11	127	16	1	3.89
2009/2010	152	12	7	133	11	2	3.81

Art History (double major)

Year	No. of students enrolled	No. of students who earned up to 1/3 of all possible ECTS credits	No. of students who earned 1/3 to 2/3 of all possible ECTS credits	No. of students who earned more than 2/3 of all possible ECTS credits	No. of students who graduated	No. of students who lost the right to study	Average grade

2006/2007	40	0	10	30	0	0	4.00
2007/2008	59	0	9	50	0	0	4.08
2008/2009	76	3	9	64	0	1	4.01
2009/2010	97	2	13	72	2	3	3.95

Philosophy (double major)

Year	No. of students enroled	No. of students who earned up to 1/3 of all possible ECTS credits	No. of students who earned 1/3 to 2/3 of all possible ECTS credits	No. of students who earned more than 2/3 of all possible ECTS credits	No. of students who graduated	No. of students who lost the right to study	Average grade
2006/2007	49	1	5	43	0	0	3.73
2007/2008	67	3	9	55	0	0	3.84
2008/2009	79	5	10	64	0	3	3.76
2009/2010	80	9	13	58	3	2	3.79

Pedagogy (double major)

Year	No. of students enroled	No. of students who earned up to 1/3 of all possible ECTS credits	No. of students who earned 1/3 to 2/3 of all possible ECTS credits	No. of students who earned more than 2/3 of all possible ECTS credits	No. of students who graduated	No. of students who lost the right to study	Average grade
2006/2007	-	-	-	-	-	-	-
2007/2008	23	0	6	17	0	0	3.97
2008/2009	54	0	3	51	0	0	4.22
2009/2010	87	2	11	74	0	0	4.20

Sociology

Year	No. of students enroled	No. of students who earned up to 1/3 of all possible ECTS credits	No. of students who earned 1/3 to 2/3 of all possible ECTS credits	No. of students who earned more than 2/3 of all possible ECTS credits	No. of students who graduated	No. of students who lost the right to study	Average grade
2006/2007	60	2	3	55	0	1	4.33

SELF-EVALUATION OF THE FACULTY OF HUMANITIES AND SOCIAL SCIENCES IN SPLIT

2007/2008	84	5	10	62	0	3	4.32
2008/2009	103	3	9	91	0	1	4.44
2009/2010	106	6	12	88	12	3	4.36

Professional programme: Pre-School Education

Year	No. of students enrolled	No. of students who earned up to 1/3 of all possible ECTS credits	No. of students who earned 1/3 to 2/3 of all possible ECTS credits	No. of students who earned more than 2/3 of all possible ECTS credits	No. of students who graduated	No. of students who lost the right to study	Average grade
2006/2007	302	7	14	281	82	5	3.92
2007/2008	299	9	7	283	57	4	3.72
2008/2009	265	6	9	250	77	6	3.88
2009/2010	212	4	4	204	89	7	3.94

Integrated programme: Teacher Education

Year	No. of students enrolled	No. of students who earned up to 1/3 of all possible ECTS credits	No. of students who earned 1/3 to 2/3 of all possible ECTS credits	No. of students who earned more than 2/3 of all possible ECTS credits	No. of students who graduated	No. of students who lost the right to study	Average grade
2006/2007	477	3	17	457	73	4	3.70
2007/2008	450	2	20	428	107	1	3.72
2008/2009	392	2	8	382	89	2	3.78
2009/2010	348	7	12	337	81	2	3.81

Table 2.3 Learning outcomes assessment methods

Programme	Final exam only		Preliminary exams and final exam	Seminar paper and final exam	Preliminary exams, seminar paper and final exam	Preliminary exams only	Practical work/research only	Other methods of assessment **		
	Final written exam	Final oral exam	Both written and oral final exams	Practical work and final exam						

Croatian Language and Literature (double major)	-	-	-	4%	8%	52%	36%	-	-	10%
English Language and Literature (double major)	13.6%	-	9.1%	-	18.2%	20.5%	29.5%	9.1%	-	17.8%
Italian Language and Literature (double major)	-	-	8.2%	6.1%	28.6%	28.6%	28.6%	-	-	7.5%
History (double major)	9.6%	9.6%	-	3.8%	25.0%	28.8%	17.3%	3.8%	1.9%	1.5%
Art History (double major)	2.1%	16.7%	4.2%	2.1%	2.1%	54.2	18.8	-	-	8.9%
Philosophy	3.8%	39.3%	7.5%	1.2%	20.1%	13.3%	14.8%	-	-	
Pedagogy (double major)	-	-	5.0%	5.0%	5.5%	30.0%	55.0%	-	-	20.8%
Sociology	-	1.6%	-	17.5%	4.8%	14.3%	50.8%	-	11.1%	12.5%
Teacher Education	4.1%	8.1%	4.1%	6.8%	37.8%	8.1%	24.3%	4.1%	2.7%	15.0%
Early Childhood and Pre-School Education	-	16.3%	4.7%	14.0%	14.0%	20.9%	-	23.3%	7.0%	21%
Postgraduate Doctoral Programme in the Humanities	-	4%	-	-	-	79%	-	-	13%	-
Postgraduate Specialist Programme in Probation Treatment	42.4%	42.4%	7.6%	-	-	-	-	-	7.6%	-
Lifelong learning programme - Pedagogical, psychological, didactical and methodological training	42%	42%	-	-	-	-	-	8%	8%	-

*For courses in which preliminary exams are used as methods of assessment, if all preliminary exams are successfully passed, they are recognized as the final written exam in following percentage of cases: Croatian Language and Literature – 12.9%; English Language and

Literature 30.9%; Italian Language and Literature 49.2%; History 32.3%; Art History 12.3%; Philosophy **X**%; Pedagogy 34.8%; Sociology 30.7%; Integrated Teachers Education Programme 37.7%; Early Childhood and Pre-School Education Programme 0%.

**Other methods of assessment are always used in combination with at least one other. Therefore, the sum yields percentages higher than 100%.

Table 2.4 Please list the number of scientific papers published by PhD students during the preparation of doctoral theses

Name of doctoral study programme	No. of dissertations defended in the last 5 years	No. of papers published - required to start the thesis defense process	No. of articles by PhD students published in foreign scientific journals relevant for academic promotion	No. of articles by PhD students published in Croatian scientific journals relevant for academic promotion
Postgraduate Doctoral Programme in the Humanities	1	1	7	11

* Postgraduate doctoral study programme– joint study programme – coordinated by the Department of Sociology at the Faculty of Humanities and Social Sciences in Zagreb. Four members of the Split Department of Sociology were awarded doctoral degrees there.

Table 2.5. Please list the number of art works publicly exhibited by the doctoral students as part of their doctoral study.

N/A

Table 2.6 Website

NOTE: The new Faculty website was introduced in October 2013. The site is connected with the ISVU system, Teachers' Portal and it also has Intranet for the exchange of information and documents. All courses have separate web pages, fed via the Teachers' Portal and ISVU, displaying all relevant information about each course (course content, reading lists, etc.). Furthermore, instructors can post messages and test results, open discussions, conduct surveys and add new course material. Students have the option of subscribing to messages about the courses they are taking as well as the option of receiving an email or sms about all changes made to the course web page. As a result of the new Faculty website being introduced while

the self-evaluation process is taking place, full functionality has not yet been achieved. In the very near future the system will be completely functional thus enhancing the efficiency of all operations (monitoring document flow, management and accounting). Table 2.11 shows the situation in November 2013, during the transition period. At the beginning of 2014 a series of short education sessions about the use of the website will be held for all interested parties.

Programme name	Number of courses that have separate web pages	Please specify elements that courses with separate web pages include	Number of courses with additional web pages such as Wiki, Moodle, etc. (outside the Faculty website)				
		Course objectives, course content and reading list	Posting written and oral exam dates and office hours	Posting preliminary and final test results	Possibility of posting additional teaching material (lecture notes, Power Point presentations, videos, old exams, etc.)	Possibility for interactive communication between instructors and students	
Croatian Language and Literature (double major)	64	47	47	47	64	64	5
English Language and Literature (double major)	54	50	31	31	54	54	4
Italian Language and Literature (double major)	61	41	41	41	61	61	0
History (double major)	67	60	59	59	60	60	2
Art History (double major)	67	20	14	14	67	67	9
Philosophy (double major)	77	18	18	18	77	77	6
	71	45	45	45	71	71	12

Pedagogy (double major)							
Sociology	86	77	50	50	86	86	1
Integrated Teacher Education Programme	140	140	101	101	140	140	25
Early Childhood and Pre-School Education Programmes	54	54	54	54	54	54	0
Postgraduate Doctoral Programme in the Humanities*	0	0	0	0	0	0	0
Postgraduate Specialist Programme in Probation Treatment *	0	0	0	0	0	0	0
Lifelong learning programme - Pedagogical, psychological, didactical and methodological training *	0	0	0	0	0	0	0

* There are no separate web pages but there are programme web pages with all relevant information and messages.

Table 2.7 Lifelong learning programmes (maximum of 60 ECTS credits)

Lifelong learning programmes	Duration	Accredited (yes/no) by which institution	ECTS credits if awarded
Pedagogical, psychological, didactical and methodological training	2 semesters	No	60

3. STUDENTS

a) Comment on the quality and structure of applicants and enrolled students (figures in table 2.2) in undergraduate, graduate, integrated undergraduate and graduate programmes and professional programmes. Based on past experience judge the consistency and adequacy of their knowledge.

The structure and quality of students enrolled in the Faculty of Humanities and Social Sciences may be indirectly inferred based on several indicators. Regarding the proportion of enrolled students who finished Secondary Grammar Schools, indicators are satisfactory because the proportion of such students is above 50% in almost all study groups, and in some it reaches up to 80% (Figure 3.3, Figure 3.4). This is consistent with the data in the Republic of Croatia where in 2011 the recorded average percent of students in study programmes was 53% (National Report EUROSTUDENT for Croatia, 2011). The GPAs of students (Figure 3.1, Figure 3.2) in the last three academic years in two double majors (Languages, History, Art history, Philosophy and Pedagogy) is approximately 4.2, while in the other study groups it is just under 4. We believe that as the Teacher Education and of Pre-school Education study programmes get more established, these programmes may attract candidates with a better academic background which is very important, taking into account the social importance, role and sensitivity of the developmental age of the population with whom educators and teachers work. However, GPA and the type of finished school are not the only predictors of success during university. The competence of future teachers and educators cannot be fully predicted on their basis, but for now these are the main indicators of the composition and quality of applicants. We think that for the further increase of the quality of future teachers it is important that in further selection procedures for all teachers it would be necessary to introduce additional tests of knowledge and competence placing special emphasis on the social and emotional competence of the candidates.

Based on previous experiences of the homogeneity and sufficiency of the existent knowledge of enrolled students, our opinion is that using the state graduation exam and high school grades as the only measures of knowledge, as is done in Croatia, does not provide an objective assessment. However, taking into account the subsequent course of study at the Faculty of Humanities and Social Sciences (a very small percentage of drop-outs and high GPAs) we can conclude that the students' knowledge prior to enrolment is satisfactory and sufficient.

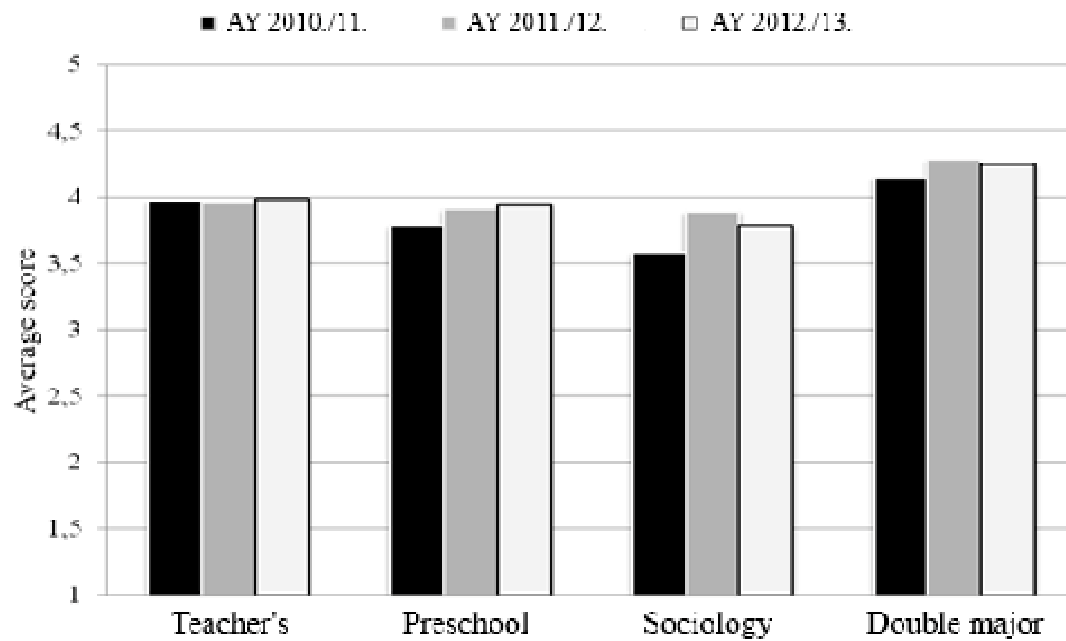


Figure3.1 GPAs for admission to undergraduate programmes

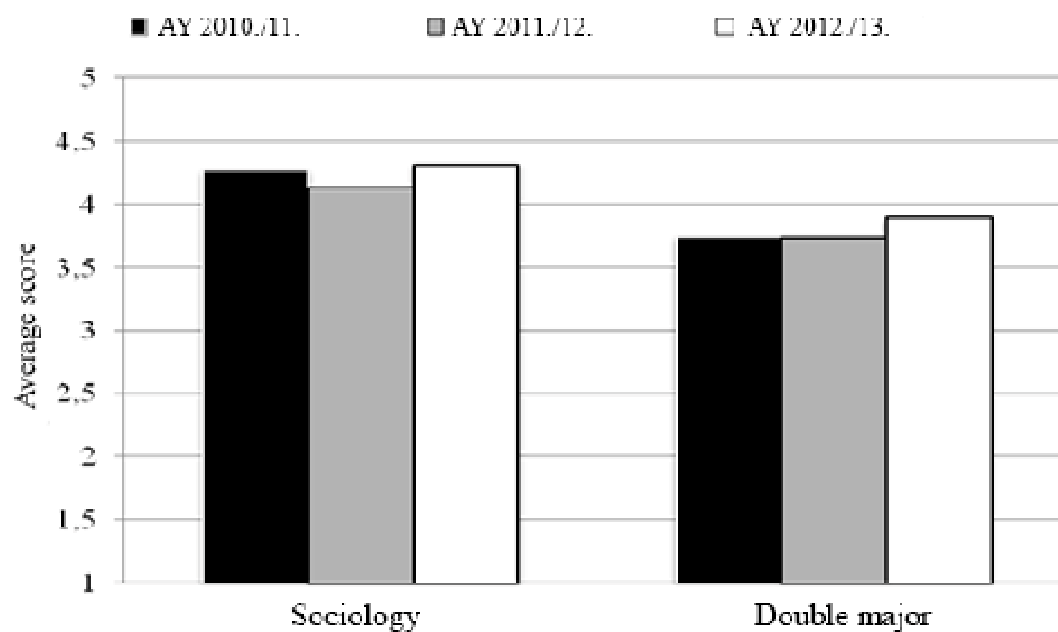


Figure 3.2 Average undergraduate GPA for enrolment into the graduate study programme

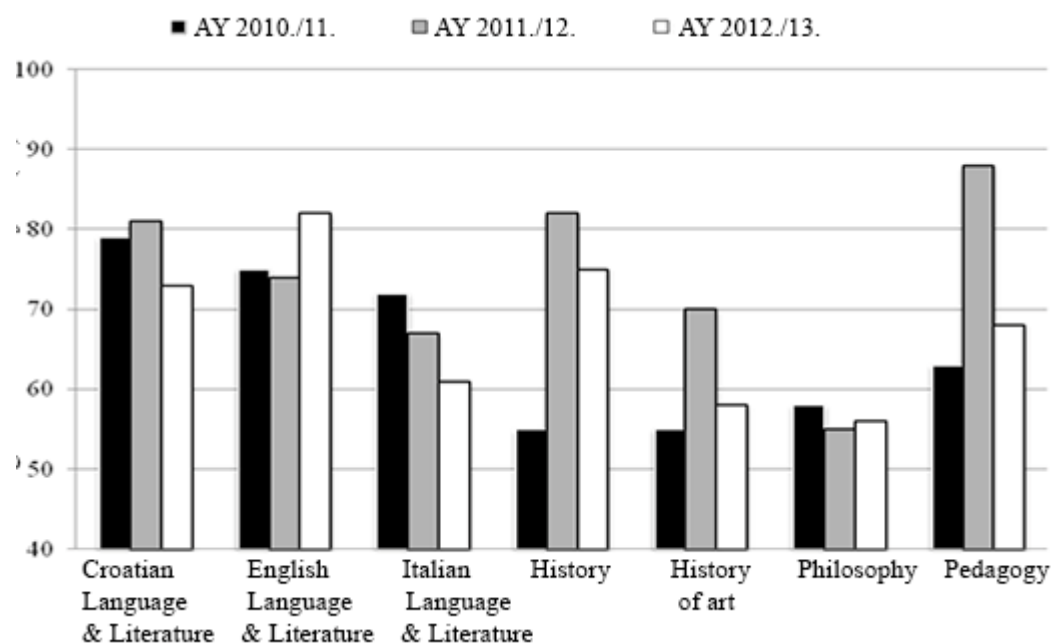


Figure 3.3 The proportion of students who finished Secondary Grammar schools enrolled in double-major programmes

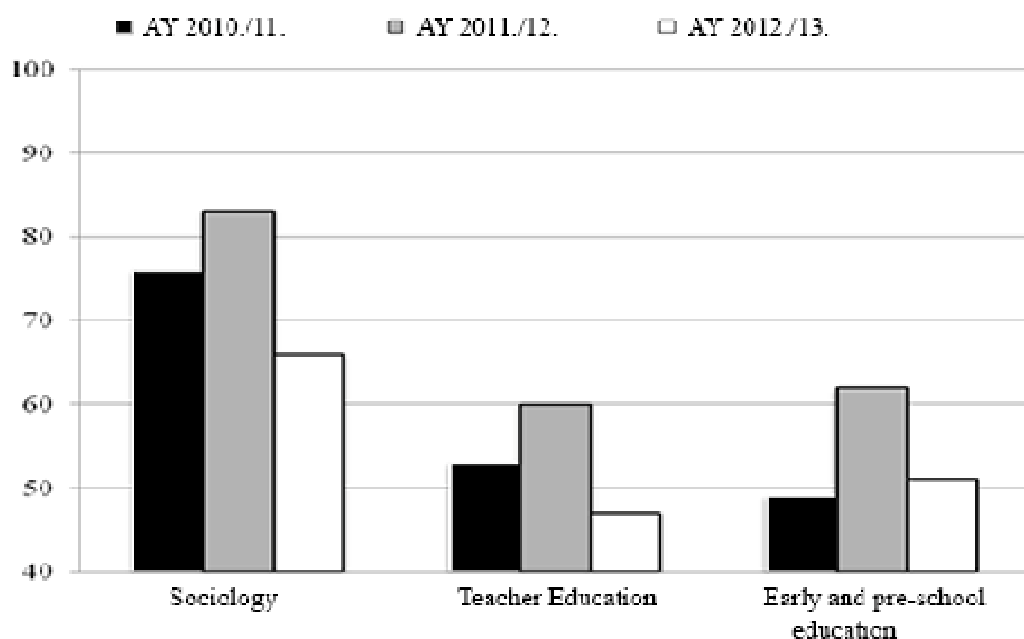


Figure 3.4 Percentage of students who finished Secondary Grammar Schools enrolled into the a single-major programmes

The study programmes offered by the Faculty of Humanities and Social Sciences each year attract a large number of candidates, which can be seen from Figures 3.5 and 3.6 in which the ratios of applicants have been shown in regard to both enrolment deadlines and enrolment

quotas. When interpreting the data presented in the above figures it should be noted that the candidates, when applying for their desired study programme, have the ability to apply for a large number of academic programmes at the same time. The degree programmes offered at the Faculty are mostly the first or second choice of the candidates (Figures 3.7 and 3.8), from which it can be concluded that the enrolled students are highly motivated candidates for the selected programme. These data confirm the high level of attractiveness and reputation of study programmes offered by the Faculty of Humanities and Social Sciences.

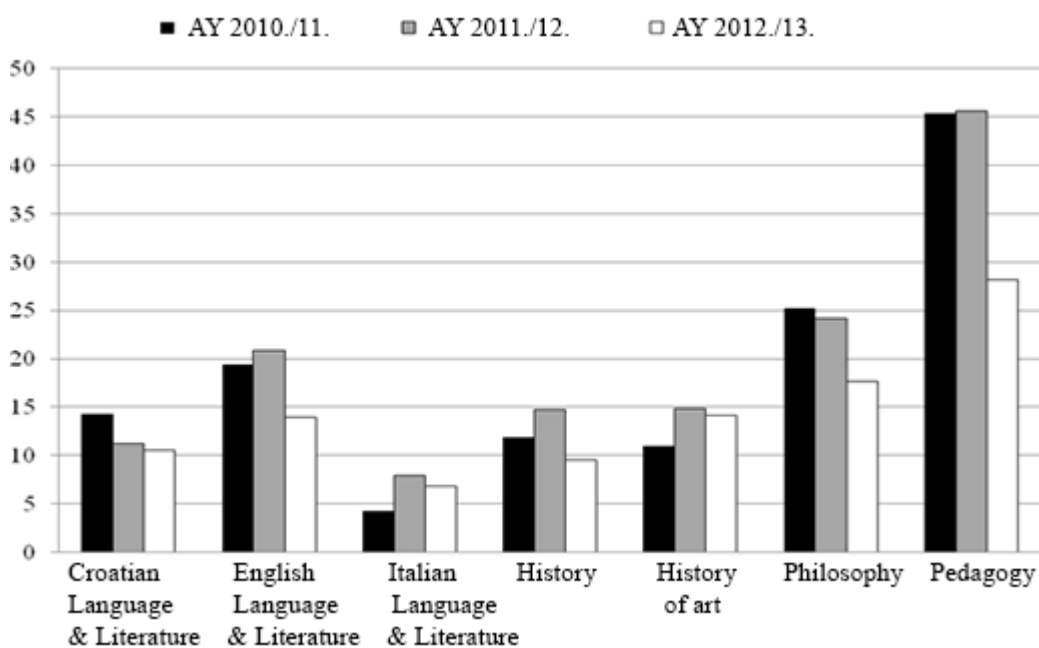


Figure 3.5 The ratio of the number of applicants and enrolment quotas for the undergraduate programme of study.

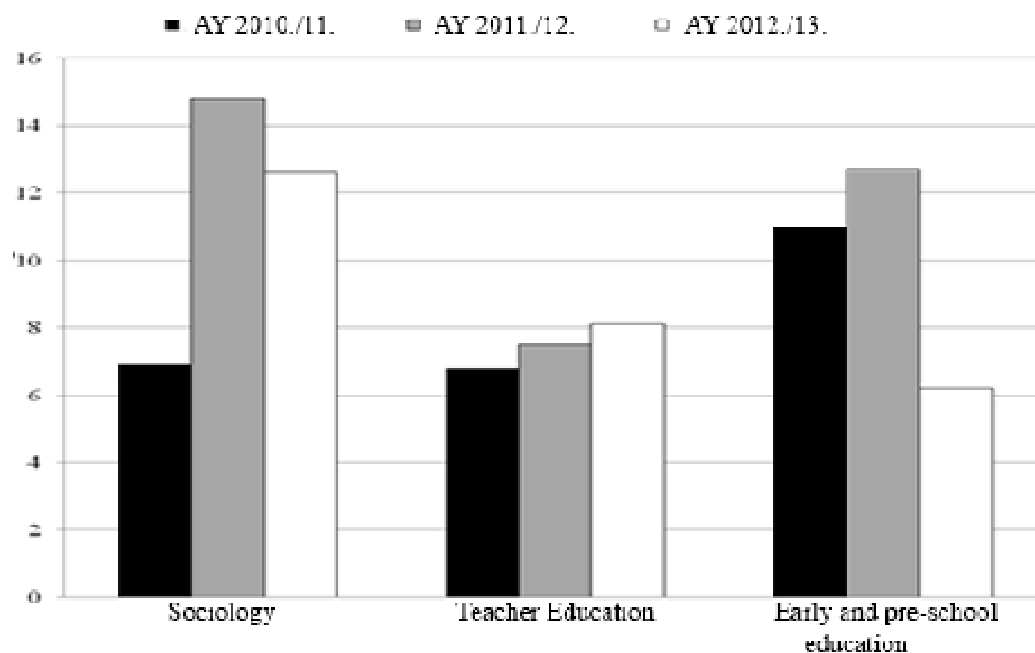
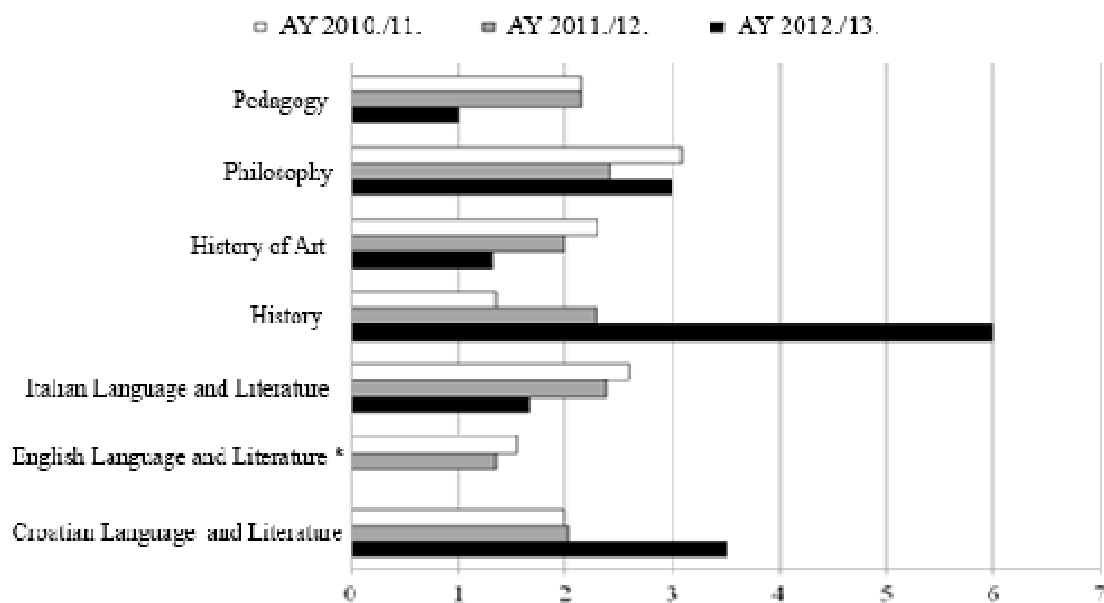
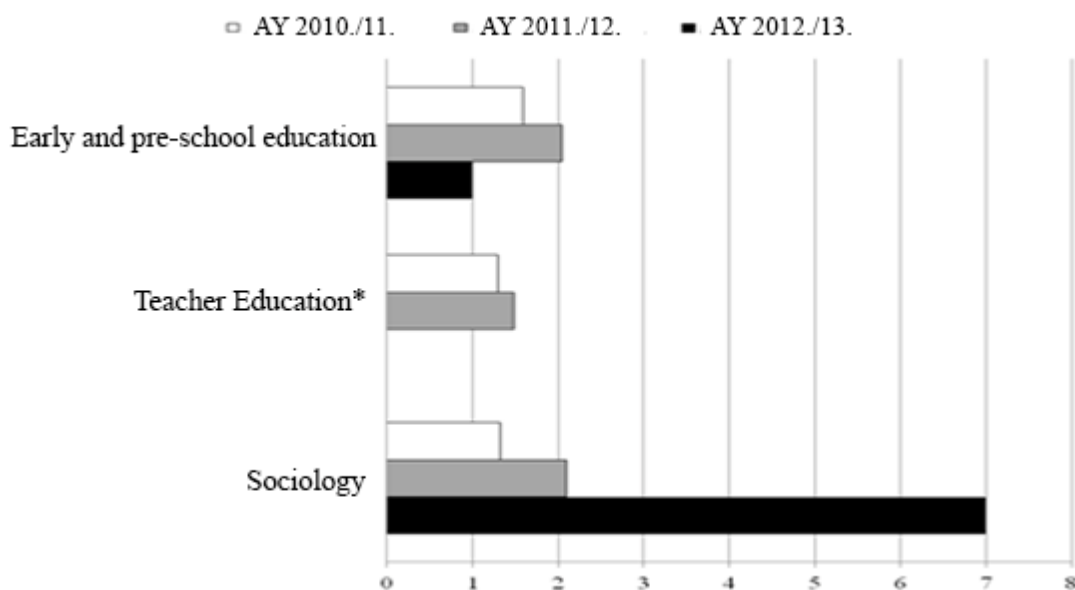


Figure 3.6 The ratio of the number of applicants and enrolment quotas for undergraduate / integrated single-subject study programmes.



* No data

Figure 3.7 Average ranking of the selected study programme for double-major programmes.



*Nodata

Figure 3.8 Average ranking of the selected study programme for single-major programmes.

b) Comment on the pass rate (figures in Table 2.3) in the study programme with emphasis on the enrollment quota, students' motivation and teaching organization.

Data on the pass and the success of students in the study programmes (Figures 3.9 - 3.17) show acceptable pass rates for students in all study programmes and a very low rate of drop-outs at the Faculty (Figure 3.17), which makes the latter among the lowest rates within the University of Split. Specifically, with regard to the pass rates for undergraduate and integrated studies students, from Figures 3.9 and 3.15 it is obvious that the percentage generally ranges from 60% to 80%, depending on the study programme and academic year. The GPA mean for undergraduate and integrated studies is generally between 3.5 and 4 (Figures 10 and 16). The pass and success rates in the graduate study programmes are also satisfactory, with an average pass rate of about 70%, and the GPA mean is above 4.

Taking into consideration the available data, we believe that the enrolment quotas are optimal since they have been continuously adjusted both in accordance with labour market demands and the availability of study programmes on offer. For example, if we compare the enrolment rates for academic year 2012/13 to the ones in previous years, we can see that the quotas were reduced for most undergraduate and integrated study programmes, ranging from 25 students

for the undergraduate study programme in Sociology to 45 students for the integrated Teacher Education study programme.

Student motivation can be indirectly estimated by using the previously mentioned data; moreover, it can be further estimated based on the large number of candidates applying to almost all of the study programmes offered by the Faculty of Humanities and Social Sciences (Figures 3.5-3.8). It can be further supported by data on satisfactory pass rates on undergraduate level and in particular on the high pass rate and GPA at the graduate level (Figures 3.11 to 3.14). We believe that the data from the study on drop-outs (Figure 3.17) are a clear indication of the motivation of our students, as well as on their satisfaction with the programme they selected, since over the past three academic years there has been a very low rate of drop-outs from the programmes. The reason for the high motivation of our students and their success during their university studies can be attributed to the quality and structure of teaching. The teaching at the Faculty of Humanities and Social Sciences has continuously been focused on the students' interests and capabilities and on cherishing the values of humanities in education. This is supported by the fact that according to the needs of students and academic programmes teaching is conducted in small groups, which contributes to the cohesion and satisfaction of both students and teachers. In addition, special efforts are continuously made to offer a wide choice of student-focused forms of teaching depending on the subject (field work, practical work, teamwork, project-and problem-based learning, individualized classes). Accordingly, our professors are encouraged to continuously improve and develop their teaching competencies. We think that all of the above contributes to the satisfactory pass rates of our students and their level of success in general.

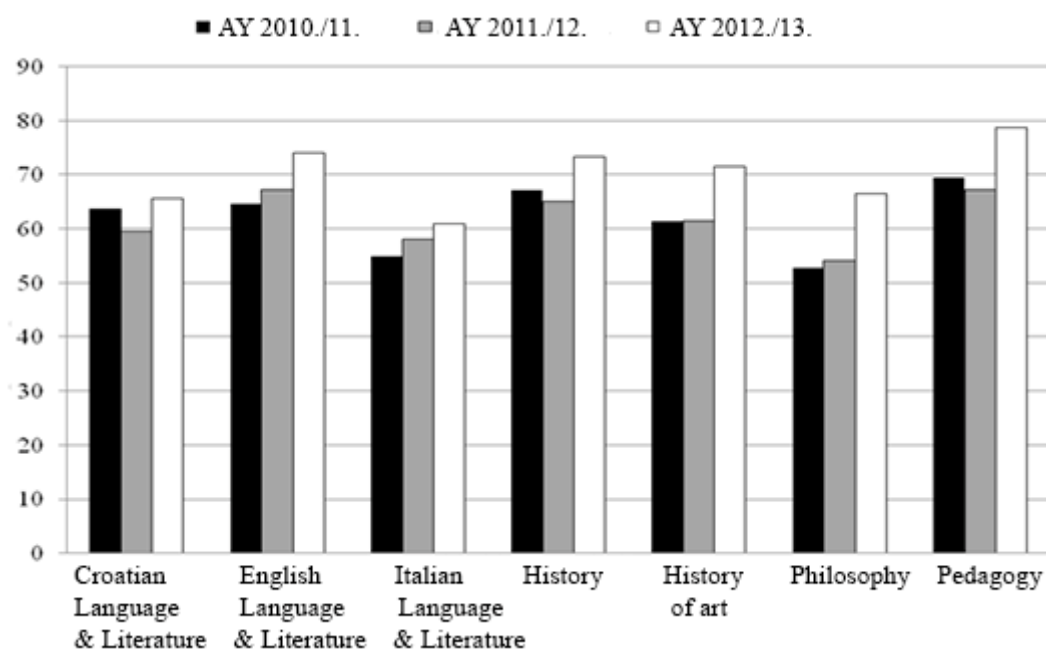


Figure 3.9 The pass rate for undergraduate double-major study programmes.

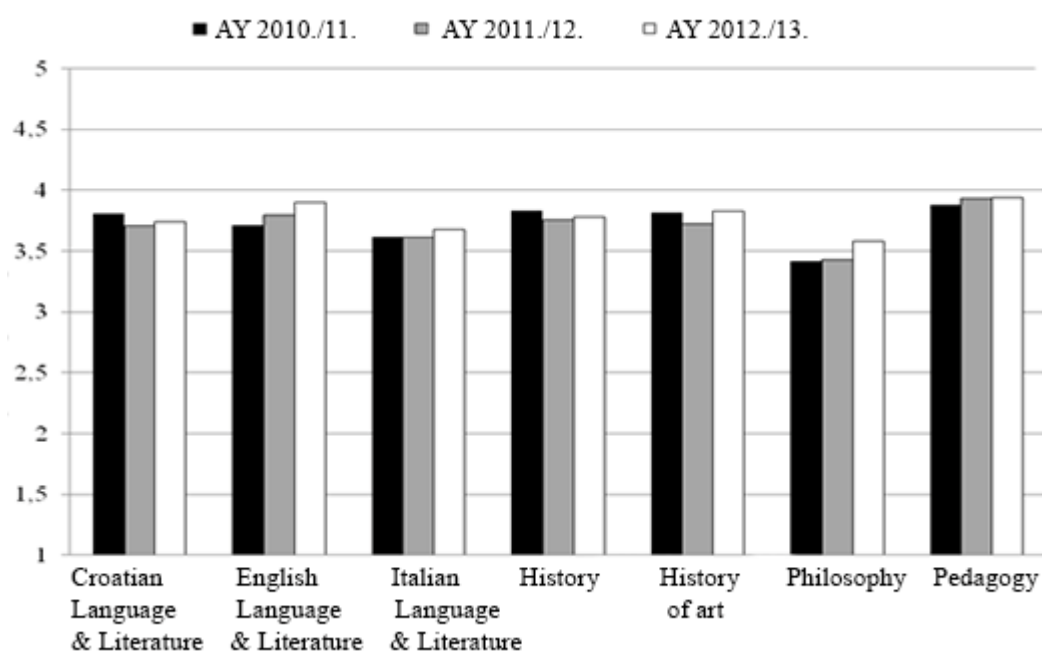


Figure 3.10 Undergraduate GPAs in double-major study programmes.

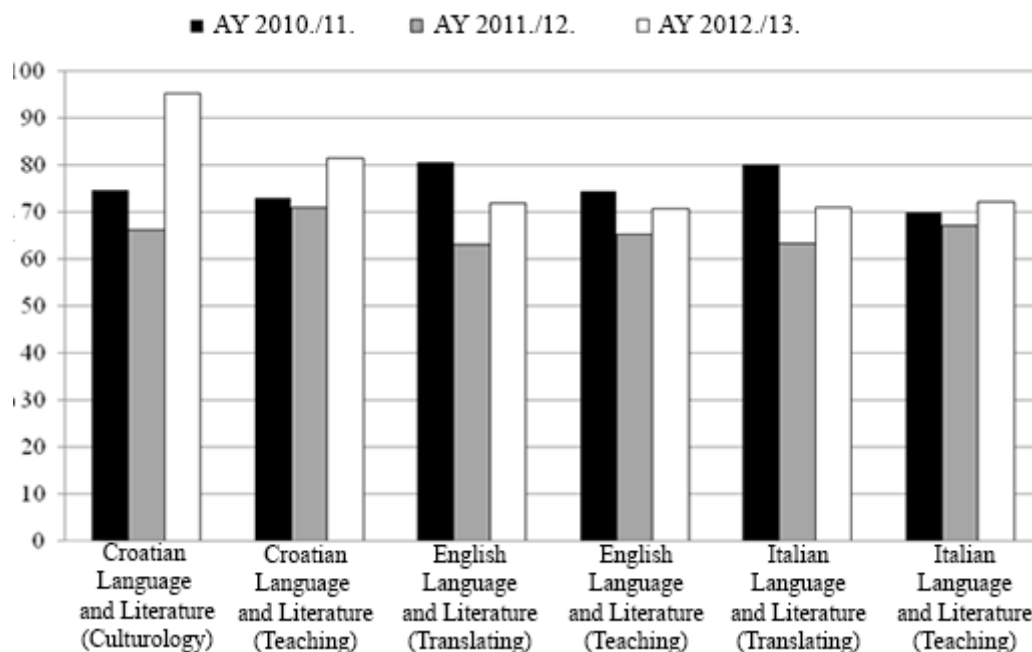


Figure 3.11. The pass rate for graduate study programmes in languages according to areas of specialization.

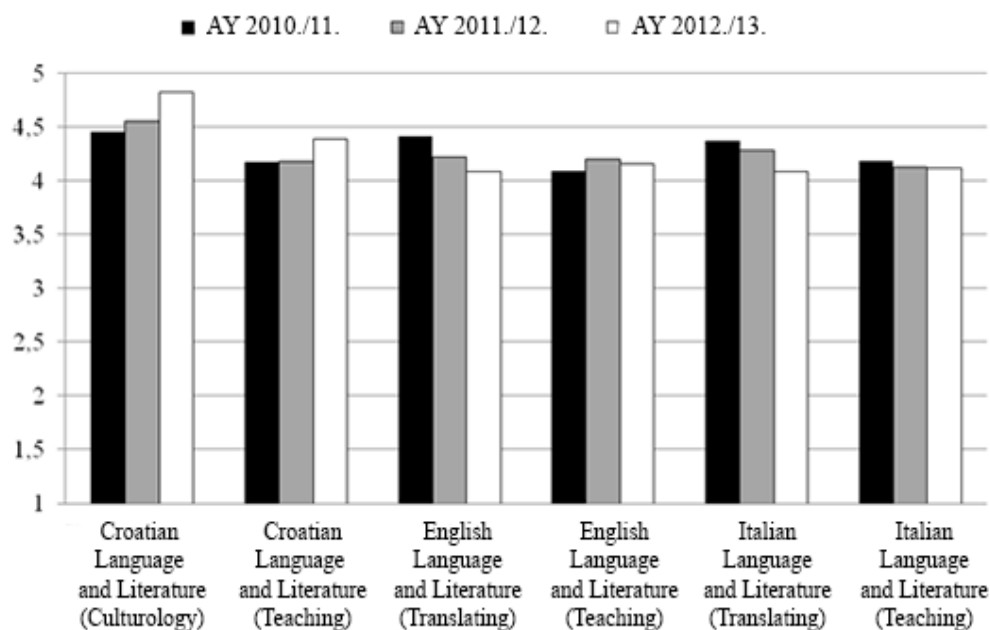


Figure 3.12. GPA for graduate study programmes in languages according to areas of specialization.

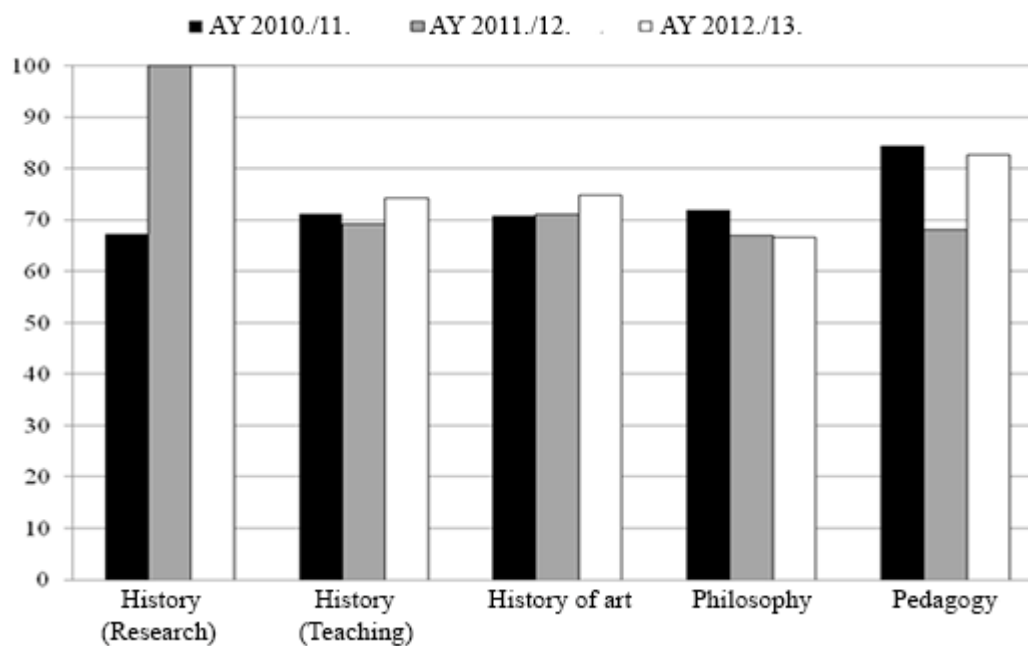


Figure 3.13. The pass rate of other graduate programmes for different areas of specialization.

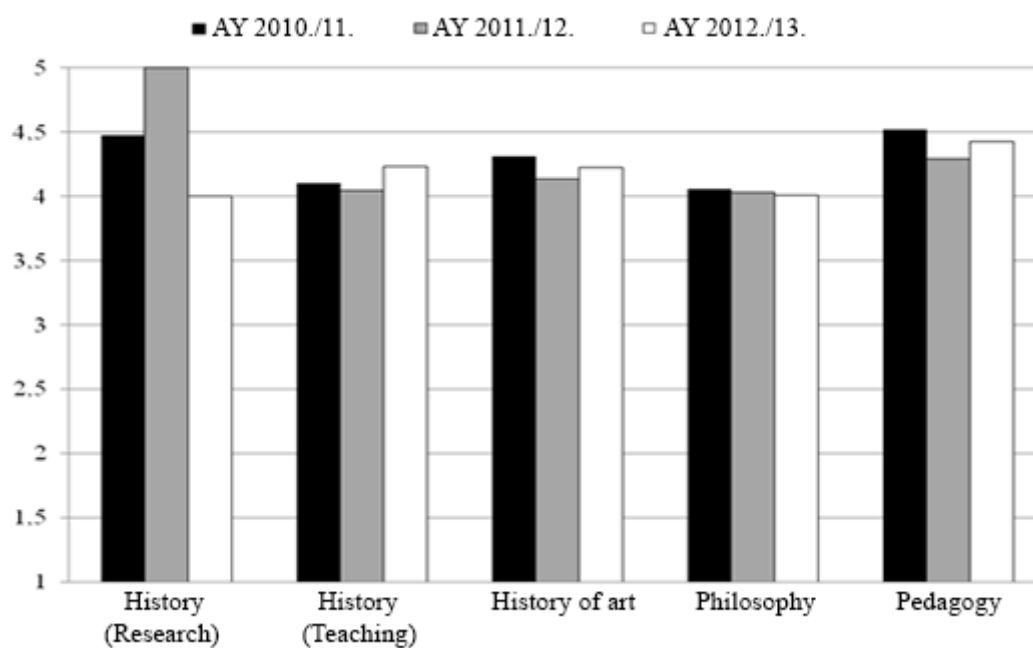


Figure 3.14. The GPA in the other graduate programmes according to area of specialization.

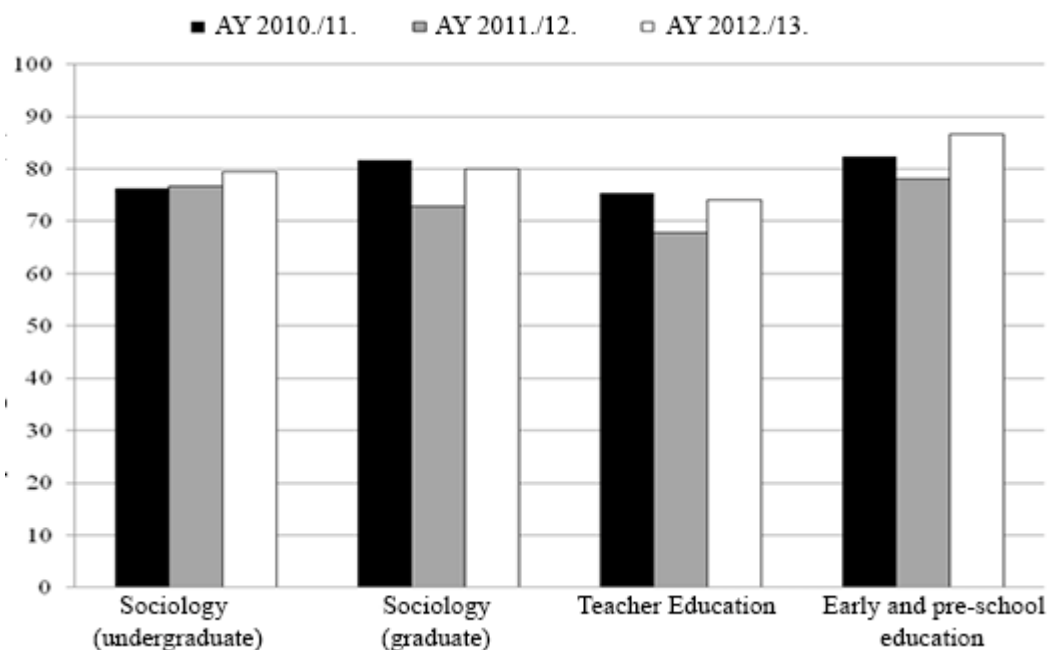


Figure 3.15. The pass rate for single-major undergraduate and graduate studies and integrated studies

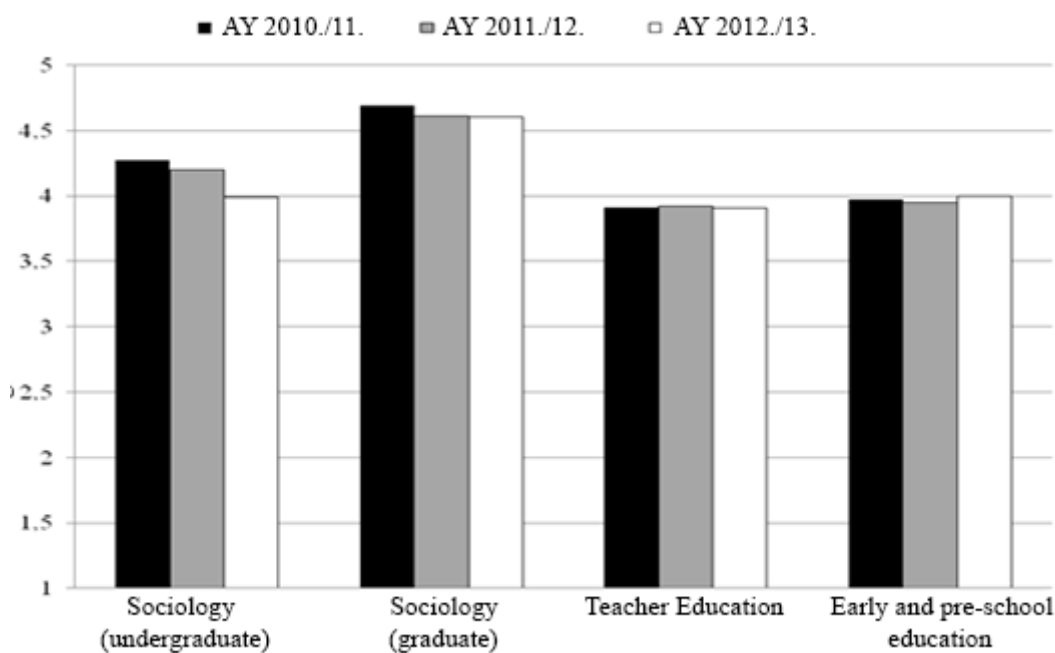


Figure 3.16. The GPA in single-major undergraduate and graduate studies and integrated studies

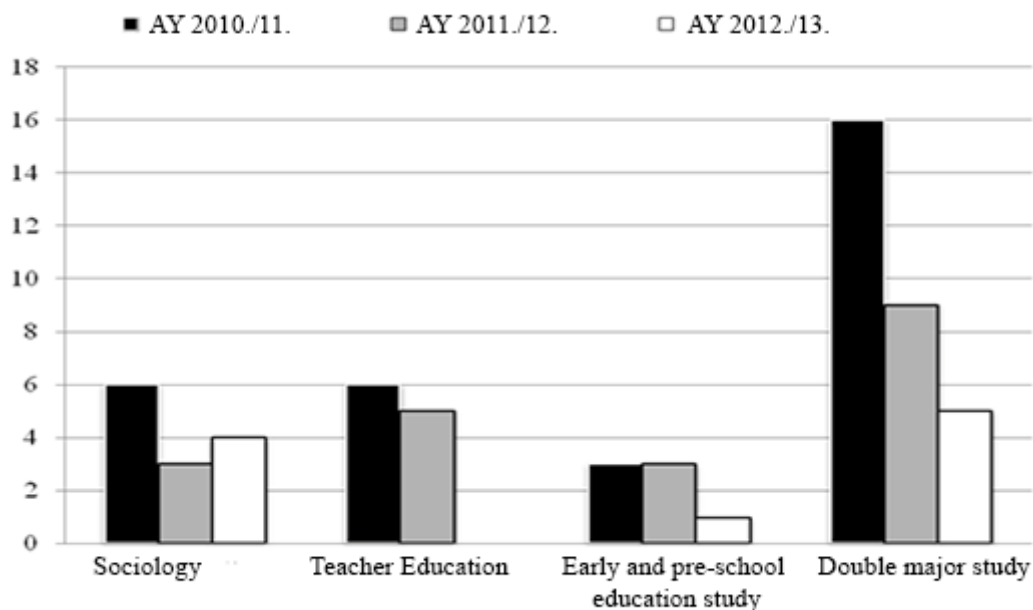


Figure 3.17. Number of drop-out students

c) Specify the way you inform future students about your institution and study programmes that are offered (qualifications, competences, further education and employment) - information topics, websites, brochures, leaflets etc.

The Faculty of Humanities and Social Sciences is making a great effort to inform future students of the Faculty about its programs of study. All information is available on the website of the Faculty which contains a lot of details about the study programmes, study conditions, and other activities at the Faculty. In addition, each academic year, a brochure is prepared as a guide for future students with current information about all the study programmes. The Faculty always participates in the Open Day of the University of Split, publishes articles in the *Slobodna Dalmacija* newspaper supplement *Universitas* and, if necessary, presents its work in the media. Due to the great interest of candidates for enrolment into the Faculty of Humanities and Social Sciences (Figures 3.5-3.8), we think that the high school population is sufficiently familiar with the quality, performance and identity of the Faculty of Humanities and Social Sciences in Split.

d) Describe the reasons that guided you during the assessment of learning and its outcomes (Table 2.4). Describe measures used to ensure the impartiality and objectivity of the examination.

In accordance with the guidelines of the Bologna Process, the demands of modern higher education, and the *Ordinance on Study Programmes and Study System at the University of Split*, the study outcomes are defined for each subject and are available to students in study programme guides and the ISVU system. The assessment of learning outcomes is also structured in accordance with the guidelines for modern higher education institutions, which means that in most courses there are continuous assessments, the assessments of students' skills and competencies as set out in the study programme guidelines. Therefore, the study outcomes and their assessment are specified in the curriculum. Depending on the structure of the course, preliminary and final exams are taken (written and / or oral). It is important to emphasize that all information on the verification of learning outcomes for all students is available on the website of the Faculty. Impartiality and objectivity in assessment is achieved by continuous monitoring and by the evaluation of student work, as well as with the implementation of continuous self-evaluation of the quality of teaching and teachers' work during and after a course ends. Although the current system of the evaluation of learning outcomes generally seems good, we think that continuous training of teachers regarding the problems of evaluation and self-assessment in higher education can further improve the verification processes of learning outcomes.

e) Give the students' opinions about the relationships of students and teachers expressed through the survey or in other ways give comments on possible problems and methods to solve them, which includes the manner of informing students about the measures taken.

The Faculty makes a considerable effort to improve the quality of relationships between students and teachers. This confirms the continued implementation of the Questionnaire for evaluating the quality of teachers and teaching by students; its implementation is required by the University of Split. The Questionnaire includes questions about the quality of teaching and teachers, and there is also a space for open comments and suggestions from the students, which is, in our opinion, underused. We believe that students should be more encouraged to take advantage of this opportunity to improve the teachers' work and the quality of teaching.

Should the information from the Questionnaire reveal a violation of common ethical norms or significant deviations from the Faculty norms, then the Dean of Faculty holds an interview with the teacher in question in order to solve the identified problems. The results of the Questionnaire from the last two academic years are shown in Figure 18. The results indicate that students assess the quality of teachers with a very high grade (4.5 to 4.6), as they do the quality of teaching (4.4. To 4.5), which puts the Faculty of Humanities and Social Sciences at the top of the University of Split. We think that it is necessary to work on presenting the results of the Questionnaire to students who sometimes, in informal contact with teachers, express a desire to be better informed on the results of the evaluation and the measures taken thereafter.

In addition to the students' evaluation of teaching quality and teachers' work, the Vice-Dean for Education schedules two hours a week for students to come and discuss possible difficulties in the process of studying and their relationships with teachers. It is also possible to make oral and written comments to the Faculty administration who immediately take the appropriate measures.

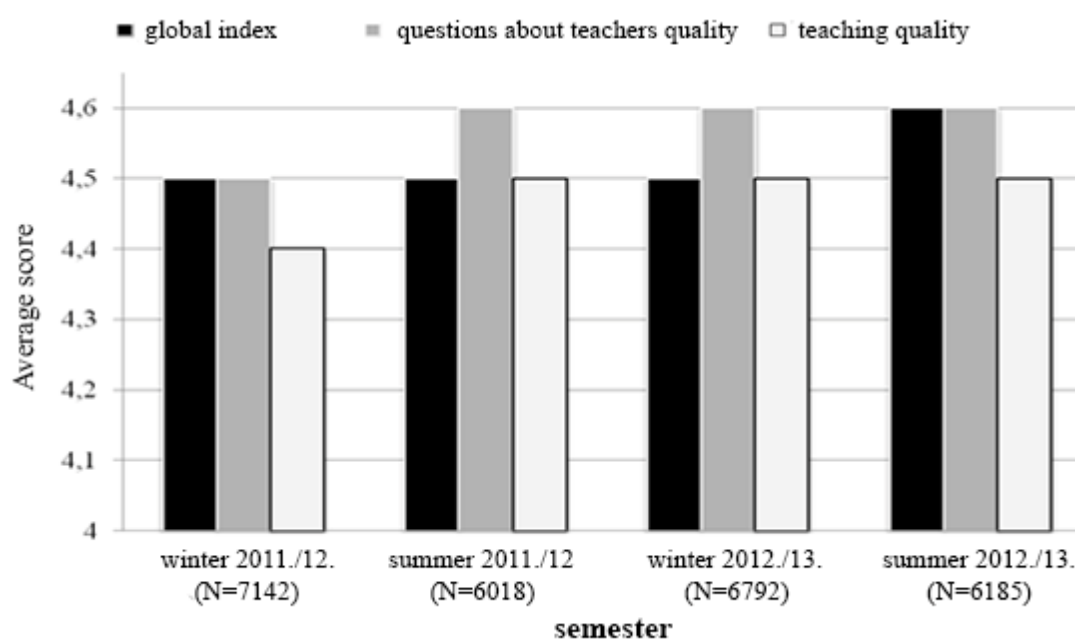


Figure 3.18 Results of the evaluation of teachers and quality of teaching.

f) Give your opinion on the problem of accommodation and meals of your students. If available, please comment on the organization of extracurricular activities for students (courses, sports, recreation, etc.). Comment on the student standards at your institution (according to the data in Table 3.2) and assess the degree of use. If you are not satisfied with the present situation, give reasons and propose possible solutions.

Table 3.2. Student standard

Provide information on the following elements of student standards that exist at your institution:

	Area (in m ²)	Seating or standing places
Learning area	60	25
Student cafeteria (using student ID) *	100	30
Other food facilities	/	/
Student accommodation	/	/
Sports facilities	/	/
Facilities for student organizations and cultural activities	1	15
Recreational facilities	/	/
Copy room **	31	/

* at two locations; ** at two locations, privately owned

Accommodation

The problem of student accommodation is the purview of the University of Split, and the Faculty of Humanities and Social Sciences therefore has no direct influence on the accommodation facilities. Students can choose between the Bruno Bušić dormitory, the Student Hostel, Hostel Spinut and the new Campus dormitory. After the new student dormitory was opened this calendar year, the accommodation for students of the University of Split significantly increased and now stands at 1160, but, according to students and representatives of the University, this is still insufficient.

Canteens

Students of the Faculty of Humanities and Social Sciences have at their disposal four canteens: the canteen at the Faculty of Electrical Engineering, Mechanical Engineering and

Naval Architecture in Split, the canteen at the Faculty of Architecture, the canteen in the student dormitory and cafeteria Spinut at the Faculty of Economics.

Table 3.2.1. The distance in kilometres between the Faculty of Humanities and Social Sciences and canteens serving hot food

Distance in km	FESB	GAF	EF	Dormitory in Spinut
FFST				
<i>Radovanova</i>	3	3,2	3,3	4
<i>Hrvojeva</i>	2,5	3,7	3,9	3,5
<i>Teslina</i>	5	5,2	5,3	1
<i>Klerikat</i>	2	2,2	2,4	4,5

The Faculty has two canteens, one of which is on Radovanova street and the other in the area of Tesla Street; they are shared with two other faculties, the Faculty of Natural Sciences and the Science and Chemical Technological Faculty. However, instead of cooked food, only basic items are offered, such as sandwiches, pastries and juices. The canteen on Tesla Street has no seating, while the canteen on Radovanova street does.

Sports facilities

The faculty does not own property intended for sports activities, and so different facilities are leased according to the needs of teachers and students. For example, while having PE classes students used a fitness club in the shopping center Joker or the Club Champion Gym, both of which are primarily used by Teacher Education students. There are also various other gyms, dance centres and other areas at the Faculty of Kinesiology. However, due to the fact that the PE classes have not been run for two years, students no longer have that option. Students of the Department of Early and Pre-School teaching have their PE classes at the courts on Tesla Street and on Put iza nove bolnice 10c (the Klerikat building), available to other students, too. Our opinion is that students, regardless of their programme of study, should be provided with adequate space for sports activities.

Student associations and other extracurricular activities

There are a number of student associations at the Faculty of Humanities and Social Sciences. History students started the *Toma Arhiđakon* association, which organizes lecture series on

historical topics as well as interdisciplinary lectures which are of interest to students from all departments (e.g. the organization of a conference on educating persons with special needs). Recently, there has been an initiative to start a drama group at the Department of English Language and Literature, and students of the Department of Pedagogy have started running the student pedagogical magazine *Equilibrium*. Also, students of the university edit their own literary magazine, *The Split Mind*, which welcomes work from students, faculty members and those outside the university. In addition, students of the Faculty of Humanities and Social Sciences are active in *Association S4S* (Students for Students), which is involved in issues related to student standards, extra-curricular activities and problems in education. Some students of the Faculty of Humanities and Social Sciences actively participate in the work of other student organizations at the university level.

g) Indicate any special measures your Faculty introduced in order to motivate students towards greater effort and learning (awards, honors, etc.) and comment on the effect of these measures.

At the Faculty of Humanities and Social Sciences in Split each year Dean`s Awards are given to the most successful students as regulated by the Ordinance on Student Awards. According to the Ordinance, the most successful students are awarded for their overall success in the professional, integrated, undergraduate and graduate study programmes after the completion of their studies. In addition, in order to encourage and motivate students each year every Department awards prizes to the most successful student in each programme; in addition, the Faculty Award is awarded for the best essay from students in each of the scientific fields (English Studies, Croatian Studies, Italian Studies, Philosophy, Pedagogy, History, History of Art, and Sociology). Volunteer student assistants for teaching, library and IT needs are selected from the most successful students each year and they are adequately compensated. The selection, rights and obligations of student assistants are regulated by the *Ordinance on Student Assistants*.

We think that this way of rewarding students has more of a symbolic meaning when it comes to creating a greater sense of commitment and motivation among students. We consider that the more satisfactory indicators of our students` motivation can be found in the indirect factors (average ranking of the selected study programme, the GPA mean per study programme, the rate of drop-outs, satisfaction with teaching and teachers), which does not

preclude the need for further development of the system to encourage students to make a greater effort in achieving better results during their time at the university.

h) Specify the types of support you provide to students (mentoring, career counseling, learning support, help students with special needs and international students, legal and financial support, etc.).

A mentoring system for all students at the Faculty of Humanities and Social Sciences does not exist, but the University, in numerous ways, takes care of the needs of its students and provides them with necessary support. At least one student representative participates in each departmental meeting and they can raise any issues the students might have and point out the need for additional support for some students. In addition, teachers are available during their office hours or by appointment to students who need help with study skills, literature, etc. Mentors are chosen by the students for the final thesis in the last year at each level of study.

In December 2011 the Faculty of Humanities and Social Sciences founded a Centre for Student Counseling which offers advice to students who may have learning difficulties, who need advice on their academic career, with personal or family problems or support in times of crisis. In addition to individual counseling, the tasks of the Centre include organizing different types of educational workshops and special topic presentations. The Centre for Student Counseling employs teachers from the Faculty of Humanities and Social Sciences with appropriate training and professional background (in psychology and counseling), as well as external experts – meaning experts in the fields of psychology and medicine. In the previous academic year, the Centre organized three public lectures, and since it has been founded, its staff has conducted more than one hundred hours of individual counseling. We believe that the foundation of the Centre for Student Counseling at the Faculty of Humanities and Social Sciences, which is intended for all the students of the University of Split, and which is also the first of its kind in Split, has greatly improved the support system for our students.

In terms of helping students with special needs, we must point out that the Faculty of Humanities and Social Sciences in Split actively participated in the Tempus project *EduQuality-Education for Equal Opportunities at Croatian Universities* and has

accordingly made a great effort to educate teachers about the need to adapt higher education to students with special needs along with the means to do so. However, we believe that the main difficulty of the University in terms of providing support for students with special needs is the existence of physical barriers due to the dislocation of the Faculty and the inadequacy of some classrooms in which teaching takes place. Nonetheless, the aim is to ensure that all students can freely attend classes and be actively involved in the educational process regardless of any disability; this sometimes means organizing classes in accessible locations which have ramps for the disabled and an elevator (Klerikat building, Put iza nove bolnice 10c) instead of the locations where classes are normally held. We believe that better solutions to this issue at the *Faculty of Humanities and Social Sciences* could greatly improve opportunities for students with special needs.

The Office for International Cooperation is responsible for providing support to students who come from abroad; it also takes care of the administrative and technical needs of the candidates. On the other hand, departmental ECTS coordinators at the Faculty of Humanities and Social Sciences, together with the staff of the Office for International Cooperation, manage the students who decide to undertake a part of their studies abroad. Regarding legal support, students always have access to the Faculty's Legal Advisor.

Students can access financial support through the Student Union of the Faculty of Humanities and Social Sciences in Split; this Union functions as a representative body of students of the Faculty which has access to the student funds. Each year the Student Council puts out a call for applications for funding student programmes drawn up by student organizations or individual students.

If there is a need for additional financial support for students by the Faculty for the implementation of a programme or with regard to other specific circumstances, students or groups of students may address a request to the Dean of the Faculty providing details of the requested financial support.

i) Attach regulations on the protection of student rights (appeal procedures, student ombudsman, etc.).

Students' rights are regulated by different documents:

- Statute of the Faculty of Humanities and Social Sciences
- Ordinance on Study Programmes and Study System at the University of Split
- Statute of the Student Union of the Faculty of Humanities and Social Sciences in Split

According to the *Statute of the Faculty of Humanities and Social Sciences* a student may lodge a complaint to the Dean of the Faculty in case of a violation of his or her rights. In practice, students mostly direct their complaints and petitions to the Vice-Dean for Education, who usually resolves most complaints, although if deemed necessary other representatives of the Administration and the Faculty Student Council are involved.

At the Faculty there is a Student Ombudsman, whose election and obligations are regulated by the Statute of the Student Union of the Faculty of Humanities and Social Sciences in Split. According to the document, the Student Ombudsman receives complaints from students concerning their rights and discusses them with competent members of the Faculty; the Student Ombudsman also advises students on ways of protecting their rights and he or she can participate in the disciplinary proceedings in order to make sure that a student's rights are maintained.

According to the Ordinance on Study Programmes and Study System at the University of Split, a student who believes that his or her GPA is incorrect because of irregularities in testing or evaluation can make a written complaint within two days from receiving their mark; the Dean of the Faculty will then form an examination committee which will make a judgment on the appeal; this committee bases their decision on an assessment of the examination in question or organizes a re-examination if necessary.

j) Specify the way you follow graduating students (alumni) and collect data on their employment as well as other important information for improving academic programs.

Table 3.3. Employment of students who have graduated

Study program	Number of graduates in the past three years	The number of unemployed students according to the employment statistics
Undergraduate studies - single major (Sociology)	67	
Undergraduate studies - double major	437	
Graduate studies - single major (Sociology)	33	
Graduate studies - double major	269	
Integrated studies - Teacher Education	221	
Professional studies – Pre-school	130	
TOTAL	1157	

Information about the number of unemployed graduates of the Faculty of Humanities and Social Sciences in Split from the last three academic years is unavailable. The records of the Employment Bureau are not kept according to university attended but rather according to profession. In addition, a number of students at the Faculty of Humanities and Social Sciences in Split come from different cities and counties which are not registered in the Employment Bureau of Split. However, it should be noted that according to the data of the Croatian Employment Service, among the 50 jobs with the highest employment rate in Split-Dalmatia County for 2013 the job of primary school teachers holds the eighth place and twelfth place is held by pre-school teachers. Among the 25 professions with the highest unemployment rate in 2013 not one is offered at the Faculty of Humanities and Social Sciences; it is only teachers that are listed in the 43rd place and the last, 50th, place is held by pre-school educators (Statistical Bulletin of the Employment of Split-Dalmatia County, December 2013).

In the Faculty of Humanities and Social Sciences in Split there is no organized system for tracking alumni; this is considered an issue. We believe that it is necessary to start such an initiative in the future.

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

Given all the parameters listed in this section, partial satisfaction with the present situation can be stated, particularly with respect to the popularity of the Faculty regarding the choice of majors, the composition and motivation of students, their achievement during their

studies and the quality of the relationship between teachers and students. We cannot be fully satisfied because further work on attracting the most successful high school students is necessary, especially those from the Secondary Grammar Schools, as well as foreign students. Furthermore, we believe student standards can and should be further improved in terms of facilities as well as learning and working conditions. The absence of a sufficient level of quality in all the areas regarding education ultimately diminishes students' abilities to reach their full potential. It is worth noting that attending classes at different locations makes communication more difficult both between students of different study programmes and between teachers and students. Furthermore, we believe that the introduction of a system of monitoring and consultation of alumni could significantly contribute to a more efficient improvement of learning outcomes of our study programmes in accordance with professional demands.

Table 3.1. Student composition

Table 3.1.1. The composition of students for the academic year 2013/2014.

Study programme	Full-time students	Part-time students	Graduates
Undergraduate studies (total)	920	0	4
<i>Croatian Language and Literature</i>	145	0	0
<i>English Language and Literature</i>	122	0	0
<i>Italian Language and Literature</i>	134	0	0
<i>History</i>	102	0	0
<i>History of Art</i>	103	0	0
<i>Pedagogy</i>	99	0	0
<i>Philosophy</i>	103	0	0
<i>Sociology</i>	75	0	4
<i>Early and Pre-School Education</i>	37	0	0
Integrated studies			
<i>Teacher Education</i>	262	0	12
Professional studies			
<i>Pre-school Education</i>	81	0	5
Graduate studies (total)	613	0	56
<i>Croatian Language and Literature</i>	133	0	10
<i>English Language and Literature</i>	105	0	10
<i>Italian Language and Literature</i>	96	0	11
<i>History</i>	67	0	1
<i>History of Art</i>	67	0	1
<i>Pedagogy</i>	57	0	13
<i>Philosophy</i>	50	0	1
<i>Sociology</i>	38	0	9

Table 3.1.2. The composition of students for the academic year 2012/2013.

Study programme	Full-time students	Part-time students	Graduates
Undergraduate studies (total)	937	0	1
<i>Croatian Language and Literature</i>	188	0	0
<i>English Language and Literature</i>	141	0	0
<i>Italian Language and Literature</i>	133	0	0
<i>History</i>	101	0	0
<i>History of Art</i>	99	0	0
<i>Pedagogy</i>	97	0	0
<i>Philosophy</i>	101	0	0
<i>Sociology</i>	77	0	1
Integrated studies			
<i>Teacher Education</i>	273	0	31
Professional studies			
<i>Pre-school Education</i>	116	0	16
Graduate studies (total)	647	0	106
<i>Croatian Language and Literature</i>	143	0	25
<i>English Language and Literature</i>	98	0	19
<i>Italian Language and Literature</i>	124	0	29
<i>History</i>	65	0	10
<i>History of Art</i>	71	0	4
<i>Pedagogy</i>	68	0	2
<i>Philosophy</i>	35	0	7
<i>Sociology</i>	43	0	10

Table 3.1.3. The composition of students for the academic year 2011/2012.

Study programme	Full-time students	Part-time students	Graduates
Undergraduate studies (total)	1003	0	1
<i>Croatian Language and Literature</i>	204	0	0
<i>English Language and Literature</i>	148	0	0
<i>Italian Language and Literature</i>	157	0	0
<i>History</i>	108	0	0
<i>History of art</i>	108	0	0
<i>Pedagogy</i>	100	0	0
<i>Philosophy</i>	93	0	0
<i>Sociology</i>	85	0	1
Integrated studies			
<i>Teacher Education</i>	293	0	39
Professional studies			
<i>Pre-School Education</i>	114	0	15
Graduate studies (total)	511	0	80
<i>Croatian Language and Literature</i>	130	0	17
<i>English Language and Literature</i>	77	0	25
<i>Italian Language and Literature</i>	88	0	23
<i>History</i>	59	0	3
<i>History of Art</i>	42	0	2
<i>Pedagogy</i>	48	0	0
<i>Philosophy</i>	37	0	4
<i>Sociology</i>	30	0	6

Table 3.1.4. The composition of students for the academic year 2010/2011

Study programme	Full-time students	Part-time students	Graduates
Undergraduate studies (total)	997	0	29
<i>Croatian Language and Literature</i>	218	0	4
<i>English Language and Literature</i>	150	0	10
<i>Italian Language and Literature</i>	152	0	9
<i>History</i>	104	0	1
<i>History of Art</i>	101	0	1
<i>Pedagogy</i>	106	0	0
<i>Philosophy</i>	83	0	3
<i>Sociology</i>	83	0	1
Integrated studies			
<i>Teacher Education</i>	343	0	17
Professional studies			
<i>Pre-School Education</i>	126	0	27
Graduate studies (total)	552	0	2
<i>Croatian Language and Literature</i>	144	0	0
<i>English Language and Literature</i>	115	0	0
<i>Italian Language and Literature</i>	104	0	0
<i>History</i>	64	0	0
<i>History of Art</i>	33	0	0
<i>Pedagogy</i>	15	0	0
<i>Philosophy</i>	42	0	0
<i>Sociology</i>	35	0	2

Appendices:

- Statute of the Faculty of Humanities and Social Sciences
- Ordinance on Study Programmes and Study System at the University of Split
- Statute of the Student Union of the Faculty of Humanities and Social Sciences in Split
- Ordinance on Student Awards
- Ordinance on Student Assistants

4. TEACHERS

a) Provide an overview of your teaching staff shown in the table 4.1. Evaluate strong and weak points in the ratios of the numbers of full-time and part-time employees. Analyze problems in personnel policy.

Table 4.1. Staff structure

Staff	Full-time employees		Cumulative employment		Full-time teachers who are part-time employed in other institutions		Part-time employees
	Number	Average age	Number	Average age	Number	Number	Average age
DEPARTMENT OF CROATIAN LANGUAGE AND LITERATURE							
Full Professors	4	59	0	0	1	1	57
Associate Professors	1	60	0	0	0	0	0
Assistant Professors	5	42	0	0	0	1	48
Teaching staff titles	2	35	0	0	0	2	42
Teaching Assistants	1	32	0	0	0	0	0
Professional associates	0	0	0	0	0	1	36
Research Assistants	3	31	0	0	0	0	0
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE							
Full Professors	2	57	0	0	0	2	70
Associate Professors	0	0	0	0	0	1	70
Assistant Professors	5	39	0	0	0	2	45
Teaching staff titles	4	47	0	0	0	1	49
Teaching Assistants	2	37	0	0	0		

Professional associates	0	0	0	0	0	1	30
Research Assistants	3	30	0	0	0	0	0
DEPARTMENT OF ITALIAN LANGUAGE AND LITERATURE							
Full Professors	1	55	0	0	0	0	0
Associate Professors	0	0	0	0	0	0	0
Assistant Professors	5	41	0	0	0	0	0
Teaching staff titles	4	51	0	0	0	0	0
Teaching Assistants	1	46	0	0	0	0	0
Professional associates	0	0	0	0	0	0	0
Research Assistants	4	34	0	0	0	0	0
DEPARTMENT OF ART HISTORY							
Full Professors	4	55	0	0	1	3	60
Associate Professors	0	0	0	0	0	4	55
Assistant Professors	0	0	0	0	0	3	55
Teaching staff titles	2	50	0	0	0	4	55
Teaching Assistants	0	0	0	0	0	0	0
Professional associates	0	0	0	0	0	1	40
Research Assistants	6	35	0	0	0	0	0
DEPARTMENT OF HISTORY							
Full Professors	2	50	0	0	0	5	60
Associate Professors	2	45	0	0	0	1	70
Assistant Professors	2	30	0	0	0	3	40
Teaching staff titles	0	0	0	0	0	0	0
Teaching Assistants	0	0	0	0	0	0	0
Professional associates	0	0	0	0	0	0	0
Research Assistants	7	30	0	0	0	0	0
DEPARTMENT							

OF PHILOSOPHY							
Full Professors	2	65	1	58	0	1	58
Associate Professors	0	0	1	50	0	2	58
Assistant Professors	3	40	0	0	0	0	0
Teaching staff titles	0	0	0	0	0	1	58
Teaching Assistants	2	25	0	0	0	0	0
Professional associates	0	0	0	0	0	1	65
Research Assistants	0	0	0	0	0	0	0
DEPARTMENT OF SOCIOLOGY							
Full Professors	2	60	0	0	1	6	55
Associate Professors	2	46	0	0	1	0	0
Assistant Professors	2	40	0	0	1	2	32
Teaching staff titles	0	0	0	0	0	0	0
Teaching Assistants	3	41	0	0	0	0	0
Professional associates	0	0	0	0	0	0	0
Research Assistants	0	0	0	0	0	0	0
DEPARTMENT OF PEDAGOGY							
Full Professors	0	0	0	0	0	4	64
Associate Professors	3	47	0	0	2	1	50
Assistant Professors	3	36	0	0	2	0	0
Teaching staff titles	0	0	0	0	0	2	58
Teaching Assistants	2	30	0	0	0	3	35
Professional associates	0	0	0	0	0	0	0
Research Assistants	2	30	0	0	1	0	0
DEPARTMENT OF TEACHER EDUCATION							
Full Professors	1	55	0	0	0	2	55
Associate Professors	2	40	0	0	1	3	47
Assistant Professors	5	47	0	0	5	3	45

Teaching staff titles	8	40	0	0	1	9	50
Teaching Assistants	4	35	0	0	2	1	35
Professional associates	0	0	0	0	0	5	45
Research Assistants	0	0	0	0	0	1	35
DEPARTMENT OF PRE-SCHOOL EDUCATION							
Full Professors	0	0	0	0	0	2	60
Associate Professors	0	0	0	0	0	4	55
Assistant Professors	2	67	0	0	0	3	55
Teaching staff titles	3	53	0	0	0	6	50
Teaching Assistants	1	53	0	0	0	0	0
Professional associates	0	0	0	0	0	1	35
Research Assistants	0	0	0	0	0	0	0

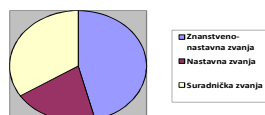


Figure 1- The ratio of full-time employees in academic (teaching and research, marked blue), teaching (teaching only, marked purple) and associate titles (research and teaching assistants and part-time teaching staff).

At the Faculty of Humanities and Social Sciences, University of Split there are 56 full-time employees who hold academic titles (18 Full Professors, 8 Associate Professors, and 34 Assistant Professors), 23 full-time employees who hold teaching titles, and 40 full-time employees who hold associate titles (23 out of 40 are Research Assistants). The average age of Assistant Professors is 42, of Associate Professors 47.5, of Full Professors 57. The average

age of Teaching Assistants and Senior Teaching Assistants is 37, whilst the average age of Research Assistants is 31.5. The average age of Teaching Assistants is higher than expected, especially when compared to data from other higher education institutions. Furthermore, the fact that average age of Research Assistants is relatively high is caused by the lack of job openings, which hinders the promotion of Research Assistants.

At the Faculty the number of part-time employees is relatively high, although they participate in fewer teaching activities, as shown in Table 4.2. Table 4.1 shows that at the Faculty there are 100 part-time employees and 123 full-time employees. Due to the fact that 23% of lectures and 16% of seminars and practical classes are conducted by a high number of part-time employees, we believe that the number of part-time employees should be reduced, and the staff structure should be improved, especially in regards to employees holding associate titles.

Table 4.1 shows that currently the ratio between teachers holding academic titles and teachers holding associate titles is 56 to 43, which means that there's less than one teaching assistant or research assistant per one teacher holding an academic title. This is far from the optimal ratio of 1 to 2 teaching assistants or research assistants per teacher. The fact that most teaching activities are conducted by teachers holding academic titles is caused by the ongoing lack of job openings for assistants and research assistants.

The ratio between teachers holding academic, teaching and associate titles is shown in Figure 1.

The Faculty has a high number of research assistants with a PhD, who have fulfilled the requirements for appointment to an academic title. Their promotion is not possible at present since there are no job openings at the Faculty. The research assistants as well the Faculty management are greatly concerned about this problem.

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

Table 4.1.1. Teacher/student ratio in the last 5 years

Academic year	Number of teachers	Number of students	Student/teacher ratio
2008/2009	80,5	1398	17,36
2009/2010	89	1368	15,37
2010/2011	92	1303	14,16
2011/2012	98	1361	13,88
2012/2013	99	1334	13,47

Table 4.1.1 shows the number of students and teachers in the last 5 academic years and the student/teacher ratio. Due to the fact that the enrolment quota has been reduced, the student/teacher ratio is better in the last 3 academic years than in 2008/2009 and 2009/2010. The total number of teachers includes all teaching staff - those engaged in teaching only, those engaged in teaching and research, and adjunct staff (the number of adjuncts is multiplied by 0,5). The total number of students refers only to full-time students. The minimum criteria for the issue of the permit to teach in a Croatian higher education institution is set by the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*³² and define the maximum allowed ratio as 1:30³³. According to the data provided by the Ministry of Science, Education and Sport the average teacher/student ratio at universities is 1:21.³⁴ The web page of the *Agency for Science and Higher Education Croatia* states the following: “if we look at the top 200 world universities, rated according to most relevant world academic ranking lists, we notice that the teacher-student ratio does not go above 1:22 regardless of the field of specialisation (among the best-ranked universities this ratio goes below 1:10). We can conclude from the above that the quality of a higher education institution, among other things, can be rated by its low teacher-student ratio because it is

³² Standardi i smjernice za osiguranje kvalitete u europskom visokom obrazovanju
<http://www.unizg.hr/fileadmin/upravljajnekvalitetom/pdf/docsmjernice/esg.pdf>

³³ Pravilnik o sadržaju dopusnice te uvjetima za izdavanje dopusnice za obavljanje djelatnosti visokog obrazovanja, izvođenje studijskog programa i reakreditaciju visokih učilišta http://narodne-novine.nn.hr/clanci/sluzbeni/2010_02_24_575.html

³⁴ Strategija obrazovanja, znanosti i tehnologije 2013., str. 106.

obvious that such universities are excellent both due to their employment criteria and because of their academic research and publications criteria.”³⁵

Table 4.1.2. Teacher/student ratio in 2013./2014.

Department	Number of teachers	Number of students	Student/teacher ratio
DEPARTMENT OF CROATIAN LANGUAGE AND LITERATURE	13,5	278	20,59
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE	13,5	227	16,81
DEPARTMENT OF ITALIAN LANGUAGE AND LITERATURE	12,5	230	18,4
DEPARTMENT OF HISTORY	9,5	169	17,78
DEPARTMENT OF ART HISTORY	9	170	18,88
DEPARTMENT OF PEDAGOGY	8	156	19,5
DEPARTMENT OF PHILOSOPHY	6,6	153	23,18
DEPARTMENT OF SOCIOLOGY	7,5	113	15,06
DEPARTMENT OF TEACHER EDUCATION	18	262	14,55
DEPARTMENT OF PRE-SCHOOL EDUCATION	5,5	118	21,45

³⁵ <http://www.azvo.hr/index.php/en/kvaliteta-je-neodvojiva-od-niskog-omjera-nastavnikstudent>

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

Table 4.2. Workload of full-time and part-time teachers

Study programme	Lectures		Seminars and practical classes		Mentorship*		Other forms of teaching	
	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers
CROATIAN LANGUAGE AND LITERATURE	2062	306	2485	325	0	0	0	0
ENGLISH LANGUAGE AND LITERATURE	1206	294	2915,5	228	0	0	0	0
ITALIAN LANGUAGE AND LITERATURE	1366	0	3127,5	0	0	0	0	0
ART HISTORY	1838	1182	478,5	198,5	0	0	0	0
HISTORY	1964	410	610,5	79,5	0	0	0	0
PHILOSOPHY	1916	610	270	125	0	0	0	0
SOCIOLOGY	1768	816	2580	157,5	0	0	0	0
PEDAGOGY	2488	488	2272,5	295	0	0	0	0
TEACHER EDUCATION	3674	536	5508,5	1510,5	0	0	0	0
PRE-SCHOOL EDUCATION	836	472	1731	1069,5	0	0	0	0

N								
JOINT CLASSES	0	526	0	240	0	0	0	0

According to the data in Table 4.2, the total workload of full-time teachers at the Faculty is 18.848 hours of lectures and 21.979 hours of seminars and practical classes, whereas the workload of part-time teachers is 5.639 hours of lectures and 4.228,5 hours of seminars and practical classes.

In the study programme in Sociology, which is research-focused on all levels, there are workshops (organised either for individuals or for groups of students) in which student(s) work with their mentor/supervisor. The results of such are presented at conferences, in publications, etc.

Full-time teachers at the Faculty teach 77% of all lectures and 84% of all seminars and practical classes, whereas part-time teachers teach 23% of all lectures and 16% of seminars and practical classes. The data shown in Table 4.2 are based on 120% workload rate of teachers. The ratio between classes taught by full-time teachers and the ones taught by part-time teachers would be more unfavourable if the workload of teachers were reduced to 100%.

The data in table 4.2 indicate that teacher hiring is crucial for the Faculty.

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

In order to teach at another higher education institution on a part-time basis, teachers must obtain the Dean's approval. Part-time employment of the teachers at other higher education institutions is monitored by The Regulations on external collaboration of the University of Split, which regulates the issue of cooperation between the institutions of the University of Split as well as between Universities themselves.

e) Specify the average number of students for lectures, seminars, practical classes and other forms of teaching and evaluate efficiency of teaching in the groups. Comment on the student opinions about this issue, expressed in questionnaires.

The average number of students in obligatory courses, according to Article 25 of the Collective Employment Agreement, is the following:

Lecture classes- 150 students;

Seminar classes-30 students;

Practical classes- 30 students.

These numbers do not vary, with the exception of lecture classes, which are held in groups of 40 to 60 students. The reason for this is lower enrolment quota at some Departments. Small numbers of students in lecture classes and in seminar and practical classes improves teaching quality at the Faculty. On the other hand, the number of students in the elective courses is not limited in all Departments, which can cause the number of students in groups to vary radically, from 1 to 40 students in a group. This problem has been tackled by setting enrolment quotas for elective courses. In the student questionnaires there are no questions related to the effectiveness of teaching with respect to number of students in groups. We did not have any remarks concerning this issue on the part of students.

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

At this point it is possible to give a partial assessment of teacher competence. Specifically, the Quality Assurance Board at the Faculty of Humanities and Social Sciences in Split does not have all the required parameters in this regard or a defined institutional framework for the evaluation of teacher competence. In the Quality Assurance System Handbook at the Faculty of Humanities and Social Sciences in Split it is stated that the Faculty should have methods for assessing and improving quality and competence of Teaching and Professional staff. Assessment of teacher competence includes the evaluation of students through questionnaires. Furthermore, teacher competence is continuously verified through election and re-election, based on criteria established by the Law on Scientific Activity and Higher Education and the conditions of the Rector's Conference. There are no additional criteria for assessing teacher competence. In Article 4.4.2. of the Quality Assurance System Handbook it is stated that

teacher competence could be evaluated through various methods. Currently the Faculty has developed some of these methods, but in the following years it's planning to implement pilot projects to assess the possibility of introducing other methods for evaluating the quality of teaching and the overall work of teachers.

So far we have not compared our achievements with other institutions at national or international level, although such practice is recommended by the Quality Assurance System Handbook. However, we have always tried to adopt the experiences and achievements of leading world universities.

When assessing teacher quality, students answer questions within the following categories: whether teachers prepare lectures effectively, whether their lectures are presented coherently, whether they enable students to acquire intended competencies and skills, whether the assessment of students' knowledge is appropriate, whether teachers are punctual, whether marking criteria and the curriculum are clearly explained to students, and whether teachers communicate with students appropriately. Results of the questionnaires show that teachers are evaluated positively and students seldom comment negatively on teachers' competencies.

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

Professional development of full-time and part-time teachers is carried out in several ways:

- doctoral and postdoctoral studies in Croatia and abroad,
- participation in international projects,
- study visits on national and international levels,
- participation in mobility programmes (the Erasmus Programme, the Transversal Programme- Lifelong Education Programme, etc.),
- encouraging participation in scientific and professional conferences in the country and abroad,

- encouraging participation in other forms of training in the country and abroad, such as workshops, seminars etc.

The results in Table 4.3 show that a considerable number of teachers studied abroad and a large number of teachers studied at some other institutions in the country. Teachers could not obtain their degrees at the Faculty of Humanities and Social Sciences in Split because it was founded in 2005. The overall situation at the Faculty is quite satisfactory; it is similar to other Faculties of Humanities and Social Sciences in Croatia. Our conclusion is that major support in terms of improving teaching competencies comes from legal framework and obligations concerning election and re-election, from the results of student questionnaires and from the results of other surveys conducted by the Quality Assurance Board.

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

At the Faculty no specific measures have been introduced to motivate teachers. However, it's important to point out that the Faculty co-finances organisation of scientific and professional conferences, participation in conferences, publication of papers, etc.

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

The Faculty strives to provide students with textbooks and teachers' scripts to improve teaching quality. The data are in the following table.

Table 4.2.1. Teachers' textbooks/monographs published by the Faculty of Humanities and Social Sciences in Split (from 2009/10 till present):

Author	Title	City	Publisher	Year	ISBN
Čurković Kalebić, S., Willems, B. eds.	<i>The First Ten Years of English Studies in Split</i>	Split	Faculty of Humanities and Social Sciences, University of Split	2011	978-953-7395-35-3
Dobrota, S.	<i>Uvod u suvremenu glazbenu pedagogiju</i>	Split	Faculty of Humanities and Social Sciences, University of Split	2012	978-953-7395-44-5
Dragić, M.	<i>Poetika i povijest hrvatske usmene književnosti</i>	Split	Filozofski fakultet Sveučilišta u Splitu	2008	ISBN-13: 978-953-7395-16-2
Ivon, H.	<i>Lutka u dječjem vrtiću</i>	Split	Faculty of Humanities and Social Sciences, University of Split	2013	978-953-7395-51-3
Jurišić, S., Marasović-Alujević, M.	<i>Introduzione alla fonologia e alla morfologia della lingua italiana</i>	Split	Faculty of Humanities and Social Sciences, University of Split	2010	978-953-7395-28-5
Kapitanović, V.	<i>Povijesna vrela i pomoćne znanosti</i>	Split	Faculty of Humanities and Social Sciences, University of Split	2012	978-953-7395-40-7
Kukoč, M. ur.	<i>Filozofija Mediterana</i>	Split	Faculty of Humanities and Social Sciences, University of Split	2009	978-953-164-127-7
Marasović-Alujević, M.	<i>Introduzione allo studio della lingua italiana</i>	Split	Faculty of Humanities and Social Sciences, University of Split	2008	978-953-7395-15-5
Matas, G. , Kostadinov, B. eds.	<i>Migration, Globalization, Hybridity: Canadian and</i>	Split	Faculty of Humanities and Social Sciences,	2010	978-953-7395-37-

	<i>Croatian Experiences.</i>		University of Split		7
Matas, G., Kostadinov, B. eds.	<i>Social and Cultural Implications of Multiculturalism</i>	Split	Faculty of Humanities and Social Sciences, University of Split	2010- 2011	978-953- 7395-39- 7
Milošević, A.	<i>Križevi na obložnicama ranosrednjovjekovnih grobova u okolici Sinja</i>	Split	Faculty of Humanities and Social Sciences, University of Split	2008	978-953- 55335-0- 4
Milošević, A.	<i>Predromanički zvonici u Dalmaciji i ranosrednjovjekovnoj Hrvatskoj</i>	Split	Faculty of Humanities and Social Sciences, University of Split	2011	978-953- 55335-4- 2
Milošević, A.	<i>Tragovi starih vjerovanja u kršćanstvu ranoga srednjeg vijeka</i>	Split	Faculty of Humanities and Social Sciences, University of Split	2013	978-953- 7395-50- 6
Peković, Ž., Milošević, A.	<i>Predromanička crkva Svetoga Spasa u Cetini, La chiesa preromanica di San Salvatore a Cetina</i>	Split	Faculty of Humanities and Social Sciences, University of Split	2009	978-953- 55335-2- 8
Peković, Ž.	<i>Crkva Sv. Petra Velikoga. Dubrovačka predromanička katedrala i njezina skulptura; La chiesa di S. Pietro Maggiore. La cattedrale preromanica di ragusa e il suo arredo sculture</i>	Split	Faculty of Humanities and Social Sciences, University of Split	2010	978-953- 55335-3- 5
Pilić, Š.	<i>Knjiga o nastavnicima. [e- book]</i>	Split	Faculty of Humanities and Social Sciences, University of Split	2008	13978- 953.7395 .18-6

Table 4.2.2. Teachers' textbooks/monographs published by other publishers (from 2009/10 till present):

Author. Title. Place of Publication, Publisher. Year. ISBN

Batarelo Kokić, I. et al. *Demokracija i ljudska prava u osnovnim školama: teorija i praksa*. Zagreb, The Centre for Human Rights, 2010. 978-953-56339-0-7

Batarelo Kokić, I., Heder, E., Ljubić, M. *Entrepreneurial Learning - School Professional Toolkit: Quantitative Section of the Study of Strategic Piloting in Western Balkans and Turkey*. Zagreb, South East European Centre for Entrepreneurial Learning, 2013. 978-953-56732-3-1

Batarelo Kokić, I., Heder, E., Ljubić, M. *Entrepreneurial Learning - A Key Competence Approach in Practice: ISCED Level 5-6 Piloting Results*. Zagreb, South East European Centre for Entrepreneurial Learning, 2013. 978-953-56732-5-5

Belamarić, J. *Gaius Aurelius Valerius Diocletianus Pius Felix Invictus Augustus i njegova palača u Splitu*. Split, the City Museum of Split, 2012. 978-953-6638-51-2

Belamarić, J. *Studije iz srednjovjekovne i renesansne umjetnosti na Jadranu II*. Split, Književni krug Split, 2012. 978-163-365-9.

Belamarić, J., Milinović, D. eds. *Metamorfoze mita*. Zbornik Danâ Cvita Fiskovića IV. Zagreb, Faculty of Humanities and Social Sciences, University of Zagreb, 2012. 978-953-7875-01-5

Belamarić, J. *Dalmacija. Kulturno-povijesni vodič*. Zagreb, Turistička naklada. 2012. 978-953-215-747-5

Belamarić, J. *Kamen naš svagdašnji*. Mostar, HERAG. 2013. 978-953-57402-2-3

Bošković, I. *Splitske teme. Kroatističke književno-povijesne teme*. Zagreb, Croatian University Press 2010. 978-953-169-215-1

Bošković, I. *Prvo čitanje*. Zagreb, Croatian Writers' Association. 2011. 978-953-278-093-2

Bošković, I. *Car na pozornici. Dramska hrestomatija o caru Dioklecijanu*. Zagreb, Croatian University Press. 2012. 978-953-169-196-3

Brožek, A., Jadacki, J., Žarnić, B. *Theory of Imperatives from Different Points of View*. Warszaw, Wydawnictwo Naukowe Semper. 2011. 978-83-7507-078-1

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Curić, Z., Glamuzina, N., Opačić, V. T. *Geografija turizma – regionalni pregled*. Zagreb, Ljevak Publisher Ltd. 2013. 978-953-303-612-0

Čurković Kalebić, S. *Teacher Talk in Foreign Language Teaching*. Split: Redak . 2008. 978-953-7595-03-6

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Fisković, I. “Dominikanski spomenici starijeg doba u jadranskoj Hrvatskoj”. In: *Dominikanci u Hrvatskoj*. Zagreb, Klovcevi Dvori Gallery. 2011. 978-953-271-011-3, 53-118

Glamuzina, N. *Pelješac*. Split, Bošković Publisher. 2009. 978-953-263-094-7

Ivon, H. *Dijete, odgojitelj, lutka*. Zagreb, Golden marketing - Tehnička knjiga. 2013. 978-953-212-417-0

Jurišić, S. R. *Marinković, Albatros, introduction and Italian translation by S. Jurišić*. Pescara, Fondazione “Ernesto Giammarco”. 2009. 1828-5775

Kokić, T. *Teorija evolucije. Razvoj ideje, osnovna načela i recepcija*. Zagreb. Naklada Breza 2010. 978-953-7036-57-7

Kolešnik, Lj. *Socijalizam i modernost. Umjetnost, povijest, politika 1950-1974*. Zagreb, MSU & Institut za povijest umjetnosti. 2012. 978-953-7875-00-8

Kolešnik, Lj., Prelog, P. eds. *Moderna umjetnost u Hrvatskoj 1896-1975*. Zagreb, Institute of Art History. 2012. 978-953-6106-93-6

Kovač, S., Žarnić, B. *Logička pitanja i postupci: problemski uvod u elementarnu logiku*. [e-book] Zagreb, Kruzak. 2011. 978-953-6463-83-1

Kovačević, S. et al. *Hrvatski kvalifikacijski okvir, uvod u kvalifikacije*. Zagreb, Ministry of Science Education and Sports. 2009 978-953-6569-65-6

Kovačević, S., Mušanović M., Vasilj, M. *Vježbe iz didaktike*. Rijeka. Hrvatsko futurološko društvo. 2010. 978-953-95074-4-0

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Kovačević, S., Mušanović, L. *Od transmisije do majeutike – modeli nastave*. 2013. 978-953-95074-4-8

Kraševac, I., Prelog, P., Kolešnik, Lj. *Akademija likovnih umjetnosti u Münchenu i hrvatsko slikarstvo/Die Akademie der Bildenden Künste in München und die kroatische Malerei*. Zagreb, Institute of Art History. 2008. 978-953-6106-72-1

Kukoč, M. ed. *Filozofija i globalizacija*. Zagreb, Croatian Philosophical Society. 2011. 978-953-164-159-3

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Leburić, A., Nigoević, M. *Mediji kao (pre)nositelji interkulturalizma u hrvatsko-talijanskim interakcijama: istraživanja s početka trećeg milenija/Media come (tras)portatori dell'interculturalismo nelle interazioni croato-italiane: le ricerche all'inizio del terzo millennio.* Split, Redak. 2010. 978-953-991938-X

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Prančević, D., Lozica, I. *Skulpture, crteži*. (exhibition catalogue). Zagreb, ModernGallery. 2010. 978-953-7662-28-8

Prančević, D. *Participacija, ne simulacija*. (exhibition catalogue). Split, Arts Academy, University of Split. 2010. 978-953-6617-29-6

Prančević, D. 37. *splitski salon: izlågati (se) izlågati*. (exhibition catalogue). Split, Croatian Association of Artists. 2011. 978-953-7740-03-0

Prijatelj Pavičić, I. *U potrazi za izgubljenim slikarstvom. O majstoru Lovru iz Kotora i slikarstvu na prostoru od Dubrovnika do Kotora tijekom druge polovice XV. Stoljeća*. Dubrovnik, Matica Hrvatska. 2013. 978-953-7784-21-8

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Slunjski, E. Et al. *Handbook for the Self-Evaluation of Early Childhood and Pre-School Education Institutions*. Zagreb, NationalCentreforExternalEvaluationofEducation. 2013. 978-953-7556-38-9

Sučić, G. *Poli-Art. Glazbena vizualizacija – Likovna slušaonica*. Zagreb, Sarajevo: Agencija za odgoj i obrazovanje, Zagreb. 2013. 978-953-7035-94-5

Šimunković, Lj. i Bralić, S. *Francesco Carrara - Dnevnik s putovanja 1843. - 1848.* Split: Dante Alighieri Split, 2010. 2010 978-953-99197-6-2

Tolić, M. *Media socialization and media culture in the school curriculum- Social and pedagogical implication.* Saarbrücken, LAP LAMBERT Academic Publishing GmbH & Co. KG. 2011, 9778-3-8454-1665-6

Trobok, M., Mišćević, N., Žarnić, B. *Between Logic and Reality: Modeling Inference, Action and Understanding.* Dordrecht, Heidelberg, London, New York, Springer. 2012. 978-94-007-2389-4

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Vojnović Traživuk, B. *Teće, pjati i terine, keramika iz zbirke Etnografskog muzeja Split.* Split, Ethnographic Museum. 2013. 978-953-6866-31-1

Willems, B. *Hopkins and Heidegger.* London, New York, Continuum. 2009. 978-1-4411-6956-3

Willems, B. *Facticity, Poverty and Clones: On Kazuo Ishiguro's Never Let Me Go.* Dresden, Atropos Press . 2010. 978-0-9825309-7-9

Žmegač, A. *Bastioni jadranske Hrvatske.* Zagreb, Školska knjiga/ Institute of Art History. 2009. 978-953-0-61278-5

Table 4.2.3. Other teaching materials (internal scripts, e-lectures):

Author	Title	Year	Type
Brajčić, M.	<i>Predškolsko dijete i likovno djelo - Jackson Pollock.</i> <www.ffst.hr>	2013	e-lecture
Brajčić, M.	<i>Dijete i kulturna baština - učenje u muzeju.</i> <www.ffst.hr>	2013	e-lecture
Dobrota, S.	<i>Popularna glazba i glazbena nastava.</i> <www.ffst.hr>.	2012	e-lecture
Dobrota, S.	<i>Interkulturalno glazbeno obrazovanje.</i> <www.ffst.hr>	2012	e-lecture
Glamuzina, N.	<i>Historijska geografija Hrvatske</i> <www.ffst.hr>	2012	e-lecture
Glamuzina, N.	<i>Urbana historijska geografija</i> <www.ffst.hr>	2013	e-lecture
Horvat-Levaj, K.	<i>Hrvatska stambena arhitektura 17. i 18. stoljeća u europskom kontekstu</i>	2012	e-lecture
Kostović-Vranješ, V.	<i>Suvremena nastava prirodoslovlja.</i> <www.ffst.hr>	2012	e-lecture
Kostović-Vranješ, V.	<i>Nastavni sadržaji Prirode i društva – polazište za interdisciplinarno poučavanje.</i> <www.ffst.hr>	2012	e-lecture
Martinović, I.	<i>Žanrovi hrvatske filozofske baštine od 15. do 18. stoljeća.</i>	2012	e-lecture
Mišurac Zorica, I.	<i>Odnos učitelja razredne nastave prema nastavi matematike.</i> <www.ffst.hr>	2010	e-lecture
Mišurac Zorica, I.	<i>Metodički pristup obradi mjerenja u nastavi matematike.</i> <www.ffst.hr>	2010	e-lecture
Nemeth-Jajić, J.	<i>Pokazatelji usmjerenosti udžbenika na dijete.</i> <www.ffst.hr>	2007	e-lecture
Nemeth-Jajić, J.	<i>Književni interesi učenika mlađe školske dobi i njihovo poticanje.</i> <www.ffst.hr>	2010	e-lecture
Ožić Bašić, D.	<i>Postmoderna arhitektura</i>		e-lecture on Moodle
Ožić Bašić, D.	<i>Pojavnost suvremene arhitekture</i>		e-lecture on Moodle

Ožić Bašić, D., Meštrović, I.	<i>Teorija i povijest dizajna</i>		e-lecture on Moodle
Peršić, I.	<i>Britanska i irska književnost 20. st.</i>		internal script
Prijatelj Pavičić, I.	<i>Izgradnja šibenske katedrale i prijelazno gotičko-renesansno razdoblje u Dalmaciji</i> < www.ffst.hr >	2011	e-lecture
Prijatelj Pavičić, I.	<i>Položaj Francesca Laurane u povijesti renesansne portretistike</i> < www.ffst.hr >	2011	e-lecture
Stanić, S.	<i>Nastanak i razvoj potrošačkog društva.</i> < www.ffst.hr >	2013	e-lecture
Stanić, S.	<i>Klasična društvena misao u teoriji potrošnje.</i> < www.ffst.hr >	2013	e-lecture
Škarica, D., Hanžek, Lj.	<i>Priručni tekstovi iz epistemologije.</i> < www.ffst.hr >	2011	e-lecture
Škvorc, B.	<i>Teorija književnosti.</i> < www.ffst.hr >	2013	e-lecture
Škvorc, B.	<i>Čitanje književnog teksta i Krleža i Andrić.</i> < www.ffst.hr >	2013	e-lecture
Vojnović Traživuk, B.	Lončarska tradicija u unutrašnjosti Dalmacije. <i>Ethnologica Dalmatica</i> 17.	2009	e-lecture
Vojnović Traživuk, B.	Mapa <i>Dalmazia-I.Cantinotti</i> iz Etnografskog muzeja Split. <i>Ethnologica Dalmatica</i> 18.	2011	e-lecture
Vojnović Traživuk, B.	Tradicijsko lončarstvo u Velom Ižu. <i>Iški lopižar Predrag Petrović.</i>	2012	e-lecture
Vojnović Traživuk, B.	Utjecaji umjetničkih stilova u hrvatskoj narodnoj umjetnosti. <i>Etnološka istraživanja</i> 17.	2013	e-lecture
Žarnić, B.	<i>Otvoreno znanje.</i> http://marul.ffst.hr/~logika/nastava .		Website with teaching materials

The data in the tables show that some teachers put their lectures on the Faculty website (28 e-lectures), and for 27 courses, web sites with additional teaching materials have been created.

Some teachers publish their materials in printed form (textbooks and readers with handouts and notes also known as 'skripte'). They are published by the Faculty of Humanities and Social Sciences in Split and by other publishers.

The tables contain data about teachers' textbooks and monographs published by The Faculty of Humanities and Social Sciences in Split and by other national and international publishers. National publishers include Školska knjiga, Profil International, Boskovic Publisher, Ljevak Publisher etc. International publishers include Palgrave Macmillan, Springer, Continuum, EUM, Atropos Press etc. The monograph is the most common type of publication, because in the field of humanistic studies monographs are sometimes more influential than textbooks.

There are e-courses at the Department of Croatian Language and Literature, Art History, Pre-School Education, Sociology, English Language and Literature, Pedagogy, Philosophy and Teacher Education. The Faculty strives to provide conditions for implementation of these types of courses.

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

Teachers holding academic and associate titles, including those holding teaching titles are permanently involved in professional development, follow the latest trends in the development of science, and are involved in various international projects. Furthermore, they are guest teachers and researchers in many national and international academic and research institutions, and participate in various mobility programmes such as the Erasmus Programme, the Transversal Programme, etc.

We are not satisfied with the fact that the lack of job openings hinders the promotion of our teachers, especially research assistants with a PhD, who have fulfilled the requirements for appointment to an academic title. It is assumed that they will be promoted later than expected. This is one of the major problems that the Faculty is trying to solve. We also believe that we should insist on stimulating a greater release of e-lectures, as well as encouraging and facilitating the setting up of e-courses.

Table 4.3. List of teachers

Teacher	Title	Academic degree	HEI which issued qualification	Scientific field	Date of last appointment	Cumulative employment percentage	Workload at home institution (hours)	Workload at other institutions (hours)
CROATIAN LANGUAGE AND LITERATURE								
JOŠKO BOŽANIĆ	Full Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	17/9/2012	100	334	0
MIROSLAV PALAMETA	Full Professor	PhD	University of Sarajevo, Faculty of Humanities and Social Sciences	Philology	4/2/2012	100	315	0
MARKO DRAGIĆ	Full Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	12/5/2011	100	sabbatical	
BORIS ŠKVORC	Full Professor	PhD	Macquarie University, Sydney	Philology	25/7/2011.	100	315	120
IVAN BOŠKOVIĆ	Associate Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	29/4/2011	100	456	0
GORDANA GALIĆ KAKKONEN	Assistant Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	3/12/2010	100	261	0
JAGODA GRANIĆ	Assistant Professor	PhD.	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	21/12/2012	100	360	0
JOSIP LASIĆ	v. lektor	VSS	Sveučilište u Zadru	filologija	1.6.2012.	100	505	0
JOSIPA KORLJAN	Lektor	VSS	Sveučilište u Zadru	filologija	1.10.2010.	100	550	0
KATARINA LOZIĆ	Assistant Professor	PhD	University of Zagreb, Faculty of	Philology	3/5/2013	100	405	0

KNEZOVIĆ			Humanities and Social Sciences					
ANITA RUNJIĆ-STOILLOVA	Assistant Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	24/2/2012	100	379	0
MARIJANA TOMELIĆ ĆURLIN	Assistant Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	24/2/2012	100	320	0
VIKTORIA FRANIĆ TOMIĆ	Senior Teaching Assistant	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	30/9/2010	100	300	0
TANJA BREŠAN	Senior Teaching Assistant	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	1/10/2012	100	273	0
JOSIP LASIĆ	Senior Language Instructor	BA	University of Zadar	Philology	1/6/2012	100	334	0
JOSIPA KORLJAN	Language Instructor	BA	University of Zadar	Philology	1/10/2010.	100	275	0
LUCIJANA ARMANDA ŠUNDOV	Research Assistant	BA	University of Split, Faculty of Humanities and Social Sciences	Philology	30/10/2008	100	270	0
ENI BULJUBAŠIĆ	zn. novak	VSS	Sveučilište u Splitu, Filozofski fakultet	filologija	18.7.2011.	100	200	0
ENGLISH LANGUAGE AND LITERATURE				Philology				
DANICA ŠKARA	Full Professor	PhD	University of Zadar, Faculty of Humanities and Social Sciences	Philology	12/05/2011	100	321	0
SANJA ĆURKOVIĆ KALEBIĆ	Full Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	17/07/2009	100	327	0
ANTONIJA PRIMORAC	Assistant Professor	PhD	University of Zagreb, Faculty of Humanities and	Philology	01/06/2012	100	295,5	0

			Social Sciences					
SIMON RYLE	Assistant Professor	PhD	University of Cambridge	Philology	01/02/2013	100	307,5	0
ILONKA PERŠIĆ	Lecturer	MPhil	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	07/12/2011	100	303	0
ANA BAKAŠUN	Senior Lecturer	BA	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	01/12/2009	100	442,5	0
IVANA BOJČIĆ	Senior Lecturer	BA	University of Zadar, Faculty of Humanities and Social Sciences	Philology	06/10/2009	100	423	0
MELANIJA MARUŠIĆ	Lecturer	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	23/12/2008	100	502,5	0
GORDAN MATAS	Assistant Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	20/12/2013	100	237	0
NATAŠA STOJAN	Assistant Professor	PhD.	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	20/12/2013	100	289,5	0
BRIAN DANIEL WILLEMS	Assistant Professor	PhD	University of Split, Faculty of Humanities and Social Sciences	Philology	20/12/2013	100	306	195
MIRJANA SEMREN	Teaching Assistant	BA	University of Zadar, Faculty of Humanities and Social Sciences	Philology		100	Maternity leave	Maternity leave
IVANA PETROVIĆ	Teaching Assistant	BA	University of Zadar, Faculty of Humanities and Social Sciences	Philology	01/10/2004	100	70	0
MARIJA BILIĆ	Research Assistant	MA	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	01/03/2012	100	157,5	0

ANA MRŠIĆ ZDILAR	Research Assistant	BA	University of Split, Faculty of Humanities and Social Sciences	Philology	01/12/2006	100	22,5	0
DANIJELA ŠEGEDIN	Research Assistant	BA	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	1/11/2008	100	117	0
ITALIAN LANGUAGE AND LITERATURE				Philology				
MARINA MARASOVIĆ-ALUJEVIĆ	Full Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	20/9/2013	100	276	0
MAJA BEZIĆ	Assistant Professor	PhD	University of Zadar, Faculty of Humanities and Social Sciences	Philology	26/1/2012	100	Maternity leave	
SNJEŽANA BRALIĆ	Assistant Professor	PhD	University of Zadar, Faculty of Humanities and Social Sciences	Philology	27/4/2012	100	304,5	0
SREČKO JURIŠIĆ	Assistant Professor	PhD	Università degli Studi „Gabriele d'Annunzio“ Chieti-Pescara	Philology	17/6/2010	100	270	30
NIKICA MIHALJEVIĆ	Assistant Professor	PhD	Università degli Studi di Macerata	Philology	27/4/2012	100	270	0
MAGDALENA NIGOEVIĆ	Assistant Professor	PhD	University of Zadar, Faculty of Humanities and Social Sciences	Philology	1/7/2011	100	352,5	180
RENATA HACE CITRA	Senior Lecturer	BA	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	20/9/2013	100	570	225
NICOLETTA RUSSOTTI BABIĆ	Senior Lecturer	BA	Università degli Studi di Milano	Philology	13/10/2010	100	391,5	0
DANIJEL TONKIĆ	Senior Lecturer	BA	University of Zadar	Philology	15/7/2011	100	405	0

MAJA BILIĆ	Senior Lecturer	BA	University of Split, Faculty of Humanities and Social Sciences in Zadar	Philology	23/9/2011	100	421	0
ANTONELA PIVAC	Senior Teaching Assistant.	PhD	University of Zadar, Faculty of Humanities and Social Sciences	Philology	19/10/2012	100	211,5	30
MARIJANA ALUJEVIĆ JUKIĆ	Research Assistant	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	25/10/2012	100	262	0
KATARINA DALMATIN	Research Assistant	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	24/5/2013	100	292,5	0
ANTONIA LUKETIN ALFIREVIĆ	Research Assistant	BA	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	1/10/2008	100	196,5	0
ANDREA ROGOŠIĆ	Research Assistant	BA	University of Split, Faculty of Humanities and Social Sciences	Philology	1/11/2009	100	271	0
ART HISTORY								
JASNA JELIČIĆ RADONIĆ	Full Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Art History	9/3/2012	100	320	0
ŽELJKO PEKOVIĆ	Full Professor	PhD	University of Zagreb, Faculty of Architecture	Architecture and Urbanism	21/5/2012	100	285	0
IVANA PRIJATELJ PAVIČIĆ	Full Professor	PhD	University of Split, Faculty of Humanities and Social Sciences in Zadar	Art History	21/5/2012	100	337,5	10
IVAN ŠIMAT	Full Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Art History	1/3/2010	100	112,5 Sabbatical (winter semester)	0
VEDRAN BARBARIĆ	Research Assistant	PhD	University of Zagreb, Faculty of	Archaeology	28/6/2013	100	232,5	0

			Humanities and Social Sciences					
IVANA ČAPETA RAKIĆ	Research Assistant	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Art History	23/11/2012	100	225	0
MAJA MIŠE	Research Assistant	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Archaeology	23/11/2012	100	Sabbatical	
DALIBOR PRANČEVIĆ	Research Assistant	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Art History	1/2/2013	100	390	0
IVANA MEŠTROV	Research Assistant	BA	L'université de Paris-Sorbonne	Art History	1/11/2009	100	294	0
ANA SEDLAR	Research Assistant	BA	University of Split, Faculty of Humanities and Social Sciences in Zadar	Art History	1/7/2011	100	120	0
HISTORY								
STJEPAN ČOSIĆ	Associate Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	History	18/6/2013	100	245	105
ALEKSANDAR JAKIR	Full Professor	PhD	Universität Nürnberg-Erlangen (Germany)	History	22/9/2013	100	225 The Dean	0
MARKO TROGRLIĆ	Associate Professor	dr.sc.	Universität Wien/Sveučilište u Beču (Austrija)	History	30/4/2008	100	221	94
JOSIP VRANDEČIĆ	Associate Professor	PhD	University of Yale (USA)	History	30/4/2008	100	240	0
MLADENKO DOMAZET	Assistant Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	History	21/12/2011	100	289	0
EDI MILOŠ	Assistant Professor	PhD	Paris-Sorbonne – Paris IV	History	25/1/2010	100	315	0
DRAGAN MARKOVINA	Research Assistant	PhD	University of Zagreb, Faculty of	History	29/4/2011	100	180	0

			Humanities and Social Sciences					
IVAN MATIJEVIĆ	Research Assistant	MA	University of Zadar, Faculty of Humanities and Social Sciences	History	1/11/2009	100	201	0
NIKŠA VAREZIĆ	Research Assistant	MA	University of Zagreb, Faculty of Humanities and Social Sciences	History	1/10/2008	100	121	0
TONIJA ANDRIĆ	Research Assistant	MA	University of Zagreb, Faculty of Humanities and Social Sciences	History	1/10/2008	100	179	0
IVAN BASIĆ	Research Assistant	MA	University of Zagreb, Faculty of Humanities and Social Sciences	History	10/6/2011	100	147	0
MARKO RIMAC	Research Assistant	MA	University of Zagreb, Faculty of Humanities and Social Sciences	History	1/12/2007	100	213	0
SANJA GOTOVAC	Research Assistant	MA	University of Zagreb, Faculty of Humanities and Social Sciences	History	20/12/2007	100	Maternity leave	
PHILOSOPHY								
PAVO BARIŠIĆ	Full Professor	PhD	University in Augsburg	Philosophy	19/10/2012	30	270	0
MISLAV KUKOČ	Full Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Philosophy	18/11/2010	100	306	0
MIRKO JAKIĆ	Full Professor	PhD	University of Ljubljana, Faculty of Humanities and Social Sciences	Philosophy	3/12/2010	100	315	0
DARIO ŠKARICA	Associate Professor	PhD	University of Zagreb, Faculty of Humanities and	Philosophy	22/12/2011	30	90	240

			Social Sciences					
HRVOJE RELJA	Assistant Professor	PhD	Ateneo Pontificio Regina Apostolorum, Rome	Philosophy	30/6/2013	100	278,5	0
TONČI KOKIĆ	Assistant Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Philosophy	3/11/2011	100	359	0
MARITA BRČIĆ KULJIŠ	Assistant Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Philosophy	1/3/2013	100	263 Vice-Dean for Academic and International Affairs	0
LJUDEVIT HANŽEK	Teaching Assistant	MA	University of Split, Faculty of Humanities and Social Sciences	Philosophy	1/6/2012	100	172,5	0
EMIL KUŠAN	Teaching Assistant	MA	University of Split, Faculty of Humanities and Social Sciences	Philosophy	21/9/2012	100	132,5	0
SOCIOLOGY								
ANČI LEBURIĆ	Full Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Sociology	23/10/2008	100	340	78
ŠIME PILIĆ	Full Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Sociology	30/11/2009	100	599	0
RENATA RELJA	Associate Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Sociology	3/5/2013	100	486	165
MARIJA LONČAR	Assistant Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Sociology	10/6/2011	100	646,5	0

SANJA STANIĆ	Associate Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Sociology	31/10/2013	100	722,5	0
ZORANA ŠULJUG VUČICA	Assistant Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Sociology	26/6/2013	100	476	52,5
VLAHO KOVAČEVIĆ	Senior Teaching Assistant.	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Sociology	19/10/2013	100	399	0
GORANA BANDALOVIĆ	Senior Teaching Assistant	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Sociology	20/9/2013	100	255	0
IVANKA BUZOV	Senior Teaching Assistant	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Sociology	31/10/2013	100	424	0
PEDAGOGY								
IVANA BATARELO KOKIĆ	Associate Professor	PhD	College of Education, Arizona State University	Pedagogy	16/3/2012	100	548	0
MAJA LJUBETIĆ	Associate Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Pedagogy	3/12/2010	100	443	173
TONČA JUKIĆ	Research Assistant.	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Pedagogy	28/6/2013	100	662,5	144
MORANA KOLUDROVIĆ	Research Assistant	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Pedagogy	3/5/2013	100	464,5	0
MIRELA TOLIĆ	Senior Teaching Assistant	PhD	University of Zagreb, Faculty of Humanities and	Pedagogy	28/6/2013	100	345	0

			Social Sciences					
ANITA MANDARIĆ VUKUŠIĆ	Teaching Assistant	BA	University of Zadar, Faculty of Humanities and Social Sciences	Pedagogy	1/10/2009	100	270	0
GORAN KARDUM	Associate Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Psycholog y	28/6/2013	100	445 Vice- Dean for Education and Student Matters	30
ANDREJA BUBIĆ	Assistant Professor	PhD	Faculty for Biosciences, Pharmacy and Psychology, University of Leipzig	Psycholog y	26/1/2012	100	530	0
DARKO HREN	Assistant Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Psycholog y	1/2/2013	100	525	0
INA REIĆ ERCEGOVAC	Assistant Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Psycholog y	27/1/2012	100	527,5	150
DEPARTMENT OF TEACHER EDUCATION								
BERISLAV ŽARNIĆ	Full Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Philosoph y	20/12/2011	100	380	0
NIKOLA GLAMUZINA	Associate Professor	PhD	University of Zagreb, Faculty of Science	Geograph y	26/11/2008	100	375	465
SNJEŽANA DOBROTA	Assistant Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Pedagogy	29/10/2009	100	507	0
VESNA KOSTOVIĆ- VRANJEŠ	Assistant Professor	PhD	University of Zagreb, Faculty of Science	Pedagogy	28/2/2009	100	299 Vice- Dean for Financial	102

							and Business Matters	
SONJA KOVAČEVIĆ	Assistant Professor	PhD	University of Rijeka, Faculty of Humanities and Social Sciences	Pedagogy	29/10/2009	100	655,5	337,5
JADRANKA NEMETH-JAJIĆ	Associate Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	20/12/2013	100	533	6
GLORIA VICKOV	Assistant Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	1/7/2011	100	427	9
LIDIJA VLAHOVIĆ	Assistant Professor	PhD	University of Split, Faculty of Kinesiology	Kinesiology	3/5/2013	100	393	60
DUBRAVKA KUŠČEVIĆ	Senior Lecturer	PhD	University of Sarajevo, Faculty of Pedagogy	Pedagogy	20/9/2013	100	618	0
IRENA MIŠURAC ZORICA	Senior Lecturer	PhD	University of Sarajevo, Faculty of Pedagogy	Pedagogy	24/5/2013	100	707,5	0
ŽELJKA ZANCHI	Senior Lecturer	BA	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	28/6/2013	100	465	0
LADA MALEŠ	Senior Lecturer	MS	University of Zagreb, Faculty of electrical engineering and computing	Computing	20/9/2013	100	660	210
IVANA DUJMOVIĆ	Lecturer	MS	University of Split, School of Medicine	Biology	10/6/2011	100	476	0
NIVES BARANOVIĆ	Lecturer	BA	University of Split, Faculty of Science	Mathematics	23/12/2010 (80%) 29/4/2011 (100%)	100	390	82,5
SUZANA TOMAŠ	Lecturer	MS	University of Zagreb, Faculty of Humanities and Social Sciences	Pedagogy	29/10/2009	100	480	0
SINIŠA	Senior	BA	University of Zadar,	Philology	28/6/2013	100	675	0

NINČEVIĆ	Language Instructor		Faculty of Humanities and Social Sciences					
GORDANA LACO	Senior Teaching Assistant	PhD	Josip Juraj Strossmayer University of Osijek, Faculty of Humanities and Social Sciences	Philology	13/7/2012	100	348	0
GABRIELA BAŠIĆ	Teaching Assistant	MA	University of Split, Faculty of Humanities and Social Sciences	Philosophy	3/5/2013	100	247,5	0
MARIJO KRNIĆ	Teaching Assistant	Mphil	University of Ljubljana, Academy of music	Musicology	1/11/2008	100	311	180
ANĐELA MILINOVIĆ	Teaching Assistant	BA	University of Zagreb, Faculty of Humanities and Social Sciences	Philology	1/12/2008	100	236	46,5
PRE-SCHOOL EDUCATION								
HICELA IVON	Assistant Professor	PhD	University of Ljubljana, Faculty of Pedagogy	Pedagogy	30/4/2008	100	428,5	0
MARIJA BRAJČIĆ	Professor (College Level)	PhD	University of Zadar, Faculty of Humanities and Social Sciences	Pedagogy	10/6/2011	100	605	0
GORAN SUČIĆ	Assistant Professor	PhD	University of Zagreb, Faculty of Humanities and Social Sciences	Pedagogy	21/11/2013	100	435	0
ANTON KOVAČEVIĆ	Senior Lecturer	MPhil	University of Beograd, Faculty of Humanities and Social Sciences	Pedagogy	22/2/2013	100	510	0
BRANIMIR MENDEŠ	Senior Lecturer	MPhil	University of Zagreb, Faculty of Humanities and Social Sciences	Pedagogy	24/2/2012	100	626	0
VLADAN VULETIN	Teaching Assistant	Mphil	University of Zagreb, , Academy of music	Musicology	29/1/2009	100	155	0

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

Year	Number of newly employed teachers	Number of outgoing teachers
2008/09	12	0
2009/10	7	4
2010/11	6	3
2011/12	9	4
2012/13	6	1
Total:	40	12

Table 4.5. Teaching materials used in the last academic year

Study programme	Number of Croatian textbooks	Number of foreign textbooks translated into Croatian	Number of research papers related to teaching	Number of manuals	Number of instructional material related to artistic field	Number of courses for which there are reviewed manuals on the institution's web site	Number of courses for which there is a web page with supplementary teaching materials	Number of e-courses
Croatian Language and Literature	3		1			2	6	5
English Language and Literature	0		6			1	3	6
Italian Language and Literature	4		3			0	0	0
Art History	24					10	0	16
History	1						0	0
Philosophy	3					2	0	0
Sociology	6					2	0	1
Pedagogy	7		7				5	0
Teacher Education	10		4			10	13	11
Pre-School Education	2					2	0	4
Total:	60		21			29	27	43

5. SCIENTIFIC AND PROFESSIONAL ACTIVITIES

a) Describe the five-year strategic research programme in the scientific field your higher education institution is engaged in according to the Register of scientific organizations.

From its foundation (in 2005) until today the scientific activity of the Faculty of Social Sciences and Humanities has been related to the scientific projects funded by the Ministry of Science, Education and Sport and other national funding sources as well as to the scientific activity of individual faculty members. The work on the projects whose financing began in 2007 is coming to an end and applications to new scientific projects are to follow. From its foundation, the Faculty has, in line with its potential, continuously put efforts into encouraging scientific activities as a necessary precondition for the development and recognition of the Faculty in the field of social sciences, humanities, educational and interdisciplinary sciences. The quality of the work done so far is best testified by the number of doctoral dissertations written and defended by research and teaching assistants over the past period of time, the number of promotions to academic titles, the volume and quality of published papers derived from work on projects and the work of individual faculty members and associates, as well as the initiation of various activities with the aim of encouraging scientific activity at the Faculty (opening Faculty centres, launching scientific and professional journals, encouraging publishing activities of the Faculty, organizing scientific events both at the national and international level, etc.).

In the following time frame and in accordance with the scientific strategy of the Faculty, a more systematic attention will be given to scientific work by attaining the following strategic goals:

- To encourage and more systematically organise the scientific activities of faculty members through the work of Sections as basic constitutional scientific units (which are about to be established on the basis of the recently adopted Regulations).
- To increase the number of scientific projects funded from national and international sources. In order for this aim to be attained it is necessary to develop a better system of support for applying to international scientific projects, to stimulate application and participation of ever greater number of researchers in international scientific projects, and to monitor systematically the process of application and realization of scientific projects. The creation and application of professional projects will also be developed.
- To stimulate the scientific development of individual faculty members, as is necessary for

obtaining PhD status and promotion to academic titles. Therefore, enrolment into doctoral studies and research visits at international universities will be further encouraged and stimulated through the existing and new academic cooperation agreements and via available mobility schemes (e.g. Erasmus Mundus, Erasmus +)

- To create the preconditions for international students to attend postgraduate studies and experience postdoctoral visits as well as for international faculty to be hosted for research visits all through the existing mobility schemes which are being used for international students attending undergraduate and graduate studies.
- To put additional effort into providing greater access to on-line bases of journals relevant for the scientific work the Faculty and its members engage in. Easier access to papers published in highly ranked journals related to a certain field will create preconditions for improving the quality of scientific work and increase the volume of papers published in highly cited journals.
- To develop and improve the existing postgraduate doctoral studies of Humanities (initiated in 2012) and organization of postgraduate specialist studies. This is among the special strategic goals for the following time frame. The proposals for two postgraduate specialist studies are under review and represent the means for transmitting new knowledge, abilities and skills which are relevant for meeting the needs of the modern society. The assessment of doctoral studies will be carried out every three years and the criteria for evaluating the work of mentors of doctoral dissertations will be defined all with the aim of improving the quality of doctoral studies.

b) Name 10 international scientific journals that your faculty members publish in, including the information on impact factor. List several well-known cultural institutions, museums, galleries that your faculty members exhibit their work at.

1. Journal of Cognitive Neuroscience - IF: 5.033
2. European Journal of Neuroscience - IF: 4.04
3. Educational Technology Research and Development - IF: 1.976
4. Društvena istraživanja - IF: 0.344
5. Croatian Journal of Education - IF: 0.220

6. Adaptation - SJR: 0.141
7. Journal of Meditarrenean Studies - SJR: 0.127
8. Synthesis philosophica - SJR: 0.117
9. Vjesnik za arheologiju i povijest dalmatinsku - SJR: 0.108
10. Filologija - SJR: 0.102

The above listed journals are highly ranked (cited in CC, WOS and SCOPUS) and cover various fields of social sciences and humanities that faculty members engage and publish in. The indicators (IF for journals cited in CC and WOS and SJR for those in SCOPUS) refer to the year in which the work of the member of Split Faculty of Social Sciences and Humanities was published.

We'd like to point out, however, that the said criteria are not applicable to the humanities, which is obvious from the very journal titles. *The principles of evaluating scientific work in the humanities on the individual and institutional level* agreed upon at the meeting of the *Coordination of Faculties of Humanities and Social Sciences and Faculties of Theology* held on the 21 January 2014 at the Faculty of Humanities and Social Sciences in Zagreb are as follows:

1. The principle of applying unified criteria (the principle of consistency);
2. The principle of applying criteria bottom up (from the individual towards institutional level);
3. The principle of balanced qualitative and quantitative criteria;
4. The principle of the unalienable primacy of the Croatian language as the language of science in the Republic of Croatia;
5. The principle of the legality -- or the application of criteria from legal provisions currently in place;
6. The principle of avoiding the retroactive application of criteria;
7. The principle of avoiding elimination criteria -- or the principle of a unified decision;
8. The principle of avoiding criteria with commercial implications and effects.

The above mentioned criteria were unanimously voted in on the 8th meeting of the Faculty Council for the academic year 2013/2014 of the Faculty of Humanities and Social Sciences in Split on the 28 January 2014.

c) List the 10 most important scientific papers for your higher education institution in the past five years and provide an explanation (for each field of the scientific activity of your institution). Note and comment on the citation index of the papers according to the global database (WOS, SCOPUS, Google Scholar). Compare the volume of your scientific accomplishments to the volume of other related national and international institutions.

Given the unique character of the Faculty of Social Sciences and Humanities which, as its name entails, encompasses social sciences and humanities and has many departments within which scholars with academic titles in different academic fields are employed, it is highly difficult to take into consideration all parameters when selecting the 10 most significant scientific papers. In addition to that, fields of interests and priority topics are rather specific, which means that quite a large number of significant research and papers do not fall within the referred bases. When deciding on the most important articles, the priority was given to impact factor for a certain year, 5-year impact factor, paper citation, number of papers published in a journal on a yearly basis, presence of authors included in the journal, and many other parameters. Therefore, two lists of ten papers from both social sciences and humanities were created representing all Departments of the Faculty and according to specified parameters (c1 and c2). Furthermore, ten papers from each Department and relevant for each profession were singled out and listed according to academic titles and alphabetical order (c3).

c1.) Scientific field of Humanities

- Kirigin, Branko; Miše, Maja; Barbarić, Vedran. 2010, "Palagruža - The island of Diomedes: Summary excavation report 2002-2008", *Hesperia* 25, 65-91. (SJR 0.355).
- Ryle, Simon. 2011. "Antony and Cleopatra, Mankiewicz and the Sublime Object." *Adaptation* 4 (1). Oxford: Oxford UP, 66-107. (SJR 0.141).
- Jurišić, Srećko. 2010 "Per una lettura di "Lazzaro" di Gabriele D'Annunzio". *Journal of Mediterranean Studies* 19 , 1; 69-84. (SJR 0.127).
- Kukoč, Mislav. 2009 "Liberal Philosophy and Globalization." *Synthesis philosophica*, 47 (1): 65-78. (SJR 0.117).

- Matijević, Ivan. 2012 „Nova potvrda Liberova kulta iz Salone (A new confirmation of Liber's cult from Salona).” *Vjesnik za arheologiju i povijest dalmatinsku* 105: 33-39 (SJR 0.108);
- Matijević, Ivan. 2012, „O salonitanskim natpisima konzularnih beneficijarija iz legije Desete gemine (legio X Gemina) (On the Salona inscriptions of beneficiarii consularis from legio X Gemina).” *Vjesnik za arheologiju i povijest dalmatinsku* 105: 67-82. (SJR 0.108);
- Božanić, Joško; Buljubašić, Eni. 2012 “The Ritual of Boat Incineration on the Island of Vis, Croatia: an Interpretation.” *International Journal of Intangible Heritage*, 7: 15-30. (SJR 0.103) (6 citations).
- Barišić, Pavo. 2010 „Ethisches Ideal der Demokratie. Zur Philosophie der demokratischen Erziehung John Deweys“, *Synthesis philosophica* 25/1 (49) 37-56. (SJR 0.102).
- Božanić, Joško; Lozić Knezović, Katarina; Runjić-Stoilova, Anita; Tomelić Ćurlin, Marijana. 2012 „Leksička norma u hrvatskoj maritimološkoj leksikografiji 20. stoljeća.” *Filologija: časopis Razreda za filološke znanosti of Croatian Academy of Sciences and Arts* 57: 35-51. (SJR 0.102).
- Boris Čargo, Maja Miše, 2010 "Lončarska proizvodnja u Isi (Pottery production in Issa)", *Vjesnik za arheologiju i povijest dalmatinsku* 103, Split 2010, 7-40. (SJR 0.102) (1 citation).
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c2.) Scientific field of Social Sciences

- Bubić, Andreja, von Cramon, D. Yves, Schubotz, Ricarda I. (2011) “Exploring the detection of associatively novel events using fMRI.” *Human Brain Mapping* 32: 370-381. /IF 5.880/
- Bubić, Andreja, von Cramon, D. Yves, Jacobsen, Thomas, Schröger, Erich, Schubotz and Ricarda I. (2009) “Violation of expectation: Neural correlates reflect bases of prediction.” *Journal of Cognitive Neuroscience* 21: 155-168. /IF 5.382/
- Hren, Darko, Marušić, Matko, Marušić, Ana. (2011) Regression of Moral Reasoning during Medical Education: Combined Design Study to Evaluate the Effect of Clinical Study Years. *PLoS ONE* 6(3): e17406. /IF 4.092/

- Kurz, Terri, Batarelo, Ivana, James Middleton. (2009) „Examining elementary preservice teachers’ perspectives concerning curriculum themes for video case integration.“ *Educational Technology Research & Development* 57(4): 461-485. /IF 1.976/
- Macura Milovanovic, Suncica, Batarelo Kokic, Ivana, Dzemic Kristiansen, Selma, Gera, Ibolya, Ikonomi, Estevan, Kafedzic, Lejla, Milic, Tamara, Rexhaj, Xhavit, Spasovski, Ognjen, Alison Closs. 2014 „Dearth of early education experience: a significant barrier to subsequent educational and social inclusion in the Western Balkans.“ *International Journal of Inclusive Education*, 18(1): 1-19./IF 0.685/
- Reić Ercegovac, Ina, Dobrota, Snježana (2011), „Povezanost između glazbenih preferencija i osobina ličnosti iz petfaktorskog modela.“ *Psihologijske teme*. 20 (1): 47-66. /SJR 0.205/
- Dobrota, Snježana, Reić-Ercegovac, Ina (2012), „Odnos emocionalne kompetentnosti i prepoznavanja emocija u glazbi.“ *Društvena istraživanja. Časopis za opća društvena pitanja*. 21 (4):969-988. /IF 0.189/
- Relja, Renata, Galić, Branka, Despotović, Mirela. 2009 „Položaj žena na tržištu rada grada Splita.“ *Sociologija i prostor*, 3(185):217-239. /SJR 0.188 /
- Alfrević, Nikša, Pavičić, Jurica, Mišanović, Zoran, Relja, Renata (2011) Stakeholder-Oriented Principal Development in Croatian Elementary Schools. *Revija za socijalnu politiku* 18(1): 47-60. /IF 0.143/
- Ivon, Hicela, Sindik, Joško (2011) Razlike u prosocijalnom i agresivnom ponašanju djece predškolske dobi, ovisno o učestalosti djetetove interakcije s lutkom, *Pediatrica Croatica* 55 (1), (str. 27 – 34). /IF 0.072/

c3.) The most important scientific papers of different Departments and independent Sections of the Faculty of Social Sciences and Humanities in Split

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- Božanić, Joško; Lozić Knezović, Katarina; Runjić-Stoilova, Anita; Tomelić Ćurlin, Marijana. 2012. „Leksička norma u hrvatskoj maritimološkoj leksikografiji 20. stoljeća.“ *Filologija: časopis Razreda za filološke znanosti Hrvatske akademije znanosti i umjetnosti* 57: 35-51.

- Božanić, Joško; Buljubašić, Eni. 2012. "The Ritual of Boat Incineration on the Island of Vis, Croatia: an Interpretation." *International Journal of Intangible Heritage*, 7: 15-30.
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- Galić Kakkonen, Gordana. 2011. "Ideja raja u Tundalovoj viziji." *Umjetnost riječi: časopis za znanost o književnosti* 55 (1-2): 55-80.
- Granić, Jagoda. 2010. "Gramatemi kao distinktivna obilježja bosanskog/bošnjačkog, hrvatskog i srpskog jezika." U *Die Unterschiede zwischen dem Bosnischen/Bosniakischen, Kroatischen und Serbischen: Grammatik*, edited by Branko Tošović, 59-70. Berlin-Münster-Wien-Zürich-London: Lit Verlag.
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- Čurković Kalebić, Sanja. 2010. "Creativity in Pre-service Teaching of L2 Students of English". In: *ATEE 2009 Annual Conference Proceedings*, eds. Montané Tuca, Mireia & Joana Salazar Noguera, 32-42. Brussels: ATEE.
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c4) Paper citation data

Faculty members cited in WoS on 13.12.2013.

NAME AND SURNAME	N°of citations
Bubić Andreja	482
Hren Darko	472
Kardum Goran	143
Vlahović Lidija	19
Božanić Joško	13
Eni Buljubašić	6
Maleš Lada	2
Ćosić Stjepan	1
Kukoč Mislav	1

Faculty members cited in Scopus on 5.12.2013.

NAME AND SURNAME	N°of citations
Hren Darko	293
Kardum Goran	126
Bubić Andreja	30
Kostović Vranješ Vesna	13
Vlahović Lidija	8
Leburić Anči	6
Dujmović Ivana	3
Glamuzina Nikola	3
Batarelo Kokić Ivana	2

Peković Željko	2
Stanić Sanja	2
Barišić Pavo	1
Buzov Ivanka	1
Jeličić Radonić Jasna	1
Koludrović Morana	1
Kukoč Mislav	1
Matijević Ivan	1
Pilić Šime	1
Sučić Goran	1
Škara Danica	1

Faculty members cited in GoogleScholar:

Given the fact that in searching for the citation of faculty members on GoogleScholar it is necessary for them to have opened a user account, which was done only by three members, the search is not relevant.

The data on the citation of papers in WoS may be compared to the data found in the book *Karakteristike hrvatske nacionalne i međunarodne znanstvene produkcije u društveno-humanističkim znanostima i umjetničkom području za razdoblje 1991-2005* (The features of Croatian national and international scholarly productivity in social sciences, arts and humanities 1991-2005)³⁶. As far as the Humanities are concerned, the citation rate for the period of 15 years (1991-2005) was three cites per paper, and 1.4 cite per paper for the period of five years.

The data found in the book (*Karakteristike hrvatske nacionalne i međunarodne znanstvene produkcije u društveno- humanističkim znanostima i umjetničkom području za razdoblje 1991-2005*) can be compared to the data on the scientific production of the Faculty members.

As to the social sciences, over the period of 15 years (1991-2005) the authors published an average of 2.1 books while in the case of educational sciences, 1.8 books were published per author. Over the period of five years (2009-2013) faculty members from the Department of Pedagogy published 2.5 books per author.

³⁶ Jokić, M., Zauder, K., Letina, S. (2012) *Karakteristike hrvatske nacionalne i međunarodne znanstvene produkcije u društveno- humanističkim znanostima i umjetničkom području za razdoblje 1991-2005*. Zagreb: Institute for Social Research.

As far as the Department of Sociology is concerned, over the period of 15 years an average of 2.5 books were published per faculty member and an average of 4.5 books over the period of five years.

When comparing the number of published papers in WoS, the result is that over the period of five years an average of 3.2 papers were published per faculty member from the field of social sciences and 7.6 papers per faculty member from the Department of Pedagogy and Department of Sociology.

Over the period of 15 years (1991-2005) an average of 5.8 papers in the field of social sciences were published in Croatian journals while 6.4 papers were published by "social" Departments of Pedagogy and Sociology and over the period of five years.

In the case of **humanities**, the authors published an average of 2.8 books over the period of 15 years (1991-2005) and 2.1 books over the period of five years.

When comparing the number of published papers in WoS, the result is that, in the case of humanities, an average of 3.2 papers were published over the period of 15 years and 1.9 papers over the period of five years.

An average of 7.3 papers were published in the field of humanities in Croatian journals over the period of 15 years (1991-2005) while an average of 5.2 papers were published by humanities departments over the period of five years.

d) In case a different type of publication is of a greater importance for the scientific field of your institution (e.g. books, proceedings, etc.) list up to ten most important publications of that sort. Comment on the criteria of your choice.

Over the past five years, members of the Faculty of Humanities and Social Sciences have published 109 authored books and 55 edited books, 15 (authored) and 14 (edited) out of which were published by foreign publishing houses respectively. Among foreign publishers are also renowned publishing houses, e.g. Continuum and Springer. Authored and edited books are published in all fields related to the study programmes and fields that faculty members engage in. It is important to highlight that the publication of authored and edited books of faculty members constitutes an important part of the publishing activity of the Faculty. Over the last five years, faculty members produced a total of 17 books (7 authored and 10 edited) that were (co-) published by Split Faculty of Humanities and Social Sciences and 4 authored books that were (co-) published by the Faculty centre, *Studia Mediterranea*. In this respect, a list of ten relevant publications for both Social Sciences and Humanities has been

compiled (d1. i d2.).

d1.) Scientific field of Humanities:

Taking into consideration that the particular nature of the Faculty of Humanities and Social sciences derives from its rootedness both in the fields of humanities and social sciences, and the fact that it contains a number of departments that employ an array of experts from many different research fields, subjects, etc., it is exceptionally hard to encompass all the parameters when deciding on the most significant publications.

When choosing the most significant publications the main criteria were the scientific contribution to the specific scientific area, field and subject, and the fact of a renowned academic publisher. In line with this, a list of ten most relevant publications in the fields of humanities and social sciences was made (d1. i d2.).

- Božanić, Joško. 2011 *Lingua halieutica*. Književni krug Split. ISBN: 978-953-163-364-2.
- Bošković, Ivan. 2010 *Splitske teme*. Zagreb: Hrvatska sveučilišna naklada. ISBN:978-953-169-215-1.
- Jakir, Aleksandar; Potthoff, Wilfried; Trogrlić, Marko; Trunte, Nikolaos (ur.):*Dalmatien als europäischer Kulturraum*. Edition of the Faculty of Social Sciencies and Humanities in Split, Split 2010. ISBN: 978-953-7395-32-2.
- Marasović-Alujević, Marina. 2012. *Imena Splitskana od postanka grada do kraja XVIII. Stoljeća*. Split. Filozofski fakultet – Odsjek za talijanski jezik i književnost. ISBN; 978-953-7395-41-4
- Šimat Banov, Ivan. 2013 *Hrvatsko kiparstvo od 1950. do danas*, Naklada Ljevak, Zagreb. ISBN: 978-953-303-596-3
- Josip Vrandečić, *Borba za Jadran u ranom novom vijeku: mletačko-osmanski ratovi u venecijanskoj nuncijaturi* (Faculty of Social Sciencies and Humanities– Department of History : Split), 2013. ISBN:978-953-7395-52-0.
- Trobok, M., Mišćević, N., Žarnić, B. (2012) *Between Logic and Reality: Modelling Inference, Action and Understanding*, Dordrecht, Heilderberg, London, New York: Springer. ISBN:978-953-7395-52-0
- Mihaljević, Nikica. 2012 *La luna nell'acqua*. Macerata: CEUM. ISBN: 978-88-6056-294-4

- Relja, Hrvoje. 2008 *Il realismo di S. L. Jaki. Dalla convinzione religiosa tramite il realismo moderato e la creatività scientifica fini al realismo metodico*, Rome, Ateneo Pontificio Regina Apostolorum. ISBN: 978-88-902268-3-0.
- Willems, Brian. 2010 *Hopkins and Heidegger*. London; New York: Continuum. ISBN: 978-144-1169563.

d2.) Scientific field of Social Sciences

- Pilić, Šime (ed.) 2008 *Obrazovanje u kontekstu tranzicije. Prilozi sociologiji obrazovanja*. Split: Croatian Pedagogical and Literary Society (Biblioteka Školskog vjesnika, book vol. 3). ISBN:978-953-96977-8-3.
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e) List the criteria of scientific productivity that mentors of doctoral dissertations are obliged to meet within your doctoral studies and compare them to those of other related national or international institutions.

The criteria that need to be met by mentors of doctoral dissertations are specified by the Ordinance on University Postgraduate Studies (Article 27). Mentors of doctoral dissertations are faculty members or scholars with an academic title who are actively engaged in scientific research while serving as a mentor. They must have scientific accomplishments and relevant scientific papers published nationally or internationally that qualify them as mentors. Namely, when a student proposes his or her thesis topic, the potential mentor is obliged to list five papers published in the last five years that are related to the proposed dissertation topic. The described procedure and criteria are very similar to those of other related faculties in the Republic of Croatia or in the region.

f) Elaborate on the policy of your Faculty in relation to the scientific development of young researchers.

One of the priorities of the Faculty in the field of scientific activity is the continuous concern for young researchers. It is one of the most important strategic goals of the Faculty which enables its continued growth and development and supports its mission and vision. Therefore, supervision and monitoring of young researchers is carried out. Research and teaching assistants are supervised by their Faculty mentors who are appointed by the Faculty Council and who have an obligation to monitor their scientific and academic progress. Although the Faculty mentor is rarely also the dissertation mentor, the progress reports on the dissertation work contain the statement of the Faculty mentor on the overall progress of the said research and teaching assistant.

With the aim of a more systematic monitoring of the progress of research and teaching assistants, the Faculty has come up with a unique form called *Mentor`s report on the work of the teaching assistant/ junior researcher* (f1) The reports are submitted to and verified by the Faculty Council. Likewise, the representative of all research and teaching assistants actively participates in the work of the Faculty Council.

For research assistants, working on a scientific project represents an opportunity of employment, scientific development in terms of the work on their doctoral dissertation and dissemination of results of their research in terms of paper publication or conference attendance. Since young researchers are encouraged to engage in mobility, many of them have had the opportunity to spend some time at renowned international institutions within the mobility programme. Likewise, some young researchers have obtained their PhDs at renowned international universities, e.g. Cambridge, University of Chieti- Pescara, University of Macerata, and received a scholarship for a research visit to universities in Vienna, Rome, Venice, Bielefeld, Norway – Centre for Medieval Studies, University of Bergen and in Finland, University of Eastern Finland.

The Faculty encourages the application of a greater number of scientific projects of their members with an academic title so as to ensure highly needed working positions. Nevertheless, these efforts are not sufficient, so the Faculty is strongly calling for the introduction of a systematic educational policy which would guarantee an adequate employment policy towards young researchers that meets both scientific and academic needs. Alongside their teaching obligations, young researchers are obliged to obtain their PhD within a prescribed time frame, make a significant scientific contribution in terms of publications and attend a wide number of international conferences creating thus preconditions for their further progress. Regardless of the currently unfavourable circumstances of employment possibilities, i.e. the non-existence of working positions, research and teaching assistants are encouraged to progress and obtain academic titles. Upon satisfying all requirements, they are promoted to associate professors.

f1) Form “Mentor`s report on the work of the research and teaching assistant”

University of Split

Faculty of Social Sciences and Humanities

In Split, _____

To the Council of the Faculty of Social Sciences and Humanities in Split

MENTOR`S REPORT ON THE WORK OF THE RESEARCH AND TEACHING ASSISTANT

for the A.Y. _____

Name and surname:

Date of birth:

Faculty of graduation:

Date contract of employment signed:

Contract of employment lasting until:

Courses within which the research and teaching assistant is engaged in teaching

Title of the Faculty and the enrolled
postgraduate doctoral studies:

Topic of the doctoral dissertation:

Description and assessment of the
academic work:

Description and assessment of the
scientific work:

Progress at the postgraduate (doctoral)
studies and assessment:

Proposed grade of the work
(positive/negative):

Name, surname and academic rank of
the mentor:

Institution of the mentor's
employment:

Mentor's signature:

g) Elaborate on the number of scientific papers which has resulted from the international cooperation of faculty members and associates and which are co-authored by international scholars and artists. Compare the results to those of similar institutions.

292 out of the total of 1 583 papers that were published by the members of the Split Faculty of Humanities and Social Sciences over the period of five years are the result of the cooperation with other higher education institutions and scientific organizations. 33 of those papers resulted from the international cooperation and are co-authored by international scholars. This represents 11% of all papers that resulted from the cooperation with other institutions and 2% of the total number of published papers. The number would most definitely be higher with the greater number of research visits of faculty members at international universities on the basis of cooperation agreements within the available mobility schemes and with the greater participation in international research projects.

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h) Share the opinions of PhD candidates regarding the availability of their dissertation mentors, i.e. the time spent on introducing them to the methods of scientific research.

PhD candidates in Humanities are assigned a temporary mentor as early as the first semester. Under the guidance of their temporary mentor, they write their first seminar paper. A permanent mentor is assigned no later than the second semester. The decision on the appointment of a mentor is brought by the Faculty Council on the basis of a prior agreement between the student and the mentor, the mentor's written statement of acceptance and at the proposal of the Council of postgraduate doctoral studies. Within the Mentor's course and through office hours and presentations of seminar research papers, the mentor supervises, assists and offers advice to the PhD candidate regarding the publishing of papers in professional journals, conference attendance, etc. While supervised by the permanent mentor, the PhD candidate writes research papers in the second, third and fourth semester of his or her studies and works on the doctoral dissertation. During the first semester of doctoral studies, students take the obligatory course of *Introduction to research methods in the Humanities: theory, concepts, logics, terminology, practice* as well as an elective course in research methods depending on the selected Module. PhD candidates are generally satisfied with the work of their mentors. Mentors are generally available and dedicate sufficient time to their candidates introducing them to the methods of scientific research. Any deviations from the above mentioned principles of conduct are rather rare and successfully solved by the mentor and PhD candidate.

i) Describe the content and type of the 10 most significant research projects conducted by your higher education institution in the last five years (statistical data in table 5.2) Express your opinion on the quality and results.

Over the last five years, members of the Faculty of Humanities and Social Sciences participated in work on 10 scientific research projects funded by the Ministry of Science, Education and Sport (hereinafter MSES) or other national institutions. The multidisciplinary character of the Faculty of Humanities and Social Sciences is reflected through the content and type of the projects in question. Projects were conducted in the field of philology, history, history of art and archeology. The quality and results of the work are best visible in the pieces published so far. Given the number and the type of publications the work on the project may be regarded as successful. A special emphasis should be placed on the fact that a great number of doctoral dissertations written and defended by research assistants are the result of the work on a project. In the following time frame, it is necessary to increase the number of scientific research projects funded from national sources and develop the number of projects funded from international sources.

The list of the Faculty's 10 most significant scientific research projects over the last five years:

1. Scientific project MSES: **Halieutica Adriatica- Philological, Anthropological Research of Adriatic Culture**(project leader: Professor Joško Božanić, PhD)

HALIEUTICA ADRIATICA – being the core project of the program STUDIA MEDITERRANEA it reproduces all its complexity and synergy while encompassing its 14 mutually intertwined projects. It includes human activities which may be reduced to key concepts of the Greek mythology: *techné* and *poiesis*.

The term *halieutica* (from the epic "Halieutica" written by Greek poet Oppian in the 3rd century while in exile on the island of Mljet) is suitable for marking the essence of our research project given the fact that fishing is presented as an archetypical and existential profession on the Adriatic and along with it, the whole context of activities and life model which shape the Adriatic form of *mentis*.

The research takes place at the time of the radical reduction of cultural and natural diversity, with the Adriatic, as a small sea, being the most endangered zone. Therefore, the very importance of the project is justified by giving a new perspective on the European valorisation of the Adriatic's natural and cultural heritage as a resource of sustainable development that

counts on future generations. An array of philological and anthropological disciplines are intertwined within the project with the aim of describing the Adriatic and the Mediterranean in a new manner due to their synergy. The project connects linguistics, literature and many anthropological disciplines. The classic scientific research nomenclature thus covers and links a wide range of academic fields, from fishing, gastronomy, shipbuilding to linguistics, poetry, philosophy within a research frame that, while standing for the cultural anthropology of the Adriatic, not only justifies but urges for this connection.

Published results of the research project: http://bib.irb.hr/lista-radova?sif_proj=244-2440820-0630&chset=ASCII&lang=EN

Authored books: 4

Book chapters: 3

Journal articles and review articles in CC journals: 1

Scientific papers in other journals: 20

Nonscientific papers in other journals: 2

Abstracts in book of abstracts: 4

Published invited lectures: 2

Lectures at international scientific conferences: 4

Lectures at other conferences: 2

Unpublished papers: 2

2. Scientific project MSES: **The French rule in Dalmatia (1806-1814)** (project leader: Professor Josip Vrandečić, PhD)

The history of the French rule in Dalmatia from 1806 to 1814 is a rather poorly investigated period of Croatian history which is borne out by the fact that up until the present day the most significant monographies on that subject have been those written by T. Erber and P. Pisani over a century ago. Given the fact that this year the 200th anniversary of the establishment of the French rule in the province is being celebrated, the aim of the project is to increase the awareness of this very important period of Croatian history. The aim is to take possession of the archival materials relevant for the mentioned period, and after having them carefully studied, selected and valorised present a picture and a view of the French rule in Dalmatia to the academic and broader public.

The mentioned chrestomathy and the accompanying scientific papers cover all the relevant areas of the social, political, cultural and ideological life of Dalmatia. With a balanced

selection of materials, the aim is to present the dynamics of political conflicts and offer a scientifically objective judgement of the whole period.

In the historiographic production to date, this period of the French rule has been ideologically studied with Croatian liberals regarding it as the beginning of the civil society and the democratic transformation and modernisation of Croatian society. Croatian conservatives, on the other hand, have emphasized the abuse of the system that compromised its own democratic character with its military component. Apart from the chrestomathy that should be preceded by an extensive preface, the project will followed by three to six scientific studies on certain areas of that period e.g. education, ideological basis of the regime and the origins of journalism.

The ultimate aim is to highlight the modernizing and integrating position of the Croatian society within the broader European integration framework.

Published results of the research project: http://bib.irb.hr/lista-radova?sif_proj=244-2690754-0766&chset=ASCII&lang=EN

Authored books: 2

Book chapters: 22

Edited books: 3

Scientific papers in other journals: 9

Nonscientific papers in other journals: 9

Unpublished papers: 6

Abstracts in book of abstracts: 8

Other papers: 1

3. Scientific project MSES: **Dalmatian 19th century cultural setting** (project leader: Professor Ljerka Šimunković, PhD)

The project, which is international (Croatian- Italian) and interdisciplinary (history, language, literature, sociology, economy, etc.), mostly explores and examines manuscripts dating from the 19th century. The goal of the project is to systematically analyze the original historical documents of the 19th century Dalmatia little known to Croatian academia, nor the broader public, because it has been underexamined. Since the period represents a very important segment of Croatian historiography, the aim of the project is to collect the manuscripts of debates, studies, essays, letters and similar materials written by intellectuals of that time that are scattered around the numerous national and international institutions, and thus hard to

come by. An additional problem lies in the fact that the majority of those materials are in Italian, meaning that some of the most valuable texts written in the old Italian language need to be transcribed, scientifically annotated, and translated so as to be accessible to Croatian academia as well.

A linguistic analysis of that older and dialectal variety of the Italian language will be conducted on all levels (orthographic, phonologic, morphologic, syntactic and lexical). A glossary of that specific archaic lexis will be created containing the situational context, and year of origin of a concrete term, as well as a Croatian translation which will significantly facilitate the handling of similarly demanding texts for the future scientists. Furthermore, a glossary of loanwords and a list of linguistic calques which has resulted from Croatian-Italian linguistic contacts will be created. Additionally, an extensive analysis of the social and economic circumstances of that period will be carried out.

Published results of the research project: http://bib.irb.hr/lista-radova?sif_proj=244-2440820-0811&chset=ASCII&lang=EN

Authored books: 10

Book chapters: 5

Scientific papers in other journals: 27

Non-scientific papers in other journals: 10

Papers in the publishing process: 21

Abstracts in book of abstracts: 5

Lectures at international scientific conferences: 33

Lectures at other conferences: 4

Other papers: 5

Doctoral dissertations: 3

Master thesis: 1

4. Scientific project MSES: **Romanisms in the onomastics of Split** (project leader: Professor Marina Marasović-Alujević, PhD)

The project deals with toponyms and anthroponyms, as well as the ethnonyms that have become surnames by conversion (e.g. Spalatin) or those having an ethnonym as their base (e.g. Puizin). As specified in the title, the project includes the onomastic lexemes of Split dialect, containing recognisable Roman linguistic elements as a consequence of hundreds of years of the contact between the Croatian language and Roman idioms, more precisely, those

Roman idioms that Split dialect was in a direct contact with. Those lexemes are described chronologically, from their first appearance in the written documents around the 12th century to the present day. The chronological order of lexemes reveals the energy of the language and although having different genetic and typological characteristics, by being interfused, they witness the interrelatedness of the cultures of the Mediterranean. Concurrently, the research includes the toponyms of a different origin in order for the collected materials to be used for a comprehensive study of the Split toponymy, which eventually resulted in a book. The lexemes are firstly described as either toponyms or anthroponyms, depending on the onomastic type they belong to with toponyms being, for example, names for city districts and micro-localities, and anthroponyms being, for example, surnames as the most recognisable level of the anthroponomastic lexis, then personal names and personal or family nicknames. Within each of these groups, lexemes are divided into groups of foreign words, i.e. lexemes with Roman elements at all linguistic levels and loan words, i.e. lexemes with aloglotic phonological and morphological features adjusted to the phonological and morphological features of the Croatian language. The so-called hybrid lexemes, i.e. lexemes with recognisable features of both languages in the structure of the sign, constitute a special category, e.g. in the case of toponyms, Sustipan with a reflex of the Dalmato-Roman adjective sanctus and a name modified by the chakavian dialect of Split; and in case of anthroponyms, those with an aloglotic base and a Croatian suffix (e.g. Despalatović) as well as those with a Croatian base and a Roman suffix (e.g. Mladineo). The research has shown that changes in the ethnic composition of Split from the Middle Ages onwards changed also the relationship between the aloglotic and idioglotic linguistic elements in the structure of onomastic signs, but in a different manner in each of these types of lexemes due to the different linguistic features of toponyms and anthroponyms. Since the onomastic lexis of Split has not yet been described as a linguistic system, the need to do it from a linguistic as well as a sociolinguistic perspective has emerged.

Published results of the research project: http://bib.irb.hr/lista-radova?sif_proj=244-2440820-0807&chset=ASCII&lang=EN

Authored books: 2

Scientific papers in other journals: 15

Non-scientific papers in other journals: 1

Papers in the publishing process: 4

Lectures at international scientific conference: 13

5. Scientific project MSES: **Mediterranean Space in Renaissance Literatures of the Slavs**
(project leader: Professor Slobodan Novak, PhD)

The basic research within the project Mediterranean Space in Renaissance Literatures of the Slavs will include Croatian literature, art and science of the 15th and 16th century, as well as other Slavic literatures: Polish, Czech, Slovene, Ukrainian, Montenegrin... The research will begin by bearing in mind the fact that western Europe is rather unacquainted with all these literatures and especially their early contacts with the Italian Humanism and Renaissance, as well as the fact that their contribution to the development of Humanism and Renaissance is mostly unknown and not covered by the general reviews and textbooks, nor is in the focus of fundamental research projects. A special emphasis will be given to only recently discovered texts from the Croatian Renaissance period: Kotruljević's manuscript *De navigatione*, Marulić's erotic poetry, Vetranić's play *Historija od Dijane*, Nada Bunić's poetry and prose, and Julije Camillo's and Franjo Petrić's texts which represent new experiences. Furthermore, the contemporaneity of the Croatian and Polish Humanism will be particularly examined, as well as all highly important episodes of the Czech, Slovak, Moravian and Slovene Renaissance. While analysing the Humanist circles at the courts of Buda, Krakow and Prague, the works created in the cultural environment usually called *Slavia Romana*, will be closely examined as a whole, given the ever greater importance of the literary genres. A considerable attention will also be given to the hints of Humanism and Renaissance within the circle called *Slavia Orthodoxa* by examining the destiny of Greek humanists who migrated to Russia, the beginnings of Pre-Renaissance in Montenegro and other Balkan communities. The research will include the people of the 20th century who contributed to gaining knowledge of certain aspects of the topic. Therefore, the volumes of Ilija Gleniščev Kutuz, the greatest expert in the field as well as the texts of Bogdan Radica on Mediterraneanism of Croatia will be examined.

Published results of the research project: http://bib.irb.hr/lista-radova?sif_proj=244-2440820-0747&chset=ASCII&lang=EN

Authored books: 7

Edited books: 11

Book chapters: 4

Scientific papers in other journals: 11

Non- scientific papers in other journals: 4

Abstracts in conference books of abstracts: 1

Papers in the publishing process: 4

Lectures at international scientific conferences: 4

Doctoral dissertations: 1

Other papers: 28

6. Scientific project MSES: **The development of discourse competence in foreign language learner interlanguage**(project leader: Professor Sanja Čurković Kalebić, PhD)

The study of learner interlanguage has had an important place in the research of second language acquisition in recent years. The results of these studies provide valuable data about the development of communicative competence with regard to the process of the acquisition of grammatical rules and rules of language use. Widely used interpretation of communicative competence distinguishes four competencies: grammatical, sociolinguistic, discourse and strategic competence (Canale & Swain, 1980, Swain, 1983). The recent model of communicative competence (Celce-Murcia, Dorney & Thurrell, 1995) distinguishes five competencies among which discourse competence plays the central role. Researchers of discourse competence make use of the methodology that was developed by discourse analysis, a linguistic study of language in use (Brown & Yule, 1983, Stubbs, 1983). The aim of this research is to describe discourse competence in the interlanguage of Croatian learners of English as a foreign language with a special regard to the features of this competence at different levels of language learning and at the presupposed level of knowledge. The research attempts to get an insight into learner competence in spoken and written discourse. The specific aims of the research are to present the theoretical and empirical knowledge concerning the nature of discourse competence in the language use of native and non-native speakers of English, to apply the models of observation and analysis of discourse competence to the Croatian teaching situation, to establish features of discourse competence of the examined sample of learners, to compare Croatian results with the results of similar research in the world, to define general and Croatian specific features of learner discourse competence, to define the system of errors in learner discourse that occur due to the influence of L1, to define, on the basis of scientifically based assumptions, teaching procedures and techniques that lead to better development of discourse competence, and to point out the implications of the research for teaching practice. The research hypothesis is that discourse competence in learner interlanguage is less developed than grammatical competence. It is expected that this

research will give a better insight into the development of discourse competence and communicative competence in general. The validity of the results will be tested by reactions to published papers and at conferences as well as in practice. The importance of this research is in its contribution to teacher education and teaching practice.

Published results of the research project: http://bib.irb.hr/lista-radova?sif_proj=244-1301001-0917&chset=ASCII&lang=EN

Authored books: 1

Book chapters: 6

Scientific papers in other journals: 5

Non- scientific papers in other journals: 1

Plenary talks: 1

Abstracts in Book of abstracts: 15

Lectures at international scientific conferences: 7

Lectures at other conferences: 1

Other papers: 1

7. Scientific project MSES: **Dalmatia and the Viennese Central Administration in the 19th Century** (project leader: Dr. Marko Trogrlić, Associate Professor)

After the fall of the Venetian Republic, Dalmatia came under the rule of the Habsburgs, therefore under the direct administration of the Viennese central institutions. During the short-termed First Austrian administration (1797-1805) the new rulers managed to establish regional administration at the newly acquired territory and made it completely dependent on the Viennese center. It was not possible to implement the reforms carefully planned by the center due to the brief duration of the administration. However, after the short rule of the French who in 1805 relieved the First Austrian administration until the end of 1813, Dalmatia was again under the Austrian rule and the Viennese administration, this time in the proper sense of the word. During this period and until 1918 fundamental alterations in all spheres of life took place. After 1814, the new Austrian Administration continued implementing the reforms planned during its first administrative period in Dalmatia. The newly acquired territory was organized in line with the home legislation and included in the system of the Austrian domains, regardless of all the particulars of its historical, socio-cultural and geographical background. Even after the Austro-Hungarian Compromise of 1867,

Dalmatia remained a part of the western half of the then Austro-Hungarian Monarchy, the so called Cisleitania, and witnessed its fall in 1918. The view of the Viennese central administration in relation to Dalmatia remains largely unexplored. There is a lack of a complete and integral research into the main features of the stance of the Viennese central administration of the Habsburg Monarchy towards Dalmatia during the "long" 19th century. In this context, special attention is given to the unexplored parliamentary activity of Dalmatian representatives in the Imperial Council and in Austrian Delegations, as well as to the position of the Viennese governments in different periods of the so called Constitutional life (from 1860 to 1918). Therefore, it is necessary to conduct an analysis of the decisions brought by the Viennese central administration and of essential importance for Dalmatia by using published and unpublished sources and in order to gain a comprehensive insight into many processes, especially those leading to modernization, and a more detailed picture of Dalmatia under the Austrian administration.

Published results of the research project: http://bib.irb.hr/lista-radova?sif_proj=244-2690754-0762&chset=ASCII&lang=EN#bezrecenzije

Authored books: 3

Edited books: 5

Book chapters: 19

Scientific papers in other journals: 1

Non- scientific papers in other journals: 6

Published invited lectures: 1

Published lectures at other conferences: 1

8. Scientific project MSES: **East Adriatic Art Themes: art, politics, maritime experience**
(project leader: Professor Ivana Prijatelj Pavičić, PhD)

Centuries-long political contacts and cultural interaction between the two Adriatic coasts, as well as maritime orientation and experience of the sea on the East Adriatic coast, have strongly influenced visual arts. This is why the project has been conceived and devised as a project of research into ways in which cultural, territorial, and national identities of the East Adriatic have manifested themselves and how they have been interpreted within the overall artistic production since the 14th century to the present day.

This complex theme can be viewed and considered at a number of different levels, from biographies of renowned artists, through an analysis of critical and theoretical texts,

ranging from the so-called high culture to children's creative work. For example, within the scope of this project, the territorial, national and artistic identities of the great Croatian emigrant artists originating from the East Adriatic coast known as the Schiavoni will be thoroughly explored, with particular attention being given to the impact made by national ideologies and political developments within the framework of their overall *fortuna critica*. The sea and seafaring are undoubtedly crucial characteristics determining the East Adriatic identity, which is why this project has proposed to include maritime iconography in the art of the East Adriatic coast with a special emphasis laid upon the Dalmatian art between the Middle Ages and the 21st century. The topic of the sea as expressed in children's artistic work has also been envisaged. The sea, fish and fishermen, ships and boats, marine sights and views have been, and remain, the key motifs of the modern Dalmatian art. Research into painting and sculpture in Split between the turn of the 19th century and 1945, including a study of Split's urban milieu of the time has also been proposed. Apart from dealing with painting within the issues mentioned above, studies of painting on the East Adriatic coast, from the Dalmatian school of painters through the Renaissance, Baroque and icon painting will be conducted and discussed. The research as proposed within this project is expected to result in a series of studies and academic papers and articles, scientific conventions and conferences, exhibitions based on the East Adriatic, Croatian and Mediterranean cultural heritage, as well as an expert evaluation of that heritage, its reassessment and updating and its integration into the contemporary education.

The published results of the research project: http://bib.irb.hr/lista-radova?sif_proj=244-2440820-0794&chset=ASCII&lang=EN

Authored books: 14

Edited books: 9

Book chapters: 42

Textbook: 1

Scientific papers in other journals: 31

Non-scientific papers in other journals: 22

Papers in the publishing process: 4

Published invited lectures: 9

Lectures at international scientific conferences: 5

Lectures at other conferences and conventions: 3

Abstracts in Book of abstracts: 11

Unpublished papers: 8

Doctoral dissertations: 4

Graduation thesis: 1

Other papers: 19

9. Scientific project MSES: **Build heritage in Dubrovnik Area** (project leader: Professor Željko Peković, PhD)

The project includes a systematic analysis of the build heritage in Dubrovnik and its surrounding area. It is divided into two parts, with the first including a scientific analysis of individual monuments which is a precondition for discovering the urban development of the area, and the second giving a synthesis of the urban research of the City and planned localities of the Republic of Dubrovnik. The research will consist of fieldwork (documentation of the current situation, archeological and conservation research), archival research and study of the most recent literature. The research will offer a new perspective on the urban development of some edifices and of Dubrovnik in general.

The research aims to provide a synthesis of the Middle Age architecture and urbanism of the Republic of Dubrovnik. Due to a complete shift to digital media, a model of documentation of archaeological and conservation research of build heritage will be created within the research project. Records of archaeological research will be entered into the digital map of Dubrovnik on a regular basis so the map will serve as a basis for all further research of the urban development.

The applied research methods will be: architectural recording, collection and entering of the previous archaeological research into the urban matrix, archival research, studying of the existing literature and the results of conservation research. Special emphasis will be laid on wooden architectural elements (especially doorframes) found on residential and sacral edifices in the historic centre which have been neglected thusfar by scientific circles. A catalogue of wooden doorframes found in the historic center of Dubrovnik will give an overview of the conservation of doorframes belonging to different stylistic periods, and will thus serve the purpose of registering and protecting them from devastation, decay and disappearance. The catalogue should also lead to a legal protection of that integral element of architecture.

The obtained results offer new insights into the urban development of certain edifices, their multifaceted character, the original appearance, as well as into the urban life and development of Dubrovnik and the surrounding area.

The results of the research are highly important since they represent the basis for subsequent quality restoration and renovation interventions on certain edifices and complexes.

Research and documentation work on extremely valuable monuments of the cultural heritage are an indispensable basis for future renovation projects.

Published results of the research project: http://bib.irb.hr/lista-radova?sif_proj=244-2440820-1604&chset=ASCII&lang=EN

Authored books: 3

Book chapters: 2

Scientific papers in CC journals: 1

Scientific papers in other journals: 5

Non-scientific papers in other journals: 7

Papers in the publishing process: 2

Other papers: 7

10. Scientific project MSES: **Adrias Kolpos: Identity and Economy of Illyrians and Greeks on Dalmatian Islands** (project leader: Professor Branko Kirigin, PhD)

When and how did the formative period of the historical era begin in Croatia? The ancient Greeks made their first regional contacts with Illyrian communities on the central Dalmatian islands. The goal of the project is to investigate when, how and why that happened and to reconstruct the context of the Greek colonisation of the islands of Hvar and Vis in the 4th century BC. Previous research does not offer reliable answers to these questions since they have not been studied not even remotely as in other regions of the Adriatic. An extensive field survey conducted within the international projects "Hvar - archaeology of a Mediterranean Landscape" (1982-1997), "The Adriatic Islands Project" (1987-1996) and project no. 0258004 (2004-2007) identifies a selection of key sites that could offer answers to these questions since surface surveys proved not to be sufficiently adequate for gaining answers to the questions. Appropriate answers are only possible if a holistic methodology, i.e. an integral research strategy is applied including: geophysics, total station + GPS, stratigraphic excavation (+ samples for C-14 dating, paleobotanical and paleozoological material) GIS, CAD and 3D models.

Chronologically, this project embraces the protohistoric Iron Age, and spatially, the islands of Drvenik, Trogir, Čiovo, Šolta, Brač, Hvar, Vis, Biševo, Svetac, Palagruža, Sušac, Lastovo, Korčula and western part of the Pelješac peninsula.

Sample excavations will be carried out on six sites on Solta, Brac, Hvar and Vis and a Field survey on Drvenik and Čiovo.

The study will provide: 1). a more reliable classification and dating of archaeological finds; 2). identification of assemblages associated with indigenous communities; 3). a more reliable identification of earlier finds of the surface survey enabling, thus, a detailed analysis of the settlement process and demographic changes on the islands; 4). insights into continuities, changes (that still exist) within individual islands, and differences between island communities of the Iron Age in their economic base, i.e. island biogeography; 5). identification of the moment in history when indigenous groups began to use new technologies (iron), and when they got into contact with other Adriatic communities and the Greeks; 6). outlines of individual islands' histories.

The fact that people collaborating on the project are renowned experts from Croatia and abroad (Slovenia, Italy, Albania, Greece, Switzerland and England) offers advanced training to research assistants engaged on the project, facilitates the development of future research, and guarantees quality publications.

Published results of the research project: <https://bib.irb.hr/lista-radova?projekt=244-2440820-0810>

Authored books (3)

Book chapters (19)

Original scientific and review papers in CC journals (1)

Other papers in CC journals (1)

Scientific papers in other journals (6)

Other papers in other journals (5)

Abstracts in other journals (1)

Papers in the publishing process (2)

Scientific papers in books of proceedings with international peer-review (3)

Other papers in book of abstracts with peer-review (4)

Abstracts in book of abstracts: (2)

Doctoral dissertations (1)

Other papers (1)

*Scientific project: **TITIUS: Krka watershed - its heritage and sociocultural development**
(project leader: Senior researchers Šime Pilić)

This project was organised at the University of Split, Faculty of Science but the project leader and eight Project assistants were employed at the Faculty of Humanities and Social Science.

The fundamental insights that form the framework of the interdisciplinary, multi-disciplinary scientific project Titius: Krka Watershed–Heritage and Sociocultural History are primarily based on sociological theories and the environmental history of the area within its eco-historical context. The notion of ecohistorical context is taken in its widest sense as the entirety of interactions between an individual and his environment. The aims of this project are to survey to what degree is the ecological awareness present within the socio-cultural context, its historical development, and also to survey an entire assemblage of elements of heritage, taking it both as a process and a collection of memories, linking it with the sustainable development concept. In addition to the above mentioned fundamental issues, the project contains distinct sections dealing with toponymy and anthroponymy as sociolinguistic phenomena, folk art as a component of literature, the elements of tradition in modern music and visual arts, the translation of Turkish scripts from Visovac, Christianity in the Krka region, the musical preferences of the youth, as well as specific case studies. Our hypothesis assumes that the natural and human environment are a single, indivisible entity, which implies the notion of ecosystem–history can be perceived as the course of human-induced environment transformations. This project will include a combination of studies of the fundamental changes within the society and the lives of individuals, i. e. regional studies and case studies, as well as the application of the pluralistic approach in theoretical interpretation, relying on a combination of macro- and microsociological approaches. The results, we expect, will be applicable within the school system, in adult education, and especially in creating strategies for protection of the environment and sustainable development of the area between the mountain of Dinara and the islands of the Šibenik archipelago, with the river Krka as the core. Partial results will be evaluated by means of conferences and the publication of works, which will have to be reviewed, in scientific and professional periodicals. Titus Publishing Series will be launched. The importance of research proposed here is manifold, but its capital value is in the domain of protection and presentation of the valuable heritage of this, symbolic, area of the Croatian society.

Published results of the research project: http://bib.irb.hr/lista-radova?sif_proj=177-1300855-3326&print=true&lang=EN

Author's books (6)
Editor's books (1)
Book chapters (6)
Scientific papers in other journals (80)
Nonscientific papers in other journals (35)
Published invited lectures (3)
Scientific conference papers with international peer-review (5)
Other refereed conference papers (2)
Abstracts in Book of abstracts (12)
Unpublished papers (1)
Dissertations (4)
Master thesis (1)
Graduation thesis (4)
Other papers (1)

j) Describe the ways in which research contributes to:

- *Teaching activity;*
- *Intellectual and technological transfer to society and industry*
- *Other activities of the institution*

The research activities conducted at the Split Faculty of Social Sciences and Humanities contribute to the overall activities of the institution. They contribute to the quality of teaching activities by providing new insights and by being integrated into the teaching process within the elective courses of study programmes offered by the Faculty. The elements of scientific activities are present at all levels of the teaching process, from final thesis at both undergraduate and graduate level to research papers and doctoral dissertations at the PhD level.

Dissemination of the results of research through published papers and talks at national and international conferences increases the visibility of the Faculty within the national and international academic circles. Intellectual transfer to society is achieved by publication of books written on the basis of research. Furthermore, the institution benefits from research activities through activities designed for the popularization of science, popular scientific lectures at conferences, seminars and workshops organized by professional associations. Research activities contribute to the publishing

activities of the Faculty by increasing the number of publications, monographies and edited books in particular, which resulted from the work on the project. They also contribute to settling expenses of attending conferences and procuring equipment which is, besides being used in research, very often used in teaching as well.

k) List journals published by your higher education institution and explain their importance (scientific/ professional, editorial board, selection process, impact factor, etc.)

1. Zbornik radova Filozofskog fakulteta u Splitu ISSN: 1846-9426

Annual scientific / professional proceedings with international editorial board first published in 2008 and containing papers in Croatian, English and Italian. The editorial board is of an international character and all papers are subject to the peer-review process.

2. Mediteranski korijeni filozofije ISSN: 1848-4387

Published by the Croatian Philosophical Society and the Department of Philosophy of the Faculty of Social Sciences and Humanities in Split, it contains the programme of the symposium the Mediterranean roots of Philosophy and abstracts of presented papers which are written in Croatian. The editorial board is national.

3. Croatian studies review = Časopis za hrvatske studije ISSN: 1440-0448

Published by the Faculty of Social Sciences and Humanities, Split and Macquarie University, Sydney, Australia, its editorial board is of an international character and papers are written in Croatian and English. Scientific and professional papers are subject to an international peer-review process.

4. Školski vjesnik ISSN: 0037-654X

A quarterly journal of scientific and professional papers in the field of pedagogy and education science with a national editorial board. The papers are written in a number of languages and are subject to a peer-review process.

5. Prema kvalitetnoj školi : Dani OŠ Splitsko- dalmatinske županije ISSN: 1847-6899

Proceedings with a national editorial board containing scientific and professional papers presented at the manifestation Days of elementary school in the Split- Dalmatia county,

from 2012, are being published as a serial publication in Croatian by the Faculty of Social Sciences and Humanities and Croatian Pedagogical- Literary Assembly, Split branch. Papers are subject to a peer-review process.

6. Godišnjak Titius ISSN: 1847-0742

Scientific proceedings first published in 2008 and dealing with heritage and sociocultural development of the Krka basin. The editorial board is of an international character while papers are in Croatian and subject to a peer-review process.

7. The Split Mind: literary journal of the students of the Faculty of Social Sciences and Humanities of the University of Split ISSN: 1845-6588

First published in 2005 and having 11 issues published so far, its editorial board is made of students of the Faculty of Social Sciences and Humanities. The articles are written in Croatian, English and Italian covering the topics from the field of literature, arts, culture and are subject to a peer-review process.

1) Describe the content and character of the professional projects conducted at your higher education institution over the last five years (statistics to be found in table 5.3.) State your opinion on the project quality and results.

1. Professional project: Project of cross-border cooperation in culture and tourism -- Interreg iii A/Phare – Neptune (project leader: prof. Ljerke Šimunković, PhD)

The aim of the project is to stimulate joint research and share knowledge of tangible cultural heritage, fishing techniques, historical elements of the Adriatic maritime culture and fishing tourism. The project stresses the importance of creating a network of partners; emphasizes and cherishes the sea as a historical and cultural factor and joint inexhaustible resource, encourages cooperation and exchange of experience among partners through the research of common anthropological and linguistic roots, historic fishing ports of the Adriatic, historic churches with the same votive motifs, monuments and common fishing and cultural heritage of the Adriatic.

In cooperation with its project partner, the Museum of Hvar, the Faculty of Social Sciences and Humanities has organized an exhibition on sea and fishing, published the corresponding brochure, and two books by prof. Ljerka Šimunković, PhD, on sea and sea proverbs which are the product of her research of the corresponding corpus.

On its web pages, *The Central Finance and Contracting Agency (CFCA)* has singled out six examples of best practice, with **Neptune** serving as an example of a successful EU project.

More on:

<http://www.safu.hr/hr/primjeri-uspjesnih-eu-projekata-u-rh/tablica-prekogranticna-suradnja-hrvatska-italija-cbc-adriatic-phare-2005>

Published results of the project research:

Authored books (2)

Exhibition catalogue (1)

Other papers

2. Professional project: **Organized labor and migrant workers** (contact persons at the Faculty of Social Sciences and Humanities: prof. Danica Škara, PhD and prof. Anči Leburčić, PhD)

The project includes six countries (3 EU member states – Slovenia, Austria, Italy and 3 EU candidate countries – Croatia, Serbia and Macedonia) the cooperation among which has been established due to the necessity for an initiative for solving situational issues of workers-migrants to the above mentioned countries. The role that trade unions have in organizing workers-migrants and protecting their rights is also analysed. The hypotheses will result in positive results if trade unions adjust their campaigns to the needs of workers- migrants.

Given the fact that such campaigns have been developed in the EU member states (Italy, Austria, and most recently Slovenia, as well) which are destination countries for many workers-migrants from Croatia, Serbia and Macedonia, the aim of this project is to identify the specific tools and models that trade unions use for an efficient protection of workers-migrants' rights.

Networking of the (selected) trade unions of the EU member states is a useful way of exchanging information and experiences, as well as adopting and implementing the best possible practices by organizing, representing and advocating the rights of workers- migrants who are, naturally, the end users of the project. A secondary research project has been conducted (field mapping) on the working and living conditions of workers-migrants (interviewing workers-migrants, representatives of trade unions and NGOs) in order to come up with precise and concerted actions (guidelines and recommendations, support and information points). The action plan consisted of two basic approaches agreed on by all parties included. During the first phase, all project partners analysed the existing data, reports and documents, conducted professional (3-5) interviews (with seasonal workders and NGOs)

to assess the position of workers-migrants in every single country and on the basis of all this each partner submitted a briefing paper.

During the second phase, each partner chose a trade union in its own country that represents, organizes and supports workers-migrants in the best manner. The focus was on best practices, as well as on potential situations in which workers-migrants were not represented by trade unions. A report on the best practice was made on the basis of case studies and professional interviews with trade union representatives (3-5) in each country.

The results were disseminated in each country via national round tables including research centre participants, trade unions, NGOs, legislators, and other important parties as well as transnational round tables which served as an opportunity for exchanging information, good practices and validating results and discussions. A booklet with all results is in preparation.

3. Professional project: **The Stari Grad project, an archaeological locality, the ancient city of Pharos** (project leader: prof. Jasna Jeličić Radonić, PhD)

The programme has been granted for concluding conservation works on the complex of Greek- Hellenistic and late antique architecture in the southeastern corner of the ancient Pharos. It includes further conservation of the eastern and southern town walls belonging to the Greek-Hellenistic period, as well as late antique architecture, the preparation of movable archaeological materials for conservation and restoration, and the documentation, and development of the preliminary design of the project of presenting an archaeological locality.

4. Professional project: **ERATO** (contact person at the Faculty of Social Sciences and Humanities: prof. Hicela Ivon, PhD)

The ERATO project enjoys the support of the Bernard van Leer foundation which funds research and dissemination of professional insights into the early development of children. The aim of the project is to improve the living circumstances of children who are up to eight years old and are being raised in socially and economically challenging conditions. The project lies on a hypothesis that acknowledging diversity and social inclusion is a necessary precondition for developing a social and cultural environment in which children are given a possibility to reach their full potential. Five research teams from Belgium, Croatia, France, Greece and Italy are included in the research working on analysing and monitoring the educational practice and analysing the data collected in different socio-cultural situations. The

project has led to publication of a guide which has been translated into five languages: English, Croatian, French, Greek and Italian and describes analysis and assessment tools for children and family covering wide range of experiences, from education in early childhood to different types of care, as well as conditions which are necessary to create a better learning environment. The aim of the guide is to increase the awareness and self-questioning of the staff working with small children. The aim is flexible and adjustable to different contexts and educational teams.

Published results of the research project:

Methodology guide ERATO: accepting diversity in early education and care Pre-School structures (0-6): analysing, evaluating, innovating

5. Professional project: **Hill- fort Rat near Ložišća** (project leader: Vedran Barbarić, PhD)

Within the project Hill-fort Rat near Ložišća, two archaeological probes have been examined and exceptionally preserved cultural layers of settlements from the Middle Bronze Age period have been documented.

Radiocarbon dating and spectrometric analysis done on layer samples have confirmed the dating estimated by the analysis conducted on the archaeological material, pottery in particular. The excavation works were followed by an analysis of movable finds, pottery and osteological finds.

Results: The analysis of pottery led to a doctoral dissertation and a series of new data which are to be published. The osteological analysis has shown extremely early evidence of changes in animal husbandry, sheep in particular. The locality has seen documented some changes that are part of a broader trend recorded on the eastern coast of the Adriatic during the Middle Bronze Age period and that witness the beginning of textile art, and manufacturing of processed dairy products in the settlement on the hill-fort.

Indirect weaving evidence, e.g. ceramic spindle whorl and bone needles are, for the moment being, the oldest evidence of weaving in Croatia.

Published results of the research project:

V. Barbarić, Tipologija lončarije iz vremena kasnog brončanog i željeznog doba s prostora Dalmacije, doctoral dissertation, Zagreb 2011

J.Sanford, E.Christiani, V.Barbarić, Herding and Hillforts in the Bronze and Iron Age Eastern

Adriatic: Results of the 2007-2010 Excavations at Hillfort Rat, Vjesnik za arheologiju i povijest Dalmatinsku 104, in the publishing process

6. Professional project: **B.A.R.C.A.** (project leader: prof. Branko Kirigin, PhD)

The aims of the project are:

1. to create a digital database dedicated to Stari Grad Plain, an area that has, since relatively recently, enjoyed UNESCO protection. The database contains earlier archaeological research (field surveys and excavations, photographic and technical documentation), cadastral maps (old and new), older published maps, aerial, satellite and orthophoto images (old and new), pedologic, geologic and similar maps. The database has currently exceeded 100 GB in size which makes it the most encompassing database of an archaeological area in Croatia, and perhaps even beyond.
2. to update the existing video on Stari Grad Plain whose aim is to present to a wider public the project results in a modern and virtual way.
3. to design a homepage of the Stari Grad Plain project, in Croatian only, for the time being, where the project results would be presented in an interactive way, inviting the visitors of the web page to get involved.
4. to make billboards containing the main information on the project, which would be placed at the Museum of Stari Grad.

The project is still in the early stages. The conditions for starting the systematic work of research and interpretation of the rich and extremely valuable cultural heritage of this part of Hvar have only recently been met.

Published results of project research:

<http://www.starogradsko-polje.net/index.php?p=5>

7. Professional project: **TEMPUS EDUquality** (contact person at the University of Split: prof. Aleksandar Jakir, PhD)

The Project, falling within the category of "Student Services", aims at introducing reforms in the field of University management and student services development and it is planned to last for 3 years. University teachers, students, and administrative staff, bear the main role in performing the above mentioned activities and are, at the same time, seen as target groups for which the activities are intended.

The broader objective of the project is to provide students with disabilities with equal opportunities in the field of higher education in Croatia which is planned to be achieved by improving the existing and developing new methods of equal opportunities support for students with disabilities at the universities of Croatia, by invoking the setting of national standards and guidelines which would make higher education accessible to students with disabilities and ensure availability, sustainability and quality of the system which supports equal opportunities for students with disabilities in Croatian higher education.

Bearing in mind the experience and good practices of European partner universities, professional knowledge and experience of the Faculty and national experts as well as the corresponding literature, the project will lead to the introduction of a course titled “Peer Support for Students with Disabilities”, publication of 6-8 manuals on adapting academic activities to students with disabilities, employment of skilled educators at all Croatian universities (100 + 100 persons, approximately), as well as creation of conditions for the introduction of uniform national standards and guidelines with the aim of making higher education accessible to students with disabilities in the Republic of Croatia.

The development and progress of the project and activities included by the project will be monitored using internal and external methods of evaluation.

A network of representatives of all Croatian universities has been created within the project. Its aim is to provide support, further implement activities started within the project, improve accessibility and quality and guarantee equal opportunities to students with disabilities in higher education. Upon the completion of the project, a support service for students with disabilities will be organized at all Croatian universities, i.e. a person in charge, a committee, an office). Information on all planned and implemented project activities as well as all project results and evaluation reports will be published on the official webpage of the project.

The quality of professional projects is measured by the achieved results which are, as in the case of the previous projects of the Faculty, manifested through a large number of publications (books, manuals, brochures, guides, exhibition catalogues), digital databases, various tools, exhibitions, etc. Since the majority of projects are closely linked to the field of professional interest of the project leader and associates, the results of projects contribute to the development of the profession, creation of preconditions for further research, and improvement of the overall system of higher education.

m) Explain the impact that services and results of professional and development projects of your higher education institution have on the development of national economy, service sector and state administration.

It is highly difficult to define and measure the impact that services and results of professional projects have on the development of national economy, service sector and state administration. However, it can be best seen through the previously stated project results the use of which, depending on the nature of the project, represents a contribution to the local and broader community, promotion of cultural heritage and, therefore, tourism, contribution to the academic community and professional services belonging to the broader social community.

n) Explain the functioning of the systematic policy of monitoring the volume and quality of the scientific activities at your higher education institution by specifying its integral elements and ways of efficient application.

The Faculty has actively participated in collecting relevant data at the level of the University of Split. Over the recent past, the scientific activities of the Faculty have been monitored by collecting information related to publication of papers and attendance of conferences. This was first done in 2008, for the period 2003- 2007, and the document developed from this data was published on the webpage of the Faculty. During the following time frame, a systematic policy of monitoring the volume and quality of scientific activities will be established on the basis of performance of activities defined by the *Guidelines on the system for quality assurance at the Faculty of Social Sciences and Humanities* which was adopted and entered into force earlier this year.

o) Describe the policy of encouraging and awarding publications in highly ranked scientific journals (or renowned publishing houses, in case of books) i.e. the support system for publications in prestigious journals relevant for your field (e.g. assistance with translation, peer-reviewing, system of informing about calls for papers etc.)

There have been no awards so far for publications in highly ranked journals. The Faculty offers support by publishing papers within its own publishing activities. The situation is to be improved over the following period through more systematic monitoring, support and

evaluation of scientific activities. The Committee for scientific activities is to be organized with the task of monitoring and guiding scientific activities of members of the Faculty of Social Sciences and Humanities.

p) State how you monitor research ethics and implement European and world standards in recruiting the best possible team of researchers (e.g. implementation of The European Charter for Researchers).

When applying their scientific project, the project leaders sign a *Statement* which is an integral part of the *Code of ethics* and guarantees voluntary participation and anonymity of all research respondents as well as data confidentiality and secrecy.

The Ethics Committee of the Split Faculty of Social Sciences and Humanities issues a confirmation note approving of the research “since it meets all the provisions of the Article 3” titled “Protection of research respondents” of the form Consent of the Head of the Project of the Ministry of Science, Education and Sports of the Republic of Croatia. Furthermore, it serves as a guarantee that the activities of the research project will be in line with the provisions of the code of ethics of the Split Faculty of Social Sciences and Humanities. When selecting the topic of the doctoral dissertation, it is necessary to submit the Opinion of the Ethics Committee of the corresponding University constituent (only for certain proposed topics).

In case of recruitment of researchers, job vacancies are published on the webpage of the Faculty, in daily newspapers and Official Gazette, and from 1 July, 2013 on <http://www.euraxess.hr> as well. In addition to these basic requirements, research and teaching assistants need to be among the top 10 students, i.e. 10% of best students of their generation. Apart from average and individual grades in certain courses, the duration of studies is taken into consideration, and, if necessary, other indicators of inclination to research work as well

r) State the extent to which you are content with the current situation and give some suggestions for possible improvements.

Taking into consideration the relatively short history of the Faculty, we believe that we can be satisfied with what has been achieved so far. As previously stated, over the past period of time, a great number of Faculty members have obtained their PhD or academic title which has improved the quality of Departments and created preconditions for a higher quality scientific-

teaching work performed within the study programmes. Around ten research projects have been successfully realized with a significant number of papers being published as a direct result of the work on the project or of the individual work of a Faculty member. There is always room for improvement which is described within the strategic goals defined in clause 1 of this chapter. We would like to single out as a possible improvement the necessity for inclusion in research projects funded from international sources and for a higher number of national research projects and study visits at international universities on the part of young researchers. It is necessary to increase the number of papers published in highly ranked journals. In order for these goals to be achieved, it is necessary to work on creating the preconditions necessary for improving the quality of the research work. As stated earlier on, a special effort needs to be put in securing the access to on-line journal databases which are relevant for the field that Faculty teachers and associates engage in and it should be done independently (depending on financial possibilities) or in cooperation with other constituents of the University. Furthermore, it is necessary to work systematically on providing support for publishing in the above mentioned journals.

Table 5.1. Mentors

(Mentors for a scientific field)

Doctoral studies (specialisations)	Mentors whose PhD candidates defended their doctoral dissertations in the last five years	Papers published by mentors in national peer-reviewed scientific journals in the last five years*	Papers published by mentors in international peer-reviewed scientific journals in the last five years*
Postgraduate doctoral studies of Humanities (Literature and culture)	1		1
Postgraduate doctoral study - joint study programme - Sociology**	2		3

**Only the peer-reviewed papers of the highest category in the national classification, i.e. papers published in journals from the international citation index database WoS and Scopus are taken into consideration.*

***** Postgraduate doctoral study programme– joint study programme – coordinated by the Department of Sociology at the Faculty of Humanities and Social Sciences in Zagreb. Four members of the Split Department of Sociology were awarded doctoral degrees there.***

(Mentors in the field of Arts)

Doctoral studies (specialisations)	Mentors whose PhD candidates defended their doctoral dissertations in the last five years	Mentor`s pieces of art exposed at the relevant national exhibitions or other art manifestations in the last five years	Mentor`s pieces of art exposed at the relevant international exhibitions or other art manifestations in the last five years

**Only the peer-reviewed papers of the highest category in the national classification, i.e. papers published in journals from the international citation index database WoS and Scopus are taken into consideration.*

Table 5.2. Funding sources of scientific projects

Beginning of the project	Project name	Duration of the project (in months)	State budget (MSES)	State budget (other sources – to be specified)	Budget of local government units	EU funds	Industry – private sector	Industry – public companies	Other (to be specified)	Total
2007	Hippus-Cetina	84	34.000,00 kn							204.000,00 kn
2007	The development of discourse competence in foreign language learner interlanguage	84	15.000,00 kn							90.000,00 kn
2007	<u>Halieutica Adriatica. Philological, Anthropological Research of Adriatic Culture</u>	84	28.000,00 kn							168.000,00 kn
2007	<u>Mediterranean Space in Renaissance Literatures of the Slavs</u>	84	30.000,00 kn							180.000,00 kn
2007	<u>19th Dalmatian Cadastre</u>	84	20.000,00 kn							120.000,00 kn
2007	<u>Romanisms in the onomastics of Split</u>	84	18.000,00 kn							108.000,00 kn
2007	<u>Adrias Kolpos: Identity and Economy of Illyrians and Greeks on Dalmatian Islands</u>	84	24.000,00 kn							144.000,00 kn

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2007	<u>Dalmatian 19th century cultural setting</u>	84	27.000,00 kn							167.000,00 kn
2007	<u>Build Heritage in Dubrovnik Area</u>	72	38.000,00 kn							190.000,00 kn
2007	<u>East Adriatic Art Themes: art, politics, maritime experience</u>	84	21.000,00 kn							126.000,00 kn
2007	<u>Dalmatia and the Viennese Central Administration in the 19th Century</u>	84	20.000,00 kn							120.000,00 kn
2007	<u>The French rule in Dalmatia (1806-1814)</u>	84	27.000,00 kn							162.000,00 kn
2008	<u>TITIUS: Krka watershed - its heritage and sociocultural development</u>	72	26.000,00 kn							131.000,00 kn

Table.5.3. Funding sources of professional projects

Beginning of the project	Project name	Duration of the project (in months)	State budget (ministries and state administration)	Budget of local government units	International funds	Other (to be specified)	TOTAL
2007.	ERATO	24				Bernard van Leer Foundation 17,353,96 kn in 2010 11,673,84 kn in 2011	29, 027,80 kn
2008.	Project of cross-border cooperation in culture and tourism -- Interreg iii A/Phare -- Neptune	10			33,727,45 €		33,727,45 €
2008.	B.A.R.C.A. in 'Adrias Kolpos"	12			167,771,15 kn		167,771,15 kn
2010.	Changing Identities of Ethnic Minority Groups	12				4,000 € Austrian Science and Research Liaison Office, Vienna, Austria	4,000 €
2010.	Hill- fort Rat near Ložišća	6	30,000 kn				30,000,00 kn
2010.	TEMPUS EDUquality	24			1,666,11 kn in 2010 2,280,81 kn in 2011		3,946,92 kn
2013.	Organized labor and migrant workers	10			16,062,84 €		16,062,84 €

Table 5.4. List of scientific and development projects

List of active scientific and development projects funded by the MSES and containing the names of project leaders*
1. Hippius-Cetina (project leader: prof. Ante Milošević, PhD)
2. The development of discourse competence in foreign language learner interlanguage (project leader: prof. Sanja Čurković-Kalebić, PhD)
3. <u>Halieutica Adriatica. Philological, Anthropological Research of Adriatic Culture</u> (project leader: prof. Joško Božanić, PhD)
4. <u>Mediterranean Space in Renaissance Literatures of the Slavs</u> (project leader: prof. Slobodan Novak, PhD)
5. <u>19th Dalmatian Cadastre</u> (project leader: prof. Nataša Bajić-Žarko, PhD)
6. <u>Romanisms in the onomastics of Split</u> (project leader: prof. Marina Marasović-Alujević, PhD)
7. <u>Adrias Kolpos: Identity and Economy of Illyrians and Greeks on Dalmatian Islands</u> (project leader: Branko Kirigin)
8. Dalmatian 19th century cultural setting (project leader: prof. Ljerka Šimunković, PhD)
9. <u>East Adriatic Art Themes: art, politics, maritime experience</u> (project leader: prof. Ivana Prijatelj-Pavičić, PhD)
10. Dalmatia and the Viennese Central Administration in the 19th Century (voditelj: prof. Marko Trogrlić, PhD)
11. <u>The French rule in Dalmatia (1806-1814)</u> (project leader: prof. Josip Vrandečić, PhD)

List of active scientific and development projects funded from other national sources (UKF, NZZ, other state institutions or public companies) containing the names of project leaders
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1. The Stari Grad project, an archaeological locality, the ancient city of Pharos (project leader: prof. Jasna Jeličić Radonić, PhD)
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2. Archival sources on ancient Salona (project leader: prof. Jasna Jeličić Radonić, PhD)
--

List of active scientific and development projects funded from international sources and containing the names of project leaders
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Table 5.5. Bibliography (in the last five years)

Paper type*	Total number of papers**	Papers which resulted from a cooperation with other higher education institutions or scientific organizations	Ratio: number of papers/scholars**
Scientific papers published in journals cited in CC, WoS (SSCI, SCI-expanded and A&HCI) and Scopus databases	133	24	2,71
Other peer-reviewed papers cited in databases acceptable in the process of promotion to academic titles	312	72	3,40
Autorship of internationally published books	15	2	1,25
Autorship of nationally published books	94	34	2,35
Papers published in national peer-reviewed journals	124	20	2,95
Peer-reviewed papers published in proceedings of foreign and international conferences ***	261	60	2,76
Papers published in national journals with a national peer review	95	15	3,31
Professional papers	166	11	2,55
Chapters in peer-reviewed books	235	34	3,13
Peer-reviewed papers published in proceedings of national conferences ***	56	12	1,70
Editorship of internationally published books ***	14	3	7,00
Editorship of nationally published books ***	41	5	1,71

Papers in journals published by your institution	37	/	2,11
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** Paper types in bolded letters must be cited, while others are optional.*

*** One and the same scholar should be included in the calculation only once.*

**** Papers in conference proceedings which are not submitted to peer review or selection process are not to be included.*

Table 5.5.a. Bibliography of Arts scholars (in the last five years)

ACTIVITIES IN THE FIELD OF ARTS	TOTAL
Complex works of art defined as a masterpiece of a great international significance	
Complex works of art defined as a masterpiece of a great national significance	
Works of art first shown at a manifestation of a great international significance	
Works of art first shown at a manifestation of a great national significance	
First showing of a piece of art accompanied by a published review	
First showing of works of art	
Authorship of internationally published books	
Authorship of books published in the Republic of Croatia	

Table 5.6. Scientific productivity according to constituent units of higher education institution

Paper types *	Total number of papers	Ratio for each constituent unit: number of papers/number of scholars**									
		Department of Croatian Language and Literature	Department of Italian Language and Literature	Department of English Language and Literature	Department of History	Department of Art History	Department of Pedagogy*	Department of Sociology	Department of Philosophy	Department of Primary Education	Department of Pre-School Education
Scientific papers published in journals cited in CC, WoS (SSCI, SCI-expanded and A&HCI) and Scopus databases	133	2,28	2,00	1,66	3,00	3,00	8,33	1,71	2,20	1,66	1,25
Other peer-reviewed papers cited in databases acceptable in the process of promotion to academic titles	312	5,53	2,69	1,21	2,62	3,33	7,50	2,22	2,28	2,80	6,75
Autorship of internationally published books	15	1,00	1,00	1,50	1,00	/	0,67	/	1,00	/	/
Autorship of nationally published books	94	2,66	1,00	1,00	1,85	2,75	1,83	4,50	1,00	1,25	1,50
Papers published in national peer-reviewed journals	124	5,00	2,12	1,00	4,50	7,00	1,00	3,67	1,00	1,67	1,67
Peer-reviewed papers published in proceedings of foreign and international conferences ***	261	3,33	3,40	1,75	0,50	2,66	2,67	3,75	2,67	3,45	3,00

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Papers published in national journals with a national peer review	95	1,50	1,00	1,00	1,87	2,25	2,00	1,00	1,00	2,86	1,83
Professional papers	166	2,83	1,50	1,40	3,10	2,75	3,60	3,40	3,75	2,20	2,33
Chapters in peer-reviewed books	235	4,08	1,71	2,90	4,28	2,20	4,00	3,37	5,00	3,42	2,00
Peer-reviewed papers published in proceedings of national conferences ***	56	1,75	1,67	1,00	1,00	1,67	1,00	2,33	1,00	3,50	1,00
Editorship of internationally published books ***	14	10	/	/	/	/	/	/	/	4	/
Editorship of nationally published books	41	3,00	/	1,25	2,50	1,00	2,00	1,00	2,00	1,00	1,16
Papers in journals published by your institution	37	6,00	3,50	1,00	1,50	/	1,00	1,40	/	/	/

* Paper types in bolded letters must be cited, while others are optional.

** One and the same scholar should be included in the calculation only once.

*** Papers in conference proceedings which are not submitted to peer review or selection process are not to be included

*Papers of scholars employed at the newly established Department of Psychology are also included.

Table 5.7. Artistic productivity according to constituent units of higher education institution

Paper types	Total number	Ratio for each constituent unit: number of papers/number of scholars		
		Constituent unit 1	Constituent unit 2	Constituent unit 3
Complex works of art defined as a masterpiece of a great international significance				
Complex works of art defined as a masterpiece of a great international significance				
Works of art first shown at a manifestation of a great international significance				
Works of art first shown at a manifestation of a great national significance				
First showing of a piece of art accompanied by a published review				
Authorship of internationally published books				
Authorship of books published in the Republic of Croatia				

6. MOBILITY AND INTERNATIONAL COOPERATION

a) State how you support internal mobility of students (the possibility of transfer of students who completed other similar programmes of study)

a1) Internal mobility for enrolment to undergraduate studies

Even though the completion of the programme of study requires that all exams be passed, students of other similar study programmes can transfer from other higher education institutions. This transfer is dependent on the completion of a formal request, and submission of a transcript of exams with grades and the accompanying ECTS points, as well as details of the former study programme and syllabus.

ECTS points obtained in other programmes of study are recognized, and the transfer depends on the compatibility of the programme of study and the level of competency that the student obtained in the previous study.

So far we have had undergraduate transfers from the Universities of Zadar and Mostar.

Heads of departments in cooperation with the Faculty Secretary (Legal Advisor to the Faculty) and Vice-Dean for Education determine possible differences in programmes of study and courses that need to be passed in order to continue study at our faculty.

a2) Internal mobility for enrolment to graduate studies

At the graduate level, students who completed programmes of study that are compatible with our programmes are enrolled to our programmes, providing they have completed the compatible undergraduate programme and obtained a minimum of 180 ECTS points. They were mostly students from Universities of Mostar, Osijek and Zagreb (all from their respective Faculties of Humanities and Social Sciences).

Students from other higher education institutions can continue studying at the Faculty of Humanities and Social Sciences in Split once their passed exams are recognized and ECTS points allotted.

a3) Internal mobility for enrolment to postgraduate doctoral study

Those students who have completed undergraduate and graduate university study, i.e. integrated undergraduate and graduate university study in the field of humanities and social sciences with a minimum of 300 obtained ECTS points or an earlier four year university undergraduate study that belongs to social or humanistic scientific fields, or university postgraduate study for obtaining the

degree of master of sciences in the field of humanistic and social sciences, can participate in postgraduate doctoral study. Postgraduate doctoral study for persons who have obtained a master's degree lasts one year (two semesters). Such applicants are allotted a mentor immediately and start work on their PhD thesis without the obligation of passing exams.

Exceptionally, applicants who have completed one of the mentioned university studies from other scientific fields can enrol providing they have additional professional and/or scientific references in the field of humanities which, in accordance with the opinion of the Committee for the undergraduate studies, qualify them for the enrolment. The committee will for such an applicant determine the possible additional and further prerequisites for the enrolment.

b) Describe the goals which you want to achieve with the international cooperation of your higher education institution. State the forms of cooperation (European projects, bilateral agreements with foreign higher education institutions, individual cooperation in research, longer and shorter stays of teachers and students abroad, international scholarships for teachers and students, organization of international conferences in Croatia, participation at international conferences and other forms of cooperation) and estimate the scope and success of existing international cooperation of your higher institution.

b1) The goals of international cooperation:

- to enable the scientific and professional visits of our students to overseas faculties, in accordance with the directions of the Bologna declaration, with the option that their study obligations are partly conducted abroad;
- to enable foreign students to realize part of their study obligations at our faculty;
- to enable the mobility of teachers by supporting shorter and longer stays at foreign institutions;
- to organize and co-organize international scientific conferences with partner institutions;
- to disseminate the results of research with international partners through scientific journals with a significant impact factor;
- to organize international projects (i.e.FP7), that will provide means of financing the research and work places of researchers, and enable both postdoctoral researchers from Split, as well as foreign researchers.

The Faculty of Humanities and Social Sciences of the University of Split is open to and interested in international cooperation in all fields of its activities. The basic goal of international cooperation is first of all an active involvement of our Faculty in the European area of higher education and European research area through exchange of information and cooperation in all areas of the Faculty's activities as defined by the Statute of the Faculty of Humanities and Social Sciences.

International cooperation involves the international mobility of staff and students. The exchange of experiences, getting acquainted with different practices, new ideas as well as personal acquaintances with colleagues from other countries are the main impetus of all international activities of the Faculty.

International mobility of staff is important for the personal development of employees who by obtaining new knowledge and skills contribute to the development of the Faculty. Therefore the mobility of both teaching and non-teaching staff is promoted.

International mobility of students is important also for the personal development of students, in the sense of being independent, improving foreign language skills, cultural enrichment, development of tolerance, being ready for work in multicultural environments, and as such is a necessary preparation for the European work market.

Visiting students, lecturers, scientists and colleagues are welcome at our Faculty. By bringing new ideas and different perspectives they enrich us as an institution and individually. The exchange of opinions and intercultural dialogue are foundations of development in humanistic and social sciences.

Mobility of students and teaching staff is also important for providing transparency of qualifications as well as for the continuing development and improvement of study programmes in accordance with the need of the Croatian and European work market. Being an institution whose study programmes enable access to legally regulated professions such as primary education teachers, pre-school educators, and subject teachers in elementary and high schools,

the Faculty of Humanities and Social Sciences takes particular attention concerning the transparency of qualifications that students obtain upon the completion of study programme, and therefore it supports the international mobility of students through study programme at foreign partner universities. The excellent results that our students obtain during study abroad and professional practice abroad best testify to the quality and international recognition of our study programmes.

Activities concerning international cooperation are legally regulated by international agreements and conventions that were signed by the Republic of Croatia, as well as national laws and regulations, and institutional legal framework consisting of:

- The Statute of the University of Split
- The Statute of the Faculty of Humanities and Social Sciences
- Ordinance on international scientific projects of the University of Split
- Ordinance on international mobility of the University of Split
- A Human Resources Strategy for Researchers of the University of Split
- Ordinance on studies and system of study at the University of Split
- Ordinance of the University of Split on academic recognition of foreign higher education qualifications and periods of study
- Ordinance on international dual (joint) doctoral degrees

and other regulations and ordinances of the University of Split and Faculty of Humanities and Social Sciences.

b2) International cooperation is being conducted on the basis of:

- bilateral and multilateral international agreements that were signed by the Republic of Croatia;
- international agreements concerning cooperation between international universities that were signed by university of Split with the following institutions:

AUSTRIA: FH Joanneum

FRANCE: Universite Pantheon Assas (Paris II) , L'Universite Claude Bernard Lyon 1

ITALY: Universita degli Studi di Bari, Politecnico di Bari, University of Teramo, Universita degli Studi di Firenze, University of Trieste, University of Molise, Universita Europea di Roma, Universita degli Studi di Cagliari

THE NETHERLANDS: Rotterdam University

GERMANY: Freie Universitat Berlin, Fachhochschule Aachen

POLAND: University of Warmia and Mazury in Olsztyn, Wrocław University of Technology, Karoly Robert College

ROMANIA: Technical University of Cluj-Napoca

SLOVENIA: University of Maribor

BOTSWANA: University of Botswana

BOSNIA AND HERCEGOVINA: University of "Vitez" Travnik, University of Sarajevo, University of Mostar

CHILE: Universidad Catolica del Norte, Pontificia Universidad Catolica de Chile

CANADA: University of Ottawa

KOREA: Hankuk University of Foreign Studies

MACEDONIA: University of "Sv. Kiril i Metodij", University of "Goce Delčev"

RUSSIA: Saint-Petersburg University

SWITZERLAND: European Graduate School

USA: Pennsylvania State University, The Forensic science Programme, New Haven, New Mexico Institute of Mining and Technology

NORWAY: Faculty of Nursing, Sor-Trondelag University College

TURKEY: Uludag University

-Bilateral Erasmus agreements, which enable the mobility of students and teachers in specific areas of study of Faculty of Humanities and Social Sciences (more in table 6.4.).

Table 6.4)

A list of bilateral agreements for mobility of students and staff within Erasmus programme

NK.	UNIVERSITY	AREA of exchange	Students LEVEL					Staff		
			BA	MA	DO			education	training	week
1.	Karl-Franzes Universität Graz	09.0 Languages and Philological Sciences	yes	yes	/	2	10			
2.	Alpen Adria Universität	14.02 Sociology, Marketing and International Management, Media and Communication	yes	yes	/	2	10	1	1	2

	Klagenfurt	Science								
3.	Université Jean Monnet - St.Etienne	4432 Sciences humaines et sociales	yes	yes	/	5	25	1		1
		224 History, Philosophy and related subjects								
		142 Education Science								
		310 Social and behavioural science								
		312 Sociology and Cultural Studies								
		2221 Humanities (Literature & Languages)	yes	yes	/	3	27			
		210 Arts	yes	yes		2	18			
4.	Université Rennes 2	22 Humanities		yes		2	10	2		2
5.	University of Strasbourg	08.3 History, 03.6 History of Art	/	yes	/	2	10	1	1	1
6.	Universita' degli Studi di Catania	222 Foreign Languages	yes	/	/	2	12	1		1
		22 Humanities	yes	yes	yes	2	12	1		1
7.	Università Europea di Roma	8 History	/	yes	/	2	20	2		2
8.	Università degli Studi "G. D'Annunzio" - Chieti (Italy)	09.0 Languages and Philological Sciences 01.0 Pedagogical Sciences	4	2	2	8	48			6
9.	Scuola superiore per Mediatori Linguistici-Milano	09.0 Languages and Philological Sciences	/	/	/	/	/	1	1	2
10	University of Trieste	09.4 Translation, Interpretation and/or Literature	yes	yes	/	2	10	1	1	2
		222 Languages	yes	yes	yes	6	30	1	1	2
11.	Eszterházy Károly Főiskola	222 Languages and Philological Sciences	yes	yes	/	4	20	2	2	2
12	University of	09/222 Languages and Philological Sciences	/	/	/	/	/	2	/	2

	Amsterdam									
13.	Universität Bielefeld	05.5 Education, Adult Education	yes	yes	yes	2	12	1	/	1
14.	TU Carolo Wilhelmina zu Braunschweig	09/222 Languages and Philological Sciences	yes	yes	/	2	12	3		3
15.	University of Konstanz	09/222 Languages and Philological Sciences	yes	yes	yes	2	10	1		1
16	Uniwersytet im. Adama Mickiewicza	09.0 Faculty of Polish and Classical Philology (Slavonic Philology, Croatian)	yes	yes	yes	2	20	1	1	1
	Jagiellonian University	08.3 History	yes	yes	yes	3	12	2		2
17										
18	University of Warsaw	222 Foreign Languages	/	yes	/	3	15	2	1	3
19	Uniwersytet Wrocławski	22 Humanities	2	2	1	5	60	2		2
		Croatian Language and Literature	yes	yes	yes	2	10			
20	Opole University	222 Languages and Philological Sciences	yes	yes		6	30	1		1
21	University of Ljubljana	03.6 History of Art	yes	yes	yes	2	12	3	2	4
		09 Languages and Philological Sciences - Romance languages	yes	yes	yes	2	12	3		2
		09 Languages and Philological Sciences - South Slavonic languages	yes	yes	yes	2	12	3		2
		08.3 History	yes	yes	yes	2	12	3		
22	University of Maribor	09 Languages and Philological Sciences	yes	yes	yes	4	16	1		1
		08.3 History, 08.1 Philosophy	yes	yes	yes	4	16			
		03.6 History of Art	yes	yes	yes	2	8			
		14.2 Sociology	yes	yes	yes	2	8			

		05 Education, 05.1. Teacher Training, 05.2 Primary Education	yes	yes	yes	3	15			
		05.7 Educational Science, Comparative Education, 05.8 Educational Psychology, 05.9 Others Education, Teacher Training	yes	yes	yes	3	15			
23	University of Primorska	5.0 Education Teacher Training, Pre-School Education, Pedagogy	yes	yes	yes	2	12	2	1	2
24	Universidad de Castilla - La Mancha	22 Humanities	yes	/	/	2	10	1	1	1

In addition, as an independent legal entity in 2007 the Faculty of Humanities and Social Sciences signed an agreement of cooperation with Hungarian education institution “Eotvos Jozsef,” Pedagogical faculty, Szegedi, Baja, Republic of Hungary for cooperation in the field of humanities and social sciences, with particular emphasis on history, and the standard language and dialects of the Croatian language, literature and customs.

On the basis of this agreement, from 2009 when the University joined Erasmus to academic year 2012./2013, there were 82 achieved outgoing instances of mobility of students (table 6.5), 10 outgoing instances of mobility of staff (table 6.8), 9 incoming instances of mobility of staff (table 6.10) and 19 incoming instances of mobility of students (table 6.6).

Table 6.5)

Outgoing mobility of students in the period of 2009 to 2013 on the basis of ERASMUS agreement

Receiving institution	COUNTRY	Nr. Name and Surname	months	purpose	department	level
2009/10						
University of Trieste	IT	1. Sanja Jelić	5	study	ITA	ENG MA
	IT	2. Lidija Putnik	5	study	ITA	ENG
	IT	3. Ana Lončar	5	study	ITA	ENG
	IT	4. Ana Plavša	5	study	ITA	ENG

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	IT	5. Marijana Balabanić	5	study	ITA	ENG	
University of Graz	A	6. Anja Gizdavčić	5	study	ENG	ENG	
University	IT	7. Ines Kurilj	10	study	ITA	ENG	
Chieti-Pescara	IT	8. Marina Maras	3	<i>Diploma work</i>	ITA		MA
2010/11							
Universite „Jean Monnet“, St Etienne	F	1. Vlatka Ivančević	5	Study	ITA	ENG	BA
	F	2. Filip Liović	5	Study	ITA	ENG	BA
	F	3. Sonja Koludrović	5	Study	ITA	ENG	MA
UE Roma	IT	4. Marijan Buljan	4	<i>Diploma work</i>	HIS		MA
University „G. D'Annunzio“ Chieti-Pescara	IT	5. Ivana Toussaint	5	Study	ITA	PED	
	IT	6. Željana Andabak	5	Study	ITA	PED	
	IT	7. Danijela Buljubašić	5	Study	ITA	PED	
	IT	8. Marina Jurišić	5	Study	ITA	CRO	
	IT	9. Mandica Vujina	5	Study	ITA	CRO	
	IT	10. Anita Perićić	5	Study	ITA	ENG	
	IT	11. Anamarija Lošić	5	Study	ITA	PED	
University of Trieste	IT	12. Vlasta Sindik	5	Study	ITA	CRO	
	IT	13. Ivana Sikavica	5	Study	ITA	ENG	
	IT	14. Marija Tomić	5	Studij	ITA	ENG	
	IT	15. Mia Srdarev	5	Study	ITA	ENG	
	IT	16. Martina Marijanović	5	Study	ITA	ENG	
Foral Ass. Onlus , Milazzo, IT	IT	17. Marijana Balabanić	3	Practice	ITA	ENG	MA
	IT	18. Ana Plavša	3	Practice	ITA	ENG	MA
ERASMUS 2011/12							
University of Graz	A	1. Goran Bekavac	5	Study	HIS	ENG	
University of Trieste	IT	2. Ana Martinić	5	Study	ITA	ENG	
		3. Martina Lovrić	5	Study	ITA	CRO	
		4. Marija Radman	5	Study	ITA	ENG	
		5. M. Petra Radmilović	5	Study	ITA	ENG	

		6.Ivana Tičić	5	Study	ITA	CRO	
		7.Željka Badrov	5	Study	ITA	ENG	
University „G. D'Annunzio“, Chieti-Pescara		8.Marina Šarić	5	Diploma work	ITA	CRO	
		9.Davora Radić	5	Diploma work	ITA	CRO	
		10.Željka Ružić	6	Study	ITA	CRO	
		11.Lovorka Kalebić	6	Study	ITA	ART	
		12.Mia Raos	5	Study	ITA	ART	
		13.Nina Latković	6	Studij	ITA	PED	
		14.Sanja Paleško	5	Study	ITA	HIS	
		15.Ivana Rebić	5	Study	ITA	PHIL	
		16.Marina Čatipović	10	Study	ITA	ENG	BA
	„Jean Monnet“ St Etienne	FR	17.Marina Batinić	5	Study	ART	ENG
18.Jasmina Šarić	5		Study	ART	PHIL		
Ljubljana	SI	19.Duje Jakovčević	6	study	ART	HIS	
Maribor	SI	20.Katarina Čavar	6	study	Teacher study		
		21.Ana Jujnović	5	study	Teacher study		
		22.Ivana Maglica	3	Diploma work	ENG	CRO	
University of Trieste Scuola superiore per interpreti e mediatori	IT	23.SANJA JELIĆ	10	Training	ITA	ENG	
Croatian community in Trieste, Italy		24.ANA LONČAR	10		ITA	ENG	
		25.Ivana Sikavica	5		ITA	HRV	
Universidad Politécnica de Madrid	ES	26.TEA ŠUŠNJAR	6				
		27.LIDIJA PUTNIK	6		ITA	ENG	
ERASMUS2012/13							
Chieti-Pescara	IT	1.Silvija Šamadan	10	Study	ITA	ART	
		2.Ivanka Belava	10	Study	ITA	ART	
		3.Ivana Moro	5	Diploma work	ITA		
		4.Mirjana Malovan	5	Study	ITA	ART	

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TRST		5.Diana Njegovan	10	Study	ITA	CRO	
		6.Ivana Pisac	5	Study	ITA	ENG	
		7.Lana Bezmalinović	5	Study	ITA		
8.Antea Perković		5	Study	PHIL			
9.Ivana Tadić		5	Study	ART			
10.Sonja Marinković		5	Diploma work	ITA			
Catania							
Maribor	SI	11.Matea Klarić	5	Study	PHIL	CRO	
		12.Antonija Lacić	5	Study	PHIL		
		13.Ana Azinović	5	Study	PHIL		
		14.Katarina Lozo	5	Study	PHIL		
		15.Kristina Tešija	5	Study	PHIL		
		16.Maja Radovčić	5	Study	PHIL		
		17.Slavica Mihotović	5	Study	PHIL		
		18.Ana Matijaš	5	Study	Teacher study		
Graz	A	19.Lana Brajković	5	Study	CRO	ART	
		20.Gabrijela Terze	5	Study	CRO	ART	
		21.Ivana Poljičanin	5	Study	ART	CRO	
Rennes	F	22..Adriana Perojević	5	Diploma work	ART		
Warsaw	PL	23.Josip Galić	3	Diploma work	CRO		
Wroclaw		24.Tino Banić	10	Study	sociology		
		25.Ivana Plavac	10	Study	sociology		
University of Valencia,	E	26.Mia Srdarev	10	Training			
Universidad Politecnica de Madrid		27.Jasmina Šarić	6	training			

In addition, one student (History/English language and literature) participated at summer school ERASMUS IP Interkras (Interdisciplinary studies of karst landscapes, Vrgorac, 02.-16-10.2011.) Based on the Transcript of Records issued by the Department of Archeology of the University of Ljubljana, the student's attained credit points (5 ECTS) were recognized at our Department of history.

Table 6.6) Incoming mobility of students within ERASMUS programme.

<i>Name and surname</i>	<i>university</i>	<i>country</i>	<i>level</i>	<i>period</i>
2011/12				
1. Enrica Locci	Scuola superiore per interpreti e mediatori, Univ. of Trieste	Italy	BA	5 months
2. Juliet Lausch	Philology of Univ. Of Graz	Austria	BA	5 months
2012/13				
3. Zsuzsana Vegh	English studies, Esterhazy Karoly College, Eger	Hungary	MA	5 months
4. Sabrina Ouchen	Study of sociology, Univ. „Jean Monnet“, St Etienne	France	BA	5 months
5. Fiona Landy			BA	5 months
6. Fanny Luyton			BA	5 months
7. Gregory Loubier			BA	5 months
8. Sebastien Jacomo			BA	5 months
9. Ramona Westhof	Pedagogy, Univ. Of Bielfeld	Germany	BA	5 months
10. Lisa Maren Krstic			BA	5 months
11. Jan Makal	Study of slavic philology	Poland	BA	5 months
12. Aleksandra Adamusiak	Univ. of Wroclaw		BA	5 months
13. Tomasz Kalita	Study of European diplomacy		BA	5 months
14. Joanna Karwecka	Univ. of Wroclaw		MA	5 months
15. Ewa Stec	International Relations, Security and Strategic Studies, Warsaw		MA	3 months training
16. Dorota Wojciechowska	Study of slavic philology		MA	10 months
17. Marta Anna Suchomska	Univ. „Adama Mickiewicz“, Poznan		MA	10 months

18. Justyna Kowalczyk	Study of history, Jagellonian University, Krakow		MA	5 months
19. Ida Sucherek			MA	5 months

The incoming mobility of foreign students was achieved on the basis of bilateral and multilateral agreements that the Republic of Croatia signed (see table 6.7)

Table 6.7) Incoming mobility of students outside ERASMUS programme.

Months	ugovor	Name and surname	University, country	level
2010/11				
5 months	CEEPUS	Lukasz Lewandowski	Graduate study of Western and southern slavistics, Univ. of Warsaw, Poland	MA
5 months	CEEPUS	Kristina Mandity	Study of Art History at Univ. Pazmany Peter Egyetem-Budapest, Hungary	MA
2011/12				
1 month	međudržavni	Daniela Kurucowa	Univ. of Bratislava	DO
1 month	CEEPUS	Piotr Pieresciennak	Charles Univ. in Prague	DO
3 month	CEEPUS	Joanna Skrzydelska	Graduate study of Western and southern slavistics, Univ. of Warsaw, Poland	MA
1 month	CEEPUS	Justyna Rybczynska	Charles Univ. in Prague	DO
2012/13				
2 months	CEEPUS	Emeše Pap	Pazmany Peter Catholic, Budapest	DO
2 months	CEEPUS	Jana Skoumalova	Charles University in Prague	MA

Besides individual mobilities, the Faculty has on several occasions received entire groups of students at lectures. Finnish students of undergraduate study programme in pre-school education from Åbo Akademi in Jakobstad, who have divided their study programme throughout Croatia and which is part of their curriculum, have visited our department for pre-school education for several years in a row.

- In May 2011 a group of 14 students together with professor Märta Sandvik (FD, Lektor i pedagogik , Enheten för barnpedagogik)
- In May 2012, 14 students came together with professor Anna Backlund
- In May 2013. A group of 17 students came accompanied by professor Tiina Cederström (Universitetslärare, PeM, TM Fortbildningssekreterare i Se Barnet).

Every year for Finnish students we organized city sightseeing, a visit to one kindergarten, a meeting with colleagues from the Split department for pre-school education, and together the students were present at lectures by prof.dr. Ivon Hicela.

Also in May 2013, at the Sociology department we had guest visit by a group of students (25) of graduate study programme International management, accompanied by two professors. For them the department of sociology organized 3 lectures in English (prof.dr. Aleksandar Jakir, prof.dr. Mislav Kukoč and prof.dr. Renata Relja and M.A. of sociology Martina Bešker.

Due to limited financial means, staff mobility is conducted less through Erasmus programme and for the better part outside of it. The sources of financing of staff mobility within the last three years varied greatly: Ministry of science, education and sport; Finnish academy of sciences; scholarships of Norwegian government; AZVO, OAED; CEEPUS, Av Humbolt Foundation, Grundtvig, donations, private means (more in table 6.9).

Table 6.8)

Outgoing staff mobility in the period of 2009 to 2013 within ERASMUS programme.

2009/10				
1.	Chieti	Srećko Jurišić, Department of Italian language and literature	education	5 days
2010/11				
2.	Chieti	Ljerka Šimunković, Department of Italian language and literature	education	5 days
3.	Chieti	Srećko Jurišić, Department of Italian language and literature	education	5 days
2011/12				
4.	Ljubljana	Željko Peković, Department of art history	education	5 days

5.	Bielefeld	Mirela Tolić, Department of Pedagogy	education	5 days
6.	Maribor	Berislav Žarnić, Department of teacher study	education	7 days
7.	Berlin	Irena Mišević, administration	training	9 days
2012/13				
8.	Ljubljana	Ivana Prijatelj Pavičić, Department of art history	education	3 days
9.	Warsaw	Magdalena Nigoević, Department of Italian language and literature	education	6 days
10.	Milano	Nicoletta Russoti Babić, Department of Italian language and literature	training	5 days

Table 6.9)

Other outgoing staff mobility from 2010 to 2013.

2010./11.			duration	purpose
Danica Škara	Receiving institution	Faculty of Philosophy, Łódź, Poljska	3 days	scientific
	Contact person	Prof.dr. Piotr Cap		
	Source of financing	organizer		
	Receiving institution	Universidad de la Rioja, Logroño, Spain	4 days	scientific
	Contact person	Prof.dr. Bert Cornillie		
	Source of financing	project		
	Receiving institution	Nikosia, Cipar	3 days	training
	Contact person	AZVO agency		
	Source of financing	AZVO agency		
	Receiving institution	The University of Rome: La Sapienza, Rome, Italy	4 days	training
	Contact person	The UNICA Brussels		
	Source of financing	AZVO agency		
Antonija Primorac	Receiving institution	Siegen University, Germany	1 day	teaching
	Contact person	Monika Pietrzak-Franger		
	Source of financing	Siegen University, Germany		
Tonija Andrić	Receiving institution	OEAD	5 months	scientific

	Contact person	Kathrina Engels, Jens Oliver Schmitt		
	Source of financing	OEAD		
Berislav Žarnić	Receiving institution	Department of Logical Semiotics, Institute of Philosophy, University of Warsaw	1 week	Scientific and teaching
	Contact person	Anna Brożek, prof. tit. dr. hab. Jacek Jadacki		
	Source of financing	Science project of Polish fundantion for science		
Aleksandar Jakir	Receiving institution	University Aarhus, Danska	3 days	Study visit
	Contact person			
	Source of financing	TEMPUS		
Josip Lasić	Receiving institution	University of Helsinki, Finland	4	scientific
	Contact person	Jouko Lindstedt, Terhi Ainiala		
	Source of financing	CIMO i MZOS		
Ivana Prijatelj Pavičić	Receiving institution	Undergraduate study of art history at chair for art history of Faculty of humanities and social sciences of Sarajevo	1 semester	teaching
	Source of financing	of Faculty of humanities and social sciences of Sarajevo		
Vedran Barbarić	Receiving institution	of Faculty of humanities and social sciences of Sarajevo	5 days	Scientific and teaching
	Contact person	Dr.sc.Salmedin Mešihović		
	Source of financing	CEEPUS		
Boris Škvorc	Receiving institution	University of Graz	1 week	scientific
	Contact person	Profesor Branko Tošović		
	Source of financing	University of Graz		
Pavo Barišić	Receiving institution	LMU München	15 days	scientific
	Contact person	Prof. dr. Henning Ottmann		
	Source of financing	Fundation Av Humboldt		
Miroslav Palameta	Receiving institution	University of Mostar	Academic year	teaching
	Contact person	Dean of Faculty of humanities and social sciences		
	Source of financing			

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Nikola Glamuzina	Receiving institution	University of Mostar, Faculty of science and education	akademska godina	nastava
	Contact person	Dr. sc. Mirjana Miličević		
	Source of financing	MZOS		
Marko Trogrlić	Receiving institution	Secret Vatican Archives		scientific
	Source of financing	MZOS		
	Source of financing	Scientific-research project of MZOS		
Marita Brčić Kuljiš	Receiving institution	Ludwig-Maximilians Universität München	Academic year	scientific
	Contact person	Prof. dr. Henning Ottmann		
	Source of financing	Bayhost Scholarship		
	Receiving institution	University of Wales, Swansea,	2 months	scientific
	Contact person	Prof. dr. sc. Mark Evans		
	Source of financing	The British Scholarship Trust		
2011/12				
Danica Škara	Receiving institution	University of Vienna, Austria:	3 days	Project/workshop
	Contact person	Prof.dr. Birgit Sauer		
	Source of financing	EU project		
	Receiving institution	Universidad de Zaragoza, Portugal	4 dana	scientific
	Contact person	SLE conference		
	Source of financing	Project of MZOŠ		
Berislav Žarnić	Receiving institution	Department of Philosophy, Faculty of Philosophy, University of Belgrade	3 dana	Teaching, a series of lectures
	Contact person	prof.dr.sc. Miloš Arsenijević		
	Source of financing	Faculty of Philosophy Belgrade---costs sof stay, Faculty of humanities and social sciences Split--costs of transport		
Marko Rimac	Receiving institution	University library in Vienna	2 days	scientific
	Source of financing	project		
Ivana Čapeta Rakić	Receiving institution	Kunsthistorisches Institut, Firenca	7 days	scientific
	Source of financing	personal		

Boris Škvorc	Receiving institution	University of Graz	7 days	scientific
	Contact person	Profesor Branko Tošović		
	Source of financing	University of Graz		
Maja Ljubetić Darko Hren	Receiving institution	University of Agder	5 days	scientific
	Contact person	Kirsten E. Jansen, PhD		
	Source of financing	Norwegian government		
Pavo Barišić	Receiving institution	LMU München	20 days	scientific
	Contact person	Prof. dr. Henning Ottmann		
	Source of financing	Fundation AvHumboldt		
Miroslav Palameta	Receiving institution	University of Mostar, Faculty of Philosophy	Academic year	teaching
	Contact person	Dean of Faculty of Philosophy		
	Source of financing	MZOS		
Nikola Glamuzina	Receiving institution	University of Mostar, Faculty of science and education	Academic year	teaching
	Contact person	Dr. sc. Mirjana Miličević		
	Source of financing	MZOS		
Aleksandar Jakir	Receiving institution	University of Konstanz, Department of East-European history and Department for Slavic studies, Germany.	1 day	teaching
	Contact person			
	Source of financing	University of Konstanz		
	Receiving institution	University of Botswana, Gaborone i University of the Witwatersrand, Johannesburg	10 days	Study visit
	Contact person			
	Source of financing	UNIST		
Marko Trogrlić	Receiving institution	Secret Vatican archives		Scientific, archives research
	Source of financing	Scientific research project of MZOS		
Tamara Ljubičić	Receiving institution	Pixel Associazione, Firenze, Italia	5 days	Professional training „European Project Managment“
	Contact person	Dott. Andrea Peraldo		
	Source of financing	LLLP (Grundtvig)		

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2012/13				
Danica Škara	Receiving institution	Stockholm University	3 days	Presentation/conference
	Contact person	Bert Cornilie		
	Source of financing	Societas linguistica Europea-Leuven		
	Receiving institution	Univerza na Primorskem, Koper, Slovenija	4 days	Professional training/workshop
	Contact person	Prof.dr. Ana Kralj		
	Source of financing	Project EU		
Antonija Primorac	Receiving institution	Institute of English Studies, University of London	2	Scientific work
	Contact person	Wim Van Mierlo		
	Source of financing	Personal (accommodation, day expenses) and institutional (office, access to library and data basis)		
Joško Božanić	Receiving institution	Georgian National Museum, Tbilisi, Gruzija	3 days	Leading workshop
	Contact person	Prof.dr.sc. Inga Karaia		
	Source of financing	organizer		
Josip Lasić	Receiving institution	University of Warsaw, Poland	Summer semester	scientific
	Contact person	Patrycjusz Pajak, Jerzy Molas		
	Source of financing	CEEPUS		
Nikša Varezić	Receiving institution	Secret Vatican Archives	2	scientific
	Source of financing	private		
Ivan Matijević	Receiving institution	Knjižnica L'École française u Rimu	7 days	scientific
	Source of financing	Donations, private means		
Boris Škvorc	Receiving institution	Macquarie University, Australia	1 semester	Scientific+teaching
	Contact person	Professor Martina Molering		
	Source of financing	Macquarie University		
Pavo Barišić	Receiving institution	LMU München	6 days	scientific
	Contact person	Prof. dr. Henning Ottmann		
	Source of financing	Foundation AvHumboldt		
Miroslav Palameta	Receiving institution	University of Mostar, Faculty of science and	Academic	teaching

		education	year	
	Contact person	Dean of Faculty of Philosophy		
	Source of financing			
Nikola Glamuzina	Receiving institution	University of Mostar, Faculty of science and education	Academic year	teaching
	Contact person	Dr. sc. Mirjana Miličević		
	Source of financing	MZOS		
Aleksandar Jakir	Receiving institution	Kollegium St. Michael KSMI/ Collège St-Michel CSMI Petrus-Kanisius Gasse 10, 1700 Freiburg	2 days	lecture
	Contact person			
	Source of financing			
Marko Trogrlić	Receiving institution	Secret Vatican archives		scientific
	Source of financing	Scientific research project of MZOS		
	training	Archives research		

The same applies to the incoming mobility of staff – that is to say, visiting lecturers. Within the last three years, a smaller number of foreign lecturers visited our university on the basis of ERASMUS programme, while the majority of them were financed from other sources (table 6.11).

Table 6.10)

Incoming mobility of staff within ERASMUS programme

Name and surname	Institution	Receiving department	period
2011/12			
1. Vlasta Hus	University of Maribor	Teacher education	31.05.2012.
2. Martin Germ	University of Ljubljana	Department for art history	May 2011.
3. Samo Štefanec	University of Ljubljana	Department for art history	May 2012.
4. Milena Ivanuš Grmek	University of Maribor	Pedagogy	13. -14.09.2012.

2012/13				
5.	Sandra Diehl	University of Klagenfurt	Sociology	29.09.- 04.10.2012.
6.	Ralf Terlutter	University of Klagenfurt	Sociology	
7.	Milena Ivanuš Grmek	University of Maribor	Pedagogy	27. -28. 6. 2013.
8.	Milena Ivanuš Grmek	University of Maribor	Pedagogy	21.10.2013.
9.	Nevija Božič, Erasmus koordinator	University of Primorska, Koper, Slovenia	Erasmus coordinator of Faculty of humanities and social sciences	August 2013.

Table 6.11)

Incoming mobility of staff (visiting lecturers) outside ERASMUS.

Name and surname of lecturer	Institution	Receiving department	Contents or topic of lecture	date
2009/10				
Marina Furlan	University of Maribor	Italian language and literature	„Bilinguismo ed educazione bilingue“	27.10.2009.
Marilena Giammarco	University „G.d'Annunzio“ Chieti-Pescara		Kolegiji Književni portreti i autori u Italiji od Arkadije do verzma“ „Stilske formacije i književnici u talijanskom XX stoljeću“ „Leopardi kritičar“ „Pirandellova proza“	Aka.godina 2009/2010
Enzo Cafarelli	La Sapienza, Roma		Onomastics	
Serge Lemoine	University Sorbonne – Paris IV	Art history	„Mondrian's influence on art after 1945.“	28.04.2010.
Douglas Biber Randi Reppen		English language and literature	„A Corpus-Driven Approach to Formulaic Language in English“	28.05.2010.
			„Using Corpora in the Classroom“	28.05.2010.
2010/11				
Aldo Maria Costantini	Universita' Ca Foscari	Italian language and literature	2 day lectureson Dante Alighieri	
Tom Jones	Department of Photography, University of Wisconsin, USA	Sociology	„The people with the big voice“- lecture of identity questions of Ho Chunk Indians at thebeginning of 21st century“	25.10.2010.
Patsy Phillips	Museum of Contemporary Native Arts, SAD			
Veleposlanik Republike Poljske Nj. E. g. Wieslaw Tarka	Poland	Sociology History	„Polish experiences after six years of membership in European Union“	01.04.2013.
Wolfgang Muller-Commuchau	University of Frankfurt a M.	History		10.11.2010.
Veleposlanik Izraela Josip Amrni	Israel			17.03.2011.
Dr Aleksandra Bain Prf Michael Geroge	St Thomas University Frederickton, Kanada	Philosophy	Series of lectures	01.10.2010. do 31.12.2010.

Wolfgang Jutte	Vienna	Pedagogy		10.11.2010.
Monica Pietrzak-Franger	Siegen University, Germany	English language and literature		20.01.2011.
Linda Warley	University Waterloo, Canada			06.05.2011.
Martin Loeschnigg	University of Graz, Austria			01.06.2011.
2011/12				
Aldo Maria Costantini	Universita' Ca Foscari	Italian language and literature	2 days lectures on Boccaccio	
A.M.Costantini				23.11.2011.
A.Cotugno				23.11.2011.
Susanna Nocchi				20.09.2012.
Aldo Maria Costantini			„I poeti del dolce stil nuovo“ „Un canto della Commedia“	10.04.2013.
Prof Jesus Padilla Galvez	University of Toledo, Spain	Philosophy		
Proff. Yair Hirschfeld	University of Haifa	Sociology	„ Israel's search for peace: Dilemmas, Barriera and challenges „	24.04.2012.
Veleposlanik Izraela N.J.E. g. Yossi Amrani		Sociology, History	„The Middle East; Domestic Turmoil-prospects for Regional Stability“	14.12.2012.
Massimiliano Valente	UE di Roma	History		05.11.2012.
Prof Vladimir Biti	University of Vienna	Doctoral study	Course „Contemporary theories of culture“- 4 hours of lectures	1 day
Amareswar Galla	International Institute for Inclusive Museum		Course „Non-material heritage“6 hours „Museology and sustained development “5 hours	2 danys
Joyce Goggin	University of Amsterdam, the Netherlands	English language and literature (A.Primorac)		06.03.2012.
ak. godina 2012/13				
Aldo Maria Costantini	Universita' Ca Foscari	Italian language and literature	2 dana	
Amareswar Galla	International Institute for Inclusive Museum	Doctoral study	Course „Non-material heritage“ 6 hours „Museology and sustained development “5 hours	2 days
Oliver Jens Schmitt	University of Vienna		Villagers, priests and sailors: micro historical approach to Korčula society of the 15th c. – 6 hours	2 days
Prof. dr. Ramsay MacMullen	Yale University	History		27.05.2013.
Dr. Konrad Clewing	Institut fuer Oste- und Sudosteuropa Forschung Regensburg, Njemačka		Lecture for students and teachers: 19.04.2013.: On the long way to „southslavic question“. Omissions and gains of Austrian policy in Dalmatia	19.04.2013.
Arnaud Obermann Ida Hiršenfelder	ZKM Center for Art and Media Karlsruhe	Art history		

Gordana Nikolić	Museum of contemporary arts of Vojvodina				
Aleksandar Davić	Academy of arts in Novi Sad				
Gottfried Küenzlen	Universität der Bundeswehr, München	Philosophy			8 days

Concerning cooperation in international projects, the scientists of Faculty of Humanities and Social Sciences participated in various international projects from the very establishment of the faculty (see table 6.12).

Table 6.12)

International scientific and professional projects in which employees of faculty of Humanities and social sciences participated

Scientists <i>Headj/ coordinator</i>	2006	2007	2008	2009	2010	2011	2012/13	Source of financing
Gordana Laco <i>HAZU +Bulgarian academy of arts and sciences.</i>	Contribution of intellectuals in Bulgaria and Croatia for literary diversity of Europe							Inter-state
Sanja Ćurković Kalebić	<u>ITQ-IDENTIFYING TEACHER QUALITY</u>							LLLP
Aleksandar Jakir Marko Trogrlić <i>OAW-Austrian academy of</i>		<u>Das Sudosteuropa der Regionen</u>						OAW ³⁷

³⁷OAW-Austrian academy of science and art.

<i>sciences and arts</i>							
Hicela Ivon <i>EDAP - Athens, Greece</i>			<u>ERATO</u>				foundation ³⁸
Anči Leburić <i>associations DOMINE, Split</i>			gender equality in Split*				Phare 2005 ³⁹
Branko Kirigin <i>The town of Dubrovnik</i>			B.A.R.C.A				
Ljerka Šimunković <i>Region Marche, Italija</i>			NEPTUNE				
Ivan Basić <i>University of Zagreb</i>	<u>IRCLAMA- International research centre for late antiquity and Middle Ages</u>						FP6
Aleksandar Jakir <i>University of Gent</i>				„MOREMS“ («Modernisation and Reconstruction of University Management and Structure»)			TEMPUS
Aleksandar Jakir <i>University of Zagreb</i>						<u>Education for Equal Opportunities at Croatian Universities - EduQuality</u>	
Anči Leburić <i>HULOH HEPATOS⁴⁰</i>					I.S.T.I ⁴¹		IPA 2007
Danica Škara, Anči Leburić <i>UNIVERSITY PRIMORSKA,</i>					<u>Changing Identities of Ethnic Minority Groups</u>		ASO ⁴²

³⁸FuNDATION Bernard van Leer.³⁹PHARE 2005-CROSS-BORDER /INTERREG IIIA.⁴⁰Hrvatska udruga liječenih i oboljelih od hepatitisa.⁴¹ILLNESS SEEKS TOLERANCE AND INCLUSION.⁴² Austrian Science Office.

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SI								
Berislav Žarnić UNIVERSITY OF WARSAW						THEORY OF IMPERATIVES AND ITS APPLICATIONS		FOUNDATION FOR POLISH SCIENCE
A.Jakir, M. Trogrlić, J.Vrandečić <i>Universita Chieti-Pescara</i>						Europa Adriatica: rotte e percezioni nella storia e nella cultura del mare comune		INTERREG
Jagoda Granić Institut für Slawistik der Karl Franzens- Universität Graz					Unterschiede zwischen dem Bosnischen/Bosniakischen, Kroatischen und Serbischen			
Miroslav Katić <i>University of Ljubljana</i>	4					INTERKRAS -ERASMUS IP		LLP
Aleksandar Jakir, Marko Trogrlić <i>Cultural science network for SE European Studies</i>							Media and Memoria in SE Europe	DAAD
Danica Škara, Anči Leburić UNIVERSITY PRIMORSKA, SI							ORGANIZED LABOUR AND MIGRANT WORKERS	ESF European Social Fund
Number of projects annually	4	5	8	10	8	5	4	Average : 6

An internal questionnaire of employees concerning the interest levels in participating on international projects, on the knowledge of foreign languages, on areas of interests, and on availability of time and readiness to devote a certain number of work hours weekly to participating in international projects, has shown a much improved number of employees ready to work on international projects (see table 6.13).

Table 6.13) List of employees who showed an interest in working on international projects

Area of interest, languages, availability				
Name and surname	područje interesa	field of interest	languages	Hours per week
Joško Božanić	Filologija	Philology	eng	8
	Nematerijalna baština	Intangible heritage		
	Maritimna kulturna baština	Maritime heritage		
Gloria Vickov	Usvajanje drugog/stranog jezika	Second/foreign language acquisition	eng	5
	Rano učenje stranog jezika	Early foreign language learning	tal	
	Proučavanje diskursnih oznaka u učenju engleskog kao stranog jezika	Discourse marker acquisition in EFL		
	Korpusna lingvistika	Corpus linguistics		
Antonela Pivac	Književnost, teatrologija i traduktologija	Literature, teatrology, translation science	ita eng	flex
Srećko Jurišić	Talijanska knjizevnost 19 -. 21. stoljeca	19. – 21. century italian literature	ita.	flex.
	Talijanski kriminalistički roman	italian crime novel		
	Talijanska dramska knjizevnost	italian theatre		
Snježana Bralić	TALIJANSKI JEZIK: leksičke i sintaktičke osobitosti suvremenoga talijanskog jezika, uloga, važnost i funkcija leksika u glotodidaktičkim pristupima i metodama; interakcija između jezika i kulture te glotodidaktika kao interdisciplinarna znanost u praksi i teoriji podučavanja stranih jezika.	italian language-lexic and syntactic features of contemporary Italian language, role, importance and function of lexic in glottodidactic approaches and methods; interaction between language and culture and glottodidactics as an interdisciplinary science in practice and theory of teaching foreign languages.	ita	2
Antonija Primorac	Britanska književnost devetnaestog stoljeća	Nineteenth-century British Literature	eng	3
	Filmske adaptacije književnosti devetnaestog stoljeća	Film adaptations of nineteenth-century literature in		

	na engleskom jeziku	English		
	Postkolonijalna književnost i teorija na engleskom jeziku	Postcolonial literature and theory in English		
	Neoviktorijanizam	Neo-Victorianism		
	Suvremeni povijesni roman na engleskom jeziku	Contemporary historical novel in English		
	Studij adaptacija	Adaptation studies		
Nikica Mihaljević	Talijanska književnost 19. , 20. i 21. stoljeća	19th, 20th, and 21st century Italian literature	ita	3
	Ženski pisci	Women studies	eng	
	Ekokritika	Ecocriticism		
	Komparativna književnost	Comparative literature		
Gordana Galić	Srednjovjekovna književnost	Medieval literature	eng	10
	Gotička književnost	Gothic literature		
	Povijest književnosti	History of literature		
Marko Rimac	Povijest krajolika	Landscape history	eng	20to25
	Agrarna i ruralna povijest ranog novog vijeka	Agricultural and rural history of early modern period		
	Ekonomska povijest Austro-Ugarske	Economic history of the Habsburg Empire		
	Vjerska, socijalna i vojna politika Mletačke Republike na istočnom Jadranu	Religious, social and military politics of the Republic of Venice on the eastern Adriatic		
Tonija Andrić	Srednjovjekovna povijest	Medieval History	eng.	5 to 10
	Ekonomska povijest	Economic History		
	Društvena povijest	Social History		
	Urbana povijest	Urban History		
Renata Hace Citra	Analisi contrastiva nell'insegnamento delle lingue straniere	Contrastive analysis in teaching foreign languages	ita	4
			eng	
Magdalena Nigoević		sociolinguistics	ita	6
		discourse studies	eng	
		Italian linguistics		
		language and media		

Berislav Žarnić		Philosophical logic	eng	20
		Logical semiotics		
		Philosophy of language		
		Philosophy of science		
		Philosophy of education		
Josip Lasić	lingvistika	linguistics	polish	2
	metodologija poučavanja	Methodology of teaching		
Nikša Varezić	Ranonovovjekovna povijest u jadranskom i sredozemnom kontekstu.		eng.	2 to 4
Ivana Prijatelj Pavičić	Područje mogega istraživačkog interesa je dalmatinska likovna umjetnosti XIV-XVIII st., posebice slikarstvo i skulptura te umjetnici hrvatskog porijekla poznati pod imenom Schiavoni	In my research, I'm focused on Dalmatian art between the 14 th and 18 th centuries, particularly on painting and sculpture and on the artists of Croatian descent called Schiavoni.	ita	Flex.
Ivana Dujmović	Prirodne znanosti – biologija	Social sciences – biology	eng	
	Histologija	Histology		
	Citologija	Citology		
	Mikroskopija (svjetlosna i elektronska) Microscopy (light and electronic)			
Maja Miše	Umjetnost antičke Grčke, Helenizacija Mediterana, antički pomorski putovi i trgovina	Arts of Ancient Greek, Hellenisation of the Mediterranean, ancient maritime trade and commerce	eng ita	10
Vedran Barbarić	Umjetnički obrt u prapovijesti na Jadranu		eng	10
Ivan Matijević	Rimsko Carstvo	Roman Empire	eng	16-20
	Rimska vojska i uprava	Roman army and government		
	Rimska vojska i društvo	Roman army and society		
	Antička arheologija	Antique archaeology		
	Latinska epigrafija	Latin epigraphy		
Gordana Laco			eng	4
Nicoleta Russotti Babić	Kako sam već navela zainteresirana sam za suradnju, razmjenu nastavnika i studenta, i za uvođenje hrvatskog jezika u Isit-u u Milanu.	As already stated, I am interested in cooperation, exchange of teachers and students, as well as for introducing the Croatian language into Isit in Milan.	ita	2to 4
Snježana Dobrota	Glazbena pedagogija	Music pedagogy		2
	Interkulturalna glazbena pedagogija	Intercultural music pedagoga		

	Psihologija glazbe	Psychology of Music		
Ivana Čapeta Rakić			ita	flex.
Marija Lončar			eng	5 to 10
Andjela Milinović	(učiteljski studij)	(Teacher studies)		
Andrea Rogošić				5
Ivan Basić	Kasnoantička i ranosrednjovjekovna povijest i umjetnost jadranskog bazena u europskom kontekstu	Late Antique and Early Medieval history and art of the Adriatic basin in the European context	eng.	3
Renata Relja	Etnografija	Ethnography	eng	4
	Sociologija rada	Sociology of Work		
Boris Škvorc	Postkolonijalna teorija	Postcolonial Theory	eng	flex.
	Teorija kulture	Cultural Theory		
	Multikulturalni studiji	Multicultural Studies		
Jadranka Nemeth Jajić	poučavanje standardnoga jezika pomoću narječja (zavičajnoga govora)	the role of native dialect in standard language teaching		6
Gordan Matas	Američka književnost	American literature...	eng	2
	Američka povijest, društvo i kultura	American history, society and culture		
	Afroamerički studiji	African-American studies		
	Etničke književnosti sjeverne Amerike	Ethnic literatures of North America		
	Postkolonijalni studiji	Postcolonial studies		
	Feministički studiji	Feminist studies		
Melanija Marušić	Promicanje čitanja i kritičke pismenosti	Promoting Reading And Critical Literacy	eng	2
	Identitet i pripadnost u književnosti	Identity And Belonging In Literature		
	Strategije posredovanja	Mediation Strategies		
	Metodologija nastave/testiranja jezika	Language Teaching/Testing Methodology		
Vesna Kostović Vranješ	Obrazovanje za održivi razvoj	education for sustainable development	eng	2
	Primjena IKT u nastavi	application of ICT in teaching		
	Stručno usavršavanje nastavnika	professional teacher training		

	metodika nastave prirodoslovnog i društvenog područja	teaching methods in the natural sciences and social sciences		
Zorana Šuljug Vučica	Sociološka metodologija, sociologija jezika, sociologija mladih, sociologija medija, urbana sociologija	Sociological methodology, sociology of language, sociology of media, urban sociology, sociology of youth	eng	flex.
Ilonka Peršić	Britanska i irska književnost 20. st., modernizam, James Joyce, komparativna književnost	British and Irish literature of the 20th c., modernism, James Joyce, comparative literature	eng.	flex.
Lidija Vlahović	Kineziološka edukacija	Kinesiology education		4 to 6
Maja Bezić	kontaktna lingvistika	contatti linguistici	ita	8
	kontrastivna lingvistika	linguistica contrastiva	eng	
	povijest talijanskog jezika	storia della lingua italiana		
Dalibor Prančević	Povijest i teorija moderne i postmoderne umjetnosti.	History and theory of modern and postmodern art.	ita	7
	Povijest izložbi i kustoski diskursi.	Exhibition history and curatorial discourses.	eng	
	Skulptura 20. i 21. stoljeća.	Sculpture of the 20th and 21st centuries.	ita	
Ljudevit Hanžek	epistemologija	Epistemology	eng	8
Marita Brčić Kuljiš	Politička filozofija	Political philosophy	eng	8
Tonči Kokić	filozofija biologije	Philosophy of Biology	eng	flex.
	filozofija znanosti	Philosophy of Science		
	filozofija antropologije	Philosophical Anthropology		
Ivana Batarela Kokić	Obrazovne tehnologije	Education technologies	eng	8
	Inkluzivno obrazovanje	Inclusive education		
	Visokoškolsko obrazovanje	Higher education		
	Cjeloživotno obrazovanje	Life-long education		
	Obrazovanje odraslih	Adult education		
Andreja Bubić	Kognitivne znanosti	Cognitive sciences	eng	10
	Edukacijske znanosti	Education sciences		
	Edukacijska psihologija	Education psychology		
Andreja Bubić	Kognitivna neuroznanost	Cognitive neuro science	eng	10
Tonča Jukić	kreativnost	Creativity	eng	5

	kreativno i kritičko mišljenje	Creative and Critical Thinking		
	metodologija	Methodology		
	akcijska istraživanja	Action Research		
	suradničko učenje	Cooperative Learning		
	održivi razvoj	Sustainable Development		
Morana Koludrović	Pedagogija		eng	10
Mandarić Vukušić	Obiteljska pedagogija		eng	5 to 10
	Predškolska pedagogija			
Ana Sedlar	Povijest umjetnosti	Art history	eng	4
	Antika	Ancient history		
Marija Bilic		Translation and Interpreting Studies: translator education, new technologies in translation and translation research, process & product-oriented translation research, interpreter training, interdisciplinary research into translation and interpreting	eng	flex.
Josipa Korljan	Hrvatska književnost 20. st.	Contemporary Croatian literature	eng	2 to 4
	Hrvatski kao ini jezik	Croatian as a foreign and second language		
Eni Buljubašić	stilistika	Stylistics	eng	4 to 6
	Književna i kulturna teorija	Literary and cultural theory		
	Hrvatski, mediteranski, balkanski identitet	Croatian, Mediterranean, Balkan identity		
Sanja Čurković Kalebić	analiza razrednog diskursa u nastavi stranog jezika	fl classroom discourse analysis	eng	3
	razvoj pragmatičke kompetencije u učenju stranog jezika	development of pragmatic competence in a foreign language learning		
	obrazovanje nastavnika stranog jezika	foreign language teacher education		
Pavo Barišić	filozofija	philosophy	eng ger	6
Vlaho Kovačević	Sociologija religije	Sociology of Religion	eng	4
	Fenomenološka sociologija	Phenomenological Sociology		
Katarina Lozić	starocrkvenoslavenski jezik	Old Church Slavonic Language	eng	8

Knezović	leksikologija	lexicology		
	onomastika	onomastics		
	etimologija	etymology		
	povijesna leksikologija	historical lexicology		
Anita Runjić-Stoilova	Fonetika	Phonetics	eng	3
	Retorika	Rhetoric	rus	
	Stilistika	Stylistics		
Dario Škarica	Slobodna volja	Free will	eng	8
	introspekcija	introspection		
	svijest	consciousness		
Ivanka Buzov	Sociologija okoliša	Environmental sociology	eng	3
	Sociologija obrazovanja	Sociology of education		
	Sociologija roda/Feministička sociologija	Sociology of gender /Feminist sociology		

The capacities of the faculty for international cooperation is testified to by the number of international scientific conferences and international professional courses organized by our faculty, as well as the data on participation of our scientific-teaching staff at international scientific conferences and international professional congresses outside Split.

The data collected by questionnaire (for the purpose of self-evaluation) show that within the last three years the scientists of Faculty of humanities and social sciences participated in numerous international scientific conferences and international professional congresses as presented below according to departments:

a) Department of Croatian Language and Literature

2010/11			
NAME AND SURNAME	TITLE OF CONFERENCE	PLACE	SOURCE OF FINANCING
Jagoda Granić	Aktualna istraživanja u primijenjenoj lingvistici=Applied Linguistics Today: Research and perspectives	Osijek	department
	4th International Adriatic-Ionian Conference: Across Languages and Cultures	Venecija, Italy	Department/personally
Anita Runjić-	Nazor-literature, language, history	Postira, Brač	department

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Stoilova	Research of speech	Zagreb	department
Eni Buljubašić	III. HIDIS – Croatian as second and foreign language	Zagreb	personally
Gordana Kakkonen	Comparisons, Interactions and Contestations within/across Cultures	Veliko Tarnovo, Bulgaria	department
Galić	Nazor - literature, language, history	Pučišća, Brač	department
Ivan Bošković	Golden tribute	Osijek	department
	Nazor's days	Brač	department
	Fifth Croatian slavistic congress	Rijeka	department
	Comparative history of Croatian literature	Split	department
	Krleža's days	Osijek	department
Katarina Knezović	XXIV ICOS International Congress of Onomastic Sciences "Names in daily life."	Barcelona	department
Lozić	Zadarski philology days IV	Zadar	department
Marko Dragić	River areas of Krka –heritage and sociocultural development	Kistanje	personally
	Cultural assembly of Zagora	Zadar-Dugopolje	personally
	Father Ivan Marković, his and our time	Sinj	personally
	Nazor, literature, language, history	Postira, Brač	personally
Tanja Brešan	Nazor, literature, language, history	Postira, Brač	personally
	Second international interdisciplinary scientific congress "Croatica Austro-Hungarica"	Beč	personally/department
Miroslav Palameta	International scientific congress at the occasion of 800 years of first mention of Trilj	Trilj	personally
	Father Ivan Ančić Dumljanin, 1624.-1685.	Tomislavgrad	personally
	Mate Zorić and enlightenment in priest communities	Skradin	personally
	Travel fiction of Stojana Vučičevića	Opuzen	personally
Boris Škvorc	DAAD Memory and Media Network	Brač	department
	Croatian slavistic congress	Rijeka	department
	Andrić Initiative 4	Graz	department
Josipa Korljan	III. HIDIS – Croatian as second and foreign language	Zagreb	department
	Fifth Croatian slavistic congress	Rijeka	department
2011/12			
Joško Božanić	Intangible Maritime Heritage	Palermo	Organizer and Faculty of Humanities and social sciences
Lucijana Armanda Šundov	Nazor, literature, language, history	Brač, Postira	organizer
	5th Mediterranean roots of philosophy	Split	organizer
Jagoda Granić	2nd LINEE Conference: Multilingualism in the Public Sphere	Dubrovnik	Department /personally
	Jezik kao informacija=Language as Information	Zagreb	personally
Anita Runjić-Stoilova	Research of speech 7	Zagreb	department
	Rhetoric in Society III	Antwerpen	department
	Symposium in memory of Ivan Ivas	Zagreb	department
Gordana Kakkonen	Oral Charms in Structural and Comparative Light	Moscow, Russia	department
Galić	Language Technologies for Digital Humanities and Cultural Heritage Workshop associated with the RANPL 2011 Conference	Hissar, Bulgaria	University of Eastern Finland
Ivan Bošković	Golden tributes	Osijek	department
	Days of Hvar theatre	Hvar	department
	Comparative history of Croatian literature	Split	department
	Ivo Andrić	Mostar	department
	Veliki Vidar – the century of Grigor Vitez	Zagreb	department
	Krleža's days	Osijek	department
Katarina Knezović	Oral Charms in Structural and Comparative Light	Moscow, Russia	department

	32nd International Geographical Conference - IGC	Cologne	department
	Ivo Andrić (on the occasion of 50th anniversary of Nobel prize)	Mostar	personally
	Unity of hinter Biokovo region, pluridisciplinary approach	Vrgorac	personally
	Between two homelands	Nikšić	personally
Marko Dragić	Influence of Croatian oral tradition in contemporary literature	Split	personally
Miroslav Palameta	Marulić's reading of Bible	Split	personally
	Andrić Initiative 5	Graz, Višegrad	department
Boris Škvorc	DAAD Memory and Media Network	Brač	department
Josipa Korljan	Zadar philology days IV	Zadar	department
Marijana TomelićČurlin	International scientific congress by HPDL "Language as information"	Zagreb	department
2012/13			
Joško Božanić	6 Seminario Internazionale – Storia ed evoluzione nella progettazione costruzione e recupero delle barce tradizionali	Chioggia	Organizer and Faculty of Humanities and social sciences
	The Interpretation of Intangible Heritage in Museums	Tbilisi	Organizer and Faculty of Humanities and social sciences
Joško Božanić	Societas Linguistica Europea – 46 Meeting	Split	
Lucijana Armanda Šundov	11th International scientific congress in Croatian studies	Pecs, Hungary	Organizer and department
	Jezici i kulture u vremenu i prostoru 2=Languages and Cultures in Time and Space 2	Novi Sad, Serbia	Department/personally
	Symposium on artistic speech	Ljubljana, Slovenia	Organizer
	Standardni jezici i sociolekti u 21. stoljeću=Standard Languages and Sociolects in the 21st Century	Dubrovnik	Department/personally
	The 2nd ELA Symposium: Glottogenesis and Conflicts in Europe and Beyond	Zadar	Odsjek /Osobno
	5th International Adriatic-Ionian Conference: Migration and Diaspora	Igumenica, Greece	Organizer/Department/personally
	Obdobja 32: Družbena funkcijskost jezika (vidiki, merila, opredelivke= The Social Functionality of Language (Aspects, Criteria, Definitions)	Ljubljana, Slovenia	Odsjek za hrv.j. i knjiž. FFst/Osobno
Jagoda Granić	Jezici i kulture u vremenu i prostoru 3=Languages and Cultures in Time and Space 3	Novi Sad, Serbia	Organizer
Jagoda Granić	Trans-missions of Croatian studies	Poznan, Poland	Uniwersytet im. Adama Mickiewicza w Poznaniu/ Fac. Of humanities and social sciences in Zagreb, Dep for Croatian language and literature in Split
Anita Runjić-Stoilova	"Days of Ivo Škarić – international scientific conference	Postira, Brač	department
Anita Runjić-Stoilova	HDPL – Language as information	Zagreb	department
Eni Buljubašić	Sociology at Sea: Culture, Economy and Society in a Maritime Perspective	Zadar	Conference fee personally, travel costs department
Gordana Galić Kakkonen	On violence	Zadar	Department
	Life and work of Ivo Frangeš	Zagreb-Triest	department
	Days of Hvar theatre	Hvar	department
	Comparative history of Croatian literature	Split	department
	Krleža's days	Osijek	department
	100 years of <i>Čudesne zgode šegrtu Hlapića</i>	Slav. Brod	department
	Ivo Tartaglia and his time	Split	department
Ivan Bošković	Zadarski philologic days	Zadar	department
	The 1150th Anniversary of St. Cyril and Methodius - the Contribution of Cyril and Methodius to the development of European culture	Bucharest, Veliko Trnovo	department
	5 th Zadar philologic days	Zadar	department
Katarina Lozić Knezović	Glagolitic tradition in the European context	Zagreb	organizator
	Glagolitic tradition in history of Slavic literacy	Zagreb	department

Marko Dragić	Opus of father Petar Bakula	Mostar	personally
	Cultural assembly of Zagora	Unešić	personally
	River areas of Krka–heritage and sociocultural development	Split	personally
	Influence of Croatian oral tradition in contemporary literature	Split	personally
Tanja Brešan	International scientific congress of HDPL – Standard languages and sociolects in the 21st century	Dubrovnik	Personally/department
Tanja Brešan	12 WSEAS International Conference on Artificial Intelligence, Knowledge Engineering and Data Bases	Cambridge, UK	personally
Miroslav Palameta	Mandić's understanding of mediaeval Vlah's	Mostar	personally
	International scientific congress on the occasion of 500 years of printing first Croatian Cyrillic book	Zagreb	personally
	The language of Croats in Bosnia and Hercegovina from Matija Divković to the present day	Zagreb	personally
	Australian Slavist Association Annual Conference	Sydney	department
Boris Škvorc	First scientific congress on AG Matoš	Osijek	department
	Scientific congress on Miroslav Krleža	Budapest	department
	Andrić Initiative 6	Graz, Austria	department
	DAAD Memory and Media Network	Sarajevo	department
Josipa Korljan	Trans-Croatianist themes	Poznan, Poland	department
Josipa Korljan	Zadarski philology days V	Zadar	department
Marijana Tomelić Čurlin	Domestic word 11	Biograd	department
	International scientific congress of HDPL “ Standard languages and sociolects in the 21. st. century“	Dubrovnik	department

b) Department of English language and literature

2010/11			
Antonija Primorac	The Intellectual Silk Road: Cross-Media and Cross-Cultural Adaptations. The 6 th Annual Association of Adaptation Studies Conference	Istanbul	department
	Canada in Eight Tongues	Budapest	Organizer
Brian Willems	Capturing Metamorphosis	Amsterdam, Netherlands	Faculty of Humanities and Social Sciences Split
	Pierre Schaeffer: mediArt	Rijeka, Croatia	
Simon Ryle	Renaissance Symposium	University of Cambridge	Downing College, Cambridge
	World Shakespeare Congress, International Shakespeare Association. 'Renaissance Shakespeare: Shakespeare Renaissances.'	Charles University, Prague,	Downing College, Cambridge
	'Roundtable with Stephen Greenblatt: Shakespeare, Adorno and Bourdieu.'	University of Cambridge	English Faculty, University of Cambridge
Gordan Matas	Migration, Globalization, Hybridity.	Zagreb	Croatian-Canadian Academic Society
Mirjana Semren	Attitudes of change – change of attitudes	University of Monte Negro, Faculty of Philosophy in Nikšić	personally
2011/12			
Nataša Stojan	22ND CONFERENCE ON BRITISH AND AMERICAN STUDIES	Timisoara, Romania	Department
Antonija Primorac	Literature, Culture and the Fantastic: Challenges of the Fin de Siècle(s)	Rijeka	personally
Antonija Primorac	Neo-Victorian Networks: Epistemologies, Aesthetics, and Ethics	Amsterdam	Part organizer, part personally
Antonija Primorac	Politics of Adaptation	Frankfurt	Organizer
Sanja Čurković Kalebić	26th international scientific congress of Croatian association for applied linguistics	Zagreb	Faculty/Department, Project
Sanja Čurković Kalebić	University of Zagreb Round Table (UZRT) - Empirical Studies in English Applied Linguistics	Zagreb	Faculty/Department, Project
Sanja Čurković Kalebić	376th Annual Conference of the Association for Teacher Education in Europe (ATEE)	Eskisehir, Turkey	Faculty/Department, Project
Sanja Čurković Kalebić	45th Annual Meeting of the British Association for Applied Linguistics (BAAL)	Southampton, UK.	Faculty/Department, Project

Brian Willems	Video Vortex Summer School	Komiža, Croatia	UMAS
Brian Willems	Video Vortex 8	Museum of Contemporary Art, Zagreb, Croatia	
Simon Ryle	Cambridge Shakespeare Conference, 'Shakespeare: Sources and Adaptations.'	University of Cambridge	English Faculty, University of Cambridge
Ilonka Persic	Italo Svevo and His Legacy	Oxford, UK	Personally/faculty
Gordan Matas	Emigrant and Homeland Croatia.	Zagreb	Croatian-Canadian Academic Society
2012/13			
Ivana Petrović	27. međunarodni znanstveni skup HDPL-a –Standard languages and sociolects in 21. St. century	Dubrovnik	Personally
Antonija Primorac	Neo-Victorian Villainy	York	Organizer
Antonija Primorac	Neo-Victorian Cultures: The Victorians Today	Liverpool	Part department, part personally
Sanja Čurković Kalebić	38th Annual Conference of the Association for Teacher Education in Europe (ATEE)	Halden, Norway	Faculty/Department, Project
Sanja Čurković Kalebić	5th conference on classroom-oriented research"Classroom-oriented research: Reconciling theory and practice, Konin (Poland)	Konin, Poland	Faculty/Department, Project
Simon Ryle	Rethinking the Humanities and Social Sciences	Zadar	Faculty of Humanities and Social Sciences Split
Ilonka Persic	North American James Joyce Conference	Charleston, SC, USA	Personally/ Faculty of Humanities and Social Sciences Split
Ilonka Persic	Great Women Behind Great Men	Plock, Poland	Personally/ Faculty of Humanities and Social Sciences Split
Ilonka Persic	Literature and/on Illness	Bordeaux, France	Personally
Gordan Matas	5 th Annual International Conference on Literature, Languages and Linguistics. 9.-12. srpnja 2012.	Athens, Greece	Personally/ Faculty of Humanities and Social Sciences Split
Gordan Matas	Democracy, Diversity, Dignity: The Canadian Space	Bratislava, Slovak Republic	Personally/ Faculty of Humanities and Social Sciences Split
Gordan Matas	Canada: New Ideas for the Old World. 18.-20.4.2013.	Beograd	Personally/ Faculty of Humanities and Social Sciences Split

c) Department of Italian Language and Literature

2010/11			
Magdalena Nigoević	XIX Congresso Internazionale dell'A.I.P.I. (Associazione Internazionale di Professori d'Italiano), Insularità e cultura mediterranea nella lingua e nella letteratura italiane	Cagliari (Italia)	department
	5th International congress of Adriatic culture: from Adriatic to contemporary heritage	Francavilla al Mare – Split	/
	International Symposium Legal and Linguistic Aspects of Multilingualism	Božava, Dugi Otok	Project of MZOS-a /department
	2nd International Conference on Grammar and Text – GRATO	Lisbon, Portugal	department
	4 th International Adriatic-Ionian Conference <i>Across Languages and Cultures</i>	Venezia, Italia	
Snježana Bralić	"Insularità e cultura mediterranea nella lingua e nella letteratura italiane"	Cagliari (Italia)	department
Antonia Luketin Alfirević	XXV. međunarodni skup HDPL-a "Aktualna istraživanja u primijenjenoj lingvistici"	Osijek	department
Danijel Tonkić	Insularità e cultura mediterranea nella lingua e nella letteratura italiane	Cagliari, Italia	department
Andrea Rogošić	"Adriatico: dal mondo antico all'eredita' moderna"	Split	/
	XXV. međunarodni skup HDPL-a "Aktualna istraživanja u primijenjenoj lingvistici"	Osijek	department
Nikica Mihaljević	V. međujadranski znanstveni skup, "Adriatico: dal mondo antico all'eredita' moderna" / "Jadran: od antike do suvremenoga nasljeđa",	Split	/

	XIX. međunarodni skup talijanista A.I.P.I. "Insularità e cultura mediterranea nella lingua e nella letteratura italiane"	Cagliari, Italia	department
	XV Congresso ADI "La letteratura degli italiani: gli italiani della letteratura"	Torino	department
Maja Bezić- Snježana Bralić	5th International congress of Adriatic culture: from Adriatic to contemporary heritage	Pescara – Francavilla al Mare - Split	department
Srećko Jurišić	Negli archivi e nelle strade: il „ritorno al reale“ nella narrativa italiana del nuovo millennio	Toronto, Kanada	department
	XIX Convegno AIPI. Insularità e cultura mediterranea nella lingua e nella letteratura italiane	Cagliari, Italia	department
	XIV Congresso ADI. Letteratura degli Italiani. Rotte, confini, passaggi	Genova, Italia	department
	L'envers du Risorgimento. Representations du Anti-Risorgimento de 1815 à nos jours	Aix – en – Provence, Francuska	department
	Réécriture et roman policier	Aix – en – Provence, Francuska	department
	Costruire la pace e la democrazia. Dall'Unità d'Italia alla Costituzione repubblicana, ieri e oggi	Pariz, Francuska	department
	Coloniale e postcoloniale nella letteratura italiana degli anni 2000.	Pariz, Francuska	department
	Character, Characters, Characterisation in Pirandello	London, Velika Britanija	department
Nicoletta Russotti Babic	XIX Congresso dell'Associazione internazionale professori d'Italiano (AIPI): Insularità e cultura mediterranea nella lingua e nella letteratura italiane Cagliari (I) 25 - 28 August 2010.	Cagliari (I)	department
Marijana Alujević Jukić	International scientific congress „Digital technologies and new forms of learning/ Tecnologie digitali e nuove forme di apprendimento“, Sveučilište u Splitu - Filozofski fakultet; Università degli studi “G. D'Annunzio” di Chieti-Pescara, Facoltà di scienze della formazione, Split, 28. - 29. October 2010.	Split	personally
Marijana Alujević Jukić	XIX Convegno dell'Associazione Internazionale Professori di Italiano – „Insularità e cultura mediterranea nella lingua e nella letteratura italiane“, Cagliari, 25. - 28. kolovoza 2010.	Cagliari	department
	5th International congress of Adriatic culture: from Adriatic to contemporary heritage	Split	personally
Marina Marasović-Alujević	XIX.Congresso Internazionale dell'A.I.P.I. 5th International congress of Adriatic culture: from Adriatic to contemporary heritage	Cagliari, Italia Split	department
Antonela Pivac	V Congresso Internazionale della Cultura Interadriatica	Francavilla al Mare	personally
	5th International congress of Adriatic culture: from Adriatic to contemporary heritage	Split	
	Convegno Internazionale dell' AIPI		
	Insularità e cultura mediterranea nella lingua e nella letteratura italiane	Cagliari	department
Katarina Dalmatin	Mediterranean roots of philosophy	Split	No costs
	5th International congress of Adriatic culture: from Adriatic to contemporary heritage	Split	No costs
	Across languages and cultures	Venecia	department
2011/12			
Magdalena Nigoević	International scientific congress: Oltre i confini. Aspetti transregionali e interculturali dell'italiano	Beograd, Srbia	department
	XX Convegno A.I.P.I. (Associazione Internazionale di Professori d'Italiano), <i>L'Italia e le arti. Lingua e letteratura a dialogo con arte, musica e spettacolo</i>	Salzburg, Austria	department
Snježana Bralić	<i>“L'Italia e le arti. Lingua e letteratura a dialogo con arte, musica e spettacolo”</i>	Salzburg (Austria)	department
Antonia Luketin Alfirević	XXVI. International congress of HDPL-a "Language as information"	Zagreb	department
	XX Convegno dell'A.I.P.I.: "L'Italia e le arti - lingua e letteratura a dialogo con arte, musica e spettacolo".	Salzburg	department
Nikica Mihaljević	VI. international interdisciplinary symposium "Meeting of cultures"	Novi Sad	department
	2nd International Conference on Human and Social Sciences ICHSS 2012	Tirana	personally
	"LitCri '12. New questions on literary criticism"	Istanbul	Department/personally

	"Oltre i confini. Aspetti transregionali e interculturali dell'italiano"	Beograd	department
	XX Congresso A.I.P.I. "L'Italia e le arti. Lingua e letteratura a dialogo con arte, musica e spettacolo"	Salzburg	department
Andrea Rogošić	XXVI. International congress of HDPL-a "Language as information"	Zagreb	department
Marina Marasović-Alujević	Zadar philology days	Zadar, Croatia	department
	XVI Convegno dell'Associazione Onomastica e Letteratura	Pisa, Italija	department
	Lieux bizarres, Saint – Etienne	Saint – Etienne, Francuska	department
	Espaces urbans et periurbans dans le recit contemporain (1980 – 2010)	Limoges, Francuska	department
	Cycles, Recueils, Macrotxts: Theorizing Short Story Collections	Leuven, Belgija	department
Srećko Jurišić	Generations, Genders and Genres in Pirandello	London, UK	department
Antonela Pivac	Convegno Internazionale dell' AIPI: Lingua e letteratura a dialogo con arte, musica e spettacolo	Salzburg, Austrija	department
Katarina Dalmatin	Enciklopedija i Europa	Zagreb/Dubrovnik	organisator
	Susret kultura	Novi sad	department
2012/2013			
Magdalena Nigoević	3rd International Conference on Foreign Language Teaching and Applied Linguistics (FLTAL)	Sarajevo, BIH	department
Snježana Bralić	<i>Literature, art, culture between two coasts of the Adriatic</i>	Zadar	department
	46th Annual Meeting of the Societas Linguistica Europaea	Split	department
Antonia Luketin-Alfirević	International scientific congress in memory of prof. dr. Žarko Muljačić (1922 – 2009)	Zagreb	department
	Međimurje philology days 2. "Language, culture and literature in contemporary world"	Čakovec	department
Nikica Mihaljević-Mira Petrović ⁶ Convegno internazionale AATI	6° Convegno internazionale AATI	Strasbourg	Department/personally
Nikica Mihaljević-Anamarija Brzica	Conference „Bridges Across Culture“	Perugia	department
Nikica Mihaljević-Anamarija Brzica	Conference “City Peripheries / Peripheral Cities”	Helsinki	department
Nikica Mihaljević-Mira Petrović ⁶ Convegno internazionale AATI	3rd ICHSS Conference	Roma	personally
Srećko Jurišić	Memoria storica e postcolonialismo: il caso italiano	Grenoble, Francuska	department
	<i>Literature, art, culture between two coasts of the Adriatic</i>	Zadar	department
Maja Bezić	International scientific congress in memory of prof. dr. Žarko Muljačić (1922 – 2009)	Zagreb	department
	46th Annual Meeting of the Societas Linguistica Europaea	Split	department
Nicoletta Russotti-Babic	XX Congresso dell'Associazione Internazionale professori d'italiano (AIPI):	Salzburg (A)	department
	International scientific congress of HDPL: „Standard languages and sociolects in the 21.st. century“	Dubrovnik	Department/personally
	International scientific congress: The 12th WSEAS International Conference on Artificial Intelligence, Knowledge Engineering and Data Bases (AIKED13),d 20. - 22. February 2013	Cambridge	Department/personally
Marijana Alujević Jukić	International scientific congress “New perspectives on crosslinguistic influence in language learning”, Univ. Of Zadar, Zadar, 15. - 17. November 2012.	Zadar	Department/personally
Marina Marasović-Alujević	XXIV. International Congress of Onomastic Sciences	Barcelona, Spain	department
	International Geographic Conference I.G.C.	Cologne, Germany	department
	47 th Annual Meeting of the Societas Linguistica Europea	Split, Croatia	department
Antonela Pivac	WSEAS -World Scientific and Engineering Academic Society	Cambridge. UK	Personally/department

Katarina Dalmatin	Classicism in Dalmatia	Split	No costs
	<i>Literature, art, culture between two coasts of the Adriatic</i>	Zadar	department
	International scientific congress in memory of prof. dr. Žarko Muljačić (1922 – 2009)		department
	Lavorando sulle carte: autrici e autori della Svizzera italiana	Bern	organizer
	Meeting of cultures	Novi Sad	department

d) Department of History

2010/11			
Ivan Basić	In the beginning there was <i>De administrando imperio</i> : Konstantin VII Porfirogenet and the perceptios of earliest Croatian history (Colloquia Mediaevalia Croatica – Talks on Croatian Middle Ages) International scientific congress organized by Dep of History of Faculty of Humanities and Social sciences in Zagreb. Zagreb, February 18, 2010.	Zagreb	
	Split hagiographic heritage: history, legend, text. International scientific congress organized by Literary circle Split and Dep of history of Faculty of Humanities and Social sciences in Split. Split, September 26-27, 2011.	Split	
Aleksandar Jakir	„Yugoslav Prisoners in camps in Norway 1942-1945. History and Remembrance“	Narvik (Norway)	
	„Liberal Democracy, Authoritarian Pasts and the Legacy of 1989. Comparative workshop on recent history of political and social thought in East Central Europe“	Prague	
	„Distinction and Unification. Regional and Supraregional Memories“ AT Faculty of Humanities and social sciences	Novi Sad	
Marko TROGRLIĆ	L'Adriatico: incontri e separazioni (XVIII- XIX secolo	Corfu/Greece	Organizer
	Tagung Südosteuropa der Regionen.	Vienna	Organizer
	Father Šimun Milinović. Historical circumstances and works	Split	Organizer
2011/12			
IVAN BASIĆ	Splitski statut iz 1312. godine, povijest i pravo. O 700. obljetnici. Međunarodni znanstveni skup u organizaciji Književnog kruga-Split, Filozofskog fakulteta Sveučilišta u Splitu i Pravnog fakulteta Sveučilišta u Splitu. Split, 24.–25. rujna 2012. Split statute from 1312, history and law. 700 anniversary. International scientific congress by Literary circle Split, Faculty of Humanities and social sciences Split and Law School Split. September 24-25, 2012.	Split	
IVAN BASIĆ	The Treaty of Aachen, AD 812: The Origins and Impact on the Region between the Adriatic, Central, and Southeastern Europe. International Symposium Commemorating 1200-year Anniversary of the Treaty of Aachen, Zadar, September 27–29, 2012.	Zadar	
Marko Trogrlić	Split hagiographic heritage: history, legend,	Split	
	Chiesa ed Europa. Dall'età tardoantica all' epoca della „guerra fredda“, organizator	Roma	organizer
	„Relationship between the clergy and nation in southeastern Europe from 19th to 21st century.	Split	organizer
	Napoleon's Empire: European Politics in Global Perspective: A Survey of Current Research,	Paris	Organizer
Tonija Andrić	Venice Overseas, 1400-1800 Second International Workshop for Young Scholars	Venice	Faculty of Humanities and social sciences Split, Project Vrandečić, personally
Aleksandar Jakir	„Anti-communist Resistance in Central and Eastern Europe“	Bratislava	

	„Relationship between the clergy and nation in southeastern Europe from 19th to 21st century.	Split	
	„Region – State – Europe. Regional Identities under dictatorship and democracy in East Central Europe“	Berlin	
	„Publishing Integrity in the Digital Age. Workshop for Journal Editors“	Split	
	„Europe and the Balkans“	Supetar	
	International scientific congress and annual assembly of European association of history EUROCLIO- European Association of History Educators	Antalya(Turkey)	
2012/13			
Ivan Basić	4th congres of Croatian historians. Scientific conference with international participation, Zagreb, October 1-5, 2012.	Zagreb	
	Diocletian's Palace in Split in the Monographs of Georg Niemann and Ernest Hébrard. International conference, Split, 16–17 November 2012.	Split	
	Pagans and Christians in the Late Roman Empire: New Evidence, New Approaches (4th-6th centuries). International Conference, Budapest–Pécs, 7–10 March 2013.	Budimpešta	
	Illyrica antiqua II. In honorem Dujke Rendić-Miočević. International scientific congress, Šibenik, 12-15. september 2013.	Šibenik	
	Late Antiquity and the Middle Ages in Europe, 20 Years of Research. 20th Annual Scientific Symposium of the International Research Center for Late Antiquity and the Middle Ages, University of Zagreb. Poreč, 2–6 October 2013.	Poreč	Croatian ministry of science, education and sport
Aleksandar Jakir	„Political Exile from Central and Eastern Europe. Motives, Strategies, Activities and Perception in the East and the West 1945-1989“	Bratislav	organizer
	„2nd International Symposium of European Institutions dealing with 20th Century History“	Berlin	
	„Nationalsozialismus und Regionalbewußtsein im östlichen Europa“	Berlin	organizer
	workshop „Approaches to Strategic Financing of Higher Education“ (Pristupi strateškom financiranju Visokog obrazovanja)	Zagreb	
Ivan Matijević	Illyrica Antiqua 2 – in honorem Dujke Rendić Miočević, International conference	Šibenik	Department za (k)conference fees) –travel costs (personally)
Dragan Markovina	„Ivo Tartaglia and his time“	Split	
	Heritage and development: socioeconomic and sociocultural aspects	Split	
	The role of town and region in economic and political life of Bosnia and Hercegovina (1851-1995)	Mostar	

e) Department of sociology

2010/11			
Gorana Bandalović	Families in Serbia today in comparative perspective	Beograd	Dep. of sociology
Ivanka Buzov	Društvo i zaštita životne sredine / Society and Environment	Beograd	Dep. of sociology
			Organizer + Faculty of humanities and social sciencesSplit
Šime Pilić	Društvo i zaštita životne sredine / Society and Environment	Beograd	Organizer
Anči Leburic	Društvo i tehnologija/Society and Technology (18.)	Lovran	Personal project
	Knjiga i slobodno vrijeme/Book and free time	Split	organizer
	Changing Identities of Ethnic Minority Groups	Koper, Slovenia	organizer
	Information Society and Globalization: Transformation of Politics	Dubrovnik	organizer
Renata Relja	Društvo i tehnologija 2010/Society and technology 2010	Zadar	Dep. of sociology
Renata Relja Gorana Bandalović Ivanka Buzov Sanja Stanić	Digitalne tehnologije i novi oblici učenja/Digital Technologies and New Forms of Education/ Technologie Digitale e Nuove Forme di Apprendimento	Split	Organizer + Faculty of humanities and social sciencesSplit
Renata Relja	Status i uloga žene u ruralnim područjima/Status and role of women in rural areas	Zagreb	TAIEX
Sanja Stanić	Društvo i tehnologija 2010/Society and technology 2010	Zadar	Dep. of sociology
Zorana Šuljug Vučica	Information Society and Globalisation: Transformation of Politics	Dubrovnik	Personal; organizer
2011/12			
Gorana Bandalović	Regionalne i subregionalne studije i etnologija: Dalmacija, Pokrčje i Bukovica u zapisima Vladimira Arđalića	Kistanje	Scientific project TITIUS
	Na putu ka dobu znanja VIII	Sremski Karlovci	Dep. of sociology
Ivanka Buzov	Razvoj i okoliš - Perspektive održivosti / Development and Environment - Perspective of Sustainability	Zagreb	Faculty of humanities and social sciencesSplit
	Eko-feminizam - Nova politička odgovornost / Ecofeminism - New Political Responsibility	Beograd	Organizer
Vlaho Kovačević	Razvoj i okoliš - perspektive održivosti	Zagreb	personal
Anči Leburic	Application of mix(ed) methodology in social research	Beograd, Srbija	organizer
Šime Pilić	Održivi razvoj i zaštita okruženja	Beograd	Organizer and personal project
	18. Vlasinski susreti: Društvene promjene na selu/Vlasina meetings: Social changes in village	Vlasotinac and Vlasinska lakes	Organizer and Faculty of humanities and social sciencesSplit
	Intelektualci i rat, 1939.-1947. Godine/Intellectuals and war, 1939-1947.	Zadar and Islam Grčki	Organizer
	Društvo i tehnologija 2011/Society and technology 2011	Lovran	Dep. of sociology
Renata Relja Sanja Stanić	20 years after: problems and prospects of countries of former Yugoslavia	Maribor	CEPYUS
	Unapređenje kvalitete života djece i mladih/Improvement of quality of life of children and the younger	Tuzla	Dep. of sociology
2012/13			
Anči Leburic	Accessibility of Vocational Educational Training for the Disabled in Five Countries	Tirana, Albania	organizer

Ivanka Buzov Renata Relja Gorana Bandalović Vlaho Kovačević Zorana Šuljug Vučica Šime Pilić Marija Lončar Sanja Stanić	Baština i razvoj: socioekonomski, socioekološki i sociokulturni aspekti/Heritage and development-socioeconomical, socioecological and sociocultural aspects	Split	Organizer (Faculty of humanities and social sciences) Split Dep. of sociology
Šime Pilić	Društvo i tehnologija/Society and Technology (20.)	Opatija	Personal project and Faculty of humanities and social sciencesSplit
Marija Lončar	"Unapređenje kvalitete života djece i mladih"/Improvement of quality of life of children and the younger	Split	Faculty of humanities and social sciencesSplit (conference fee)
Renata Relja	Ključne kompetencije u obrazovanju odraslih/Key competences in adult education	Vodice	Dep. of sociology
Anči Leburić	Mlade žene i rodna ravnopravnost u postjugoslavenskim društvima: istraživanja, prakse, politike/Young women and gender equality in post-Yugoslav societies: research, practice, politics	Zagreb, Hrvatska	organizer
Anči Leburić	Rethinking Urbanism / Urbanist's Season	Zagreb	organizer
Zorana Šuljug Vučica	Unapređenje kvalitete života djece i mladih/Improvement of quality of life of children and the younger	Split	Faculty of humanities and social sciencesSplit (conference fee)

c) Department of Philosophy

2010/11			
Ljudevit Hanžek Pavo Barišić Hrvoje Relja Mislav Kukoč	5th Mediterranean roots of Philosophy	Split	Faculty of Humanities and social sciences Split
Pavo Barišić	Philosophical movements in southeastern Europe	Cres	HFD/personally
Marita Brčić Kuljiš	Philosophical movements in southeastern Europe	Cres	Faculty of Humanities and social sciences Split
Mislav Kukoč	35th International Course on the Future of Religion: Politics, Art, Religion,	Dubrovnik	
	International scientific conference: Philosophy and Democracy : Liberalism and Republicanism / Philosophie und Demokratie : Liberalismus und Republikanismus,	Interuniversity center (IUC), Dubrovnik	
	International symposium Questions of Identity. 19th days of Frane Petrić	Cres	
	Religion and Political Thought	University of Copenhagen	
	The World Philosophy Day Congress	Teheran	
	10. Lošinj days of bioethics	Mali Lošinj	
2011/12			
Ljudevit Hanžek Pavo Barišić Mislav Kukoč	6th Mediterranean roots of Philosophy	Split	Faculty of Humanities and social sciences Split
Pavo Barišić	Democratization of southeastern Europe	Bruxelles	Univ. of Bruxelles
	Lošinj days of bioethics	Mali Lošinj	HFD/personally
	Philosophy and democracy	Dubrovnik	Foundation Alexander Humboldt
	Philosophy in dialogue with sciences	Zagreb	personally
	Practical philosophy	Osijek	Faculty of Humanities and

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			social sciences Osijek
Hrvoje Relja	Convegno Internazionale. Commemorazione di Padre Stanley L. Jaki OSB nel primo anniversario della sua morte	Rim	
Marita Brčić	Annual symposium of Croatian Philosophic Society	Zagreb	Faculty of Humanities and social sciences Split
Mislav Kukoč	11. Lošinjski dani bioetike / 11th Lošinj Days of Bioethics	Mali Lošinj	
	36th International Course on the Future of Religion: Religion in the Public Sphere	IUC, Dubrovnik	
	Međunarodni simpozij Filozofska gibanja na jugoistoku Europe. 20. Dani Frane Petrića, International symposium Philosophical movement in southeastern Europe. 29th days of Frane Petrić	Cres	
	International Conference on the Challenges for Thought in a Globalized World,	Porto-Novo, Benin	
	11. Lošinj days of Bioethics	Mali Lošinj	
2012/13			
Mislav Kukoč	International scientific conference: Philosophy and Democracy: Europe and Democracy / Philosophie und Demokratie, Europa und Demokratie	Interuniversity center (IUC), Dubrovnik	
Ljudevit Hanžek Pavo Barišić Hrvoje Relja Marita Brčić Kuljiš Mislav Kukoč	7th Mediterranean roots of Philosophy	Split	Faculty of Humanities and social sciences Split
Marita Brčić Kuljiš	International conference "Philosophy and Democracy"	Dubrovnik	IUC
Pavo Barišić	Philosophy and democracy	Dubrovnik	Foundation Alexander Humboldt
	Philosophy in dialogue with sciences	Zagreb	Personally
	Practical philosophy	Osijek	Faculty of Humanities and social sciences Osijek
	World congress of Philosophy	Athens	Faculty of Humanities and social sciences Split/Institute for Philosophy
	World congress of Philosophy	Athens	
Mislav Kukoč	37th International Course on the Future of Religion: Remembrance, Liberation, Solidarit	IUC, Dubrovnik	
	International scientific conference Philosophy and Democracy: Deliberative Democracy / Philosophie und Demokratie: Deliberative Demokratie,	Interuniversity center (IUC), Dubrovnik	
	Međunarodni simpozij Ideja sveučilišta. 21. Dani Frane Petrića,	Cres	
	12th Lošinj days of Bioethics	Mali Lošinj	

g) Department of art history

2010/11			
Dalibor Prančević	Peripheral Visions: Suburbs Representation and Innovation	Kingston, Great Britain	Research project of prof.dr.sc. Ivana Prijatelj-Pavičić (conference fee), personal finances for other costs
Ivana Prijatelj Pavičić	Ikonografija smrti, Četvrti međunarodni znanstveni skup ikonografskih studija	Rijeka	Scientific project and organizer
	Ivan Duknović i krugovi njegove djelatnosti	Split	organizer

Jasna Jeličić-Radonić	12th International colloquium on Roman provincial art, Int. Coll. Corpus Signorum Imperii Romani, Roman stone sculpture, „Dating stone monuments and criteria for determining chronology“. Pula, May 23-28, 2011, Archeological museum of Istria	Pula, Archeological museum of Istria	Faculty of Humanities and social sciences, Dep of art history
Maja Miše	II. International Archaeological Colloquium "Roman glass and pottery workshops, production and trade of the Adriatic." Topics Colloquium: Experimental archeology	Crikvenica, Croatia	personally
Vedran Barbarić	Navigare necesse est. From Prehistory to the Middle Ages	Pula, Croatia	personally
	Arheološka istraživanja na srednjem Jadranu	Vis	personally
	Perun's grindstone and Juraj's spear	Žrnovnica/Podstrana	personally
2011/12			
Ivana Čapeta Rakić	ikon, šesti skup ikonografskih studija/icon, sixth congress of iconographic studies	Rijeka	personally/organizer
Ivana Prijatelj Pavičić	Michele Greco da Valona e il Rinascimento Adriatico Studi per i restauri e la valorizzazione.	Campobasso Guglionesi	organizer
	Cuius patroncinio tota gaudet religio. Saint's Cultus at the Dynamics of Regional Cohesion	Dubrovnik	Scientific project
Ivana Prijatelj Pavičić	Jadranski korijeni. Neizbrisivi historijsko-kulturni temelji jedinstva/Adriatic roots. Indelible hHistorical and cultural basis of unity	Kotor	Scientific project +organizer
	Dalmacija u prostoru i vremenu. Što Dalmacija jest, a što nije?/Dalmatia in space and time. What Dalmatia is and what it is not?	Zadar	Scientific project +organizer
Jasna Jeličić-Radonić	Symposium: Neue Forschungen zum Frühen Christentum in den Balkanländern, 15. Oktober 2012, Österreichischen Akademie der Wissenschaften, Wien	Österreichischen Akademie der Wissenschaften, Wien	Österreichischen Akademie der Wissenschaften, Wien
Maja Miše	9th International Scientific Meeting on Hellenistic Pottery,	Solun, Greece	personally
	2012 International Symposium on Radiation Physics - ISRP 2012 / IRPS	Rio de Janeiro, Brasil	personally
Željko Peković	The Unknown Face of the Artwork	Istanbul, Turkey	personally
2012/13			
Dalibor Prančević	Problem spomenika: spomenik danas/The problem of monument: monument today?	Klanjec	Scientific project of prof.dr.sc. Ivana Prijatelj-Pavičić
Ivana Prijatelj Pavičić, 2013.	Iconology at the Crossroads. Seventh International Conference of Iconographic Studies	Rijeka	Scientific project +organizer
Ivana Prijatelj Pavičić, 2013.	Ivo Tartaglia i njegovo doba/Ivo Tartaglia and his age	Split	organizer
Jasna Jeličić-Radonić	The 13th International Colloquium on Roman Provincial Art, Corpus Signorum Imperii Romani.,Cult and Votive Monuments – Case Studies of Particular Divinities and Sites, Bucharest – Alba Iulia – Constanta 27. 5. – 3. 6. 2013.	Bucharest – Alba Iulia – Constanta	Faculty of Humanities and social sciences, Dep of art history, personally
Maja Miše	Illyrica antiqua 2 - in honorem Duje Rendić-Miočević	Šibenik, Croatia	personally
Vedran Barbarić	Croatia at the Crossroads	London	organizer

h) The Department of Pedagogy

2010/11			
Ivana Batarello Kokić	5. Međunarodna konferencija o obrazovanju odraslih: andragoška profesija i kompetencije stručnjaka u obrazovanju odraslih	Murter, Hrvatska	Hrvatsko andragoško društvo
Ivana Batarello Kokić	International Conference on Information Technology and Development of Education – ITRO 2011	Zrenjanin, Srbija	organizer
Tonča Jukić	VI. Međnarodni znanstveni posvet – konferenca Ekologija za bolji jutri.	Rakičan:RIS Dvorec, Slovenija	Faculty of Humanities and social sciences
Tonča Jukić	Međunarodni znanstveni skup Digitalne tehnologije i novi oblici učenja	Split, Hrvatska	Faculty of Humanities and social sciences
Morana Koludrović	Unapređenje kvalitete života djece i mladih	Tuzla, BIH	Faculty of Humanities and social sciences

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Morana Koludrović	Digitalne tehnologije i novi oblici učenja	Split	Faculty of Humanities and social sciences
Morana Koludrović	XVII. Dani psihologije	Zadar	Faculty of Humanities and social sciences
Anita Mandarić Vukušić	"Digitalne tehnologije i novi oblici učenja"	Split, Hrvatska	Faculty of Humanities and social sciences
Maja Ljubetić	Međunarodna znanstvena konferencija Unapređenje kvalitete života djece i mladih. 11. do 12. 6. 2011.	Tuzla, BiH	personally
Maja Ljubetić	Međunarodna znanstvena konferencija Comparative Education, Teacher Training, Education Policy, Social Inclusion, History of Education. 5 – 9. 6. 2011.	Sofia, Bulgaria	personally
Mirela Tolić	Medien und Internationale Beziehungen, 11. - 13. veljače 2010.	Mannheim, Njemačka samostalno	personally
Mirela Tolić	Kreativ und kritisch mit Medien leben, GMK, Die Gesellschaft für Medienpädagogik und Kommunikationskultur in der Bundesrepublik Deutschland, Bielefeld (prof. dr. Norbert Neuss, Gießen, dr. Dagmar Hoffman, Potsdam/siegen), 25. studenog 2010.	Ludwigshafen, Njemačka	personally
Mirela Tolić	Digital naiv oder digital native? Medienpädagogik der Generationen - Perspektiven der Medienbildung und die Medienpädagogik, 26. - 28. studenog 2010	Bielefeld, Njemačka	personally
Mirela Tolić	Kreativ und aktiv mit Medien in der Kinder und Jugendarbeit, 1. -2. prosinca 2010.	Ludwigshafen, Njemačka	personally
Mirela Tolić	Wenn der Medienkonsum überhand nimmt-Machen Medien aggressiv oder dumm, 25. - 26. veljače 2010.	Bayreuth, Njemačka	personally
Mirela Tolić	Web 2.0. als pädagogische Herausforderung – kreative Methoden, 10. - 11. prosinca 2011.	Bielefeld, Njemačka	personally
Mirela Tolić	Journées internationales sur la communication, l'éducation et la culture scientifiques, techniques et industrielles, 25. - 28. travnja 2011.	Chamonix, Francuska, samostalno	personally
2011/12			
Anita Mandarić Vukušić	"Teorija i praksa ranog odgoja"	Zenica, BiH	Filozofski fakultet u Splitu
Morana Koludrović	The 14th international scientific conference "Educational research and school practice" - Initiative, cooperation and creativity in contemporary education	Beograd, Srbija	personally
Morana Koludrović	20. dani Ramira i Zorana Bujasa	Zagreb	Faculty of Humanities and social sciences
Maja Ljubetić	Međunarodna znanstveno-stručna konferencija Teorija i praksa ranog odgoja. 21.4. 2012.	Zenica, BiH	organizator
Ina Reić Ercegovac	XVIII. Dani psihologije u Zadru	Zadar	Faculty of Humanities and social sciences
Mirela Tolić	Sprache und Kommunikation im Technischen Zeitalter - Das Internet als gesellschaftliche Herausforderung oder Wie viel Technik (v)ertraegt unsere Kultur, 20. - 21. srpnja 2011.	Berlin, Njemačka	personally
Mirela Tolić	Initiative - Keine Bildung ohne Medien!, 24. - 25. ožujka 2011	Berlin, Njemačka	personally
Mirela Tolić	Jahrestagung der Fachgruppe Kommunikationsgeschichte der Deutschen Gesellschaft für Publizistik und Kommunikationswissenschaft (DGPK), Institut für Sprach- und Kommunikationswissenschaft, Otto Friedrich Universität Bamberg, 19. - 20. siječnja 2011	Bamberg, Njemačka	personally
Mirela Tolić	Saarbrücker Fmdsprachtagung s temom, Sprachzentrum der Fakultät für Wirtschaftswissenschaft (prema pozivnom pismu prof. dr. Thomas Tinnefeld), 4. i 5. studenog 2011.	u Saarbrücken, Njemačka	personally
2012/13			
Ivana Batarela Kokić	IAIE 2013 Zagreb Conference: Unity and Disunity Connections and Separations	Zagreb, Hrvatska	Faculty of Humanities and social sciences
Ivana Batarela Kokić	ECER 2013, Creativity and Innovation in Educational Research	Istanbul, Turkey	personally
Ivana Batarela Kokić	3rd International Conference on Entrepreneurial Learning 2013: 'Creativity + Education + Financing = Entrepreneurial Mix'	Zagreb, Hrvatska	personally
Ivana Batarela Kokić	6. Međunarodna konferencija: Ključne kompetencije u obrazovanju odraslih	Vodice, Hrvatska	Faculty of Humanities and social sciences
Morana Koludrović	21. dani Ramira i Zorana Bujasa	Zagreb	Faculty of Humanities and social sciences
Anita Mandarić Vukušić	"Ka novim iskoracima u odgoju i obrazovanju"	Sarajevo, BiH	Faculty of Humanities and social sciences

Maja Ljubetić	Znanstveno-stručna međunarodna konferencija Ka novim iskoracima u odgoju i obrazovanju. 11. i 12. 10. 2013.	Sarajevo, BiH	personally
Mirela Tolić	Kultura, identitet, društvo - europski realiteti, 20. - 21. ožujka 2013	Osijek	Faculty of Humanities and social sciences

i) The Department of Teacher Education

2010/11			
Snježana Dobrota	8th International Conference Comparative Education and Teacher Training	Plovdiv, Bulgaria	Faculty of Humanities and social sciences
Snježana Dobrota	18th EAS Congress Music and Music Education within the Context of Social-Cultural Changes	Bolu-Turkey	Faculty of Humanities and social sciences
Snježana Dobrota	The Seventh International Symposium Music in Society	Sarajevo	Faculty of Humanities and social sciences
Nives Jozić	Drugi simpozijum <i>Matematika i primene</i>	Beograd, Srbija	Osobno
Dubravka Kušević	Umjetnički-znanstveni skupu za vizualnu edukaciju: „Interdisciplinarni pristupi likovnoumjetničkom području“ Učiteljskog fakulteta Sveučilišta u Zagrebu	Zagreb	Faculty of Humanities and social sciences
Lada Maleš	EUROCON 2011 International Conference on Computer as a Tool	Lisabon	Faculty of Humanities and social sciences
Andela Milinović	Međunarodni stručno-znanstveni skup Digitalne tehnologije i novi oblici učenja (Digital technologies and new forms of learning)	Split	Faculty of Humanities and social sciences
Andela Milinović	Language, Individual and Society in the Modern World	Sunny Beach Resort, Bugarska	Faculty of Humanities and social sciences
Irena Mišurac Zorica	3. međunarodni znanstveni skup Matematika i djeteta (The 3rd International Scientific Colloquium Mathematics and Children), 18. i 19. ožujak, 2011.	Osijek	Faculty of Humanities and social sciences
Jadranka Nemeth-Jajić	Peti hrvatski slavistički kongres	Rijeka	Faculty of Humanities and social sciences
Jadranka Nemeth-Jajić	Digitalne tehnologije i novi oblici učenja	Split	/
Jadranka Nemeth-Jajić	Rano učenje hrvatskoga/materinskoga/stranoga jezika	Zagreb	Science project
Jadranka Nemeth-Jajić	Language, Individual and Society in the Modern World	Sunny Beach Resort, Bugarska	Filozofski fakultet Split
Berislav Žarnić	SOCREAL 2010: 2nd International Workshop on Philosophy and Ethics of Social Reality	Sapporo, Japan	Projekt "Logičke strukture i intencionalnost" MZOŠ RH
Berislav Žarnić	OSU/Arché/Maribor/Rijeka Conference: The Philosophy of Logical Consequence	Dubrovnik	Stipendija MZOŠ RH
Berislav Žarnić	IUC course: "Mind, World and Action."	Dubrovnik	Stipendija MZOŠ RH
2011/12			
Nives Jozić	Treći simpozijum <i>Matematika i primene</i>	Beograd, Srbija	personally
Nives Jozić	Prva međunarodna konferencija o učenju in poučavanju matematike	Maribor, Slovenija	osobno/Zavod RS za školstvo
Dubravka Kušević	Znanstveno – stručni skup s međunarodnom suradnjom 9. dani otočnih dječjih vrtića Splitsko-dalmatinske i Dubrovačko-neretvanske županije „Baština za baštinu“	Hvar	Faculty of Humanities and social sciences
Dubravka Kušević	Znanstvena konferencija Učiteljskog fakulteta Sveučilišta u Zagrebu „EMEE – Education in the Modern European Environment“	Opatija	Faculty of Humanities and social sciences
Dubravka Kušević	Znanstveni kolokvij Filozofskog fakulteta u Splitu „Kompetencije suvremenog učitelja i odgojitelja – izazov za promjene“	Split	Faculty of Humanities

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			and social sciences
Irena Mišurac Zorica	8th International of Conference on Education - Greece: Research and Training Institute of East Aegean, 2012	Athens	personally
Gloria Vickov	EUROSLA 21 21st Annual Conference of the European Second Language Association	Stockholm	Faculty of Humanities and social sciences /osobno
Berislav Žarnić	Imperatives in Theory and Practice	Varšava, Poljska	Projekt "Theory of imperatives and its applications" Poljska zaklada za znanost
Berislav Žarnić	Physics and Philosophy Seminar	Split	Nema
Berislav Žarnić	IUC course: "Mind, World and Action."	Dubrovnik	Projekt "Logičke strukture i intencionalnost" MZOŠ
2012/13			
Nives Jozić	Drugi simpozijum <i>Matematika i primene</i>	Beograd, Srbija	osobno
Dubravka Kušćević	Unapređenje kvalitete života djece i mladih, Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih, Edukacijsko – rehabilitacijski fakultet Univerziteta u Tuzli	Split	Faculty of Humanities and social sciences
Gordana Laco	Od čudnovatog do čudesnog: 100 godina Čudnovatih zgoda šegrta Hlapića	Slavonski Brod	Faculty of Humanities and social sciences
Gordana Laco	Deveti neretvanski književni, znanstveni i kulturni susret	Neum, Opuzen, Ploče	Hrvatska kulturna zaklada
Gordana Laco	Znanstveni skup s međunarodnim sudjelovanjem "O pričama i i pričanju danas"	Zagreb	Faculty of Humanities and social sciences
Irena Mišurac Zorica	Četvrti međunarodni znanstveni kolokvij Matematika i djeteta (Kako učiti i poučavati matematiku) Osijek, 19. - 20. 4. 2013.	Osijek	Faculty of Humanities and social sciences
Jadranka Nemeth-Jajić	Od čudnovatog do čudesnog: 100 godina Čudnovatih zgoda šegrta Hlapića	Slavonski Brod	Faculty of Humanities and social sciences
Berislav Žarnić	Mediterranski korijeni filozofije	Split	
Berislav Žarnić	Physics & Philosophy	Split	
Berislav Žarnić	IUC course: "Mind, World and Action."	Dubrovnik	Stipendija MZOŠ RH

j) The Department of Pre-school Education

2011/12			
Branimir Mendeš	Dijete i estetski izričaji	Zadra	Sveučilište u Zadru, Odjel za izobrazbu učitelja i odgojitelja
Branimir Mendeš	Pedagogija Marije Montessori – poticaj za razvoj pedagoškog pluralizma	Split	Dječji vrtić „Montessori dječja kuća“ i Filozofski fakultet u Splitu
2012/13			
Branimir Mendeš	Stoljeća zadarskog školstva	Zadar	University of Zadar
Branimir Mendeš	Igra u ranom djetinjstvu	Zagreb	Učiteljski fakultet u Zagrebu i OMEP - Organisation Mondiale pour l'Education Préscolaire

k) Chair in psychology

2010/11			
Goran Kardum	Congress of the International Pediatric Sleep Association joint meeting with Pediatric Sleep Medicine Conference Rome	Rim, Italija	Personally
Goran Kardum	9th Congress of the European Paediatric Neurology Society	Cavtat, Hrvatska	Personally
Andreja Bubić	20. Dani Ramira i Zorana Bujasa	Zagreb, Hrvatska	Faculty of Humanities and social sciences
Darko Hren	Mediterranean Editors and Translators Meeting,	Tarragona, Španjolska	Organizator
Ina Reić Ercegovac	20. Dani Ramira i Zorana Bujasa	Zagreb	Faculty of Humanities and social sciences
2011/12			
Goran Kardum	<i>1st Pan-Slavic Congress of Child Neurology</i>	Bled, Slovenija	Personally
Ina Reić Ercegovac	XVIII. Dani psihologije u Zadru	Zadar	Faculty of Humanities and social sciences
2012/13			
Goran Kardum	<i>3rd UENPS Congress Portugal</i>	Porto, Portugal	Personally
Goran Kardum	Euroanaesthesia 2013	Barcelona, Španjolska	Personally
Goran Kardum	21. Dani Ramira i Zorana Bujasa	Zagreb, Hrvatska	Personally
Andreja Bubić	21. Dani Ramira i Zorana Bujasa	Zagreb, Hrvatska	Faculty of Humanities and social sciences

Table 6.14)

International scientific conferences and international professional congresses in (co)organization with Faculty of Humanities and Social Sciences in Split in 2010-2013.

(co) organizers	Title of conference	Place and date
HFD and Department of Philosophy	Mediterranean roots of philosophy	Split, 25-28.3. 2010.
Dep. of Italian language and literature at University of ChietiPescara	5th international congress og Adriatic culture	16-18.06.2010
Department of Croatian language and literature	International scientific congress <i>Nazor –literature, language, history</i>	Postira, 21. i 22. 2010.
Faculty of Humanities and Social Sciences Split	Digitalne tehnologije i novi oblici učenja/Digital Technologies and New Forms of Education/ Technologie Digitale e Nuove Forme di Appredimento	2010.
HFD and Department of Philosophy	6th Mediterranean roots of philosophy	Split, 24.-26.03. 2011.
Književni krug Split and dep. of history of Faculty of Humanities and Social Sciences Split	Splitska hagiografska baština: povijest, legenda, tekst. Međunarodni znanstveni skup	Split, 26.-27. 09. 2011

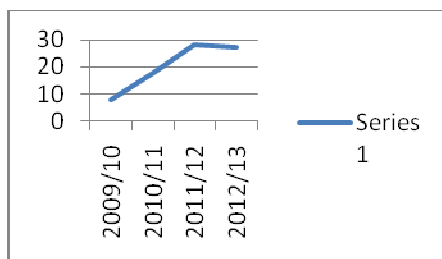
HFD and Department of Philosophy	7th Mediterranean roots of philosophy	Split, 29. -31. 03. 2012
Department of history, KTF &Commission for History of SE Europe of the Foundation „Pro Oriente”	„Relation between clergy and nation in SE Europe from the 19th to the 21st century“ / „Odnos klera i nacije u jugoistočnoj Europi od 19. do 21. stoljeća“	Split, 03.-06.05.2012.
Department of history &Cultural science network for SE European Studies	workshop "Europe and the Balkans"	Supetar, 08.-12.05.2012.
Književni krug Split, Faculty of Humanities and Social Sciences Split and Law School Split.	„The Statute of Split from 1312, History and Law“/Splitski statut iz 1312. godine, povijest i pravo. O 700. obljetnici.	Split, 24.-25. 09.2012
Departments of History of Faculties of Humanities and Social Sciences in Split and Zagreb, University of Zadar.	„The Treaty of Aachen, AD 812: The Origins and Impact on the Region between the Adriatic, Central, and Southeastern Europe“. International Symposium Commemorating 1200-year Anniversary of the Treaty of Aachen,	Zadar, 27–29. 09 2012.
HFD and Department of Philosophy	Mediterranean roots of philosophy	Split, 04. -06.04. 2013
Department of Italian language and literature and Center Studia Mediterranea, SLE	SOCIETAS LINGUISTICA EUROPEA SLE 2013 –46TH Annual Meeting	Split, 18-21.09. 2013.
KNJIŽEVNI KRUG SPLIT &Faculty of Humanities and Social Sciences Split	International scientific congress: Ivo Tartaglia and his time	Split, 23.-24.09.2013.
Department of sociology and TITIUS - project	"Heritage and development– socio-economic, socio-ecologic and socio-cultural aspects“	Split, 27.-28. 09. 2013

b3) General assessment of success

International cooperation necessarily involves mobility of staff (teaching and non-teaching) and students, which in turn requires sources of funding. The participation of the University of Split in the Erasmus Programme has created the necessary conditions for the establishment of international contacts via student and staff mobility.

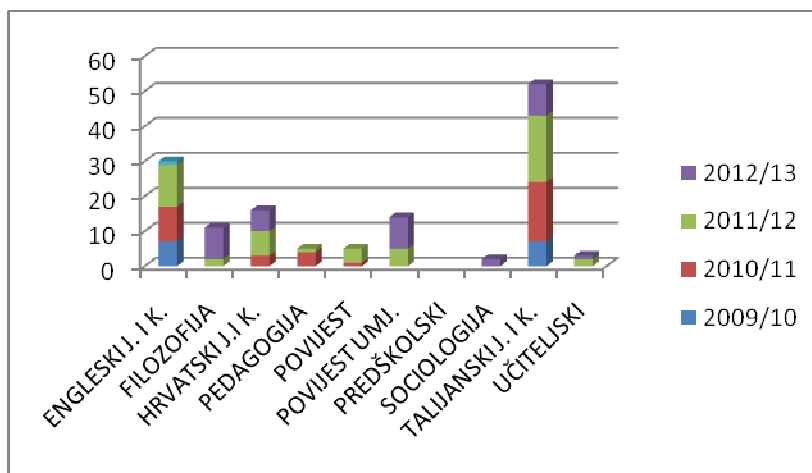
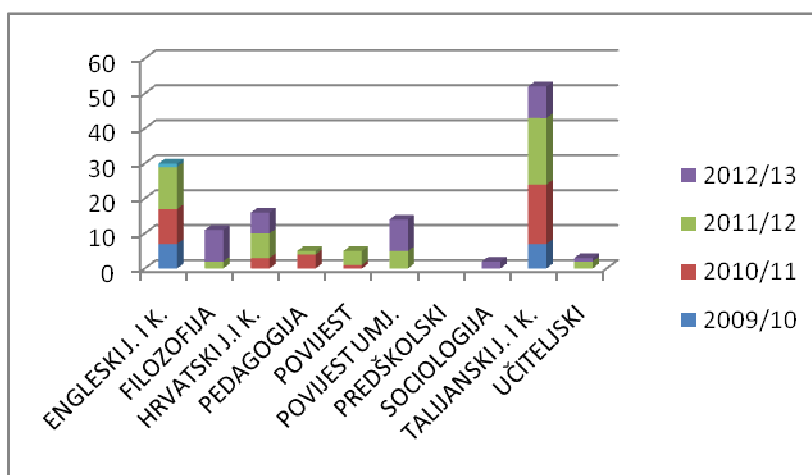
We believe that the mobility of our students has been intensified in the last three years due to the Erasmus Programme. Students of the Faculty of Humanities and Social Sciences have recognized the value of this programme as mode of facilitating additional competencies (primarily linguistic and cultural) through study visits or internships abroad. These competencies will enable our students to better prepare for entry into the European labour market. However, after an initial period of continuous growth in the early years, the number of outgoing students in the academic year 2012/2013 seems to have reached a plateau.

2009/10	8
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2010/11	18
2011/12	28
2012/13	27

Moreover, mobility has been high in some departments, while in others no mobility has been recorded so far:

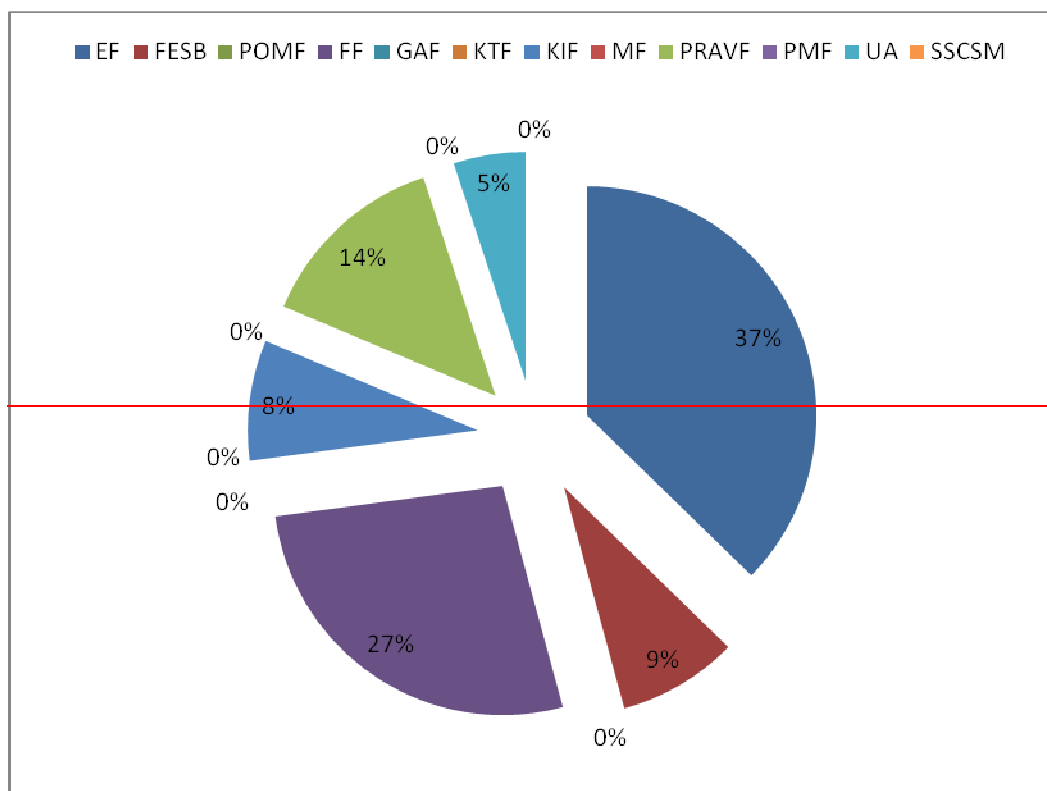


In comparison with other faculties and departments of the University of Split, the Faculty of Humanities and Social Sciences ranked very high for the mobility of its students.

According to the data provided by the University of Split International Relations Office for the academic year 2010/2011, students from the Faculty of Humanities and Social Sciences accounted for 27% of the total number of outgoing students within the Erasmus Programme (see table 6.15).

Table 6.15. Student mobility within the ERASMUS programme 2010/11

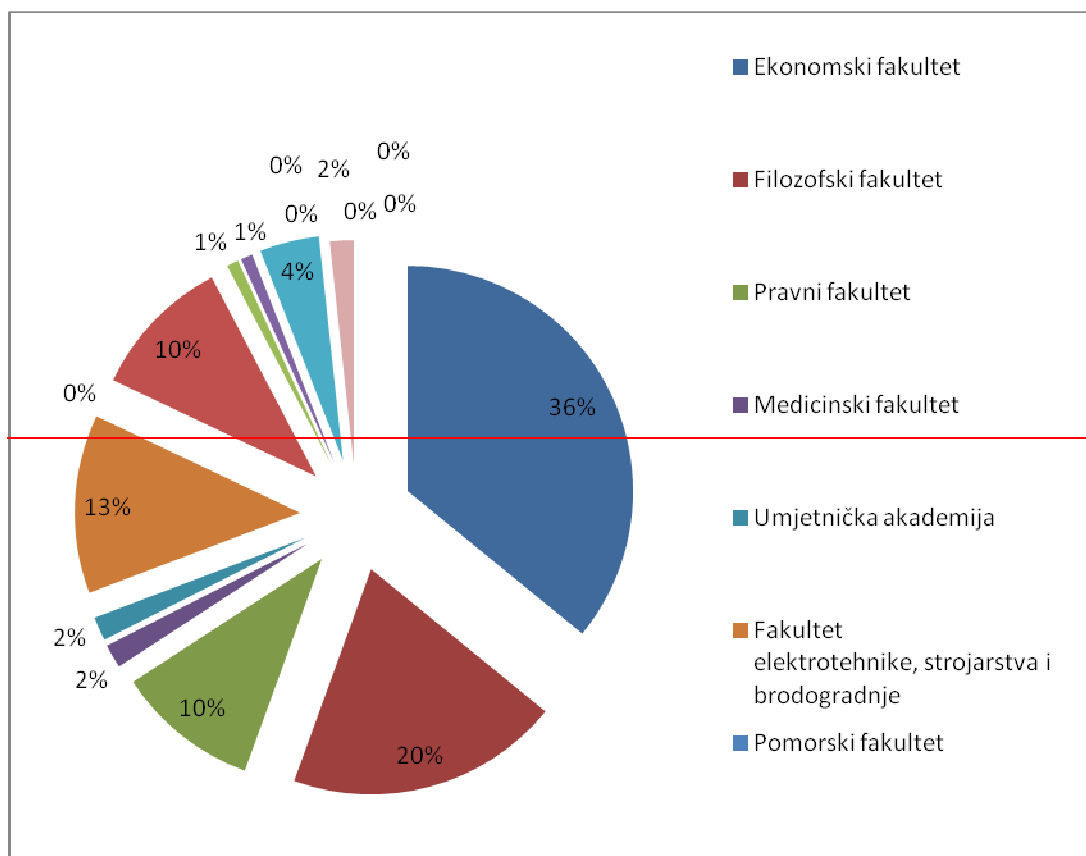
2010/11	Faculties	Number of outgoing students	Student internships	Total (SMS & SMP)	Number of outgoing employees	% of the total number of outgoing students (SMS)	% of the total number of outgoing students (SMS & SMP)
1.	EF	22	2	24	5	37%	35%
2.	FESB	5	0	5	4	8%	7%
3.	POMF	0	0	0	0	0%	0%
4.	FF	16	2	18	2	27%	26%
5.	GAF	0	1	1	0	0%	1%
6.	KTF	0	1	1	1	0%	1%
7.	KIF	5	1	6	2	8%	9%
8.	MF	0	0	0	0	0%	0%
9.	PRAVF	8	1	9	0	14%	13%
10.	PMF	0	0	0	1	0%	0%
11.	UA	3	0	3	0	5%	4%
12.	SSCSM	0	1	1	1	0%	1%
	Total	59	9	68	16	100%	100%



Student mobility UNIST 2010/2011

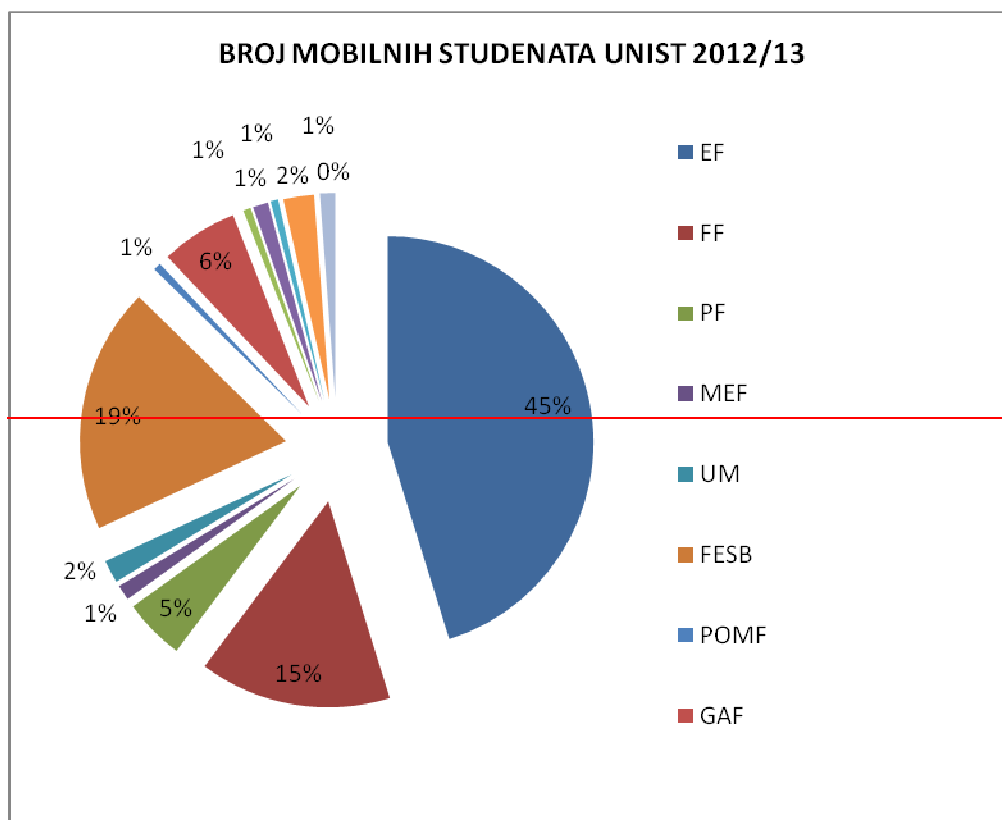
In the academic year 2011/2012 the participation of our students in the total mobility flow decreased to 20%, but the Faculty of Humanities and Social Sciences still ranked second for the number of outgoing students.

Student mobility 2011/2012



In the academic year 2012/2013 other University faculties and departments started to become more active in the Erasmus programme. Consequently, the participation of the Faculty of Humanities and Social Sciences students in the total number of outgoing students decreased to 15%. The Faculty of Humanities and Social Sciences thus ranked third in the number of outgoing students at the University.

Student mobility in 2012/2013




As the figures show, the Faculty of Humanities and Social Sciences is among the most successful University faculties and departments when it comes to student mobility. However, the figures also indicate that the total number of mobile students has remained unchanged in the last two years, while the figures for other University faculties have steadily increased.

The interest of our students is evident from the number of visits to the Faculty's web pages containing information on the Erasmus scholarships and projects (table 6.16).

Table 6.16. The number of visitors to the Faculty's web pages

ID	Title	Section	Category	Date created	Visits
7857	Erasmus Third Round	Scholarships	Scholarships	21/10/13	88
7572	European project management			10/09/13	61
7571	Professional training in Florence for teachers, educators and students	Scholarships	Scholarship	10/09/13	892
7568	Erasmus Info days, University of Split	Scholarships	Scholarships	09/09/13	179

 ID	Title	Section	Category	Date created	Visits
7562	For the final year students, future teachers and educators	Scholarships	Scholarships	09/09/13	176
7524	Erasmus Info day 03/09			30/08/13	93
7522	Tender for Erasmus Student Mobility - deadline 20/09	Scholarships	Scholarships	30/08/13	197
7252	Euraxes info day	Scholarships	Scholarships	29/05/13	311
7251	Marie Curie PhD scholarships			29/05/13	731
7194	Translation competition for the EU institutions - announcement	Scholarships	Scholarships	16/05/13	428
7157	Staff mobility Erasmus 2013/14			08/05/13	128
7156	Tender for Erasmus staff mobility 2013/14	Scholarships	Scholarships	08/05/13	655
7075	The University of Split announced a tender for Erasmus student placement scholarships	Students	Information	15/04/13	83
7061	Placement scholarships for teachers and future teachers of history	Scholarship	Scholarships	10/04/13	336
7060	Professional training, Florence	Scholarships	Scholarships	10/04/13	343
7059	COMENIUS & GRUNDTVIG scholarships for future teachers			10/04/13	100
7058	COMENIUS & GRUNDTVIG scholarships for future teachers and students of pedagogy and Pre-School education	Scholarships	Scholarships	10/04/13	1052
7036	Erasmus results			05/04/13	92
7035	Results of the tender for Erasmus student mobility 2013/2014	Scholarships	Scholarships	05/04/13	416
7034	Student placement in NATO headquarters	Scholarships	Scholarships	05/04/13	456
6911	Presentation of scholarships awarded by the French government 11/03			11/03/13	78
6910	French scholarships	Scholarships	Scholarships	11/03/13	375
6788	How to apply for Erasmus? Workshop 21/2/2013.	Scholarships	Scholarships	19/02/13	468
6708	Tender for student mobility in 2013/14	News	News	06/02/13	101
6707	Erasmus tender	Scholarships	Scholarships	06/02/13	1124

 ID	Title	Section	Category	Date created	Visits
6639	Erasmus Info day 31/01/2013.			28/01/13	129
6638	Erasmus Info day 31/01/2013.	Scholarships	Scholarships	28/01/13	1116
6539	Professional training- translation	Scholarships	Scholarships	15/01/13	506
6454	Tender for staff mobility	Scholarships	Scholarships	14/12/12	530
6217	Second Erasmus tender in the 2012/2013 summer semester	Scholarships	Scholarships	23/10/12	493
5974	Erasmus Info day 11/9/2012.	Scholarships	Scholarships	10/09/12	646
5957	The 2012/2013 summer semester tender for student mobility	News	News	04/09/12	148
5956	The 2012/2013 summer semester tender for student mobility	Scholarships	Scholarships	04/09/12	1334
5706	SANDOZ scholarships for students enrolled in the first year of undergraduate degree course	Scholarships	Scholarships	14/06/12	1094
5705	Scholarships for Croatian Expats - deadline: 16/06	Scholarships	Scholarships	14/06/12	724
5704	The European Association of History Educators (EUROCLIO)Annual conference + scholarship	Scholarships	Scholarships	14/06/12	673
5477	"Conflict and Cooperation" - professional training for history teachers	Scholarships	Scholarships	23/04/12	763

However, the number of students attending the Info day organized by the Faculty of Humanities and Social Sciences was quite low (10 to 20 students). This could be due to the fact that the Faculty is currently operating across seven locations. We consider it necessary to enhance the promotion of mobility, particularly at the departments with low student mobility. To address this issue, Info days should be organized at all locations, while ECTS coordinators from respective departments should be included in the promotion of mobility.

The number of incoming students is also on the rise. In the academic year 2012/2013, the Faculty of Humanities and Social Sciences ranked third among University's faculties and departments for the number of students received through the Erasmus Programme (table 6.17).

Table 6. 17)

Unit	Study visit	Student placements	Total number of incoming Erasmus students
Faculty of Economics	21	5	26
Faculty of Humanities and Social Sciences	18	1	19
Faculty of Law	0	2	2
School of Medicine	1	0	1
Academy of Arts	2	0	2
Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture	5	6	11
Faculty of Maritime Studies	0	0	
Faculty of Civil Engineering, Architecture and Geodesy	11	10	21
Faculty of Chemistry and Technology	1	0	1
Faculty of Kinesiology	1	0	1
Faculty of Science	0	1	1
University Department of Professional Studies	0	0	0
University Department for Forensic Sciences	0	0	0
University Department of Marine Studies	0	2	2

In addition to Erasmus students, our Faculty also hosts CEEPUS Freemover students and students received based on bilateral agreements between countries. Considering the fact that these scholarships are also available to our students, it is also necessary to offer advice and encouragement concerning student applications to these scholarships.

As regards staff mobility, it is only partly realised through the Erasmus programme due to the limited number of scholarships for staff mobility within this programme (although an increase of student mobility leads to a proportional increase of teacher mobility) .

In cooperation with Università Europea di Roma, the Faculty of Humanities and Social Sciences has submitted a project proposal (Proposal 608255 INTEGRA) to the Marie Curie Initial Training Networks (ITN) Call for Proposals, Call: FP7-PEOPLE-2013-ITN. The project was aimed at securing funds for the mobility of young researchers (PhD students) within the consortium consisting of the following European universities and institutes:

- Università degli studi Europea, Department for Human Science
- Università del Salento Faculty of Law
- Universidad Abat Oliba, Department of Law -Cathedra of Solidarity Economy
- University of Split, Faculty of Humanities and Social Sciences
- Centro Nazionale delle Ricerche CERIS
- IMO Netherlands, Institute for man- & organisation development Associated Partners
- ACCOA Italy Associazione Camere di Commercio per l'Europa Centrale
- *Associazione Nazionale Oltre Le Frontiere*
- CCIB Spain Camara de Comercio Italiana Barcelona
- FT Spain Fundación Privada Trinijove
- UB Italy Università di Bari Department of Communication, Psychology and Education
- SME
- Zeist/ Netherland - Research of human resources management and organization development

The funding for the project, however, was not approved, but we hope to be more successful in the next attempt.

With regard to the participation of our researchers in international scientific and professional projects, in the past 8 years our researchers have participated in approximately 6.5 projects a year. On average, the projects have lasted 2 to 3 years with 2 scientists participating in each. Some researchers have simultaneously participated in more than one project. It is necessary to encourage and develop an increasing number of our researchers to participate in international projects.

The results of the questionnaire compiled for the purpose of self-evaluation have shown that a much larger number of scientists is interested in participating in international projects. On the other hand, the International Relations Unit has continuously disseminated all the received information on international projects applications (approximately 5 a month), including individual calls for cooperation on specific suggestions by foreign partners leading to joint projects (approximately 3-4 a year). However, the response of our researchers has been insufficient. This matter should be examined in more detail.

Having examined the contents of the projects implemented at the Faculty of Humanities and Social Sciences and the research interests of researchers who wish to work on international projects, we can conclude that the research topics pursued are mostly predetermined by the interests and goals of the institution financing the project, and that these research topics are not necessarily related to our researchers' stated interests. On the other hand, common ground for the majority of realized international projects is our researchers' expertise, as well as the project implementation on the local, national and regional levels. It is necessary on the one hand to encourage researchers to adapt their interests to the terms of proposals and to continue to inform our teaching staff regarding the priorities and objectives of the policies shaping the financing of scientific research. On the other hand, we need to be proactive and contact our potential partners, offering our expertise and simultaneously emphasizing our comparative advantages.

Bearing in mind that the Faculty doesn't have an International Relations Office, but only International Relations Unit (part of Dean's Office) employing one person who is also the Erasmus coordinator for the whole Faculty, we believe that the results achieved so far are very good, but still do not maximise the scientific capacities and ambitions of our institution.

In the previous period, our Faculty ranked top (in comparison with other University faculties) for the number of Erasmus agreements and mobile (incoming and outgoing) students and staff. However, taking into consideration the tendency towards ever-growing mobility and the complexity of the administrative procedure (particularly with regard to the double major system of study) we believe that further development and progress of international cooperation is not possible without the enlargement of our administrative resources, for example by offering increased student placements. This, however, requires adequate office space. We also think that one of the essential preconditions for the further development of international cooperation is the establishment of an International Relations Office. In our opinion, we shouldn't overlook the fact that the Faculty of Humanities and Social Sciences is spread across seven locations which means that most of the time the communication between the International Relations Officer and employees and students takes place virtually, via electronic mail.

The International Relations Unit is not involved in administering our researchers' participation in international conferences but, when necessary, helps with the organization of international conferences organized by the Faculty. All incoming information on international scientific conferences is regularly forwarded to all employees via electronic mail.

The questionnaire has also shown that the participation of our researchers in international conferences taking place outside Split is in some cases financed by departmental or Faculty budget or from the projects funded by the Ministry of Science, Education and Sports. Participation is also sometimes financed by conference organizers or by the researchers themselves. Information on financial needs related to international cooperation is gathered by the University of Split from each of its units every year. Our International Relations Unit gathers data on the needs and plans of respective departments each year and forwards them to the University. However, International Relations Unit has never received feedback on the total amount of money granted, and the accounting department has thus far not kept a record of the total revenue and expenses related to international cooperation. We believe that more transparent criteria should be established for distributing funds allocated to the Faculty for the purpose of international cooperation.

c) Indicate international associations of related institutions which your institution is a member of, as well as the manner in which you contribute to the achievement of common goals.

Many of our teachers are members of numerous international associations. This allows them to participate in international scientific conferences and seminars in their field of interest. Employees mostly pay membership themselves, while some departments, such as the Department for Italian Language and Literature, pay the membership in international associations for the Department members (Table 6.18).

Table 6.18 List of international associations which Faculty employees are members of

Name and surname	Association	Yearly membership fee	Membership paid by
Maja Ljubetić	IEDPE Paris, France	0	n/a
Berislav Žarnić	Association for Logic, Language and Information (FoLLI)	0	n/a

Snježana Bralić	Associazione Internazionale per gli studi di lingua e letteratura italiana (AISLLI)	50 €	Department for Italian Lang. and Lit.
Maja Bezić	Associazione Internazionale per gli studi di lingua e letteratura italiana (AISLLI)	50 €	Department for Italian Lang. and Lit.
Snježana Bralić	Associazione internazionale professori di lingua italiana (A.I.P.I.)	25 €	Department for Italian Lang. and Lit.
Magdalena Nigoevic	Associazione internazionale professori di lingua italiana (A.I.P.I.)	25 €	Department for Italian Lang. and Lit.
Maja Bezić	Associazione internazionale professori di lingua italiana (A.I.P.I.)	25 €	Department for Italian Lang. and Lit.
Magdalena Nigoevic	ENSE (Eurolinguistic Network South-East)	0	n/a
Gloria Vickov	EUROSLA (the European Second Language Association)	50 €	by herself
Maja Bezić	Croatian-Italian Association Dante Alighieri Split	100 kn	by herself
Berislav Žarnić	Philosophy of Education Society of Australasia	550 kn	by himself
Magdalena Nigoevic	SILFI (Società Internazionale di Linguistica e Filologia Italiana)	25 €	by herself
Snježana Bralić	SLE- Societas Linguistica Europaea	150 €	Department for Italian Lang. and Lit.
Maja Bezić	SLE- Societas Linguistica Europaea	150 €	Department for Italian Lang. and Lit.
Magdalena Nigoevic	SLI (Società di Linguistica Italiana)	38 €	by herself
Maja Ljubetić	WGI (Institute William Glasser) SAD	65\$	by herself
Ilonka Peršić	MLA	27\$	by herself

Ilonka Peršić	<i>International James Joyce Foundation</i>	35\$	by herself
Ilonka Peršić	<i>British Comparative Literature Association</i>	35 £	by herself
Ilonka Peršić	<i>Virginia Woolf Society of Great Britain</i>	22 £	by herself
Ilonka Peršić	<i>The Edgar Wind Society for Art History</i>	0	n/a
Gordan Matas	European Society for the Study of English (ESSE)	100 kn	by himself
Gordan Matas	Central European Association for Canadian Studies (CEACS)	20 €	by himself
Gordan Matas	Croatian-Canadian Academic Association (HKAD)	100 kn	by himself
Maja Miše	European Archaeology Association (EAA)	30 €	by herself
Maja Miše	International Association for Research on Pottery of the Hellenistic Period (IARPotHP)	60 €	by herself
Maja Miše	North American Victorian Studies Association (NAVSA)	65 \$€	by herself
Maja Miše	Association of Adaptation Studies (AAS)		by herself
Nataša Stojan	European Society for the Study of English (ESSE)	100 kn	by herself
Sanja Čurković Kalebić	AILA - Association Internationale de Linguistique Appliquée or International Association of Applied Linguistics	100 kn	by herself or FFST
Sanja Čurković Kalebić	British Association for Applied Linguistics (BAAL)	40 £	by herself
Sanja Čurković Kalebić	Association for Teacher Education in Europe (ATEE)	90 €	by herself
Sanja Čurković Kalebić	ESSE-European Society for the Study of English	0	
Aleksandar Jakir	Member of the editorial board - Croatian Studies Review Member of Südosteuropa-Gesellschaft from Munich	0	
Ivanka Buzov	European Network of Experts on Gender Equality, Rim, Fondazione Giacomo Brodolini.	0	

Gordana Galić Kakkonen	The Society for the Study of Medieval Languages and Literature	20GBP	by herself
Gordana Galić Kakkonen	International Gothic Association	5GBP	by herself
Jagoda Granić	ELA (Eurolinguistic Association)	0	by herself
Jagoda Granić	ENIEDA (The European Network for Intercultural Education Activities)	0	by herself
Jagoda Granić	AILA - Association Internationale de Linguistique Appliquée/International Association of Applied Linguistics	100 kuna	by herself
Nikica Mihaljević	Associazione Internazionale dei Professori d'Italiano (A.I.P.I.)	25 Eura	department
Nikica Mihaljević	Associazione degli Italianisti Italiani (ADI) - Hrvatsko filološko društvo (HFD)	0	
Nikica Mihaljević	American Association of Teachers of Italian (AATI)	52 USD	by herself
Antonela Pivac	Associazione internazionale professori di lingua italiana (A.I.P.I.)	25 Eura	department
Srećko Jurišić	Associazione internazionale professori di lingua italiana (A.I.P.I.)	25 Eura	department
Srećko Jurišić	Associazione degli Italianisti – A.D.I	50 Eura	by himself

At the initiative of International Relations Unit, the Department of History has become an associated member of the European Association of History Educators (EUROCLIO):

Cf. <http://www.transconflict.com/gcct/gcct-members/europe/other/euroclio/>

In 2013 the Association submitted a project entitled “*History Education for the 21st Century - Acquiring transversal competences through the learning and teaching of history*” to the Comenius programme. Unfortunately, the application was unsuccessful but an updated form of the project will be submitted to ERASMUS+.

Our researchers actively participate in the Association's activities and take part in scientific and professional conferences for history teachers organized by this Association. The students are advised to apply for history teachers' lifelong learning programmes organized by this association within Comenius and Grundtvig programmes.

The International and Public Relations Unit prepares reports on the History Department's activities for the Association's newsletter:

Cf. http://euroclio.eu/new/index.php/component/acymailing/archive/view/listid-1-mailing_list/mailid-47-euroclio-newsletter

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

As previously shown, in the period from 2009/10 to 2012/2013 the Faculty of Humanities and Social Sciences has signed 24 bilateral agreements, thus securing 101 student mobility placements, 44 teacher mobility placements and 14 employee professional training placements at partner universities abroad. As a result of these agreements a total of 82 student mobility actions were undertaken (Table 6. 19):

Table 6.19.

purpose	Host institution	2008/09	2009/10	2010/11	2011/12	2012/13	total
study	SSIT - TRIESTE	1	5	5	8	3	22
study	Uni Chieti-Pescara		2	7	9	4	22
study	Uni Maribor				3	8	11
study	Uni Graz	0	1	0	2	3	6
study	Univ. St Etienne			3	2		5
study	Uni Catania					3	3
study	UE Roma			1			1
study	Uni Ljubljana				1		1
study	Uni Wroclaw					2	2
study	Uni Warsaw					1	1
study	Uni Rennes					1	1
internship	Tourist Ag. Onlus Foral Milazzo			2			2
internship	Universidad Politécnica de Madrid, Spain				2	1	3

internship	University of Valencia, Spain					1	1
internship	Croatian community in Trieste, Italy			1			1
	total	1	8	19	27	27	82

The outgoing student mobility is limited to 11 universities (out of the 24 universities we have the agreement with). Some students have also undertaken Erasmus placements at universities with which we haven't yet concluded study visit agreements. Students in these cases choose a university themselves, as well as their work placement.

It is evident that the Department of Italian Language and Literature ranks top for the number of mobile students: 48 students have studied at universities in Italy (Trieste, Pescara, Rome and Catania); three were in France (St Etienne); three students of English and Italian have undertaken placements in Spain (International Relations Office Universidad Politecnica di Madrid).

After completing their study visit at the University of Trieste, two students of Italian obtained work placements as Croatian language instructors. Two students worked in a tourist agency in Italy and one student taught Croatian at the Croatian Community in Trieste.

The International and Public Relations Office has endeavoured to promote the Erasmus programme through contact with media, especially newspapers that have on many occasions reported on our students abroad:

Cf. Article in Slobodna Dalmacija, 20/08/2011

<http://www.slobodnadalmacija.hr/Split/tabid/72/articleType/ArticleView/articleId/146623/Default.aspx>

After completing a study visit and internship and following the advice given by the Faculty Erasmus coordinator, some of our students have applied for the Comenius Assistantship. After graduation, some students have been employed as English language teaching assistants in state schools in Italy (Rome, Genoa, Padua). Cf. for example: <http://mobilnost.hr/index.php?id=808>

The most popular universities among the students of Italian Language and Literature are universities in Trieste and Pescara, followed by Maribor which appeals mostly to students of Pre-School education and Philosophy.

Among the students who participated in mobility programmes there are 34 students of English, 16 students of Croatian, 13 students of Art History, 10 students of Philosophy, 5 students of Pedagogy, 5 students of History, 3 students of Teacher Education and 2 students of Sociology.

As regards incoming mobility, the number of incoming students has noticeably grown in the last three years. Moreover, in the academic year 2012/2013 there was an equal number of incoming and outgoing students, with an upward tendency for outgoing students. Incoming students do not necessarily come from the universities chosen by our outgoing students. The largest number of students comes from Poland (10) and France (5). Some incoming students come via the CEEPUS programme as Freemover students (the Faculty of Humanities and Social Sciences is not a member of any CEEPUS network).

A significant number of PhD students has been recorded among the CEEPUS students. On the other hand, our doctoral students haven't yet participated in any mobility action. Considering the fact that this PhD program has been recently established, it is to be expected that our doctoral students will use CEEPUS Freemover scholarships more frequently in the years to come. We also believe that it is important for the Faculty to join one of the existing CEEPUS networks and thus facilitate staff mobility within CEEPUS programme.

Staff mobility within ERASMUS Program is limited by the number of available scholarships.

e) Analyze the way your teachers and associates apply their international experience gained during a year or more spent at eminent Universities or institutes worldwide. Make some comparisons with other related institutions of higher education and give your opinion on the issue.

The employees who have spent some time at international institutions in the past three years speak highly of the usefulness of their stay. Our employees have given the following answers to the question “In what ways was your stay abroad useful for the Faculty, your department and your students?” in the questionnaire carried out for the purpose of self-evaluation (the most important segments are underlined):

“Recognition of my scientific research contributes to the Faculty's reputation, encourages other employees and supports further development of international cooperation.”

“My study visit was first of all useful for the Faculty, seeing that we have met certain requirements for further cooperation on joint projects, including the necessary requirements for possible future applications for international projects.”

“Study visits are useful for students because they can obtain direct information on the numerous possibilities included in the mobility programme offered by the higher education institutions where the study visit was spent (University of Helsinki and University of Warsaw).”

“The scientific-research work was used to complete my PhD thesis.”

“New ideas and personal scientific-research experience gained during this study visit will be referred to in teaching practice.”

“During my stay in Ljubljana we discussed future cooperation between Art History departments in Split and Ljubljana within the framework of our doctoral studies.”

“Due to my improved knowledge of Rome's historical sites I was able to share my own opinions and impressions with my students during lectures.”

“(My study visit) was useful for improving the quality of teaching, particularly at the graduate level (new courses were introduced into translation studies programme). However, there has been no dissemination in the true sense of the word. I have personally forwarded the Erasmus report to my colleagues, but my intention was also to prompt a discussion on university-level translation studies in Croatia. Following the trends in the labour market, it would be advisable to continue graduate degrees in translation with Master's degrees. In the meantime, I am negotiating the introduction of the Croatian language in ISIT in Milan. I think that the Department of Italian Language and Literature should arrange a meeting with professor Bruno Osimo and/or professor Fabrizio Parini in relation to teaching these courses etc.”

“I have spent a week at Kunsthistorisches Institut in Florence in order to carry out research and prepare a scientific paper. Owing to this short stay, I have prepared materials for scientific paper presented at the IKON conference.”

“I have shared my knowledge with my students by giving a lecture on the topic I have researched. While staying in Florence I have personally photographed all the monuments we usually discuss during lectures. Moreover, owing to the contacts I have there and my recommendation, a student of mine was able to carry out a short piece of research for his diploma thesis during his stay in Florence.”

“Gaining experience and implementing new insights, as well as teaching and professional methodology in practice.”

“Promoting scientific research in the field of Pre-School pedagogy; promoting our Faculty.”

“Video and photo materials recorded at the experimental kindergarten Hokus Pokus, Kristiansand and the results of the scientific discussions were presented to the students within the course in Pre-School pedagogy. The presented materials were used as an incentive for comparison and critical discussion.”

“In addition to the exchange of experiences, professional and scientific cooperation was established with the purpose of improving teaching process and scientific work at the Faculty of Education, University of Maribor and the Faculty of Humanities and Social Sciences, University of Split.”

“In 2012, Professor Vlasta Hus wrote a review of the textbook *Methodology of teaching natural science subjects* written by Professor Vesna Kostović-Vranješ. This book is intended primarily for the students of the Faculty of Humanities and Social Sciences in Split, and also for other teacher education faculties in Croatia. The University of Split publishing committee has classified this book as a university textbook. The textbook is currently being printed by Školska knjiga Zagreb. Professor Vlasta Hus will include the textbook *Methodology of teaching natural science subjects* on the recommended reading list for the teacher education students at the Faculty of Education, University of Maribor.”

“During my study visit I discussed programs of institutional cooperation and joint conferences.”

“I was preparing scientific papers and materials for my lectures.”

“The Department of Geography at the Faculty of Science and Education (University of Mostar) relies on external associates for running its courses. My stays in Mostar give me the opportunity to maintain the established contacts with my colleagues at the Geography Department, to exchange experiences and cooperate in our scientific work.”

“In July 2010 I attended a one-month training for Italian language teachers (Corso di aggiornamento per insegnanti d'italiano all'estero) at Università per Stranieri in Perugia. This experience has been reflected on the quality of my teaching courses in Italian language methodology and Glottodidactics primarily through newly acquired skills and access to literature. I shared information with the students and encouraged their interest in similar placements.”

“My scientific work and the lectures I give as a visiting scholar contribute to the quality and international visibility of the Department for English language and literature.”

“While visiting at IES I have initiated the international cooperation between the School for Slavonic and East European Studies, University of London and the Department of Croatian language and Literature, Faculty of Humanities and Social Sciences concerning student exchange in Split.”

“Private training and consultations with professors at the Institute for the history of South-eastern Europe, University of Vienna have influenced my professional development both as a teacher and a scientist. I have conveyed my experiences, particularly those related to the methodology of research, to my colleagues at the Department.””

“Our international experiences are useful for our students primarily because of the new insights related to the teaching process. I have tried to convey these new insights to my students during seminar practice and field work.”

“I presented my experience of teaching at the Chair of Italian Studies in Warsaw during the Week of Italian culture in Split. It has prompted fellow experts in Italian studies from Split, as well as professors working in the field of Humanities to apply for Erasmus mobility with the aim of teaching at a foreign university.”

“My stay abroad has improved my understanding of the rich historical sources related to the history of Dalmatia which can be found in one of the most famous and oldest archives in the world. It has also enriched my teaching with new information which is very rarely or never found in the literature.”

“Presentations at international conferences greatly contribute to the dissemination of research findings and work at scientific projects. I use these results in my work with the students with the intention of informing them about the newest achievements in the field of psycholinguistics.”

“I use the professional training in the field of the reform of higher education in my work with my students and for preparing course syllabus.”

“The hands-on work experience at a European institution is very important in all areas, including administration. Although we all belong to the same European education process, there are certain minor details which make a difference in the evaluation of universities. The Freie universitat in Germany, which has achieved an excellent third place in the evaluations, is definitely an example of excellent educational and organizational “path” to be followed... We have exchanged experiences in, most frequently, my field of work, workplace relations, appointment into grades, material and other employee rights and obligations, although with the emphasis on their experiences. In return, I have invited them to be our welcome guests.”

“Experience gained by participating in the ICOM workshop under the auspices of UNESCO was valuable for the research work related to my project. Promoting research experience in the field of the safeguarding of intangible cultural heritage has contributed to the international affirmation of my department and encouraged the interest in international cooperation with the Department of Croatian language and literature. I have presented my experience of planning and running an international workshop on safeguarding and promotion of intangible heritage to the students of my elective course Croatian maritime heritage.”

Moreover, some teachers have expressed their dissatisfaction with the extent to which their experiences and contacts are used. They believe that at some departments the following topics are not sufficiently discussed: scientific research, Ministry and EU projects, visits of foreign scholars and

international cooperation. They also feel that they lack the opportunity to familiarize their colleagues with the research findings and research activities that they undertake.

It is evident from the statements made by our employees who spent time abroad (mostly less than a year) that, regardless of the duration of the mobility, a visit to an international higher education institution plays an important role in the exchange of information and ideas and gaining an insight into different practices. Each contact with our colleagues abroad results in numerous ideas on the possibilities of improving our study programmes.

Each visit of our teachers (and non-teaching staff) to a foreign institution, regardless of its duration, is very important not only for the employee's personal scientific and professional development, but also for the further development of scientific and teaching activities at the Faculty. It is also important for the further development of international cooperation in terms of international scientific-research projects and possible joint study programmes.

On the other hand, shortcomings mentioned by some teachers point towards the need for more systematic and efficient dissemination of mobility results through departmental meetings or Faculty web pages.

f) If applicable, describe and evaluate the cooperation in teacher and associate exchange programs with foreign higher education institutions. Give the opinions and comments of students on the visiting scholars.

Our teachers have given the following answers to the question related to the significance visiting scholars have for both the institution and the students in the questionnaire carried out for the purpose of self-evaluation (the most important segments are underlined):

“A world-renowned researcher in the field of museology has contributed to the postgraduate study programme at the Faculty of Humanities and Social Sciences by providing the impetus for the organization of the Dalmatian field school in sustainable heritage within the framework of our Centre for interdisciplinary research *Studia Mediterranea*. Our students had the opportunity to meet the world's leading expert on museology and intangible cultural heritage. He is a mentor to our students and is in contact with them via e-mail.”

“Cooperation on the undergraduate study level was established between Art History departments in Ljubljana and Split three years ago. The cooperation was realised through teacher exchange. Ljubljana's Art History Department has donated a number of their publications (journals, conference proceedings, books) to the Faculty library. Lectures of our Slovenian colleagues held within the

Erasmus programme were included into the syllabus for courses *Art of the 15th and 16th Centuries* and *Art of the 17th and 18th Centuries*.”

“Professor Ramsay MacMullen is one of the world's most important experts on the history of late antiquity and, according to prevailing opinion, the greatest living historian of the Roman Empire. Our discussions and the experience I gained showing him around ancient Salona have greatly enriched my views on certain scientific issues. It has also indicated the importance of frequent visits of foreign researchers to our historic sites, particularly to Salona and Diocletian's Palace, as well as the need to organize international conferences with the aim of devoting due scientific attention to these sites. I have talked to my students about the views expounded by foreign researchers on the issue of our ancient localities. McMullen is an author of numerous syntheses and his observations on the significance of Salona and its localities within the Roman Empire are very valuable.”

“Visiting lectures are always welcome refreshment in the teaching process. They are also important in order to remain in contact with the colleagues with whom we share similar interests, that is, research topics. Students were very satisfied with visiting professors with regard to the fact that that they were able to hear first-hand about the specific topics these researchers investigate.”

“Lecture given by the representatives of the American Indian community Tom Jones and Patsy Phillips organized by the Department of Sociology introduced sociology students and students from other departments to the uniqueness of the Ho Chunk community. Students had the opportunity to directly hear about, learn about and discuss the topic, which is in their field of interest. Due to its interesting topic and interdisciplinary approach, the lecture also attracted the interest of teachers, employees and the general public.”

“The lecture given by the Ambassador of Poland to Croatia, Wieslaw Tarka, entitled “Polish experiences after six years of membership in the European Union” which was attended by the Sociology students and students from other departments, teachers and general public, provided insight into the mostly positive experiences of this country which became an EU member on 01 May 2004 together with other 9 countries. The lecturer emphasized that 86% of Polish people supported European Union, only 9% were against and 5% were undecided. These results may be due to the positive influences on Polish economy after joining EU. Statistical data provide support for this opinion: in 2008, which was the year of economic crisis, there was a 6.6% increase in GDP. Poland is the only country that wasn't affected by recession and in the first nine months of the current year there is an increase of 3.5-3.7%. The citizens have directly experienced this growth through a rise in salaries.

The Polish simply knew how to use EU funds, preparing their strategy for ten years to become an example of a young, progressive member state.”

“In the lecture entitled **The Middle East; Domestic Turmoil- prospects for Regional Stability** the lecturer discussed a recent decision of the UN on Israel, and claimed that almost nothing had changed bearing in mind that exactly the same decision had been made exactly 65 years ago. At that point the UN General Assembly Resolution 181 purported to divide Palestine and create a “Jewish” and an “Arab” state. Israeli-Palestinian negotiations have been broken for four years and this decision should effect a change in this situation, although it will not be easy. It is not possible to share a country without negotiations. According to the lecturer’s words, the Israelis want to negotiate and live in peace. The lecture was concluded by stating that peace and stability in any part of the world can exist only if there is freedom of speech and action.”

“Based on a specific example, sociology students were given the opportunity to broaden their knowledge in the following subject areas: ethnography, social structure, social changes and fundamental sociological terms.”

“During the lectures entitled “Communicating to the Consumer: Five Social Techniques to Reach the Customer and Some DOs and DON'Ts in (intercultural) Customer Communications”, students were given the opportunity to familiarise themselves with the ways and possibilities of studying at the University of Klagenfurt and with the sociology and interdisciplinary study programmes. Simultaneously, lectures and workshops have broadened the students' horizons in the fields they have already been learning about as well as the new ones indicating the relationship between sociology, the economy and media. These lectures were also attended by students with other subject combinations and by their professors.”

“Sociology students had the opportunity to broaden their horizons in a variety of subjects such as the sociology of spending, social psychology and fundamental sociological terms.”

“That was useful for the Faculty's reputation as a valuable partner for scientific-teaching cooperation and as a stimulus for arranging specific joint projects.”

“Getting to know students and an invitation to become a part of Erasmus student exchange; becoming acquainted with the developments in the field of didactics in Slovenia.”

“Getting an insight into the continuity of avantgarde/neo-avantgarde on the international scene, as well as the viewpoint of an expert and researcher who established the Department for Contemporary Art at the University of Paris 4 and also formed the collection of contemporary and modern art in Grenoble

in the 1980s. He is held in high regard as a director of the Museum Orsay. He is also very adept at combining scientific-research and museum work. Getting an insight into other methodologies and views on the period of Modernism.”

“This lecture has contributed to the international scientific contacts of the History Department and the Faculty and introduced the students into a new angle of still unexplored aspects related to the collapse of Austro-Hungarian Empire and formation of the new South-Slav country and, within that context, the solution of the Croatian national question.“

“Both lectures (given by visiting professors within regular classes; were open to all students and professors from the Department) have made the regular courses more diverse and contributed to establishing teacher exchange Erasmus agreement. The lectures have contributed to the quality of students' experience and gave them insight into the foreign lecturers' teaching methods. “

“Students were given the opportunity to attend the lectures on Canadian literature. “

“In addition to the exchange of experiences, professional and scientific cooperation was arranged with the purpose of improving the teaching process and scientific work at the Faculty of Education, University of Maribor and Faculty of Humanities and Social Sciences, University of Split.”

“Professors from Canada and Germany have given lectures to the students of Philosophy and at the meeting of the Split Philosophy Circle.”

g) Specify the way you promote lectures held in English or any other world language in order to attract foreign students.

All courses at all levels of study at the Department of English language and literature are taught in English and as such are available to all the visiting students as well as foreign students who wish to enrol at our Faculty. At the Department of Italian language and Literature all courses are taught in Italian which indicates that all the students of English and Italian from any partner university can attend these lectures without any problem whatsoever.

With regard to the fact that all courses at other departments are taught in Croatian, a questionnaire on the teachers' readiness to teach (when needed) courses in foreign languages was compiled. The results show that the teachers from all departments are interested in teaching in foreign languages (46 teachers suggested English as their first choice, 4 teachers suggested German as their first or second choice, 5 teachers suggested Italian as the first or second choice, 2 teachers suggested French as the

first or second choice, one teacher suggested Russian, one teacher suggested Polish as the first or second choice).

The Faculty of Humanities and Social Sciences has submitted six proposals for courses in English language to the Call for project proposal announced by the University of Split regarding courses in English aimed at visiting Erasmus students:

1. Contemporary Croatian History (Aleksandar Jakir, Full Professor)
2. History of Modern Croatia (Josip Vrandečić, Associate Professor)
3. Urban Historical Geography (Nikola Glamuzina, Associate Professor)
4. Greek Civilisation on the Adriatic; Ancient Greek Arts and Crafts (Maja Miše, PhD)
5. Philosophy of Globalization (Mislav Kukoč, Full Professor)
6. Evolutionary Theory (Tonći Kokić, Assistant Professor)

It is worth mentioning that just five faculties out of 16 University units have submitted proposals for courses in English which indicates that our Faculty has offered the largest number of courses. However, the University provides funds only for the preparation of teaching materials in English and not for teaching the courses. For now, the whole process is based on the goodwill of a few individuals who should be adequately rewarded for their efforts. With the regard to the limited financial possibilities, the system of allocating points to the teachers applying for mobility within Erasmus programme, who are given additional points for accepting visiting students, is currently the only way of rewarding these teachers.

It should be pointed out that the results of the questionnaire conducted with the purpose of self-analysis by the International and Public Relations Unit have shown that most of the employees are interested in the additional improvement of their foreign language competences and that many of them are ready to attend a structured foreign language course, that is, conversational practice with a foreign lector. It is our opinion that organizing the support for the improvement of our employees' foreign language communication skills would be one of the best incentives for the development of study programmes in English and in other foreign languages.

Regardless of our capacities for teaching in English and other foreign languages, we believe it is important to point out the growth of interest for studying Croatian as a foreign language. Many of our visiting students come to the Faculty because they want to study Croatian. With regard to the fact that upon Croatia's entry into the European Union Croatian has become one of EU's official languages, we believe that our Faculty has a special place in safeguarding Croatian language and culture (especially in the context of European policy of multilingualism and cultural diversity) as well as in the

linguistic and cultural preparation of all foreign citizens who wish to study, work, do business and live in Croatia.

h) Analyze the international cooperation of students of your institution, especially from the professional standpoint (professional student symposia, study visits, etc.), and particularly in terms of associations for the purpose of promoting student rights.

The Student Council of the University of Split has a branch at the Faculty of Humanities and Social Sciences and a student representative in each department. There are separate student associations at some departments, some of which are very active. For example, the association of history students *Toma Arhiđakon* organized a series of events within the past two years, most notably the conference entitled “We are students, too” (11 May 2013). The aim of this conference was to raise public awareness of problems and opportunities disabled people are facing. The aim was also to show teacher education students how to communicate with disabled students during the teaching process and to point out positive and negative differences between Split and the rest of Croatia when it comes to studying. The purpose was also to give Split prominence as a Croatian centre for disabled university students. The representatives of this association participated in the international student historiography seminar “Adriatic encounters” which took place in Zadar from 25 to 28 April 2013.

The Association's web pages contain information on the activities of the International Students of History Association (ISHA).

The association of Art History students has conducted several projects, most notably research on the relationship between museums and local government (September 2010) in cooperation with the European Network of Cultural Administration Training Centres. The Louvre Museum, a museum from Manchester, coordination of the cultural heritage associations from Brussels, The Town of Split - Old Town department and the Observatory of Cultural Policies were also included in this project. The aim of the project was to examine the role these museums play in their local communities.

Sociology students' club regularly informs their students on the possibilities of participating in international conferences, workshops and such-like, for example:

<http://marul.ffst.hr/obavijesti/diskrepancija.2013.pdf>

<http://marul.ffst.hr/obavijesti/Pontes.poeticae/Pontes.poeticae.pdf>

The Faculty of Humanities and Social Sciences students are the most active and most numerous members of the association “Students for students” (s4s) which aimed at improving students' living standards. This association has its own radio programme, organizes humanitarian drives and offers collective discounts to its members.

Faculty of Humanities and Social Sciences students publish their own (multilingual) journal *The Split Mind* containing pieces written by our students and by students of other faculties from the country and the region. The journal encourages an active cooperation between teachers and the students and is considered to be one of the most important literary-cultural journals in the whole county, stimulating students' creativity and critical thinking.

In April 2010 the members of History students association from the University of Metz visited the Faculty of Humanities and Social Sciences and met their colleagues from Split. It is worth noting that our students have established new contacts and lasting friendships with ERASMUS and CEEPUS visiting students. We therefore expect that the international cooperation between students associations will continue to develop in the years ahead.

i) Give your comment on the opportunity for your students to spend part of their studies abroad, as well as on the types of institutional support.

The International Relations Unit regularly publishes all relevant information and disseminates all received materials on the possibilities of study visits for students. The Head of the Unit, who is also the ERASMUS coordinator for the Faculty, is at the disposal of all interested students to guide them through the procedure of applying for the scholarship and organization of mobility, particularly within the framework of ERASMUS mobility programme. Here are the scholarship possibilities:

- **ERASMUS study visit** (minimum duration: 3 months)

Prior to leaving, the students enter into the Learning Agreement defining their obligations during mobility. After the students return from abroad, the results achieved during mobility are recognized as ECTS points and marks received at the exams they took to enable them to continue their studies at their home university. These are entered into Diploma Supplement in Croatian and/or English language. The departmental ECTS coordinators make the decision regarding the content of the Learning Agreement and the recognition of the results achieved during mobility. In the case of double-major study programmes, the Faculty ECTS coordinator is in charge of controlling the students' workload. The head of the student mobility administration office keeps records of the marks received at the exams.

- **ERASMUS internship** (minimum duration: 3 months)

In addition to study visits, students are encouraged to use the possibility of getting a scholarship for an ERASMUS internship in EU member countries. Internship results recognized as ECTS points are recorded in the Diploma Supplement but so far there have been no such cases.

Tenders for Erasmus study visit and Erasmus internship are published on the University of Split web pages. Faculty of Humanities and Social Sciences Erasmus coordinator publishes info on the Faculty web pages. Prior to the announcement of tender, University of Split International Relations Office organizes Info Day during which students can find out about the general conditions of the tender and mobility opportunities. The Erasmus coordinator organizes a separate Info day for the students of Faculty of Humanities and Social Sciences where the students are informed of the specific Faculty conditions and procedures, with the emphasis on the procedure of accepting the Learning Agreement and the changes in the Agreement related to the double major study programmes.

Teacher education, Pre-School education and pedagogy students are also given the opportunity to apply for scholarships to carry out an internship at the educational institutions abroad (only in EU member states) such as:

- **COMENIUS assistants**

A Comenius assistantship is aimed at teacher education students who have completed a minimum of 2 years of study at Higher Education level and teachers who have a teaching qualification but have not yet held a regular post as a teacher. Comenius assistants are expected to work in a chosen European host school over the period of min. 13 to max. 45 weeks. The host school can be a kindergarten, elementary or secondary school or school for special education needs children. The Comenius assistant is assigned a mentor by the host school who continuously follows the assistant's progress and looks after him/her. Comenius assistants can participate in the following activities:

- working in school for 12 to 16 hours per week;
- motivating students to learn foreign languages;
- helping students with difficulties in learning;
- teaching about their country, culture and language;
- preparing and conducting Comenius and eTwinning projects;
- introducing the European dimension in the host school.

The Comenius assistant should be completely included in the school activities. He/she helps with teaching 12 to 16 hours per week and works in no more than three schools at one time. In the case the assistant works in more than one school, those schools pay for his/her travelling expenses. The

Comenius assistant receives a monthly salary covering the cost of living and the cost of travelling. The cost of living is calculated according to the daily/weekly amounts determined by the European commission. It is also possible to apply for the funds for linguistic, cultural and pedagogical preparation. The applications are sent to the Agency for Mobility and EU Programmes (AMPEU).

- **GRUNDTVIG - Assistants in the institutions for adult education**

Students who wish to work in institutions for adult education can apply for the Grundtvig assistant scholarship. The tasks to which a Grundtvig assistant may contribute include:

- assisting in facilitating learning or with regard to some aspect of managing adult education;
- providing support for adults with special educational needs;
- providing information on the Assistant's country of origin and assisting in the teaching of its language;
- introducing or reinforcing the European dimension in the host institution;
- initiating, developing and assisting in the implementation of projects.

During their stay at the host school, Grundtvig assistants can help with various teaching and other activities or take full responsibility for teaching or a particular aspect of management at the host institution (such cases are known as Expert Assistantships).

The Grundtvig assistant receives a monthly payment which covers the travel costs and the cost of living. The cost of living is calculated according to the daily/weekly amounts determined by the European commission. It is possible to apply for the funds for linguistic, cultural and pedagogical preparation.

Prior to applying for a Grundtvig assistantship, the participant must find a host institution. The host institution can be any institution for adult education that wishes to host a Grundtvig assistant. The applications must contain host institution placement confirmation and are sent to the Agency for Mobility and EU Programmes (AMPEU).

There is also a number of internships lasting from 5 days to 6 weeks which are available to our students who as future teachers and educators wish to acquire additional competences in multicultural surroundings. Students can apply for EC scholarships in relation to the aforementioned internships.

In addition to the abovementioned European Commission study and internship scholarship programme for EU member countries, the Faculty of Humanities and Social Sciences students who want to spend one semester in one of the CEEPUS agreement signatory countries (Albania, Austria, Bulgaria, Bosnia

and Herzegovina, Montenegro, Czech Republic, Hungary, Macedonia, Poland, Romania, Slovakia, Slovenia, Serbia, Kosovo, Moldova) can apply for Freemover scholarship. Before leaving, the students enter into the Learning Agreement to ensure that their exam results are recognized by their home university. The Departmental ECTS coordinator is responsible for the completion and acceptance of the Learning Agreement.

On the basis of Croatia's bilateral agreements, students have the opportunity to apply for scholarships for a study visit to the countries with which our country has signed student exchange agreements: Austria, Australia, Belgium (Flandria), Bulgaria, Montenegro, Czech Republic, France, Greece, Italy, India, Israel, Japan, Canada, China, Hungary, Macedonia, Germany, Poland, Portugal, Russian Federation, Romania, USA, Slovakia, Slovenia, Spain, Switzerland, Turkey, Ukraine and Great Britain:

- one-semester scholarship/partial scholarship (3-10 months)
- scholarship for undergraduate /graduate study programme
- full scholarship for postgraduate studies (36 months)
- partial scholarship for postgraduate studies (12 months)
- postdoctoral/research scholarship (1-10 months)
- study visit scholarship (3-21 days or 1-10 months)
- summer language course scholarship

Tenders for these scholarships are published on the Agency for Mobility and EU programmes web pages; all the received information is published on the Faculty website. Students are advised to visit the web pages of the Institute for the Development of Education for other scholarship opportunities (www.stipendije.info).

j) Describe the sojourn of foreign students at your higher education institution (duration and content, table 6.2).

In most cases, visiting students come for a semester via ERASMUS programme. Students of Slavonic Studies very often choose to stay for two semesters and some of them are interested in gaining work experience (through an Erasmus internship). Students also come via CEEPUS programme as Freemover students. Students rarely come on the basis of interstate bilateral agreements. CEEPUS students in some cases attend classes, and in some they don't. The content of the stay depends on the students' needs. Experiences to date can be summarized as follows (Table 6. 20)

Table 6.20. Incoming student mobility- the content of the stay

agreement	University, country	level	Learning Agreement content/study visit description
CEEPUS	Graduate study programme, Western and Southern Slavistics, University of Warsaw	MA	Diploma thesis research (title: Split dialect as an element of regional identity) - Croatian maritime lexicography (course)
CEEPUS	Art History study programme, Pazmany Peter Egyetem University- Budapest, HU	MA	Art of the Early Middle Ages Art of the 17 th and 18 th Centuries Art of the 19th Century Protection of monuments 17th and 18th-Century Art in North Croatia: Baroque Painting and Sculpture Theory of visual arts Theory and protection of movable heritage
Erasmus	Trieste	BA	French language 3, German language 3 (Faculty of Teacher Education) Filologia Romanza (Italian language and culture.) English language and linguistics (English language and literature)
Erasmus	Graz	BA	Orthographical and Grammatical Standards, Croatian history after 1945, Croatian language 1, English language 2, Croatian as a foreign language 3
interstate	Bratislava	DO	"Croatian postmodern literature" PhD topic, consultations with Professor Bošković, (Croatian language and literature)

CEEPUS	Charles U., Prague	DO	Doctoral thesis in the field of foreign language didactics
CEEPUS	Graduate study programme, Western and Southern Slavistics, University of Warsaw	MA	"Moreška" (MA thesis) Croatian history after 1945 Croatian Literature of the 20th Century Croatian language
CEEPUS	Charles U., Prague	DO	Foreign language didactics
Erasmus	Eger, HU	MA	Educational psychology (eng) James Joyce (eng). Early EFL teaching methodology, Croatian for foreigners
Erasmus	Wroclaw, PL	MA	(home study programme: European diplomacy) German language 1, English Communication Skills (English) EILC Croatian for foreigners Croatian history 1918-45
Erasmus	Jagellonian,	MA	European and World History in the 20 th Century
Erasmus	Krakow, PL	MA	Croatian Language for foreigners B1
Erasmus	St Etienne	BA	Tutorials in English at the Sociology department:: Sociology of space, Contemporary Sociological Theories, Introduction to Social Psychology, Sociology of Science, Qualitative Methodology + Croatian for foreigners, + World and European History of the 20th Century (in French, Department of History)
Erasmus			
Erasmus			
Erasmus			
Erasmus			
Erasmus	Undergraduate study programme Educational Sciences, Bielefeld, Germany	BA	Croatian language, Croatian language 2, Pedagogical Psychology (in English), Multimedia Didactics (in English), Introduction to Media Pedagogy
Erasmus			Instrumental Practicum, Vocal Practicum, Croatian language for foreigners, EILC
Erasmus	Study programme: European Diplomacy,	BA	EILC, Croatian language for foreigners, Croatian history 1918-45 (in English), French Language, European and World History of the 20th Century (in English), The Structure of Society 1 (in English)
Erasmus	Wroclaw, Poland	BA	Teacher's studies (English 2, English Language Communication Skills, Croatian for foreigners, Philosophy of Democracy, European and World History of the 20th Century

Erasmus	Study programme: Croatian and	BA	Croatian Maritime Lexicography, Sociolinguistics; Croatian language for foreigners
Erasmus	Serbian Philology, University of Wroclaw, Poland	BA	Croatian Traditional Culture in European Context, The History of Croatian Language, Orthographical and Grammatical Standards , Croatian Literature of the 20th Century , Croatian Language for Foreigners
Erasmus	Study programme:	MA	Sociolinguistics, Croatian Maritime Lexicography, Croatian Traditional Culture in European Context, Historical Traditions, Introduction to Comparative Literature, The Romantic-Period Novel, Croatian language for foreigners English language-communication skills I/Module1, Croatian Maritime Cultural Heritage, Case System of the Standard Croatian Language, The Aesthetic Use of Language, World literature, Croatian language for foreigners
Erasmus	Croatian and Serbian Philology, University ADAM MICKIEWICZ POZNAN	MA	Croatian Maritime Cultural Heritage, Case System of the Standard Croatian Language, Dialectology, Methodological Approaches to Literary Texts, The Aesthetic Use of Language, The Theory of Language, Sociolinguistics, Croatian Maritime Lexicography, Croatian Traditional Culture in the European Context, Historical Traditions, Introduction to Comparative Literature, The Romantic-Period Novel, Croatian Language for Foreigners
CEEPUS	Pazmany Peter Catholic University, Budapest		Doctoral thesis research (comparative literature)
CEEPUS	Charles University. Prague	MA	Diploma thesis research; topic: Reverberations of the Homeland War in the contemporary Croatian history of the 20th century History of the Croatian Language Croatian Literature before Romanticism

k) Specify to what extent you are satisfied with the current situation, and suggest possible improvements!

As regards the aggravating circumstances (10 Departments, 7 separate locations, only one International relations employee) we believe that the achieved results are satisfactory, if not the best that our relatively new Faculty could achieve in the first eight years of its existence.

Due to the separate locations of departments and offices and the heavy work schedule of some employees in certain periods (as a result of overlap of different tasks connected to deadlines for various tenders), communication between individuals and services has sometimes been insufficient, resulting in the absence of team spirit between the participants in different international activities.

International project managers/coordinators were in some cases not sufficiently informed of the specific conditions for project activities funding, nor were they informed of the responsibility for project implementation in accordance with the Grant agreement, particularly in connection with the eligibility of costs. International project management entails managerial skills. As regards the management of the EU-funded projects, competences in the field of law and accountancy are especially important, while they are not competences always fully developed by researchers in the field of humanities. We believe that qualified project managers should be entrusted with management of EU projects. When submitting international project proposals it is necessary to predict the working hours of all the necessary offices. Prior to implementation, all the employees included in the work of the project should be informed of their duties and the conditions of Grant agreement, which very often has not been the case.

When it comes to student mobility, we believe that the students from the departments with low or no mobility should be encouraged to take the opportunities provided by the ERASMUS and CEEPUS programmes and our bilateral agreements. Due to double major study programmes and the fact that mobility is not reciprocal, it is difficult to plan the number of incoming and outgoing students at some study programmes. In connection with the increasing number of incoming students, particularly at the Department of Croatian language and literature, it is possible that some courses might become saturated indicating the need for quotas and deadlines to be introduced for available places per course.

It is worth mentioning that the majority of the existing Erasmus contracts have been completed on the initiative of foreign partners. We believe that the departments should become more active and develop a strategy for entering into new agreements.

To conclude, as regards the fact that international cooperation in all its aspects includes complex administration, we believe that the growth of administrative capacities is one of the essential prerequisites for the further development of international cooperation. This can be achieved through

internships (including Erasmus placements) and temporal contracts within project activities. This, in turn, requires additional office space.

Table 6.1. Mobility of teachers and associates within last 3 years

	The number of study visits of teachers and associates working at this higher education institution									The number of study visits of foreign teachers to this higher education institution								
	1-3 Months			3-6 months			6 and more months			1-3 months			3-6 months			6 and more months		
	S	T	P	S	T	P	S	T	P	S	T	P	S	T	P	S	T	P
2012/13				1	1			2										
2011/12								2										
2010/11				2	1			2										
Total				3	2			6										

*S-scientific; T-teaching; P-professional

NOTE:

The above table contains data for mobility lasting more than a month as follows:

	Ac. year 2010/11		duration	purpose	
department	Name and surname	Host institution Contact person			sources of funding
History	Tonija Andrić	OEAD	5 months	scientific	OEAD
		Kathrina Engels, Jens Oliver Schmitt			
Croatian Language and Literature	Josip Lasić	University of Helsinki, Finland	4 months	scientific	CIMO and MZOS (Ministry of Science, Education and Sports)
		Jouko Lindstedt, Terhi Ainiala			

SELF-EVALUATION OF THE FACULTY OF HUMANITIES AND SOCIAL SCIENCES IN SPLIT

Art History	Ivana Prijatelj Pavičić	Art History undergraduate study programme, Chair of Art History, Faculty of Philosophy in Sarajevo	1 semester	teaching	Faculty of Philosophy, Sarajevo
Croatian Language and Literature	Miroslav Palameta	University of Mostar	Academic year	teaching	MZOS (Ministry of Science, Education and Sports)
		Dean of Faculty of Philosophy			
Teacher Education	Nikola Glamuzina	University of Mostar, Faculty of Science and Education	Academic year	teaching	MZOS (Ministry of Science, Education and Sports)
		Mirjana Miličević, PhD			
	Ac. year 2011/12				
Croatian Language and Literature	Miroslav Palameta	University in Mostar, Faculty of Philosophy	academic year	teaching	MZOS (Ministry of Science, Education and Sports)
		Dean of Faculty of Philosophy			
Teacher Education	Nikola Glamuzina	University of Mostar, Faculty of Science and Education	Academic year	teaching	MZOS (Ministry of Science, Education and Sports)
		DMirjana Miličević, PhD			
	Ac. year 2012/13				
Croatian Language and Literature	Josip Lasić	University of Warsaw, Poland	Summer semester (15 weeks)	teaching	CEEPUS
		Patrycjusz Pajak, Jerzy Molas			
Croatian Language and Literature	Boris Škvorc	Macquarie Sveučilište, Australia	1 semester	Scientific + teaching	Macquarie University
		Professor Martina Molering			
Croatian Language and Literature	Miroslav Palameta	University of Mostar, Faculty of Science and Education	Academic year	teaching	MZOŠ (Ministry of Science, Education and Sports)
		Dean of Faculty of Philosophy			
Teacher Education	Nikola Glamuzina	University of Mostar, Faculty of Science and Education	academic	teaching	

		Mirjana Miličević, PhD	year		
		MZOS (Ministry of Science, Education and Sports)			

Teaching staff mobility lasting less than a month is stated in table 6.9.

Table 6.2. Student mobility in past three years

Number of students participating in international exchange				
Students from this higher education institution	1-3	3-6 months	6 and more months	
2012/13	1	19	7	
2011/12	1	16	10	
2010/11	2	16	0	
Outgoing students-total	4	51	17	
Foreign students				
2012/13	3	14	2	
2011/12	4	2	0	
2010/11	0	2	0	
Incoming students-total	7	18	2	

Table 6.3. Non-teaching staff mobility in past three years

The number of professional visits abroad of non-teaching staff working at this higher education institution			
1-3	3-6 months	6 and more months	
0	0	0	

7. RESOURCES: ADMINISTRATIVE, TECHNICAL, AND MAINTENANCE STAFF; FACILITIES, EQUIPMENT, AND FINANCES.

a) Analyse the number of administrative, technical and maintenance staff in relation to the number of full and part-time teaching staff, students, classrooms, technical and other equipment and financial capacities of the Faculty.

There are 34 administrative, technical and maintenance employees at the Faculty, as follows:

- Legal Advisor to Faculty (Faculty Secretary): 1 employee
- Dean's Secretary: 1 employee
- Department Secretaries: 7 employees (1 is on a maternity leave)
- Finance and Accounting: 4 employees
- International Relations: 1 employee
- IT Centre: 3 employees
- Library: 3 employees
- Human Resources: 1 employee
- Students' Office: 4 employees
- Archives: 1 employee
- Cleaning Staff: 6 employees
- Reception Desk: 1 employee
- Maintenance/Courier: 1 employee

Administrative, technical and maintenance staff make one fifth (21.52%) of all employees. Taking into account the number of students, several off-campus Faculty buildings, technical and other equipment and the financial capacities of the Faculty, the number of administrative, technical and maintenance staff is not satisfactory.

b) Comment on the qualifications structure of non-teaching staff and possibilities for their professional development and further education.

- Tertiary level (faculty) diploma: 15 employees
- College diploma: 4 employees
- Secondary/Vocational School Certificate: 14 employees
- Unskilled: 1 employee

The qualifications of non-teaching staff are in accordance with the jobs and tasks they perform. All employees who need further education are regularly sent to attend seminars/courses.

c) Describe and evaluate the existing facilities (classrooms, laboratories) in relation to the number of attending students, enrolment quotas and the optimal number of students. Compare the Faculty facilities with the ones of similar HE institutions.

In the academic year 2012/13, there were 1,326 students enrolled in undergraduate, integrated and professional study programmes; 647 students were enrolled in graduate programmes, and 54 in the postgraduate doctoral programme. Apart from enrolling full time students, the Faculty offers programmes for further education and lifelong learning, which makes it one of the larger units within the University of Split.

The state of the existing teaching facilities (classrooms, laboratories) in relation to the number of attending students, enrolment quotas and the optimal number of students is satisfactory. On the other hand, it is necessary to emphasise the following two major problems:

- most classrooms are being rented by the Faculty;
- the Faculty operates at six different locations which makes the work difficult, especially for the double-major programmes, which make up the majority of study programmes.

The need exists for new teaching, non-teaching and administrative staff, as well as for adequate facilities, in order to smoothly implement both existing and planned study programmes and courses at all levels. Our major problem and the detriment to our further development is the lack of adequate facilities, that is, the lack of one common Faculty building. For this reason, a comparison with other similar Faculties is not possible.

d) Evaluate the Faculty IT equipment used for teaching. Describe the possibilities for students to use this equipment outside teaching hours.

Contact teaching hours at the Faculty are held at 5 different locations. There are 2 classrooms equipped with 17 computers each and 24 classrooms where teachers have a computer and an LCD projector at their disposal. There are also 6 computers in the Faculty corridors and in the library. Faculty IT staff consists of 2 engineers and one IT assistant who take care of the IT equipment, computer programmes and anti-virus protection. A wireless Internet system is available to students, teachers and guests. Students can regularly use Faculty computers outside teaching contact hours.

e) IT equipment purchase schedule and the ways the equipment is used.

In accordance with the relevant laws and regulations and upon yearly purchase plans, the Faculty announces public procurement procedures for computers and IT equipment. Such equipment is bought for professional and scientific research, for the needs of the IT centre and for the non-teaching (accounting, library, administrative, managerial, technical, student office) staff. New computers are bought for the teaching staff every five years, which is financed by the Faculty itself.

f) Evaluate the teachers' offices, their number (Table 7.6), functionality, and appropriateness for conducting research and teaching.

There are 37 teachers' offices, approximately 3 to 4 m² in size. Such a small office space is not adequate for performing the required teaching or research tasks. The offices are not equally equipped: in some, the furniture is new, while in others, the furniture is old and inadequate. Most often, at least two teachers share an office and some offices accommodate more, even up to eight teachers. All offices have natural light, an Internet connection and telephone. Some teachers have an official mobile phone. The average evaluation mark for office adequacy is 'very good' (4), which shows, on the one hand, that the Faculty has invested appropriately in the IT equipment necessary for conducting research and teaching, but, on the other, that the space available is not adequate.

g) Describe the available space and the level of equipment used exclusively for scientific research or art work. Estimate the space usability.

There are no specialised spaces at the Faculty which are used exclusively for scientific research or as artists' studios. All available spaces are used both for teaching and non-teaching activities.

h) Describe the Faculty library, its working hours and availability of the service to students, faculty staff and guests. The number of books and journals (Croatian and foreign), and the annual amount spent on new acquisitions.

The Faculty library is organised as a separate Faculty department which functions according to the relevant national laws and regulations. There are two library units, the central one is on Teslina Street, and another one is on Radovanova. The central space on Teslina and a part of its library collection is also used by the Faculty of Natural Sciences and the Faculty of Kinesiology. The library unit on Teslina comprises a reading room which can accommodate 30 users, a storage space and offices for

library staff. The library unit on Radovanova consists of two rooms which can accommodate 14 users. The working hours of both units are 8 am to 6.30 pm.

The library collection contains approximately 42,000 books and more than 200 journals (the Faculty is currently subscribed to 47 journals). The Faculty inherited a large part of its collection from the former Faculty of Pedagogy, which had the first faculty library in this area. This part of the collection has not yet been fully divided between our Faculty, the Faculty of Natural Sciences and the Faculty of Kinesiology. The number of print journals has become smaller in recent years because a large part of that collection has become available via open access.

Initially, during the Faculty's establishment, the amount of money spent on purchasing books and journals was much larger. Afterwards, when the majority of the required and optional titles for the study programmes were acquired, the rate of purchase slowed down. During the last three years, the average amount spent on books was approximately 140,000 kunas (in the year 2010, the amount was 134,479; in 2011, 145,839 kunas, and in 2012, it was 137,361 kunas).

i) Evaluate the IT level of the Faculty library, electronic databases of books and journals available to teachers, associates and students, and the manner and frequency of use. Compare with other similar institutions.

The Faculty library units are computerised (computers are available in the library rooms and in the adjacent corridors). Users can also search the databases to which the library subscribes in the IT classroom, which is near the library. All Faculty IP addresses are registered for database access. The library facilitates access to all databases, e-journals and books which are on the MSES subscription list, through CARNET and the Centre for online databases. Since the Faculty itself is not subscribed to any e-journals or databases, the library compensates for this drawback by organising free trial accesses several times per year. The number of available databases with the humanities and social sciences content is rather small, and the access to such databases has been reduced. Larger faculties, such as the Faculty of Humanities and Social Sciences in Zagreb, finance access to databases from their own funds, while other faculties just started to do the same, mostly concentrating their finances to access the JSTOR database. Our Faculty is also interested in doing the same.

j) Evaluate the office space used by administrative and other non-teaching staff (e.g. the office of the Legal Advisor to the Faculty, Accounting Department, IT Centre, etc.)

Office space for non-teaching staff is adequate; appropriately furnished and equipped offices with computers and office supplies are necessary for smooth job performance. All offices are clearly

labelled (name and position of the employee). Working conditions are satisfactory, but, the fact that the Faculty is located at five different sites makes the smooth functioning of administration and support services quite difficult.

Table 7.12. Office space for non-teaching staff

Non-teaching Faculty units	Number of employees	Locations	Number of rooms
Legal Advisor to Faculty and Administration	8	4	6
Accounting and Finances	4	1	3
Human Resources	1	1	1
Student Office	4	2	2
IT Centre	3	3	3
Dean's Office	2	1	2
Cleaning and maintenance staff	9	4	6*
Library	3	2	2
Total	34	7	19

* Cleaners have 4 rooms, the receptionist and archives have 2 rooms at their disposal.

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

The percentage of the state budget for the year 2011 was 91.03% of the total Faculty income; 81.57% of that amount was for employee salaries. The percentage of the market income was 8.97% (Tables 7.13 and 7.14). In 2012, the percentage of the state budget was 91.67% of the total income; 85.53% of that amount was for employee salaries; the percentage of the market income was 8.33% (Tables 7.15 and 7.16).

The data obviously show that the major part of the Faculty income is provided by state funding, which is approximately 91%. With market income being less than 9%, the Faculty has very little autonomy and flexibility.

Table 7.13. Total income for the year 2011

Total 2011 income	31,613,491.54	% of total income
State budget income	28,777,095.89	91,03%
Income from Faculty activities	513,204.81	1,62%
Special regulations income	2,162,792.19	6,84%
Interest income	13,617.42	0,04%

Other types of income	146,781.23	0,46%
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Table 7.14. Total expenses for the year 2011

Total 2011 expenses	28,777,095.89	% of total
Employees' salaries	23,474,207.26	81.57%
Part-time teachers	1,759,229.24	6.11%
Business expenses	1,357,093.93	4.72%
Other employee expenses	1,197,360.93	4.16%
Maintenance	456,686.50	1.59%
Research projects	291,822.85	1.01%
Other from MSES	180,726.17	0.63%
State budget income – other public sources	59,969.89	0.21%

Table 7.15. Total income for the year 2012

Total 2012 income	31,360,496.13	% of total income
State budget income	28,747,102.66	91.67%
Own activity income	710,780.24	2.27%
Special regulations income	1,634,759.06	5.21%
Interest income	41,683.01	0.13%
Other types of income	226,171.16	0.72%

Table 7.16. Total expenses for the year 2012

State budget income structure 2011	28,747,102.66	% of total
Employees' salaries	24,586,366.46	85.53%
Part-time teachers	1,698,195.18	5.91%
Business expenses	869,044.80	3.02%
Other employee expenses	1,195,657.12	4.16%
Research projects	247,389.26	0.86%
Other from MSES	50,449.84	0.18%
State budget income – other public sources	100,000.00	0.35%

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

Two thirds of market income (76.25%) comes from special regulations income, that is, from tuition fees. The income from Faculty business activities makes up 18.09% of the market income; this amount comes from the following fees:

- Centre for Research and Lifelong Learning 351.000,00 kunas
- Centre for Croatian Studies Abroad 137.600,00 kunas

- Income from renting out space 24.604,81 kunas

Table 7.17. Market income sources structure for the year 2011

2011 market income	2,836,395.65	% in market income	% of total income
Special regulations income	2,162,792.19	76.25%	6.84%
Own business activities income	513,204.81	18.09%	1.62%
Other (non specified) income	146,781.23	5.17%	0.46%
Interest income	13,617.42	0.48%	0.04%
Percentage of market income of total income		8.97%	

Table 7.18. Market income sources structure for the year 2012

2012 market income	2,613,393.47	% in market income	% of total income
Special regulations income	1,634,759.06	62.55%	5.21%
Own business activities income	710,780.24	27.20%	2.27%
Other (non specified) income	226,171.16	8.65%	0.72%
Interest income	41,683.01	1.59%	0.13%
Percentage of market income of total income		8.97%	

The major part of market income (62.55%) comes from special regulations income, that is, from tuition fees. The income from Faculty business activities makes up 27.2% of the market income; this amount comes from the following fees:

- Centre for Research and Lifelong Learning	150,000.00 kunas
- Centre for Croatian Studies Abroad	184,952.81 kunas
- Postgraduate doctoral study programme in Humanities	328,000.00 kunas
- Income from renting out space	32,275.93 kunas
- Professional projects	15,551.50 kunas

m) Specify the ways of managing the market income to improve the quality of the Faculty's own activities.

57% of market income is used for part-time teachers' salaries and for the salaries of permanently employed teachers who have a teaching load exceeding the prescribed norms. The Faculty thus promotes competitiveness among its full and part-time teaching staff.

38% of market income is used to compensate for the lack of state funding in the area of material expenses, which enhances the quality of working conditions at the Faculty.

The rest of the market income is invested in new equipment and books for teaching purposes.

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

The total expenses for 2011 were 31,360,165.00 kunas, 28,643,252.00 kunas of that amount (or 91.34%) was provided by the state budget; 2,716,913.00 kunas (or 8.66%) was financed from market income. The expenses which could not be covered by the state budget were also financed by market income, such as: material expenses, part-time teachers' salaries, employees' salaries and the purchase of non-financial assets.

According to a University regulation from 2011, the Faculty had at its disposal the amount of 808,449.00 kunas for material expenses, which was not enough to cover all of them. Consequently, the difference of 757,057.22 kunas was covered from market income.

Table 7.19. Percentage structure of spending market income in 2011

Expenses financed from market income	Year 2011	% of total income
Employees' salaries	894,449.04	2.85%
Part-time teachers' fees	421,165.92	1.34%
Material expenses	757,057.22	2.41%
Financial expenses	23,999.47	0.08%
Scholarships and grants	208,532.42	0.67%
Non-financial assets purchases	286,532.42	0.91%
Other	4,000.00	0.01%
Publishing	120,857.00	0.39%
Total expenses	2,716,912.52	8.66%

The total expenses for 2012 were 31,088,908.62 kunas; 28,532,595.00 kunas from that amount (or 91,78%) was financed from the state budget; 2,556,313.00 kunas (or 8,22%) was financed from market income.

The expenses which could not be covered by the state budget were financed by market income, primarily: material expenses, part-time teachers' salaries, employees' salaries and the purchase of non-financial assets.

According to a University regulation from 2012, the Faculty had at its disposal the amount of 805,177.00 kunas, which was insufficient for covering the previously stated expenses, so the difference of 1,157,648.70 kunas was covered from market income.

Table 7.20. Percentage structure of spending market income in 2012

Expenses financed from market income	Year 2012	% of total income
Employees' salaries	492,886.50	1.59%
Part-time teachers' fees	476,383.32	1.53%
Material expenses	1,157,648.70	3.72%
Financial expenses	19,394.66	0.06%
Scholarships and grants	86,000.00	0.28%
Non-financial assets purchases	295,822.85	0.95%
Other	35,013.37	0.11%
Publishing	-6,836.04	-0.02%
Total expenses	2,556,313.36	8.22%

o) Specify your priorities in solving the existing problems should there be an increased budget funding of your institution.

In case of an increased budget funding of the Faculty, the covering of material expenses would be a priority. The next important issue would be employment, that is, facilitating the permanent employment of our Research Assistants who have obtained their PhD titles and fulfilled all the requirements for becoming a part of our full-time teaching staff. Apart from this, it would be necessary to employ new research and teaching staff in order to fully implement our study programmes. In this way, the need to hire part-time associates would decrease. Equally important is the design and organisation of new study programmes, as well as enhancing student and teacher mobility. Should there be an increased state budget funding of the Faculty, a part of that amount would be used for these purposes.

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

It is obvious from the Faculty strategy, and especially from its SWOT analysis, that all planned Faculty goals are being satisfactorily met. All the Faculty employees have been investing great efforts to achieve these goals, using the available resources as well as they can.

Nevertheless, of paramount importance is a new, common Faculty building which would merge all the activities into one location and enhance working conditions. This would greatly ease and improve the functioning of our institution and decrease material expenses (rent, three receptionists, five different bills for electricity, water and telephone).

In order to improve research and teaching, it is necessary to create new job posts, primarily for our present Research Assistants who have obtained their PhD titles and fulfilled all the requirements, and for much needed new research and teaching staff, which would decrease the expenses for hiring part-time associates.

Table 7.1. The Faculty premises

(Specify the existing buildings, buildings under construction and planned construction.)

<i>Building ID</i>	<i>Building location</i>	<i>Year of construction</i>	<i>Year of annexed building or reconstruction</i>	<i>Total space for HE activities in m2</i>	<i>Total space for scientific research in m2*</i>
"SINJSKA"	Sinjska 2	before 1968	-	206 m2 (rented by the Faculty)	-
"TESLINA"	Teslina 12	1938	-	717 m2	-
"HRVOJEVA"	Hrvojeva 8	before 1941	-	224 m2	-
"RADOVANOVNA"	Radovanova 13	beginning of the 20 th century	-	1154 m2	-
"KLERIKAT"	Put iza nove bolnice 10c	before 2008	-	1232 m2 (rented by the University)	-
"PERISTIL"	Poljana kraljice Jelene I/II.-III.	unknown	unknown	228 m2	-

Table 7.2. Classrooms

Building ID	Classroom number or designation	Space (in m2)	Number of seats for students	Weekly use (in hours)	Equipment rating* (from 1 to 5)
TESLINA	13	61.75	48	50	4
TESLINA	16	58.5	64	50	4
TESLINA	IT classroom	25	12	30	5
TESLINA	35	61.75	55	45	4
TESLINA	The Hall	228	250	60	5
RADOVANOVA	D1	68	50	44	4
RADOVANOVA	D2	47	40	40	4
RADOVANOVA	D3	68	40	41	4
RADOVANOVA	D4	47	40	41	4
RADOVANOVA	D5	68	40	44	3
RADOVANOVA	D6	47	30	36	3
RADOVANOVA	IT classroom	29	26	25	5
RADOVANOVA	The Hall	165	250	30	3
HRVOJEVA	H6	65	44	20	4
HRVOJEVA	H7	65	44	33	4
KLERIKAT	1	120	60	60	5
KLERIKAT	2	120	60	60	5
KLERIKAT	3	42	30	50	5
KLERIKAT	4	40	26	50	5
KLERIKAT	5	45	34	60	5
KLERIKAT	6	70	40	50	5
KLERIKAT	7	54	34	60	5
KLERIKAT	9	30	22	20	5
KLERIKAT	Conference Room	40	28	20	5

* classroom equipment rating comprises the quality of furniture, technical and other equipment

Table 7.3. Laboratories / practicums used for teaching

Building ID	Room number or designation	Space (in m2)	Number of workspaces for students	Weekly use (in hours)	Equipment rating (from 1 to 5)
"RADOVANOVA"	Phonetics studio		2	as needed	5

Table 7.4. Other educational institutions used for teaching practice*

Building ID School (S)/ Kindergarden (K)	Name of the educational institution	Number of attending students	Weekly teaching contact hours per institution
S	OŠ Spinut	*	*
S	OŠ Lučac	*	*
S	OŠ Marjan	*	*
S	OŠ Manuš	*	*
S	OŠ Trstenik	*	*
S	OŠ Blatine	*	*
S	OŠ Split 3	*	*
S	OŠ Mertojak	*	*
S	OŠ don Lovre Katića, Solin	*	*
S	OŠ Brda	*	*
S	OŠ Meje	*	*
S	OŠ I.Lovrića, Sinj	*	*
S	OŠ Sućidar	*	*
S	I. gimnazija	*	*
S	II jezična gimnazija	*	*
S	IV. gimnazija "Marko Marulić"	*	*
S	SŠ likovnih umjetnosti	*	*
K	DV Radost – Latica	*	*
K	DV Radost – Popaj	*	*
K	DV Marjan – Mandalina	*	*
K	DV Čarobni pianino	*	*
K	DV Koralj	*	*
orphanage	Dom za djecu Maestral	*	*
sporting club	NK Hajduk	*	*

* Teaching practice for the Faculty students is held in kindergartens, elementary and secondary schools. The number of attending students varies, as well as the number of contact hours, which is defined by a particular study programme / course schedule.

Table 7.5. IT classrooms equipment

(Specify the data on computers in computer laboratories / practicums used in teaching)

<i>Number of new computers (up to 3 years)</i>	<i>Number of computers older than 3 years</i>	<i>Functionality rating (1 – 5)</i>	<i>Maintenance rating (1 – 5)</i>	<i>Possibility to use computers outside teaching hours (rating from 1 to 5)</i>
5	59	4	5	4

Table 7.6. Teachers' offices

<i>Building ID</i>	<i>Number of teachers' offices</i>	<i>Average space in m2</i>	<i>Equipment rating (1 – 5)</i>	<i>Average area in m2 per full-time teacher/associate</i>
TESLINA	5	9	3	3
HRVOJEVA	2	12	4	3.5
RADOVANOVA	14	15	4	4.2
KLERIKAT	16	11	5	4

Table 7.7. Space used only for research

<i>Building ID</i>	<i>Internal room or laboratory designation</i>	<i>Space (in m2)</i>	<i>Number of hours of weekly use</i>	<i>Equipment rating (1 – 5)</i>
-	-	-	-	-

Table 7.8. Space used only for professional work

<i>Building ID</i>	<i>Internal room or laboratory designation</i>	<i>Space (in m2)</i>	<i>Number of hours of weekly use</i>	<i>Equipment rating (1 – 5)</i>

Table 7.9. Capital equipment

(Specify the data on the institution's available capital equipment with purchase value exceeding 200,000 HRK)

<i>Name of the instrument (equipment)</i>	<i>Purchase value</i>	<i>Age (years)</i>
Recording studio equipment	200,783.85	8

Table 7.10. Library equipment

<i>Total area (in m2)</i>	<i>Number of employees</i>	<i>Number of seats</i>	<i>Number of students using the library</i>	<i>Is there an electronic database of your books and journals</i>
194 m2	3	44	1263	yes

<i>Number of books titles</i>	<i>Number of textbooks</i>	<i>Rating of books and textbooks as up to date (1– 5)</i>	<i>Number of foreign journals</i>	<i>Number of Croatian journals</i>	<i>Rating of books and journals catalogue functionality</i>	<i>Equipment rating (1 – 5)</i>	<i>Assess the quality and availability of electronic content</i>

cca 15 000 ⁴³	cca 1 000	3	5	47	4	3	3
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Since the library book collection has not entirely been divided among the three Faculties which use the library, it is not possible to estimate the exact number precisely.

Table 7.11. Financial evaluation

N-2 N-1 Calendar year 2011		Calendar year 2012		1.STATE BUDGET	
INCOME		28,717,126.00		28,647,102.66	
1. Employees' salaries		23,474,207.26		23,474,207.26	
2. Business expenses (field classes included)		1,357,093.05		1,357,093.05	
3. Part-time teachers		1,759,229.24		1,759,229.24	
4. Croatian research projects		276,833.00		276,833.00	
5. International research projects		14,989.85		14,989.85	
6. International cooperation		30,000.00		30,000.00	
7. Organisation of scientific conferences		23,222.00		23,222.00	
8. Acquisition of journals		456,686.50		456,686.50	
9. Maintenance investment maintenance		1,324,865.10		1,324,865.10	
10. Construction and investment maintenance		1,195,657.12		1,195,657.12	
11. Equipment		608,928.00		608,928.00	
12. Other types of income (please specify)		608,928.00		608,928.00	
13. Monthly travel expenses		608,928.00		608,928.00	
14. Annual vacation refund		193,750.00		193,750.00	
15. Christmas gifts for employees' children		37,000.00		37,000.00	
16. Christmas bonus		192,500.00		192,500.00	
17. Jubilee bonuses		13,503.18		13,503.18	
18. Refunds in case of sick leaves, disability or death		7,490.90		7,490.90	
19. Doctoral thesis expenses		116,188.85		116,188.85	
20. Annual health checks		28,000.00		28,000.00	
21. Student health insurance		127,504.17		127,504.17	
22. Redundancy payment		0.00		0.00	
23. Scholarships and grants		92,590.78		92,590.78	
24. OTHER PUBLIC BUDGET INCOME		59,969.89		59,969.89	
25. Income and grants from local government entities (town, county, etc.)		100,000.00		100,000.00	
26. Income and grants from other subjects (for example National Science Foundation)		59,969.89		59,969.89	
27. Other types of income (please specify)		100,000.00		100,000.00	
28. INTEREST INCOME		13,617.42		13,617.42	
29. OWN ACTIVITY INCOME		13,204.81		13,204.81	
30. Tuition fees - postgraduate specialist		0.00		0.00	
31. Tuition fees - postgraduate doctoral		0.00		0.00	
32. Research projects		15,551.54		15,551.54	
33. Professional projects		15,551.54		15,551.54	
34. Rent income		24,604.81		24,604.81	
35. PPDMO income		351,000.00		351,000.00	
36. Centre for Croatian Studies-Summer School/Croatian language test for foreigners		137,600.18		137,600.18	
37. SPECIAL REGULATIONS INCOME		2,162,792.19		2,162,792.19	
38. Tuition fees - undergraduate, graduate, professional		1,564,449.86		1,564,449.86	
39. Additional tests of special knowledge, skills and abilities (if carried out parallel to state matriculation exams)		44,400.00		44,400.00	
40. Enrolment fees		399,526.33		399,526.33	
41. Publishing activity		4,150.00		4,150.00	
42. Fees for student applications, certificates, diplomas, matriculation books, etc.		150,266.00		150,266.00	
43. Other types of income (please specify)		146,781.23		146,781.23	
44. OTHER INCOME NOT MENTIONED ABOVE (please specify)		146,781.23		146,781.23	
45. Current donations of international organisations		13,954.65		13,954.65	
46. Current donations of public limited companies		55,000.00		55,000.00	
47. Capital donations		51,794.16		51,794.16	
48. Other		26,032.48		26,032.48	
49. TOTAL BUSINESS INCOME		31,613,491.54		31,613,491.54	
50. N-2 N-1 Calendar year 2011		Calendar year 2012		1.STATE BUDGET	
51. EMPLOYEE EXPENSES		26,840,739.33		26,840,739.33	
52. Employees' salaries		24,405,951.59		24,405,951.59	
53. Part-time teachers		1,659,872.00		1,659,872.00	
54. Other types of expenses (please specify)		774,915.74		774,915.74	
55. Jubilee bonuses		302,959.36		302,959.36	
56. Gifts		96,660.00		96,660.00	
57. Redundancy payment		12,415.19		12,415.19	
58. Refunds in case of sick leaves, disability or death		21,832.79		21,832.79	
59. Annual vacation refund		197,500.00		197,500.00	
60. Refund for not used annual vacation		5,503.68		5,503.68	
61. Other not specified expenses (doctoral thesis expenses)		138,044.72		138,044.72	
62. MATERIAL AND ENERGY EXPENSES		544,951.77		544,951.77	
63. Office supplies and other material expenses		275,887.00		275,887.00	
64. Laboratory material		0.00		0.00	
65. Energy		257,583.02		257,583.02	
66. Material and parts for overhead		9,104.75		9,104.75	
67. Small inventory		0.00		0.00	
68. Other types of expenses (please specify): uniforms and working clothes/shoes		2,377.00		2,377.00	
69. SERVICE EXPENSES		1,588,564.18		1,588,564.18	
70. Telephone, mailing, transport		130,449.90		130,449.90	
71. Overhead services		457,055.50		457,055.50	
72. Promotion and information dissemination		59,995.93		59,995.93	
73. Utility services		81,415.41		81,415.41	
74. Lease, rent		80,192.20		80,192.20	
75. Intellectual and personal services (part-time contracts, fees)		289,933.00		289,933.00	
76. IT services		23,062.12		23,062.12	
77. Other types of expenses (total):		466,460.12		466,460.12	
78. Health services		28,000.00		28,000.00	
79. Printing		32,000.00		32,000.00	

services320,872.93293,544.51 Cleaning and laundry service83,351.4221,336.37 Films and photo printing1,119.304,736.50 Security service428.48728.62 Other (annual Student Night organisation, book loans from other countries, graduation ceremony caps, flowers, etc.)32,687.99112,916.75 4.NON-FINANCIAL ASSETS EXPENSES315,020.92317,488.034.1.Business facilities0.000.004.2.Computer equipment85,157.81116,934.114.3.Laboratory equipment0.00 4.4.Office equipment48,620.3640,223.964.5.Communication equipment929.88 4.6.Other equipment22,129.17 4.7.Literature145,839.20137,361.064.8.Plant, machinery and other equipment investments12,344.50 4.9.Additional investments in building facilities 4.10. Other types of expenses (please specify) Air conditioning and heating 16,292.90 Special optical instruments 6,676.005.EMPLOYEE REIMBURSEMENT1,015,522.67943,721.025.1. Business trips417,717.91312,890.645.2.Professional training39,220.7647,725.385.3.Other types of expenses (please specify), including cost of transport558,584.00583,105.00 6.OTHER BUSINESS EXPENSES NOT MENTIONED ABOVE934,508.36776,218.066.1.Insurance premiums0.00 6.2.Representation42,385.9890,565.046.3.Membership fees 570,406.4.Banking and financial transactions services23,611.2019,189.056.5.Interest388.27205.616.6.Other financial expenses0.00 6.7.Various fees1,798.501,390.006.8.Student field trips, student travel expenses, conference fees, graduation ceremony hats100,779.5811,306.656.9.3% of income for the University in Split75,742.7854,742.406.10.Scholarships and grants208,851.0589,000.006.11.Current donations600.0035,013.37Penalties and damages3,400.000.00

