FACULTY OF POLITICAL SCIENCE
UNIVERSITY OF ZAGREB

SELF-EVALUATION

JANUARY 2014.

FACULTY F POLITICAL SCIENCE

UNIVERSITY OF ZAGREB

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Foreword

Reaccreditation of the Faculty of Political Science takes place 52 years after its establishment in 1962 and eight years after new undergraduate and graduate programs were introduced in academic year 2005/2006. Reaccreditation is just one segment of the quality assurance system established in academic year 2005/2006 at the Zagreb University as a part of the implementation of a system of graduate and undergraduate programs based on the principles of Bologna declaration.

Since the introduction of study programs based on Bologna principles, the Faculty of Political Science is continuously improving the quality of its academic programs and developing mechanisms of quality assurance. The impact of these steps will be particularly noticeable during the first reaccreditation process Faculty is involved in since the introduction of Bologna system of studying. In has to be emphasized that the reaccreditation process is corresponding in its timing with a number of important developments for the Faculty of Political Science. Faculty is currently in the process of formulating a strategy of development for the period ending in 2020. It is also participating in the planning phase of the Borongaj University Campus project, where faculty will move upon its completion. Last year the faculty council approved the proposal to relocate to the new campus. Current facilities of the Faculty are insufficient to meet the needs of the academic staff and students, and movement of the Faculty into a new campus will finally provide the faculty with space adequate for all its needs.

Teaching at the Faculty is based on a long tradition of state of the art and internationally recognized researched activities in all fields of political science and media and communication sciences. Student activities at the Faculty are encouraged and supported by the Faculty. Student TV and Radio act as student media and will soon be joined by student newspaper, whose long tradition of publishing faculty will renew in the current academic year. Faculty has a rich publishing activity through three academic and one professional journal, as well as two editions of political science books with long tradition. Publishing activity provides a channel for the faculty members to fulfil their social role as commentators of political and social processes, and to contribute continuously through their work to the development of political institutions and democratic political culture in Croatia.

In the end, it needs to be pointed out that current efforts aimed at the improvements in the quality of teaching and research are taking place in very unfavourable financial circumstances. The transition towards a new system of funding of University of Zagreb resulted in Faculty of Political Science losing a bulk of its own revenue from tuition fees, not adequately compensated from the budget for full subsidy of participation in the costs of study. In the following period, the Faculty will need to adapt to these circumstances and would need to find new sources of funding for its activities.

Dean

Nenad Zakošek

1. MANAGEMENT OF THE FACULTY AND QUALITY ASSURANCE

ELEMENTS OF SELF-EVALUATION REGARDING THE INSTITUTION MANAGEMENT AND QUALITY ASSURANCE.

☐ Description of development of Faculty of Political Science and important events in the past 10 years.

☐ Diagram of the Faculty's internal organisational structure, the number of full-time employees per each organisational unit, composition and function of individual elements of the structure. Involvement of students and external stakeholders in elements of the management structure.

☐ The structure, roles and election procedure of Faculty Management.

☐ Elements of Faculty's integration in the University of Zagreb.

☐ Core values and methods of monitoring ethical behaviour in Faculty's activities.

☐ Mission and vision of the Faculty. Assessment of its implementation in activities carried out by the Faculty (study programmes, employment policy, international dimension, scientific and artistic activity, students, quality assurance, business activities, etc.)

☐ Importance and uniqueness of the Faculty when compared to similar institutions in Croatia.

☐ Potential overlaps of Faculty's work with the work of similar institutions within the University of Zagreb.

☐ Strategy and procedures for quality assurance of scientific and teaching activities at Faculty of Political Science, and the assessment of the level of its implementation.

☐ Description and assessment of Faculty bodies, which continuously work in the field of quality assurance.

☐ Main strategic goals which the Management plans to achieve in its current mandate and difficulties it encounters in their realisation (in relation to study programmes, employment policy, international dimension, scientific and artistic activity, students, quality assurance, business activities, etc.)

☐ Assessment of main advantages and disadvantages of the programme, staff and material potentials of Faculty of Political Science.

☐ Previous experiences of external evaluation and the given recommendations.

☐ Participation and impact of the Faculty in making decisions of public interest.

☐ Satisfaction with the current situation and propositions for possible improvements.

1.1. Development of Faculty of Political Science

Faculty of Political Science of Zagreb University was founded by the Parliament of the People's Republic of Croatia on February 23, 1962. In November of the same year political science program enrolled its first students. At the time, the Faculty was the first academic institution of this kind in the communist Eastern Europe and right from the beginning it operated as a research and higher education institution within the University of Zagreb, equal to other faculties of the University. Essential element of the Faculty development was its academic autonomy which enabled it to weather political pressures and power swings within the regime. In 1971 a two year journalism schools was launched in parallel to political science program and it soon became a four year university program in journalism.

Today, Faculty of Political Science is a recognized research and higher education institution. Since academic year 2005/2006 political science and journalism programs have been reorganized according to Bologna model into undergraduate and graduate programs. The Faculty also offers 11 postgraduate specialist MA programs. Faculty also has an integral doctoral program in political science. In 1996 the Faculty founded its own radio station, *Radio Student*, adding to the quality of its journalism program through interlinking of academic and practical skills and encouraging student creativity. In 2012 it was joined by *Student Television,* and both media are autonomously run by students, under the guidance of faculty members and associated experts.

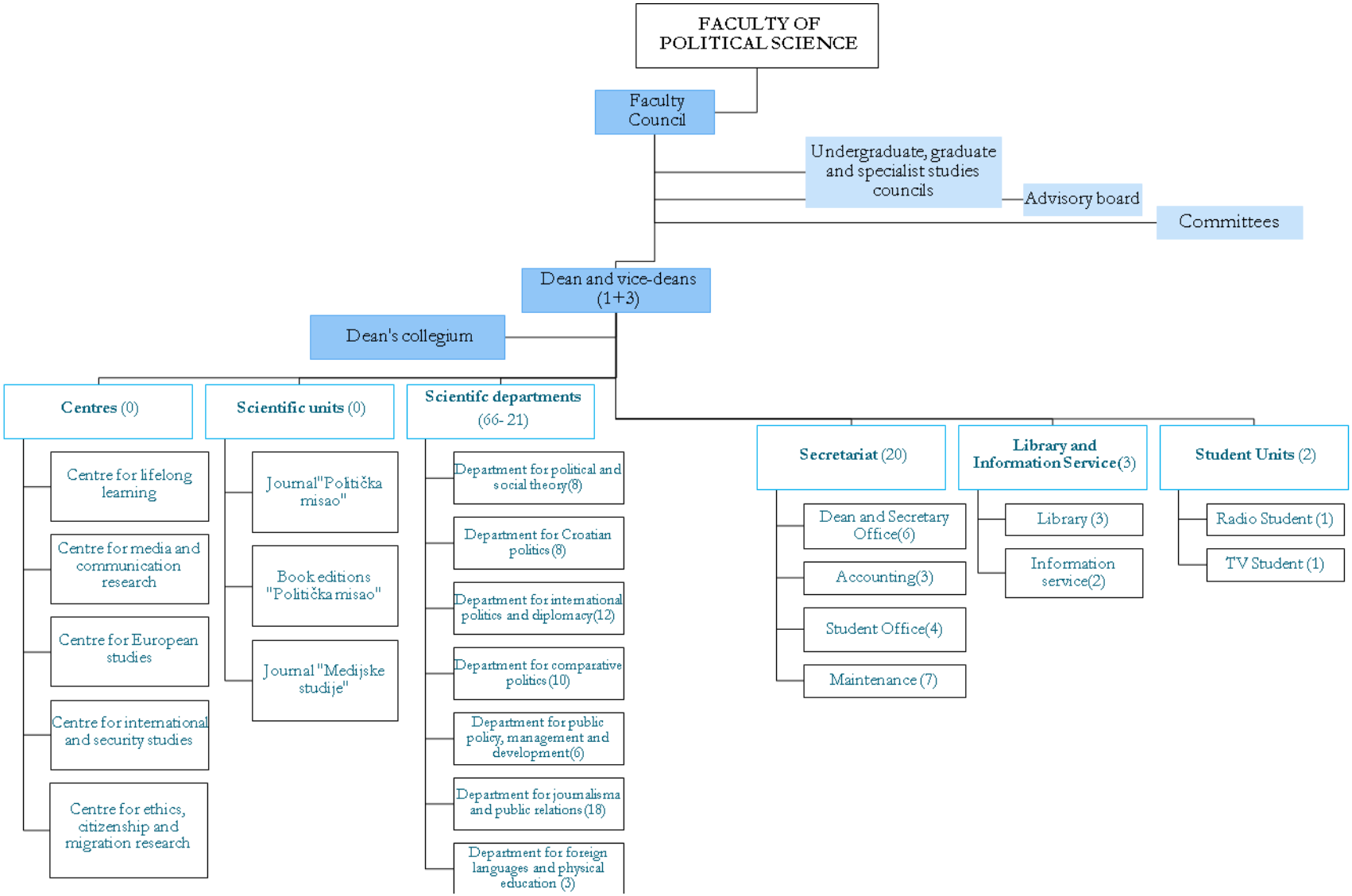
Generations of political science and journalism graduates have earned their BA, MA. and PhD degrees at the Faculty of Political Science, among them current academic and high school lecturers, scholars, government ministers and members of parliament, mayors, diplomats, journalists, publishers, media analysts and PR experts.

The Faculty actively participates in international academic exchange activities within European and international political science and communication science research networks, while faculty members extensively participate in the activities of European and international professional and academic associations in the fields of political science, journalism, media and communication studies.

Through its research, educational and public activities, the Faculty promotes democratic values, institutions and political culture and offers its academic expertise to the public in the process of public policy development and implementation and making of collective decisions. Evidence based policy making has become even more important since Croatia joined the EU, and the Faculty of Political Science, along with other University entities, sees it as its mission to contribute to these processes.

1.2. Internal Organizational Structure

Figure 1-1 Diagram of the Internal Organizational of the Faculty



Organizational units of the Faculty are academic departments, research centres, research and publishing units, library and information service, the secretariat and units of student media. **Academic departments** are responsible for research, academic programs and teaching in their field of study, as well as for professional development of their members. Academic departments formulate proposals and monitor the implementation of academic programs and individual courses curricula. They are also responsible for advising on hiring of academic staff in their field of study and nominate to the Faculty Council members of appointment committees' for permanent academic or teaching positions. There are seven departments in the Faculty. Five are covering different fields of political science and one is covering journalism, media and communication science. The latter department is also responsible for the organization and implementation of undergraduate and graduate programs in journalism, while the corresponding responsibility for the organization of undergraduate and graduate programs in political science, as well as doctoral programs is divided between 5 political science departments. Foreign languages are coordinated by a separate department. Faculty departments include:

1. Department for political and social theory,
2. Department for Croatian politics,
3. Department for international politics and diplomacy,
4. Department for comparative politics,
5. Department for public policy, management and development,
6. Department for journalism and public relations,
7. Department for foreign languages and physical education.

These organizational units employs 42 members of academic staff in permanent positions, 3 lecturers in permanent positions and 21 members of junior academic staff. In order to align research and teaching interests of faculty academic staff and organize courses for a number of related academic disciplines, permanent academic staff can be members of multiple departments, but they retain a single full or *A membership*. All members of permanent academic staff at political science and journalism departments are also members of the Faculty Council, while junior researchers and foreign language lecturers elect their representatives to the Council. Members of permanent academic staff who teach at graduate, postgraduate specialist and doctoral programs are, at the same time, members of boards of their respective programs. Faculty Council is responsible for overall management, development and operations of undergraduate and graduate programs of journalism and political science. Students do not participate in the activities of departments but they do participate in the activities of the Faculty Council.

Research activities are primarily coordinated by departments while centres are mostly focused on specific research projects or research fields. **Centres** organize academic and expert conferences, courses, information and publishing activities. There are five research centres at the Faculty:

1) **Centre for lifelong learning** collaborates with civil society organizations and coordinates the publication of the ***Political Analyses*** magazine, the only professional political quarterly covering Croatian and international politics, and book edition of the same title specializing in publishing books about political science topics.

2) **Centre for media and communication research (CIM)** was founded to collect and analyse data and processes in the areas of communication and media.

3) **Centre for European studies (CES)** focuses on research and analysis of European integration and EU political system.

4) **Centre for ethics, citizenship and migration research (CEDIM)** was established with the objective to strengthen international research cooperation on citizenship studies and forced migration.

5) **Centre for international and security studies (CeMSS)** covers the areas of international relations and national security, as well as minority rights.

Publishing activity at the Faculty is the responsibility of research units. ***Politička misao*** [**Political Thought**] **book edition** has over four decades long tradition with close to 70 titles published by Croatian and foreign authors in political science and other social science disciplines. Another research unit, **journal *Politička misao*** [Croatian Political Science Review]**,** was launched in 1964 and is the oldest political science journal in Eastern Europe, as well as the only specialized political science journal in Croatia. Since 2010 the Faculty and Croatian Communication Society jointly launched ***Medijske studije*** **[Media Studies] journal,** publishing academic and professional papers in the field of media, communication, journalism and public relations studies. Since 2004 the Faculty supports the publishing of ***Annals of Croatian Political Science Association***, which publishes papers presented at the events of Croatian Political Science Association as well as other research papers, reviews and information about developments within the discipline and the profession. In cooperation with the Belgrade Faculty of Political Science and Serbian Association of Political Science, in 2011 the Faculty established a regional journal called ***Političke perspektive*** **[Political Perspectives]*,*** publishing papers from political science and similar disciplines.

Centres and research units represent an extension of activities of academic departments and are financed by the faculty budget and research projects. Thus they have no full time employees and all research, publishing and administrative activities are conducted by the Faculty staff and associates. Other stakeholders are invited to participate in the activities of centres and research units as well. Seminars, conferences and other events always include students and other partners such as representatives of public bodies, media and civil society organization. All these stakeholders represent potential future employers for students. Students, and particularly postgraduates, regularly contribute their research papers to journals published by the Faculty and other publications.

Students are also active in student associations, among which Publius society is a platform for student projects and international student cooperation. Faculty's Student Club offers an area for work and studying, as well as socializing. Although informal organizational elements of the Faculty, these associations are both welcome and supported, as they work to promote the idea of active education and protect students' rights and interests.

Students' strongest presence in the formal Faculty structure is expressed through **student units** including student radio and television stations. **Radio Student** was launched to prepare journalism students for hands-on professional work. First student radio station in Croatia i broadcasting for nearly 17 years has become a recognizable and well-liked radio station among students and younger segments of the population in general. Radio's editor-in-chief is its only permanent employee and in its round the clock broadcasting radio relies almost exclusively on students and external associates. Student Television was founded around faculty's own **TV studio** and is broadcasting on a daily basis. Like in radio, students also play a major role in its work assisted by one full time technician, faculty members specializing in TV and visual media and external professional associates. Students work on television as camera operators, technicians, reporters, program editors and hosts, directors, producers, set designers and sound operators.

Library and Information Service consists of the Faculty library and IT services. Faculty library is the central library of political science at Zagreb University and it is responsible for purchasing, processing, preservation and lending of library items, preparation of printed and web catalogues and bibliographies, development of reports and other information tools, information flow, user assistance and library support services. IT service's main task is administration, maintenance and upgrade of IT

equipment as well as network and computing support to the Faculty staff, associates and students in their teaching and research activities. Library and IT service jointly coordinate the work of student reading room, equipped with personal computers accessible to students. Library and Information Service has five employees who are assisted by students in their daily tasks. Administrative, technical and auxiliary work is carried out by services organized within a single organizational unit, **Faculty Secretariat,** with 20 employees. Individual services include **Dean and Secretary Office, Accounting Office** in charge of Faculty finances, **Student Office** responsible for students' records, enrolment and registry, and **Maintenance service,** responsible for maintenance, heating and air conditioning and the Faculty reception desk. Details for this and other organizational units are provided in Appendix 1.1.

1.3. Faculty Management

Faculty organizational structure is governed by the Faculty Council and the Dean, with assistance from operational and advisory bodies. **Faculty Council,** as the highest governing body, adopts the Statute (Appendix 1.2.) and other Faculty general acts; it appoints the Dean, Vice Deans and Secretary; chooses members of the University Senate representing the Faculty, as well as members of the Social Science and Humanities Council; approves Dean's yearly reports; and adopts Faculty budget and final accounts. The Council is also responsible for quality assurance of academic programs and research, defines curriculum and oversees its implementation, oversees academic projects supported by the Republic of Croatia and adopts curriculum implementation plans for Faculty programs. The Council delegates responsibility for development and implementation of graduate, specialist and doctorate study programs to their respective boards. Faculty Council oversees procedures of awarding doctorates, master of science and specialist degrees within Faculty's jurisdiction; establishes new and develops existing research capacities within disciplines taught at the Faculty; initiates and implements appointments procedures into permanent academic, research and teaching positions, as well as junior positions and librarian positions. It is also responsible for securing favourable conditions allowing the expression of academic freedom and initiative of individuals and groups of researches, as well as for providing proper incentives for teachers and students in all their activities. Faculty council also approves the purchase, installation and use of Faculty equipment and performs other tasks stipulated by the law and Faculty and University statutes. For assistance in governance, the Council appoints members of Faculty bodies such as Committee for Statutory Affairs, Budgetary Committee, Faculty Disciplinary Committee, Faculty Ethics Committee and Quality Assurance Committee, with its sub- committees for undergraduate and graduate programs, postgraduate programs, research, and library/IT affairs.

Faculty Council includes all faculty academic staff in permanent positions as well as representatives of permanent staff in teaching position, junior academic staff and students elected for two years. Lecturers holding teaching posts elect one representative and junior faculty members elect four. Student organization of the Faculty elects six representatives to the Faculty Council, while all postgraduate students elect two representatives. Faculty council currently numbers 55 members (Appendix 1.3.). Student representatives are equal participants of the Faculty Council in all its decisions except in cases of doctoral dissertations, thesis and academic appointments. They also participate in the majority of Faculty bodies (for education, science, ethics, budget, quality assurance and disciplinary committees). External stakeholders are not participating in the Faculty Council, but the Statute of the Faculty allows the arena for their contribution through **Faculty Advisory Board.** The advisory board is comprised from representatives of public administration, business, non-governmental organizations, media and other stakeholders. Its objective is to establish permanent relations with Faculty stakeholders and open communication with stakeholders allowing the link to be established between faculty academic programs and research on the one hand and requirements from employers and wider society on the other. Members of the Advisory Board are expected to be selected in 2014.

Executive management, Faculty representation and external relations are the duties of the **Dean**. Dean makes business decisions and implements all decisions of the Faculty Council related to the administration of the Faculty, as well as decisions of the Senate of Zagreb University. Dean is authorized

to make business decisions in the name and on behalf of the Faculty, with the value up to HRK 1.000.000,00. For business decisions up to HRK 3.000.000,00 the Dean requires the Council approval, and all decisions with the value above that amount require the approval of the Senate of Zagreb University. Furthermore, the Dean proposes the agenda and presides over Faculty Council sessions, and suggests measures for improvement of Faculty operations. Dean is assisted by Vice Deans and the Secretary of the Faculty. Dean is accountable to the Faculty Council and Provost of the University and submits to them annual reports on Faculty activities, operations and staff affairs, as well as reports on financial plan and its implementation.

Only members of the permanent academic staff in a position of an associate professor or higher are eligible for the position of the Dean. Dean's term lasts two years and he or she can only be elected for two consecutive terms. The process of electing the Dean is initiated by the call from the Faculty Council. Each department can nominate one candidate and Faculty Council can nominate additional candidates. All candidates submit their professional CVs and work plan proposals to the Faculty Council and are invited to present the latter at a hearing followed by a discussion. Work plan proposals of the candidates approved by the Faculty Council are then submitted to the Senate. Faculty Council elects a new Dean by a secret ballot among candidates whose work plan has been approved by the Senate of the University of Zagreb. The candidate, who wins a simple majority of votes in a session attended by at least two thirds of the Faculty Council members, is appointed Dean. Dean's election process must be completed at least four months before the term of the previous Dean expires.

Faculty has three Vice Deans. The first Vice Dean, who is also Dean's first deputy, is responsible for teaching, including undergraduate and graduate programs and administration. The second Vice Dean is responsible for research and international cooperation, doctoral programs, publishing, library and information services and finances. Third Vice Dean is responsible for the Faculty development and postgraduate specialist MA programs and other programs of lifelong learning. All members of permanent academic staff with the position of assistant professor or above can be elected to the post of Vice Dean after being nominated by the Dean. Vice Dean is elected by the Faculty Council by a secret vote at a session attended by at least two thirds of Faculty Council members. Vice Dean's term has the same duration as the term of a nominating Dean.

Organizational units are run by **Unit Heads** while Dean's office is managed by a **Secretary of the Faculty,** responsible for legality of all faculty operations, management of faculty's assets and administrative and technical activities. Secretary serves as an advisor to other faculty bodies in legal, economic, administrative and technical matters. Departments are run by department heads, nominated by department members and appointed by the Faculty Council. Department heads are appointed for the period of two academic years and can not hold their position for more than two consecutive terms. Department heads, Dean, Vice Deans and Secretary compose **Dean's Collegium.** It is convened by the Dean to prepare for Faculty Council sessions and discuss different topics under Dean's jurisdiction.

1.4. Integration of the Faculty in the University of Zagreb

Faculty of Political Science is a unit of the University of Zagreb and as such it has its representatives in all university bodies (Senate, Council for Social Sciences and Humanities and similar). Legally and financially, the Faculty is an autonomous legal entity and as such accountable for enrolment process and organization of teaching, as well as for initiation and development of study programs and research activities. Faculty integration into the University, organizationally and operationally, is largely determined by current regulations and integration process at the University level. In recent years, this mostly means participation in University quality assurance programs and more pronounced reporting activity regarding financial planning and budget, employment and students. Elements of Integration also include participation of University bodies in approval of new and redesign of existing study programs; participation of the Faculty in university surveys and other quality assurance procedures; university approval of hiring and appointments to academic posts; and a stronger role of the University in

communication between the responsible Ministry and legal entities within the University. Faculty of Political Science welcomes current trends and further integration of the University of Zagreb and its further integration into university structures will entirely depend on the development of the integration processes at the University level. Since 2013 the Faculty has participated in implementation of university IPA project „Building innovation support through efficient cooperation network" (BISTEC) encouraging research commercialization and connecting researchers with the business sector.

1.5. Ethical Standards Assurance

Upholding of ethical standards at the Faculty is the responsibility of the Faculty Ethics Committee and Faculty Disciplinary Committee, in compliance with the University Code of Ethics. Faculty Ethics Committee is responsible for implementation of the University Code of Ethics as well as proposals for application and improvement of ethical standards. The Committee reaches decisions and issues statements regarding individual cases of employees' and students' questionable ethical behaviour, as well as opinions regarding ethical aspects of research activities. Academic dishonesty and other forms of questionable behaviour are defined by disciplinary regulations defining offences and disciplinary responsibility of academic staff and students (Appendix 1.4. and 1.5.). Faculty Disciplinary Committee deals with cases of disciplinary offences, including various forms of academic integrity violations. To facilitate implementation and standardization of procedures regarding prevention and prosecution of academic integrity violations related to examination and academic written work, the Faculty issued guidelines (Appendix 1.6. and 1.7.) on academic integrity violation prevention in examination and academic integrity violation prevention in written papers. These guidelines defined a simplified and standardized integrity violation reporting procedure and the establishment of registry of offences in order to record and monitor the frequency and character of academic integrity violations, and provide documentation for future disciplinary procedures (Appendix 1.8. and 1.9.). In order to ensure compliance with standards of student academic writing, with established procedures, the Faculty has also created a guidebook for academic writing (Appendix 1.10.).

1.6. Mission and Vision of the Faculty

As the oldest Faculty of Political Science in Central, Eastern and South-East Europe, offering political science program since 1962 and journalism programs since 1971, Faculty of Political Science is an academic institution whose mission is acquisition and transfer of knowledge about Croatian state and politics, society, media and its international environment. The Faculty focuses on:

- Organization of political science and journalism programs and other (interdisciplinary) programs in cooperation with partner institutions, at all academic levels, following the highest standards of quality,
- Encouragement of student creativity and active engagement in the course of their studies,
- Relevance of the Faculty through socially engaged, competent and internationally visible academic research in all areas of political studies, communication studies, media research and other social science disciplines,
- Informed analysis and interpretation of political and social processes and phenomena in Croatia and worldwide, through publications, research and public appearances of faculty academic staff.

In fulfilling its academic and social mission, Faculty acts as socially relevant and internationally acknowledged teaching and research institution, aspiring to achieve constant quality improvements and seeking creative responses to current and long-term social and political challenges. As landmarks of Faculty development path, following elements are particularly relevant:

- Undergraduate, graduate and postgraduate academic programs in political science and journalism/media studies enable transfer of knowledge that is up-to-date and socially relevant and based on research of faculty members;

- Academic classes are built around learning outcomes and learning outcomes are adjusted to recognized needs of the society. Thus they offer political science and journalism graduates a solid foundation for their future careers and activities;

- Quality Assurance system enables regular evaluation of teaching quality and learning outcomes and enables objective evaluation of student work, responsiveness of the teaching staff and student evaluation of the quality of teaching;

- Academic classes encourage student involvement and responsible approach to academic work as well as student creativity, innovation and social responsibility;

- International mobility support for students and lecturers enables up to 25 students to study abroad every semester and a number of foreign students are accepted at the Faculty and offered a number of classes in the English language;

- Participation in interdisciplinary study programs at all academic levels, together with other University entities and international academic partners;

- Establishment of lifelong learning study programs and program directed at the development of democratic political culture, in line with demands of the society and including all interested social groups;

- Student Radio and TV, functioning not only as constituent parts of journalism program, but also as authentic and independent student media, with participation of students across all faculty programs, as well as students from other University units;

- Regular conduct of academic research in cooperation with international partners and addressing current political and social developments, as well as conducting of applied research in collaboration with government institutions and nongovernmental actors addressing specific social issues and problems;

- Nurturing of critical thinking and interpretation of current political and social events through various forms of publishing or academic and expert studies and through public debate.

1.7. Potential Overlaps and Importance of Faculty's Work in Comparison to Similar Institutions in Croatia

Faculty of Political Science is the only higher education (HE) institution in the Republic of Croatia offering political science programs at undergraduate and graduate level. Furthermore, it is single HE institution in the Republic of Croatia focusing on public policies, international relations and security policies, and it has lengthy tradition of integrated approach to teaching and research in these areas. These are major distinctions between political science programs and similar programs such as sociology at the Faculty of Social Science and Humanities or public administration program at the Faculty of Law.

Faculty of Political Science has a longest tradition in media, communication and journalism studies and the largest number of permanent academic staff in the field of journalism, media and communication science. Recently, the number of programs offering studies in journalism has significantly increased and courses in journalism and communication are now available at undergraduate and graduate communication programs within Croatian Studies of Zagreb University, at journalism

program of Zadar University, journalism studies at VERN University of Applied Sciences and a number of colleges throughout Croatia. Nevertheless, the Faculty of Political Science, with around twenty permanent and junior academic staff members, with its large network of external collaborators among professional journalists and other practitioners, with established relationships with the professions, available resources and hands-on training within Student TV and Student Radio, evidently offers significant added value when compared to other similar programs.

1.8. Procedures and Bodies for Quality Assurance of Scientific and Teaching Activities

Quality Assurance Committee is principal body of the Faculty responsible for quality assurance. It encompasses the work of multiple quality assurance sub-committees in different areas of Faculty's activity. These include sub-committee for undergraduate and graduate programs, postgraduate programs, research, and library and IT services. Quality assurance system had been defined by the Statute of the Faculty but it became fully operational in 2012 upon adoption of the Quality Assurance Regulations at the Faculty level (Appendix 1.11.). Quality assurance areas at the Faculty of Political Science as defined by the Regulations are:

- **Rules and procedures of Faculty Quality Assurance application and improvement**
- **Approval, monitoring and periodic evaluation of Faculty study programs,** including curriculum and learning outcomes; student workload and ECTS points allocation; teaching methods alignment with learning outcomes; coordination of teaching with research and expert activities; and availability of adequate literature, equipment and other learning tools.
- **Student evaluation,** monitoring and assessment of student learning outcomes and program objectives; criteria, rules and procedures used in student evaluation; monitoring of the achievement of learning outcomes at course and program levels.
- **Student assistance** in curriculum and out-of-curriculum activities.
- **Academic staff assistance,** including monitoring of academic promotion procedures; education and teaching skills development; evaluation of teaching and research work; monitoring of employment and advancement procedures; and workload distribution criteria.
- **Research and professional activities,** including current and planned research activities; monitoring of effectiveness of research and professional activities; participation in international and domestic research and professional projects; and cooperation with academic and professional organizations at home and abroad.
- **Mobility and international cooperation,** including student and staff mobility towards educational institutions at home and abroad and participation in international mobility projects for academic staff, students and non-teaching staff.
- **Resources for educational, research and professional activities,** including quality of teaching staff skills; availability of lecture halls, computer classrooms, teaching equipment and research and professional equipment; availability of literature and quality of access to online e-journals and other electronic resources.
- **Faculty Information System** enabling tracking of students' progress and achievements, collecting feedback about student satisfaction with study programs, courses and individual lecturers; surveying graduate students and recording student employment rates.

- **Work transparency,** including information on study programs, implementation plans, faculty regulations and academic staff competences, as well as opening of student examinations, presentations, seminars, final and graduation papers to the public.

As part of quality assurance, student satisfaction surveys are used for continuous evaluation of teaching staff work and quality of courses. Surveying is regularly organized by the University Quality Office and the Faculty, for over five years now. Significant improvements in the area of quality assurance took place in 2012 when first SWOT analysis of the Faculty (Appendix 1.12.) was completed and guidelines laid out for drafting of the Faculty strategy. In 2013 academic writing rules and standards were adopted. These were followed by the adoption of learning outcomes for graduate and undergraduate programs as well as rules for awarding ECTS points in courses at the graduate and undergraduate level. Also, rules and regulations for preventing academic dishonesty in exams and written assignments were adopted for all academic programs, finalizing the list of priorities for academic year 2013/2014. Procedure for precise ECTS credits allocation is to be established during preparations for academic year 2014/2015, when all syllabi will be reviewed according to ECTS allocation rules. In the forthcoming period quality assurance activities will be focused on the process directed at precise alignment of course curriculum, teaching and evaluation methods with learning outcomes at the course and program level. The Faculty will also improve a system of data collection and create an integrated data repository which will enable the use of data in analysis and planning processes as well as in quality assurance and management activities. Finally, in the coming months more attention will be directed towards development of a system supporting research and improvement of academic staff research skills. Quality assurance operations report and quality assurance action plan for the forthcoming period can be found in Appendix 1.13 and Appendix 1.14.

1.9. Assessment of Program, Activities and Resources and Strategic Goals of the Management

So far the Faculty did not undergo external evaluation which would encompass programs, management, quality assurance, student affairs, employment policy, research, international visibility and financial and material resources at the same time. However, all study programs of the Faculty have undergone external evaluation and were accredited without recommendations for major for improvements. The Faculty conducted internal self- analyses in 1995 and 2002 as part of periodic evaluation by the former National Council for Higher Education. In the process of preparation of Baselines for the Development of Strategy of the Faculty of Political Science (Appendix 1.15.) the Faculty carried out an analysis of the conditions of facilities and material resources, network and IT resources, student enrolment, numbers and pass rates, study programs, international research cooperation and management processes. Upon identifying present needs the Faculty Management defined the following mid-term strategic goals:

1.9.A. Facilities and Resources

Faculty is currently located in the building located in Lepušićeva street at number 6, with an area of 3736 m². Although in 2010 additional 212 m² were obtained in a separate building, available facilities still remain insufficient for all teaching currently being carried out at the Faculty and make it difficult to introduce smaller class sizes, increase the offer of elective courses and increase the number of graduate programs offered. Shortage of workspace and IT equipment available to lecturers and research teams is an acute problem, while student workspace issues were only partially solved in 2011 with the opening of a reading room with 40 workplaces and equipped with 10 computers. Radio and TV Student have their dedicated premises, but both media have needs for expansion and the Faculty will not be able to accommodate them without depriving organizational units of their space. There is no possibility of expanding the existing facilities at our current location, and smaller interventions in reorganizing the available space remain our only option at this moment. Practical long-term solution to the lack of space would be relocation to Borongaj University campus where 15,000 m² would be allocated to the Faculty

according to working drafts of a campus plan. Relocation to Borongaj would follow campus construction and is expected in five to eight years.

As for IT resources, network access at the Faculty currently relies on LAN connection via CARnet and wireless connection supporting a limited number of users, which becomes a problem when large number of users are simultaneously online. At the moment there are no installation settings or equipment at the Faculty to support EDUROAM wireless network. Faculty has a website but without Intranet, access differentiation for different users or multilevel administration or content management. EDUnet system is used instead of Intranet for communication with students, class registration, teaching material distribution and grade entries. It enables definition of differential access rights, but fails to support installation of applications needed to support e-learning, course planning and delivery, data collection and analysis about teaching and courses, as well as support of management activities. Taking into account current resource availability following mid-term goals are identified:

1. Allocate and equip additional space for student newspaper and increase space available to Student Radio and TV within existing facilities.

2. Reorganize and renovate academic staff offices in order to provide equal work conditions to all our academic staff and secure an office space for editorial boards of Faculty journals and book editions.

3. Preparation of a plan of adequate accommodation of the Faculty and all its organizational units at Borongaj campus in cooperation with university bodies and other partners.

4. Integrate an ISVU system and make it a principal system for recording and keeping of data about students, enrolment, courses and grades.

5. Introduce a new network platform CMS Quilt 2 to support Internet and Intranet, with multilevel administration and user access based on records from ISVU system data.

6. Initiate installation of EDURAM wireless network at the Faculty

1.9.B. Study Programs and Students

The latest change in undergraduate and graduate study programs in political science and journalism took place in 2010 and included minor changes affecting up to 20% of the total number of ECTS credits per each program. In the process, a certain number of elective courses were added. At the moment there is no need for additional changes in study programs, except for redistribution of workload within political science and journalism graduate programs. In October 2013 graduate program in English language *Master of European Studies,* was approved by the Senate of University of Zagreb, and the Faculty is collaborating in the Military Study program at the Croatian Military College with a *Military Leadership and Management* module starting in academic year 2014/2015. Future development of the curriculum and learning outcomes requires insight into employment opportunities, career development and jobs available to graduates of the Faculty of Political Science. It is also important to identify skills required at jobs former students of the Faculty work at and asses to what degree Faculty current programs enable them to acquire these skills.

For the past five years the Faculty has been gradually reducing its enrolment quotas from initial 185 students in undergraduate program of political science and 210 students in undergraduate program of journalism five years ago, to 125 students in both programs in the academic year 2012/2013 and after. Consequentially, enrolment quotas for graduate programs were adjusted as well and currently stand at 155 students in political science graduate program and 165 students in journalism graduate program. There are no additional quota reduction plans at undergraduate program over the following period, but there are possibilities for further reduction in graduate program enrolment numbers. In recent years

new exchange agreements increased the number of foreign students at the Faculty as well as numbers of outgoing students attending foreign universities for a semester. Considering the above, mid-term goals are the following:

1. Redistributing the course workload between semesters so that in their final semesters, students of graduate programs focus on work on their final thesis. This requires redistribution of courses and ECTS credits between semesters and an implementation of new graduate studies regulations setting the timeframe for completion of final papers.

2. Conduct a survey among bachelors of political science and journalism who graduated after 2008 and collect data on their employment rates, type of jobs they work at and skills those jobs require.

3. Gradually reduce enrolment quotas at political science and journalism graduate programs, in line with reductions of the number of students enrolled in finishing years of undergraduate programs.

4. Complete additional student exchange agreements within ERASMUS program and make all information about exchange options readily available to students

5. Assess availability of both space and academic staff at the Faculty and possible cooperation with other University entities in order to launch graduate program in public policy.

1.9.C. Courses and Teaching Staff

In addition to our fully employed teaching staff, Faculty currently relies on 42 external collaborators who teach 23% of the total teaching load at undergraduate and graduate programs. Even though in academic year 2013/2014 the Faculty reduced the number of external collaborators and their workload, further efforts are needed in order to further reduce the number and workload of external collaborators and keep only those needed for core courses which cannot be covered by faculty members, as well as journalism courses that require expert participation in practical training and exercises. Problem of core courses which are currently insufficiently covered by permanent academic staff and junior academic staff is particularly evident at the Department for public policy, management and development and the Department for journalism and public relations. External collaboration also has an important role in methods courses, as members of permanent academic staff teaching these courses are also highly active in other courses.

Enrolment quotas reduction resulted in reduced class sizes over the past several years and had a positive impact on quality of teaching. Teaching at the Faculty is primarily organized as combination of lectures and seminars. Some undergraduate and graduate courses in journalism take place in TV and radio studios, while other courses, both in political science and journalism programs include field work and hands-on training such as field research or visits to institutions and organizations relevant for the course. Classes requiring computers, such as statistics and research methods, take place in the computer lab. As for e-learning, all undergraduate and graduate courses in political science and journalism, as well as all postgraduate courses, have their own Intranet web page within the EDUnet system. This system is above all used for communication with students and distribution of teaching materials and student assignments. Mid-term plans aimed at addressing identified resource needs and at an increase in teaching quality are:

1. Appointment of five new assistant professors in comparative politics, public policies, political theory, media and communication before the end of 2014.

2. Additionally reduction in the number and teaching load of external collaborators, redistribution of teaching load among permanent and junior staff and an increase in co-

teaching of core courses by two or more permanent staff members.

3. Announcing of vacancies for positions in political economy, international relations and security politics.

4. Prioritizing of staffing at the Department for public policy, management and development and Department for journalism and public relations in employment plans for the forthcoming period

5. For all future hiring, verifying that newly employed academic staff possess required methods skills, and, as soon as there are job vacancies, employing more members of permanent academic staff and junior staff for methods courses.

6. When preparing teaching plans for academic year 2014/2015, introduce procedures which would ensure more accurate alignment of teaching workload with ECTS points allocation for every course, as well as evaluation and more accurate alignment of course content, teaching methods and evaluation methods with learning outcomes.

7. Put in place measures for evaluation and mentoring of junior lecturers and associates, as well as process for evaluation of competences of external collaborators, their qualifications in a given area and their teaching skills.

1.9.D. Research and International Cooperation

At the moment comprehensive support system for research and project application does not exist at the Faculty. Members of academic staff participate in a number of projects and research networks, but this is in most part the result of their own efforts and products of their links with other universities or researchers. In order to change these trends, in 2012 the Faculty established a funding system providing annual budget for participation in international conferences and various training activities, such as summer schools and methods seminars and workshops. The same source of funding is used in support of research productivity. At the same time, the Faculty undertook steps to organize the Office for International Projects and Research. This office will be a new organizational unit in charge of collecting and disseminating information about project calls and research networks, and will support preparation of research projects applications and project management. Exchange of information about research activities of faculty academic staff is clearly inadequate and Faculty resources remain insufficiently used in support of an increase in productivity, quality and visibility of research work. In the near future, the Faculty needs to set up an integrated system of research support, adding new sustainable and feasible elements of support of research work to those already existing. This activity includes the following mid-term goals:

1. Continuation of funding for the existing research mobility system at the Faculty.

2. Continuation of support to publishing, including adding the additional funding resources directed at covering expenses of publication preparation services to already existing support for academic productivity with an objective to increase the number of publications in international journals and books published by international publishers.

3. Provide assistance to research project development and implementation through the foundation of Office for International Projects and Research.

4. Support research through increasing the availability of literature, data and software for data analysis.

5. Support training in methods and other skills by organizing workshops for academic staff, doctoral candidates and other university members.

6. Set up a faculty seminar where academic staff and guest lecturers could share research information and present their research papers.

1.10. Participation of the Faculty in Making Decisions of Public Interest

In fulfilling socially responsible dimension of its mission, the Faculty has been recognized as a research institution that can offer expert knowledge and advisory services to various stakeholders in the process of public policy development, with an emphasis on supporting active Croatian EU membership and full utilization of its development potential. Faculty members participate as advisors and members of various working groups within different government bodies, especially in the areas of national security, elections, public administration reform, social policy and educational policy with an emphasis on civic education. Faculty members teach public policy courses at the State School for Public Administration and are mentors to high ranking civil servants attending the school.

Faculty centres and research teams provide analyses to public administration, used in formulating new and improving existing public policy documents. Faculty science units and researchers work closely with relevant civil society organizations. Using synergies between science, education and advocacy, faculty researchers and their partners work to improve content and the process of development and implementation of a number of public policies such as anti-discrimination policy, public administration reform and development of party finance regulation, media policy, gender equality policy, and policy for disabled persons and so on.

Faculty academics are also active commentators of political decision making processes dealing with various topics of public interest. They provide independent assessment of different social issues and developments, and offer solutions to social problems, contributing to the development of democratic political culture in Croatia. They do so through appearances in electronic and print media, and articles in expert and professional publications. Faculty academics regularly participate in professional and public gatherings and debates organized by the Faculty addressing relevant social and political topics. Argumentative discussion regarding decisions of public interest is encouraged in student media as well. Student radio and television provide socially engaged content based on supporting the idea of common good, to inform and educate, but also to increase standards of responsible behaviour towards society and environment as well as standards of critical thinking.

1.11. Assessment of current situation and propositions for possible improvements

Successful implementation of mid-term objectives, long-term planning and Faculty management require improved data collection about different aspects of quality of Faculty activities. At this time, integrated system of data analysis does not exist and data about activities are collected separately in different organizational units, and do not exist in a single database. Thus the Faculty lacks an information platform needed for an integral analysis of own activities and planning.

For stronger links between teaching and research activities and needs of society, regular communication with external stakeholders and future employers of our students is needed. External stakeholders include representatives of public authorities and bodies on national, regional and local level, media, business and civil society organizations. With all that in mind, mid-term objectives for the improvement of Faculty management include:

1. Implementing of central data collection of data about courses, teaching and research, student and lecturer workload, enrolment, grades, exam pass rates and similar information.

2. Setting up a system of network repositories on new Internet-Intranet platform to create a readily accessible archive of Faculty documentation and setting up a database and registration system to enable analysis and planning of programs and activities.

3. Set up a Faculty Advisory Board as an element of a system of quality assurance and permanent communication with all relevant Faculty stakeholders.

Table 1-1 Internal quality assurance

Type of activity	Responsible for the activity (name of the body or persons)	Frequency of the activity (number of annual meetings or activities)	Number of reports made in the course of specific activity in the last 5 years	Practical results of activities (description in the text)
Thematic sessions on teaching quality	Faculty council	4	12	Changes in the implementation plan and modernizing of subjects. Instructions for awarding ECTS points. Changes of study programs. Adoption of learning outcomes
	Committee for quality	8	10	Adoption of learning outcomes. Instructions for awarding ECTS points. Prevention of academic unfairness. Conclusions and recommendations to the faculty council.
	Departments	4	20	Changes in the implementation plan and modernizing of subjects. Changes of study programs. Adoption of learning outcomes.
Activity of the board (committee) for teaching quality monitoring	Committee for quality	1	No special reports - results distributed to teaching staff	Analysis of student surveys
Student questionnaire (implementation, processing, informing students, teachers' responses)	Faculty management	4	12	Semester and annual student surveys
SWOT analysis at the level of the institution	Faculty management and committee for strategy	2	4	Making of SWOT analysis and starting points for making the strategy.
Monitoring quality indicators at HEI*	Faculty management and work group for research strategy	3	3	Bibliometrical report, mapping of faculty research potentials
Other forms of evaluation				

**Ordinance on the content of license and conditions for issuing license for carrying out activities of higher education, carrying out study programs and re-accreditation of higher education institutions (Official Gazette, no. 24/10)*

2. STUDY PROGRAMS

ELEMENTS OF SELF-ANALYSIS IN THE AREA OF STUDY PROGRAMS:

☐ Diagram with configuration of all study programs along the vertical line. Functional reasons for such configuration, especially from the standpoint of achieving optimal educational results. Dislocated study program and their justification.

☐ Overlaps of study programs of the Faculty with similar study programs at other constituents of Zagreb University, if such exist. Steps undertaken to avoid future overlaps.

☐ Criteria taken into account when proposing enrolment quotas for undergraduate. Assessment of the suitability of the enrolment quotas with regard to social needs and the number of unemployed, possibility of the higher education institution to provide quality education in groups and the number of capable students motivated for efficient studying in line with the given programme.

☐ Analysis of the pass rate in the first year of study and its relation to the enrolment criteria in respect to the types of high schools your candidates are coming from and their average high school grade.

☐ Overview of the methodology used to set learning outcomes when planning study programmes. Illustration of one study programme as an example of linking obligatory courses and competences.

☐ The most important goals used to set learning outcomes. Level of achievement of goals envisioned in creation of new study programmes (undergraduate, integrated undergraduate/graduate, and professional, if any).

☐ Description and assessment of methods and procedures for adjustments of allocated ECTS credits with realistic assessment of student workload.

☐ Competences of experts who graduate from the Faculty. Comparison with a similar study programme at prominent foreign HEIs and with recommendations of European or international professional organisations.

☐ Overview of procedure of monitoring and improvement of study programmes. Description of changes made to the accredited Bologna study programmes.

☐ Justifiability and goals for carrying professional and specialist graduate professional study programmes at the Faculty of Political Science.

☐ Overview and assessment of methods of checking class attendance.

☐ Description and assessment of teaching methods, implementation of practical work (internship) and field classes.

☐ Description and assessment of quality of teaching in workplaces outside the Faculty.

☐ Assessment of availability and quality of the content of study programmes which is offered online.

☐ Comment on overall study programmes at the Faculty and plans for their change in the near future.

☐ Lifelong learning programmes carried out at the Faculty.

☐ Overview of the system for recognition of prior learning and the system for academic recognition of foreign higher education qualifications.

☐ Overview of formal mechanisms for approval, review and monitoring programmes and qualifications of the Faculty.

☐ Options and procedures for self-accreditation of own study programmes.

☐ Satisfaction with the current situation and proposals for possible improvements.

2.1. Configuration of Study Programs

Study programs at the Faculty of Political Science are organised at the undergraduate, graduate, postgraduate specialist and doctoral level. There are two major fields of study at the undergraduate and graduate level: political science and journalism. Journalism program also comprises elements from communication science. The political science undergraduate program lasts eight semesters with 240 ECTS credits (Teaching Plan in Appendix 2.1.), whereas journalism undergraduate program is organised into six semesters with the total of 180 ECTS credits (Teaching Plan in Appendix 2.2.). 60 ECTS credits are allocated to two semester graduate program in political science (Teaching Plan in Appendix 2.3.) while 120 ECTS credits are allocated to the four semesters graduate program of journalism (Teaching Plan in Appendix 2.4.). The graduate program of Master of European Studies with 60 ECTS credits in the English language, was approved in October 2013, but did not enrol any students in the academic year 2013/2014. The Faculty also has a number of postgraduate specialist MA programs with 60 ECTS credits, namely:

- Advanced Master of European Studies (the program will be discontinued),
- Local Democracy and Development (Teaching Plan in Appendix 2.5.),
- Public Relations (Teaching Plan in Appendix 2.6.),
- Regional Comparative Studies of Central and Southeast Europe (Teaching Plan in Appendix 2.7.),
- Security Policy of the Republic of Croatia (Teaching Plan in Appendix 2.8.),
- Foreign policy of the European Union (Teaching Plan in Appendix 2.9.),
- Foreign Policy and Diplomacy (Teaching Plan in Appendix 2.10.),
- The Identity of Europe (the program will be discontinued),
- Education Policy of the Republic of Croatia in European Context (Teaching Plan in Appendix 2.11.),
- Adapting to the European Union: The Project Management and the Use of EU Funds and Programs (Teaching Plan in Appendix 2.12.),
- The Media in the Digital Era (the is approved, but it has still not been entered in the study program register)

Four postgraduate specialist MA programs have enrolled students in the academic year 2013/2014: Public Relations, Security Policy of the Republic of Croatia, Adapting to the European Union and Foreign Policy and Diplomacy. The postgraduate specialist MA programs of The Identity of Europe, Foreign Policy of the European Union and Education Policy of the Republic of Croatia in European Context did not enroll any students so far due to insufficient number of candidates. Doctoral level programs are organized through an integrated doctoral program of Political Science (Teaching Plan in Appendix 2.13.) and doctoral program in Comparative Politics (Teaching Plan in Appendix 2.14.), the latter currently only encompassing activities related to dissertation mentoring and comprehensive examination. The Faculty does not have dislocated study programs, but is one of the two leading institutions in the Military study program organized at the Croatian Military College. Within this program the Faculty is responsible for the organization and execution of the Military leadership and management module. Structure of study program with corresponding ECTS credits is shown in Picture 2.1 and Picture 2.2.

Figure 2-1 Study Programs of the Faculty of Political Science

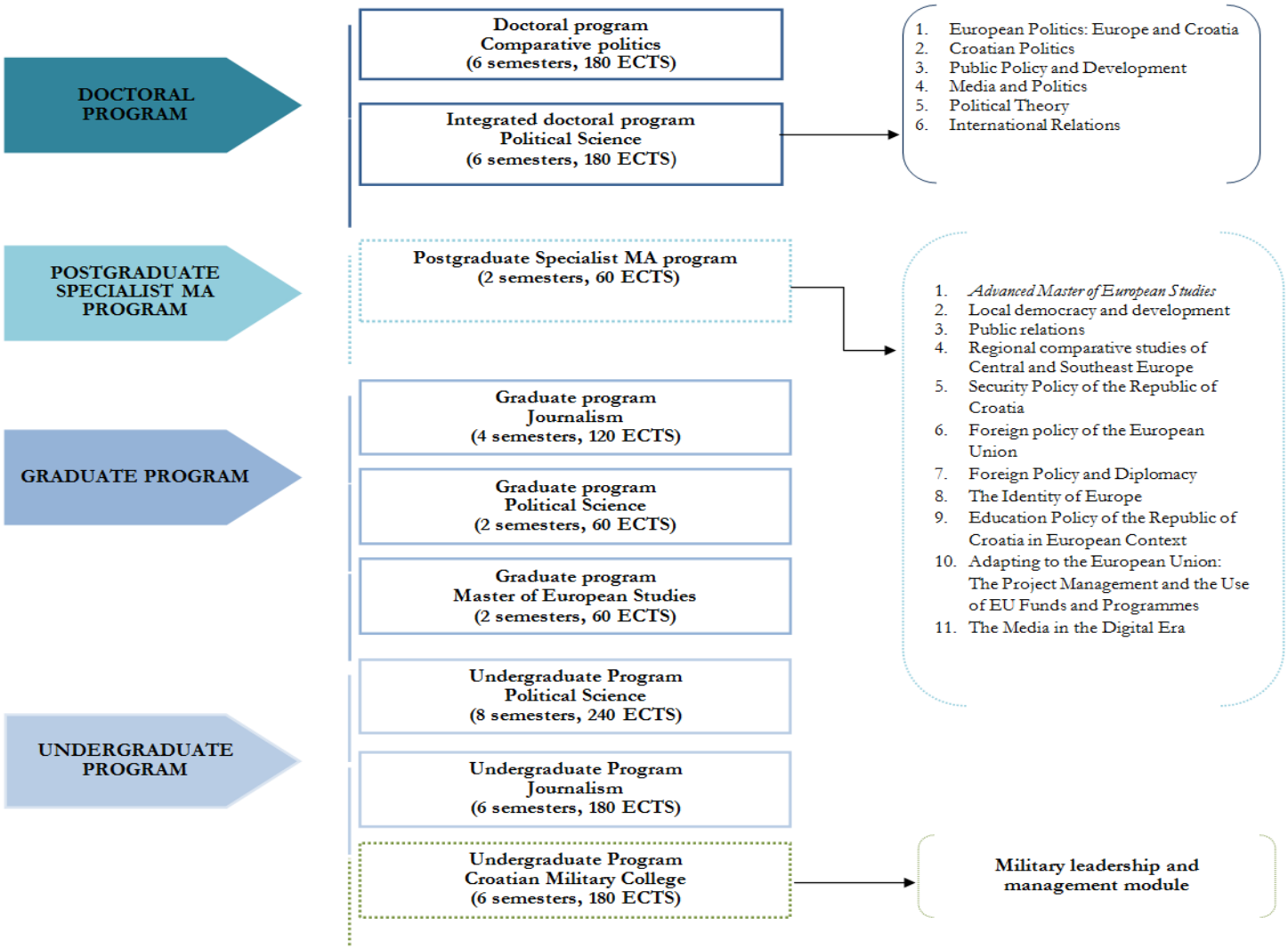
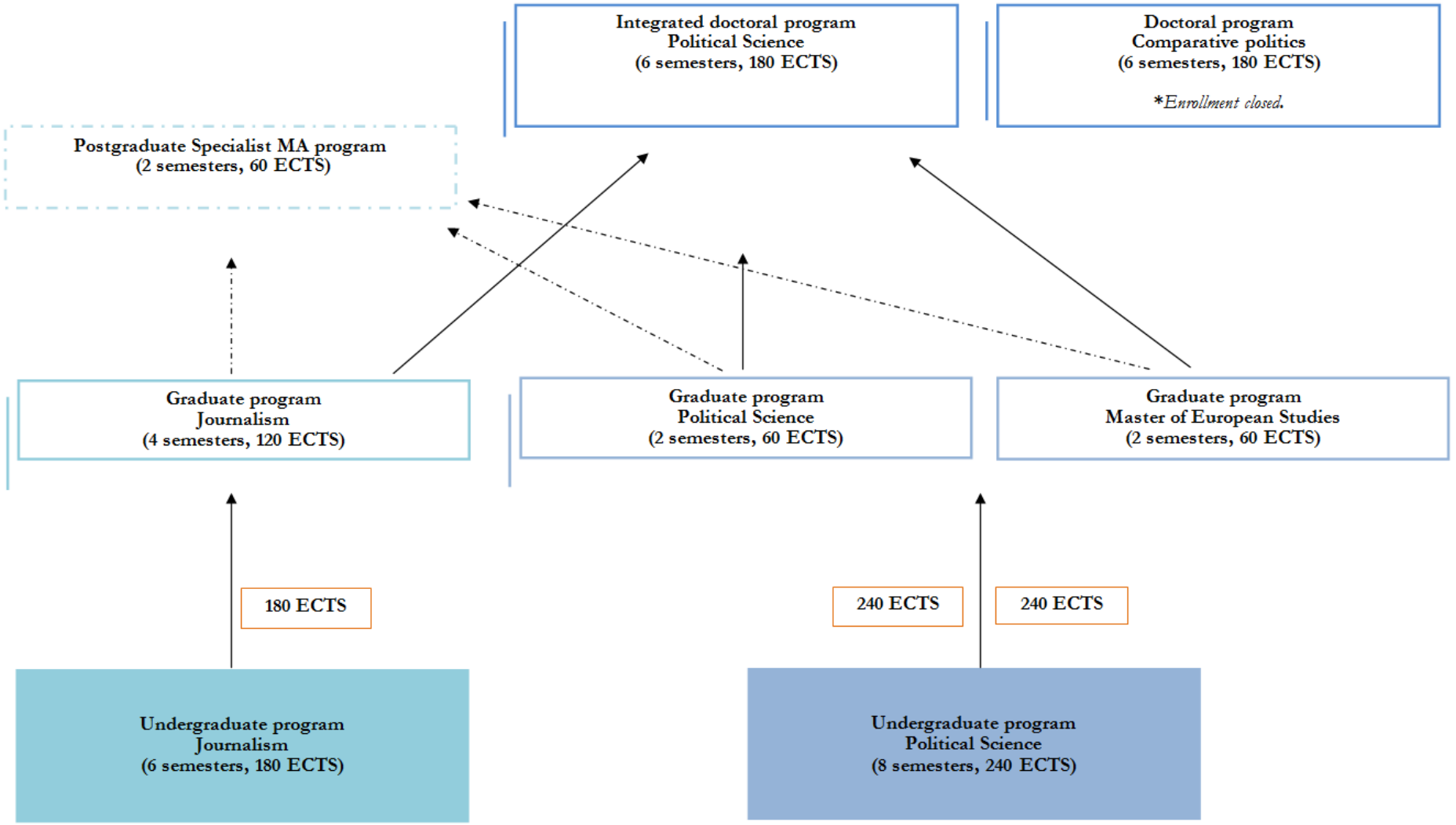


Figure 2-2 Configuration of study programs



Undergraduate and graduate programs in political science and journalism, are structured so that an undergraduate program represents the basic level and the graduate program the advanced level of study. Reasons for different distribution of ECTS credits between the undergraduate and graduate programs of journalism and political science, as well as for the 4+1 structure at the political science program and 3+2 structure at the journalism program, lie in different aims and objectives of the programs and their learning outcomes and will be described in more detail in the text dealing with learning outcomes. Within this structure, the undergraduate political science program is intended to provide core knowledge and competencies in the main fields of political science. The graduate program in political science is intended to provide specialization in one or two fields of political science. The undergraduate program in journalism is intended to provide basic knowledge in fields of journalism, media and communication science, whereas graduate program provides advanced knowledge in these fields.

Since the status of a BA degree is not completely recognized on the labor market as an equivalent to the university diploma of the pre-Bologna system, the enrolment quotas as well as the structure of undergraduate and graduate programs are designed to enable all BA students who meet admission requirements to enroll in the graduate program of political science or journalism. The different structure of programs poses certain obstacles for students' mobility between political science and journalism, especially when it comes to transfer from undergraduate to graduate programs. This problem is partially solved through the provision enabling students to take courses offered at other programs while counting ECTS credits as earned within their principal program. On the other hand, the problem of different number of ECTS credits at the undergraduate level arising during transfer from undergraduate program of journalism to graduate program of political science is solved by introducing courses in the fourth year of the undergraduate program of political science open to journalism graduate students. However, majority of students of the Faculty of Political Science do not use this option when transferring from the undergraduate to the graduate program, i.e. they choose the graduate program which is the continuation of their undergraduate program. There are also serious obstacles to mobility when students transfer from undergraduate to graduate programs held at different units of university because of complex administrative procedures related to selection of courses and transfer of ECTS credits.

2.2. Overlapping of Study Programs with the Programs of other University Units

There is a certain degree of overlap between journalism programs of the Faculty of Political Science and similar program in other units of University of Zagreb. Namely, the undergraduate and graduate programs in communication science at the Croatian Studies include contents which are partially covered by the undergraduate and graduate programs of journalism at the Faculty of Political Science. Both undergraduate and graduate programs of journalism at the Faculty of Political Science and the undergraduate and graduate programs of communication at the Croatian Studies are accredited by the University of Zagreb and by other bodies in charge of accrediting academic programs. So far there have been no demands or recommendations from the University and other relevant institutions to remove the overlapping content of these programs.

2.3. Enrolment Quotas

The enrolment figures for undergraduate programs have been reduced over the last few years – from 185 students enrolled at the undergraduate program of political science and 210 students enrolled at the undergraduate program of journalism in the academic your 2009/2010 to 160 students per program in the academic year 2010/2011, then to 145 students in the academic year 2011/2012 and finally to 125 students enrolled in the undergraduate program in political science and journalism in the academic year 2012/2013. The enrolment quota at the undergraduate program of political science and at the undergraduate program of journalism has remained

unchanged in the academic year 2013/2014 at 125 students in each program. The enrolment quotas of graduate programs has periodically been adjusted to the number of students who finished respective undergraduate programs in order to enable all students who fulfilled admission requirements to continue their studies at the graduate level. Since the enrolment quotas for undergraduate programs has been reduced, the enrolment quotas at the graduate programs has consequently been adjusted so it currently stands at 155 students at the graduate program of political science and 165 students at the graduate program of journalism.

The reduction in the number of enrolled students over the previous period has been carried out in order to achieve optimal class sizes given the available space of lecture halls, and to organize lectures, seminars and practical lessons in classes of acceptable size within existing space constraints. The reduction in the number of enrolled students enabled the Faculty to rely less on external collaborators in teaching, and consequently, their number will be reduced further in the upcoming period. Further reason for the reduction in the number of enrolled students is the size of the teaching load and the student-teacher ratio. Reducing the enrolment numbers improves the quality of teaching and opens up possibilities for work in small groups and through tutorials with students. The reduction of enrolment quota also had an impact on increase in the quality of enrolled students, which has a positive impact on the exam pass rate as well as on the quality of class work. Also, it can be expected that the smaller number of graduated students and higher quality of class work would increase students' employability and improve their labor market position.

The enrolment quota at the postgraduate specialist MA programs and doctoral programs is defined by teaching resources available and organization of coursework and supervision in each program. However the number of candidates who are actually admitted to a particular program depends on the number of applicants and their quality. This number fluctuates from one year to another, so it can often happen that fewer students enroll at the postgraduate and doctoral studies than is the number of available places.

2.4. Learning Outcomes

Learning outcomes at the Faculty of Political Science are defined for undergraduate and graduate programs in political science and journalism (Appendix 2.15. and 2.16.). Learning outcomes at the doctoral and specialist level are defined through expected competences, finished PhD students or university specialists should have upon the completion of their studies.

2.4.A. Learning Outcomes at the Undergraduate Study of Political Science

Learning outcomes of the political science programs reflect a different level of complexity and focus of undergraduate and graduate programs, as well as the fact that the graduate program is intended to be a specialization after the completion of undergraduate program. Learning outcomes at the undergraduate political science program differentiate acquisition of competences, such as knowledge and comprehension of topics from major political science fields, as well as general skills related to knowledge and application of research methods, academic writing and presentational skills, formation of links between political science topics and topics from other social science disciplines as well as capacities for critical thinking. Specific learning outcomes at the undergraduate BA program in political science include knowledge and comprehension of main topics and concepts from the main fields of political science i.e. comparative politics, national and European politics, international relations, political theory, political economy and public policy.

Therefore, the main objective of the undergraduate political science program is to ensure comprehensive knowledge of the topics constituting main fields of political science, basic knowledge of research methods and their application as well as acquisition of general competences such as critical thinking, writing and presenting. Knowledge and comprehension of basic contents of political science is achieved through core courses covering different fields of political science

and aiming to provide knowledge about their basic concepts, approaches, theories and methods. These elements enable not only the acquisition of comprehensive knowledge about the discipline, but also provide a sound foundation for further learning and specialization in particular fields of political science. In addition to core courses students can acquire deeper knowledge and comprehension of particular fields of political science by attending elective courses which focus on more specific topics form political theory, comparative politics, national and European politics, international politics and public policy.

The structure and sequencing of core courses reflects program orientation towards the accomplishment of the described learning outcomes. In the first two semesters of the undergraduate program in political science students attend core courses focused on basic concepts and approaches in political science and on acquiring of basic academic writing and social science research skills. These topics are covered by the courses Introduction to Political Science: Concepts and Introduction to Political Science: Approaches and courses Academic writing, Research Methods and Statistics. In the following six semesters students attend courses directed at topics from political theory, comparative politics, Croatian politics, public policies, international politics and political economy. Table 2.1 shows the relation between the compulsory courses and learning outcomes in the undergraduate program of political science.

Table 2-1 Learning outcomes and compulsory courses in the undergraduate program of political science

General learning outcomes:	**Core courses:**
Understanding of basic concepts and approaches in political science.	Introduction to Political Science: Concepts and Approaches
Writing and presentational skills	Academic Writing
Understanding and applying basic research methods	Research Methods
Under standing and applying data analysis techniques	Statistics
Specific learning outcomes in fields of political science:	**Core courses:**
Knowledge and understanding of political theory concepts	History of Political Ideas Contemporary Political Theory
Knowledge and understanding of public policy topics and topics from political economy.	Public Policy Admiistraton Science Political Economy
Knowledge and understanding of comparative politics topics, political systems and political institutions	Political Sociology Introduction Into Comparative Politics Comparative Political Systems
Knowledge and understanding of international relations, international politics, security systems and security policy.	International Political Relations International Political Economy
Knowledge and understanding of national politics, political system and institutions.	Political System of Croatia
Knowledge and understanding of europan politics, european political system and european institutions.	Political system of the EU

Since the undergraduate program in political science includes the acquisition of basic didactic skills, learning outcomes also include knowledge and application of didactic and methodological skills for teaching social science courses in secondary schools.

2.4.B. Learning Outcomes at the Graduate Study of Political Science

Learning outcomes at the graduate level include the acquisition of general competences enabling students to perform research and analytical tasks, understand and apply research methods, be able to analyse topics from different fields of political science, as well as to communicate findings to a relevant

audience. In relation to the specific skills, learning outcomes at the graduate political science program comprise understanding and application of concepts in the fields of comparative politics, national and European politics, international relations, political theory, political economy and public policy. Learning outcomes also comprise the application of knowledge from these fields of political science in producing analysis and recommendations related to the functioning of different elements of the political system. Since just 60 ECTS credits are allocated to the graduate program of political science, the fulfilment of learning outcomes is directed towards one or two of following major fields of study which are comparable to the main fields of political science:

1. International relations
2. Croatian political system
3. Comparative politics
4. European studies: Croatia and Europe
5. Political theory
6. Public policies, management and development
7. National security

Students choosing courses from these fields and can concentrate their choice on one or two fields. If a student chooses three elective courses from one major political science filed over two semesters, the specialisation/major title (at most two of them) is entered into his diploma supplement. In this sense, general and specific learning outcomes (in different fields) at the graduate level are not strictly linked to particular courses. General learning outcomes are achieved by the program as a whole, whereas the acquisition of specific learning outcomes depends on the choice of specialization. This structure of the learning outcomes reflects the link between the undergraduate and graduate programs, where graduate program is a specialization which follows the undergraduate program.

2.4.C. Learning Outcomes at the Undergraduate Study of Journalism

In undergraduate and graduate programs of journalism learning outcomes are differentiated into general and specific. General learning outcomes include the acquisition of competences in linguistic, media and digital literacy; understanding of ethical standards work in the media and communication systems demands, and knowledge of basic concepts and research methods in media and communication studies. General learning outcomes at the undergraduate and graduate program of journalism are reflecting different levels of complexity and are directed at the acquisition of skills and competencies necessary for work in the media, journalism and public communications. These include the acquisition of ethical standards required for work in the media, journalism and in public communications; acquiring knowledge of research methods as a base for competent use of different forms of data; and acquiring of skills needed for creating print, digital, audio and visual content in the media.

At the undergraduate level the expected learning outcomes include the acquisition of general skills at the basic level while at the graduate level students are expected to reach an advanced level of competencies. The structure of learning outcomes and the relationship between particular learning outcomes and core courses in undergraduate program in journalism is presented in Table 2.2.

Table 2-2 Learning outcomes and core courses at the undergraduate journalism program

General learning outcomes:	**Core courses:**
Linguistic literacy	Croatian Language and Journalissm Stylistics Academic Writing
Digital literacy	Methods and Techniques of New Media
Media literacy	Introduction to Print Media/Radio/Television
Ethics	Journalistic Ethic
Research theory and methods	Research Methods Statistics
Specific learning outcomes in fields of journalism:	**Core courses:**
Knowledge and understanding of media, media systems and media roles	Introduction into Media Systems Media and Public Politics of Mass Media
Knowledge and understanding of media text and media messages	Methods and Techniques of the New Media Communication Science Introduction to Print Media/Radio/Television
Knowledge, understanding and application of skills related to media content in different media environment	Introduction into Journalism Forms of Print, Radio and Television Expression Writing in Newsmedia Radio/Television Journalism
Knowledge and understanding of concepts and techniques in public relations	Introduction into Public Relations
Knowledge and understanding of ethical principles in journalism, media and public relations	Journalistic Ethics

At the undergraduate program in journalism, specific learning outcomes are aimed at acquiring knowledge and comprehension of operation of various types of media and media systems and their social impact. These include acquiring knowledge, comprehension and skills needed for application of different methods of creating media content; acquiring knowledge and comprehension of newspaper, radio, television and internet journalism, and skills needed for application of journalistic techniques in the press, on the radio, on television and on the Internet. Furthermore, learning outcomes are targeted at knowledge, comprehension and application of basic public relations techniques, as well as understanding of ethical standards in the field of journalism, media and public relations.

2.4.D. Learning Outcomes for the Graduate Program of Journalism

In terms of the course structure, the graduate program of journalism is predominantly focused toward communication science and media topics. Specific learning outcomes are directed at comprehension and application of research methods used in analysis of media audiences and media texts; at acquisition of knowledge, comprehension and ability to analyse media systems and their social role; at the acquisitions of journalistic competencies related production of audio, visual and digital content in multimedia environment; at the skills to analyse and apply methods of political communication and public relations techniques in different contexts; and at ability to understand and apply ethical standards in concrete situations related to all activities mentioned. The core courses at the graduate program of journalism encompass content related to understanding and application of research methods for media texts and media audiences. These courses also include content related to understanding of theories of mass communication, media audiences and use of language in media. The structure of core courses at the graduate program of journalism contributes to the realization of one

segment of learning outcomes, while the remaining learning outcomes are realized through elective courses.

2.4.E. Criteria for Defining Learning Outcomes

The structure of core courses at graduate programs is intended to make it possible for BA students to gain comprehensive knowledge of topics from core fields of political science, journalism, media studies and communication science. Such course structure has a double function. The first is acquisition of a relatively wide range of knowledge necessary for understanding social phenomena and processes. The second is acquisition of knowledge that will constitute the foundation for further learning, either through elective courses within the same program, undergraduate or graduate, or through further education.

The criteria used in defining learning outcomes are derived primarily from the criteria used in structuring of graduate and undergraduate programs. In the case of political science program, the structure of the program and consequently of its learning objectives has been defined in accordance with the international standards defining the core content of the political science program. Program objectives include acquisition of knowledge necessary for understanding of political and social phenomena and processes, as well as competencies that need to be acquired to ensure that students will be able to follow the program curriculum and continue their education at higher academic levels. This approach is the consequence of the fact that political science is not a profession easily identified with specific occupations or even with specific work tasks. Due to this, most university programs in political science are directed towards academic content needed for entering and mastering higher level academic programs, and only to a lesser extent, towards skills related to specific jobs. Wide scope of jobs performed by political science graduates is one of the principal reasons for this approach in structuring of political science programs, especially as information about the skills needed for jobs performed by political science students is not readily available, or is not available without a use of purposefully designed research, targeted at former students and their employers.

In journalism programs the criteria for defining learning outcomes are based on the requirements of media operations (press, radio, television and the Internet), knowledge of methods and processes used in the creation of media content and media messages; familiarity with techniques and working procedures in press, television, radio or Internet media, including the ability to use technical equipment. Apart from development of skills necessary for journalistic profession, the learning outcomes at journalism programs of are defined so that they encompass both contents and knowledge needed for understanding communication as a social process and the function of media in society. Since public relations are one of the components of the of public communication system, journalism program also includes content related to knowledge, comprehension and application of concepts and procedures used in the field of public relations. Due to the fact that journalism is a profession with clearly defined contents and given that jobs in the field of public communication, public relations and media require skills that can be more precisely defined and linked with specific occupations, the division of learning outcomes into general and specific is easier to define for journalism program. The specific learning outcomes refer to specific skills necessary for work in the media, public communication system and in public relations, while generic learning outcomes are related to skills which can be transferred between and within these fields. Since journalism program has developed collaboration with the media and with other actors in public communications, information provided through such cooperation has been widely used for defining specific learning outcomes in the fields of journalism, media and public relations.

2.4.F. Defining Learning Outcomes: Further Steps

At the moment Faculty of Political Science does not have a system designed for collecting information on employment, competencies and skills of former students and their adequacy for jobs they are employed at.

The Faculty does not have reliable information about the jobs occupied by Faculty of Political Science students and about the sectors these jobs are located in. Such information would enable an accurate identification of skills and competencies graduates use and need when in employment. Modification of study programmes and introduction of new content and consequently redefining of learning outcomes, requires information about skills and jobs to be collected in some detail. In order to remedy the lack of information about skill requirements of former students, in the forthcoming period the Faculty will establish a Faculty Advisory Board, whose members will include stakeholders from the media, public relations and communication sector, the corporate sector, the non-governmental sector, and from public administration and politics. The Advisory Board would enable direct communication of the Faculty with employers in sectors where most former faculty students are employed. It would also provide a communication channel which would allow information these stakeholders provide to be incorporated in the curriculum. The Advisory Board is planned to be established during this year.

Moreover, the Faculty intends to start activities which will improve communication with former students. These activities would partially rely on the Students Association of the Faculty and their social networks and on activities. It will also rely on the activities of the international projects and research office, which will also include communication with former students in its activities. Through these activities the Faculty will collect data about the employment and careers of its graduates, about relevance of the skills and knowledge acquired at the faculty for their current jobs, about continuation of their education after the completion of their studies at the Faculty of Political Science, and about adequacy of knowledge gained at the faculty in their further education.

Within the following two years the Faculty is planning to carry out an all-encompassing survey on the population of former BA and MA students. The survey would collect data about their employment, jobs they work in, their career development, salaries and promotion prospects, skills and knowledge required for their current tasks, perception of usefulness of the knowledge acquired at the Faculty of Political Science for their current work, as well as data about the link between the knowledge and competencies gained through education and the jobs they do now. The data collected in this way would provide a precise and all-encompassing picture of the graduates` position in the labour market and about the adequacy of their knowledge and skills. As such, these data and would represent a valuable source of information in future adjustment of the curriculum content.

In the forthcoming period it is also necessary to develop a procedure which will facilitate a closer alignment of learning outcomes at the level of the study program with curriculum content, teaching methods and evaluation methods used in each course. For this purpose, it is necessary to define more clearly how individual teaching methods relate to learning outcomes of individual courses and how they contribute to achieving general learning outcomes within each program. Furthermore, it is necessary to define forms and methods of teaching contributing to development of generic skills such as critical and analytical thinking, writing and presenting, working with various forms of data, performing research and data analysis, and academic writing. Such procedures should be established for each course defining exact teaching methods and course content which contribute to specific learning outcomes at the course and program level. An important element in this process will include defining the role of new types of teaching and knowledge transfer, particularly learning based on case studies and service learning, or learning through practical activities, as well as introduction of use of e-learning and internet platforms in the teaching process. Finally, in the following months the Faculty will initiate a process that will lead to closer alignment between learning outcomes on the one hand, and teaching and assessment methods and forms of teaching on the other.

2.5. Procedures for the Harmonisation of the Number of ECTS Credits and the Actual Course Study Load

In 2013 rules were adopted for the harmonisation of the actual student workload with the number of ECTS credits (Appendix 2.17.). According to these rules, ECTS credits are calculated with regard to

the student workload expressed in basic measurable elements, which together constitute student activity in a course. The estimation of the range of activities that can be performed by a student is assessed on the base of experience in course delivery at the Faculty so far.

According to the curriculum for the undergraduate programs of journalism and political science, the total value allocated to each course is 5 ECTS credits. Foreign language courses are allocated 2.5 ECTS credits and academic writing courses in undergraduate programs of political science and journalism 5 and 2,5 ECTS credits respectively. According to the curriculum for graduate programs of journalism and political science, the total value allocated to each course is 7 ECTS credits. The following standards were used for the calculation of the actual student workload for all courses: the study load that corresponds to 1 ECTS credit, according to university standards, is equivalent to 25-30 hours of effort (student effort hours - SEH). This means that an undergraduate course has a student workload of 125-150 SEH, a foreign language course 65-75 SEH, a graduate course 175-210 SEH, while an essay with a value of 2,5 ECTS credits is equivalent to 65-75 SEH. Academic writing course in political science program has a student workload od 125-150 SEH while similar class in journalism program has 65-75 SEH.

For the purpose of calculation and allocation of ECTS credits, values corresponding to the basic activities carried out during the course delivery have been defined. These activities are as follows:

a) class attendance

b) reading

c) studying

d) writing.

Within these basic categories of activity, framework values of activities which can be performed within 1 SEH have been defined as follows:

a) Class attendance – 1 SEH corresponds to one hour of lectures, seminars or practical classes.

b) Reading – 1 SEH corresponds to reading 15-20 pages of literature or 10 pages of literature in a foreign language.

c) Studying with comprehension for examination purposes – 1 SEH includes the reading and studying of 10-12 pages of literature or 7-8 pages of literature in a foreign language.

d) Writing - 1 SEH corresponds to writing 150 to 200 words of text, or 100 to 120 words of text in a foreign language.

e) Other activities, such as research and practical work have not been allocated values in SEH. The study load estimate depends on the type of activity.

Considering the above criteria, 2 ECTS credits are allocated to class attendance, except for the Academic writing course, which is allocated 1 ECTS credit. The basic activities of reading, studying and writing are used in the estimation of the study load expressed in SEH for all other activities. According to the curriculum, up to 90 SEH (3 ECTS credits) can be allocated to other activities for undergraduate courses, i.e. 15 SEH (0,5 ECTS credits) for foreign language courses, and up to 150 SEH (5 ECTS credits) for graduate courses. In academic writing course in political science program (5 ECTS credits) up to 120 SEH can be allocated to other activities, while similar the number of academic writing course in journalism program (2,5 ECTS credits) is up to 45 SEH.

The distribution of ECTS credits to other activities includes a combination of reading, studying and writing. Reading refers to the reading of literature for the purpose of regular class attendance. Studying

includes reading for the purpose of studying, which includes taking notes and revising for mid-term and final exams. Writing reports and papers which require the use of literature other than that used in the course warrants including additional SEH for the preparation and reading of the additional literature. Calculation of student workload for essays and papers, and presentations should include provisions for activities of reading and writing.

For each activity considered in the final calculation of ECTS credits, the basic measurable elements taken into account in the student workload calculations have been defined as follows:

a) Classes – *class attendance* – the number of SEH defined by the number of teaching hours.

b) Written exam – *studying* – the number of SEH defined by the number of pages of literature.

c) Oral exam – *studying* – the number of SEH defined by the number of pages of literature.

d) Mid-term tests – *studying* – the number of SEH defined by the number of pages of literature.

e) Essay – *reading and writing* – the number of SEH defined by the number of pages of literature to be read and the required number of words to be written. If the literature used for the essay is part of compulsory literature for the exam, the number of pages is not taken into account.

f) Presentation – *reading and writing* – the number of SEH defined by the number of pages of literature to be read and the required number of words to be written. If the literature used for the essay is part of compulsory literature for the exam, the number of pages is not taken into account.

g) Paper – *reading and writing* – the number of SEH defined by the number of pages of literature and the required number of words. If the literature used for the essay is part of compulsory literature for the exam, the number of pages is not taken into account.

h) Other activities, such as research, practical work or project preparation - depending on the content and the type of activity.

If the final examination for a course can be completed by taking mid-term exams and the final exam, ECTS credits are allocated only to the final exam, given that mid-term exams constitute a part of the final exam, i.e. are considered as the first part of the exam.

Harmonisation of ECTS credit distribution with the actual student workload will be ensured by attaching a table including the calculation of ECTS credits in line with the defined rules to each syllabus. The procedure of verifying the study load harmonisation will first be carried out at department level, while the final check and analysis of the level of harmonisation at the level of the study program will be carried out by the working group of the Quality Assurance Committee. The procedures of harmonisation of the student workload with the number of ECTS credits for postgraduate specialist MA and doctoral programs have been carried out in line with the documents drawn up for the purpose of accreditation of these programs.

2.6. Assessment of Graduates' Competences

There is currently no valid measure to compare competences acquired by the students of the Faculty of Political Sciences during the course of their study with competences acquired by students in other institutions. In other words, there is no precise way to measure the quality of student competences upon leaving the university, or a reliable way to compare the quality of competences between institutions in various higher education systems. If a comparison was made on the basis of programs curricula, it can be said that the undergraduate programs of political science and journalism include a selection of courses which are comparable to those found at foreign universities. For example, political science program

includes courses on research methods, comparative politics, political theory, public policy, international relations and national politics. On this level, the program of the Faculty of Political Science has obvious similarities with the programs offered by other universities, although it is impossible to compare the quality of acquired competences at different universities only on the basis of a list of topics covered within a course or a list of courses. The programs offered by the Faculty of Political Science are in line with the recommendations of the European Political Science Association and definition of the core fields of political science it proposes. These recommendations were considered in the design of core courses at the undergraduate program. A similar course structure was followed in the doctoral programs, which also rely on the recommendations of the European Political Science Association.

2.7. Monitoring and Improvement of the Study Programs

The monitoring and improvement of the study programs is carried out on several levels. Course reading lists are regularly updated with newer titles, depending on availability. Also, teaching and evaluation methods at each course are regularly adjusted to meet course objectives and learning outcomes more effectively. All changes in course curriculum are discussed at department level before any course syllabi are incorporated into the teaching plan for a given program, which, in turn, is adopted by the faculty council. This process takes place both at the undergraduate and graduate program level. For postgraduate specialist MA programs, this activity is performed by respective program boards and for doctoral programs by doctoral program boards. Departments and program boards are also in charge of quality assurance and are occasionally proposing changes to individual course programs and parts of program curricula that lie within the department's responsibility.

Introducing new courses or altering the allocation of ECTS credits is carried out in line with the Regulations governing the procedure for the evaluation of university undergraduate and graduate programs, integrated undergraduate and graduate programs, and specialist programs of the University of Zagreb. The procedure is initiated by the responsible department, which considers and adopts a proposal for changes in the program, and forwards it to the Faculty Council. Subsequently, the Faculty Council, i.e. its working bodies and faculty administration consider, prepare, harmonise and adopt the proposal and send it to relevant university authorities, depending on the scope of changes. Apart from the regular updating of courses, substantial changes to academic programs were made in 2010/2011 with the introduction of a number of new courses in the undergraduate and graduate programs. The purpose of the changes was to introduce new content with a view to increase the number of available elective courses, and supplement existing content in areas where improvements were necessary. As for the graduate study program, the purpose of the changes was also to introduce new courses in order to provide for more course variety between different study tracks. The procedure applied in implementing these changes corresponds to the one described above.

2.8. Justification and Goals of Specialist Programs

The Faculty offers a number of postgraduate specialist MA programs with a total of 60 ECTS credits. These programs are envisaged as lifelong learning programs directed at individuals employed in the fields of media, public relations, education and public administration, or graduates who wish to specialize in a one of these fields. Specialist programs were set up after taking into account demands from the public, particularly in the areas of local government and democracy, regional studies, international policy and diplomacy, security policy, public relations and European studies. The programs have so far enrolled two or more generations of students, with new students being enrolled approximately every two years. The programs have attracted varied interest, some being more popular then the others, however, over past five years; seven out of ten programs have multiple generations of students enrolled so far, thus justifying their introduction. Despite current economic conditions and that fact there are no public subsidies for students of these programs, and given that all students pay tuition fees, the decline in the enrolment figures was not dramatic over the last several years and could have

been expected. Some of the programs, however, have not attracted a sufficient number of candidates, and have not justified the efforts invested into their establishment.

2.9. Monitoring of Class Attendance

Rules for monitoring class attendance have been established at all undergraduate and graduate programs. These mainly pertain to requirements needed for obtaining the lecturer's signature as confirmation of attendance required to qualify for access to exams, which usually, but not without exception, refers to attending a certain number of classes in each course. Regular attendance is required for all seminars and practical classes and for some of the lectures, depending on type of the course and delivery plan. A minimum requirement for class attendance is 70 % of the classes in each semester. Attendance is usually verified by maintaining attendance sheets, but also by way of short (usually five-minute) tests given at the beginning of each class. These serve a dual purpose: to confirm attendance and check students' progress.

2.10. Practical Work and Field Classes

Most courses at the Faculty of Political Science do not include field classes. However, some courses include visits to certain state or public organisations and institutions, or to media companies and other organizations. Field classes are sometimes held in courses pertaining to research methods and mostly include learning through experience in applying data collection techniques in the field.

Practical work is regular part of both undergraduate and graduate programs in journalism, and are carried out in practical workshops in TV and radio studios. The purpose of these workshops is to teach students how to use radio, TV and computer technology in the production and processing of audio, video and digital media content. The fact that the workshops are held in fully equipped facilities within the Faculty makes the undergraduate and graduate programs in journalism unique among similar programs in Croatia.

A considerable limiting factor for the carrying out of practical work and field classes at this moment is the fact that the TV and radio studios at the Faculty cannot be expanded due to spatial constraints. This problem can be solved by relocating to the university campus Borongaj, which would feature a multimedia centre. Some improvements can be implemented in the short term by setting up and equipping an editorial office for the student newspaper, which is a missing element from the spectrum of practical classes in the journalism program. At this moment there are no additional plans for introducing practical classes in the political science program. However, with increased capacities of the computer lab, it would be possible to introduce more practical elements in the courses dealing with research methods and data processing.

2.11. Classes Delivered at Sites Outside the Faculty

No classes are delivered at teaching sites outside the Faculty with the exception of occasional field classes described above.

2.12. Availability and Quality of Web Content

Undergraduate and graduate study programs in political science and journalism, the postgraduate specialist MA programs, and the doctoral programs have their own pages on the Faculty website. These sites display course schedules and curricula with the corresponding teaching plans, as well as brief course descriptions and relevant documents and information for students. The web site is currently only used for posting information about programs, courses, procedures, rules and exam dates. The most important elements of program and course contents are found on the EDUnet system, i.e. the Faculty intranet. All courses of graduate and undergraduate programs in political science and journalism, and the courses in the postgraduate and doctoral programs, have their own page on the intranet within the EDUnet system. These pages are primarily used for communicating with students, announcing exam results and grades, and distributing of course materials and assignments. They also contain detailed working syllabi for each

course, course literature, lectures and presentations used by the lecturers, instructions for student assignments, supplementary course materials, and other content which can help students in meeting course requirements.

In the course of the next academic year, the Faculty plans to fully integrate the ISVU system as the primary system for keeping student records regarding enrolment, courses and grades. The ISVU system enables the introduction of the new network platform CMS Quilt 2, which would combine the functionalities of the intranet and the Internet, enable multi-level administration, and provide access to users on the basis of ISVU data. Introducing this platform would allow the introduction of new functionalities, such as separate web pages for each course on the intranet with accompanying repositories for course materials, the possibility of submitting student work and assignments through the repository on the course page, and allow for easier communication with students enrolled in a course.

2.13. Study Program Setup

The Faculty of Political Science study program setup is based on the 4+1 year structure for the undergraduate and graduate programs in political science respectively, and on the 3+2 year structure for the undergraduate and graduate programs in journalism respectively. The different setups reflect the different ideas behind the roles of undergraduate and graduate programs in political science and journalism streams of study. In the political science stream the undergraduate program is conceived as the comprehensive program, with the graduate program offering possibilities for specialising in a certain field of political science. In the journalism stream, the undergraduate program is seen as the initial level in the course of the study, and the graduate program as the advanced level.

There are no definite plans to change the programs at the moment, apart from the regular updates. It is, however, planned to redistribute the study load in the graduate programs. In the political science graduate program some courses from the first semester will be moved to the second, while some fourth semester courses in the journalism graduate program will be spread across the first, second and third semesters. This change should reduce the study load in the final semesters, allowing the students more time to focus on writing their final papers. New regulations on graduate diploma papers for the graduate programs in political science and journalism regulating the procedures and deadlines for registering and writing graduate diploma papers have been adopted this academic year (Appendix 2.18., 2.19., 2.20. and 2.21.).

As for potential new study programs, within next five to eight years the Faculty intends to organize a graduate programme in public policy, as a specialised program focused on the design, implementation and evaluation of public policy. The realisation of this program will depend on the spatial and human resources of the Faculty and the interest in cooperation by other units of the University which offer programs with content relevant to this program. In order to effect any changes in the program setup, it will be necessary to carry out a thorough analysis of all programs in the forthcoming period, focusing particularly on their curriculum, and its congruence with the associated learning outcomes, and to identify points for improvement.

2.14. Lifelong Learning Programs

Lifelong learning programs at the Faculty of Political Science are organised in the form of postgraduate specialist MA programs in the duration of two semesters, with a value of 60 ECTS credits. As described in the section dealing with study programs and the section covering specialist MA programs, there are a total of 11 postgraduate specialist programs at the Faculty. This academic year courses are being taught in four postgraduate specialist MA programs. One program is currently inactive, no courses are taught in two, and in four no courses have been taught so far at all. Two of the programs are planned to be discontinued. Documents are being prepared for the accreditation of a postgraduate specialist MA program in peace studies. This would also constitute the first postgraduate specialist program to be carried out in cooperation with foreign universities. In cooperation with other University

faculties, the Faculty is also working on preparations for a university interdisciplinary postgraduate specialist MA program in diplomacy. The Faculty also has a lifelong learning centre, but it is currently not offering any active lifelong learning programs.

2.15. System of Recognition of Acquired Competences

The Faculty of Political Science has no system for recognising competences acquired in non-formal and informal education. In recognising foreign higher education qualifications when enrolling students holding a degree from a foreign higher education institution or students transferring from a foreign institution to the Faculty of Political Science, the Faculty relies on the Office for academic recognition of foreign higher education qualifications of the University of Zagreb.

For students earning a part of their ECTS credits at other institutions, ECTS coordinator of the Faculty issues a decision to recognise courses completed and ECTS credits earned. This mostly applies to students who participated in ERASMUS or other exchange programs at foreign universities. On the basis of enclosed documents, it proposes that the ECTS credits be fully or partly recognised, or not recognised.

2.16. Formal Mechanisms for the Approval, Assessment and Monitoring of Study Programs

Procedures for proposing a new programs and adoption of changes to the existing study programs are governed by the regulations of the University of Zagreb which define assessment procedures for new study programs and procedures for implementing changes of varying degrees to existing programs. When the new programs are designed and old programs changed working groups are set up at the Faculty tasked with drawing up proposals for changes which are sent to Faculty departments for discussion and suggestions. In the next step departments submit their proposals and comments to the Faculty Council. The Faculty Council makes the final decision on the proposals, which are then forwarded for further procedure to authorised University bodies, in accordance with the Regulations on the evaluation of study programs.

2.17. Self-accreditation of University Programs

The Faculty of Political Science of the University of Zagreb is not authorised for self-accreditation of study programs. New study programs of the Faculty are accredited by the University of Zagreb and Agency for Science and Higher Education in accordance with current regulations.

2.18. Assessment of Current Situation and Propositions for Possible Improvements

In the following period it is necessary to put priority on recruiting additional staff at the departments for public policies in order to increase the provision of additional public policy courses, strengthen the capacity of the Faculty in conducting research and evaluation studies in public policies, and secure the conditions for setting up a graduate program in public policy in the future. At the Faculty of Political Science there are currently no political science programs which would prepare graduates for work in a number of positions involving the formulation, implementation and evaluation of public policy, or for the development and implementation of projects related to particular public policy. It is also necessary to strengthen the existing programs in segments related to teaching of research methods and data collection and processing.

The lowering of enrolment quotas has resulted in considerably smaller groups of students in elective courses. The effect of this will be felt in the following years in all undergraduate and graduate programs, and it will create conditions where elective courses could be taught by one lecturer, while core courses would be organised as joint effort of multiple lecturers.

As part of the preparations for the drawing up of academic course schedule for the academic year 2014/2015, it is intended to draw up a comprehensive document which would link the learning outcomes at the program level with course content and modes and methods of course delivery with more precision. It is especially important to link the modes of course delivery and types of course content which contribute to particular learning outcomes. The role of learning through case studies and service learning would be given special importance in this procedure, given that those methods are not frequently used at the Faculty of Political Science at present. In the first stage of this process, core courses would undergo thorough analysis, and the connections between particular elements of the course content, particularly learning outcomes, modes of learning and the teaching and evaluation methods would be developed in detail for each topic of the course. Depending on the success of these activities, the syllabi of these courses would then be used as models both for the analysis of other courses and as a base for workshops aimed at disseminating this practice. In addition, in the coming academic year capacities for e-learning will be strengthened and work would commence on adapting selected courses for delivery as e-courses.

Table 2-3 Structure of enrolled students and interest in the study programs in this and the past two years*

Undergraduate program of Political Science	Full-time students					Part-time students			Total			
									Comprehensive secondary education		Vocational secondary education	
Year	Applied	First choice	Second choice	Enrolled to the first year	Enrolment quota	Applied	Enrolled	Enrolment quota	Number	Grade average	Number	Grade average
N	1798	302	264	125	127	0	0	0	94	4.13	26	4.18
N-1	1953	329	336	125	132	0	0	0	71	4.26	17	4.6
N-2	3383	404	364	145	147	0	0	0	93	4.21	33	4.44

Undergraduate program of Journalism	Full-time students					Part-time students			Total			
									Second choice		Applied	
Year	Applied	First choice	Second choice	Applied	First choice	Second choice	Applied	First choice	Number	Grade average	Number	Grade average
N	1722	349	279	125	128	0	0	0	94	4.23	27	4.51
N-1	2052	470	372	125	129	0	0	0	76	4.26	22	4.37
N-2	3123	462	451	145	146	0	0	0	101	4.18	36	4.33

Graduate program of Political Science	Full-time students			Part-time students			Total	
Year	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota	Number of students transferred from other HEIs	Average grade
N	187	158	155	0	0	0	0	
N-1	149	143	155	0	0	0	1	
N-2	148	130	135	0	0	0	0	

Graduate program of Journalism	Full-time students			Part-time students			Total	
Year	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota	Number of students transferred from other HEIs	Average grade
N	196	167	165	0	0	0	13	No data available
N-1	200	165	165	0	0	0	14	No data available
N-2	255	192	195	0	0	0	30	No data available

Table 2-4 Pass rate at the study program

Undergraduate program of Political Science Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2006/2007	252	23	26	202	143	88	3.35
2007/2008	259	11	19	230	121	90	3.38
2008/2009	247	19	17	211	137	60	3.42
2009/2010	240	15	7	218	97	20	3.4

Undergraduate program of Journalism Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2006/2007	250	27	18	205	173	68	3.18
2007/2008	255	6	16	233	183	25	3.22
2008/2009	250	37	18	195	193	36	3.67
2009/2010	249	41	18	191	190	16	3.5

Graduate program of Political Science Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2006/2007							
2007/2008							
2008/2009	97	2	1	95	92	4	4.31
2009/2010	148	2	2	144	144	0	4.23

Graduate program of Journalism Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2006/2007							
2007/2008	127	1	0	126	125	2	3.74
2008/2009	182	4	1	177	169	13	3.77
2009/2010	217	5	1	211	187	4	3.62

Table 2-5 Assessing learning outcomes

Study program name	Final exam only				Only mid-term/preliminary exams/homework	Mid-term/preliminary exams/homework and the final exam	Seminar paper	Seminar paper and the final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam	Practical work and the final exam						
Undergraduate study program of political science	0	2	1	1	12	71	1	2	1	0
Undergraduate study program of journalism	0	2	0	12	12	43	0	1	0	3
Graduate study program of political science	0	2	0	0	0	22	0	1	1	2
Graduate study program of journalism	1	0	0	4	0	12	0	0	1	4

Table 2-6 Specify the number of research papers in scientific journals published by doctoral candidates as part of their dissertation

Name of the doctoral program (specializations)	Number of doctoral dissertations defended in the last 5 years	Number of published papers required for dissertation defense	Number of papers of doctoral candidates published in foreign scientific journals which are relevant for appointment into scientific grade	Number of papers of doctoral candidates published in Croatian scientific journals which are relevant for appointment into scientific grade
HPSiU (old)	1	0	0	0
H i E (old)	4	0	1	2
Comparative politics (new)	1	0	0	3
Comparative politics (old)	9	0	2	10
Doctorates outside of doctoral studies	52	0	3	61

Table 2-7 Web pages

Study program name	Number of courses with a specific web page	For courses which have a specific web page, it includes the following elements (in each column, specify the number of web sites which include this element)					
		Objectives and contents of the course, list of literature	Schedule of written and oral exam terms and office hours	Results of preliminary exams and written exams	Exercises with keys from previous exam terms	Additional teaching material (texts of the lectures, PowerPoint presentations, drawings, pictures, videos, etc.)	Possibility of interactive communication between teachers and students
Undergraduate program of political science	91	91	91	91	82	82	91
Undergraduate program of journalism	73	73	73	73	60	60	73
Graduate program of political science	28	28	28	28	24	24	28
Graduate program of journalism	22	22	22	22	18	18	22

Table 2-8 Lifelong learning programs (up to 60 ECTS credits)

Lifelong learning programs	Duration	Accredited (yes/no) and by which institution	ECTS credits (if allocated)
Regional comparative studies of Central and Southeast Europe - PDSS (not performed in 2013/2014)	2 semesters	YES/University of Zagreb	60 ECTS
Local democracy and development - PDSS (not performed in 2013/2014)	2 semesters	YES/University of Zagreb	60 ECTS
Security policy of Republic of Croatia – PDSS	2 semesters	YES/University of Zagreb	60 ECTS
Public relations – PDSS	2 semesters	YES/University of Zagreb	60 ECTS
Foreign policy and diplomacy – PDSS	2 semesters	YES/University of Zagreb	60 ECTS
EU adaptation: project management and usage of EU funds and programs - PDSS	2 semesters	YES/University of Zagreb	60 ECTS
European identity	2 semesters	YES/University of Zagreb	60 ECTS
EU foreign policy	2 semesters	YES/University of Zagreb	60 ECTS
Education policy of Croatia in European context	2 semesters	YES/University of Zagreb	60 ECTS
Media in the digital age	2 semesters	YES/University of Zagreb	60 ECTS

3. STUDENTS

ELEMENTS OF SELF-EVALUATION REGARDING STUDENTS:

- Assessment of quality and structure of the students who applied and students who enrolled undergraduate, graduate and professional study programmes at the Faculty. Comment on the consistency and adequacy of their prior learning.
- Comment on the data on the pass rate with reflection on the enrolment quota, student motivation and organisation of teaching.
- Modes of informing the potential students about the Faculty and study programmes that are offered – information packages, web pages, brochures, leaflets etc.
- Description of reasons behind the design of assessment of learning outcomes. Specification of measures employed to assure objectivity and fairness during exams.
- Opinions of students about relations between students and teachers mentioned in student questionnaires and collected via other means. Reflection on any problems and procedures for their resolution, as well as methods of informing the students about undertaken measures.
- Assessment of students' accommodation and nutrition. Specification of the extra-curricular activities that the Faculty organizes for students. Assessment of the student standard offered at the Faculty. If you are not satisfied with the existing situation. Identification and comment on any potential reasons for dissatisfaction with current situation.
- Special measures Faculty is using in order to motivate students. Assessment of its' effectiveness.
- Supportive measures that the Faculty provides to students - mentorships, career counselling, study aid, aid for students with special needs and for international students, legal and financial support, etc..
- Documents regulating the protection of student rights - appeal procedures, student ombudsman, etc..
- Methods employed for reaching out to alumni and for collecting data on their employment, as well as other information relevant for improvements of study programmes.
- Satisfaction with the current situation and proposals for possible improvements

3.1. Quality and Structure of Applicants and Enrolled Students

The Faculty of Political Science currently has about 1,754 students enrolled in undergraduate and graduate study programs. 441 students are enrolled in the undergraduate program and 465 students in graduate program of journalism. 636 students are enrolled in the undergraduate and 212 students in the graduate program of political science. Total of 1077 students are enrolled at undergraduate level (83 part-time students) and the total of 677 students at graduate level. This academic year 62 students are enrolled in postgraduate specialist MA programs, while 46 students who enrolled in postgraduate specialist studies in the academic year 2012/2013 are currently preparing their final specialist MA thesis papers. 35 doctoral candidates attend lectures at the PhD program in political science and 32 doctoral students at the PhD program in comparative politics are currently taking comprehensive exams and working on their doctoral dissertations.

Table 3-1 Number of students since 2008

	2008/09	**2009/10**	**2010/11**	**2011/12**	**2012/13**	**2013/14**	***2014/15***
Undergraduate political science	861	847	787	760	821	636	*575*
Full-time	635	662	646	656	634	578	*550*
Part-time	226	185	141	104	187	58	*25*
Undergraduate journalism	835	783	697	1. 615	622	441	*425*
Full-time	579	612	581	533	470	416	*415*
Part-time	256	171	116	82	152	25	*10*
Total full-time	1214	1274	1227	1189	1104	994	*965*
Total part-time	482	356	257	186	339	83	*35*
Total undergraduate	1696	1630	1484	1375	1443	1077	*1000*
	2008/09	**2009/10**	**2010/11**	**2011/12**	**2012/13**	**2013/14**	***2014/15***
Graduate political science	0	97	178	178	191	212	*200*
Graduate journalism	127	304	426	523	492	465	*350*
Total graduate	127	401	604	701	683	677	*550*
	2008/09	**2009/10**	**2010/11**	**2011/12**	**2012/13**	**2013/14**	***2014/15***
Specialist MA program	0	121	65	138	46	62	*60*
Doctoral program	0	34	34	69	76	35	*35*
Undergraduates+graduates	1823	2031	2088	2076	2123	1754	*1550*
Total	1823	2186	2187	2283	2248	1851	*1645*

Note: Entries refer to enrolled student active in coursework. Estimated number of students for 2014/2015 is based on enrolment quotas and number of student in finishing years of graduate and undergraduate programs.

These figures represent a significant decline in the number of students compared to previous years, since the total enrolment in the academic year 2012/2013 was 2,126 students. 1,443 of these

students (339 part-time) were enrolled in undergraduate programs and 683 in graduate programs. 80 students were enrolled in postgraduate specialist MA program and 42 in PhD programs. In the academic year 2011/2012 a total of 2,076 students were enrolled in undergraduate and graduate study programs, out of which 1,375 in undergraduate programs (186 part-time) and 701 in graduate programs. In the academic year 2010/2011 the total enrolment was 2,088 students, with 1,484 students at undergraduate level (257 part-time) and 604 students at graduate level. The number of students in postgraduate specialist MA programs and doctoral programs has not changed significantly.

Figure 3-1 Number of undergraduate journalism students by year of study for 2008/09 – 2013/04

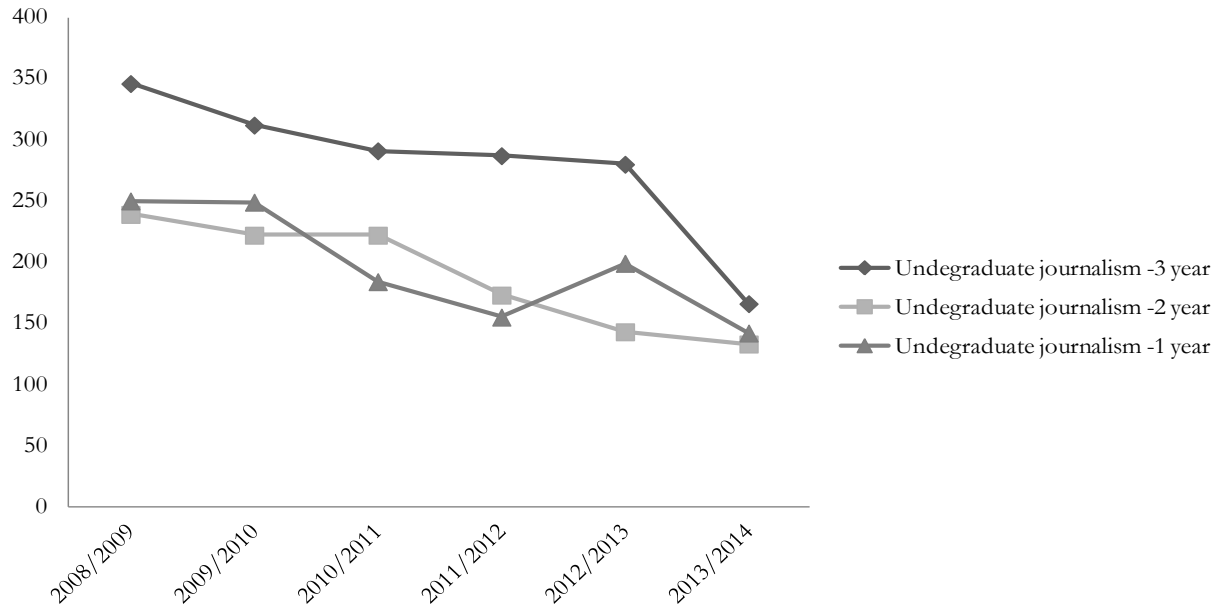


Figure 3-2 Number of undergraduate political science students by year of study for 2008/09 – 2013/04

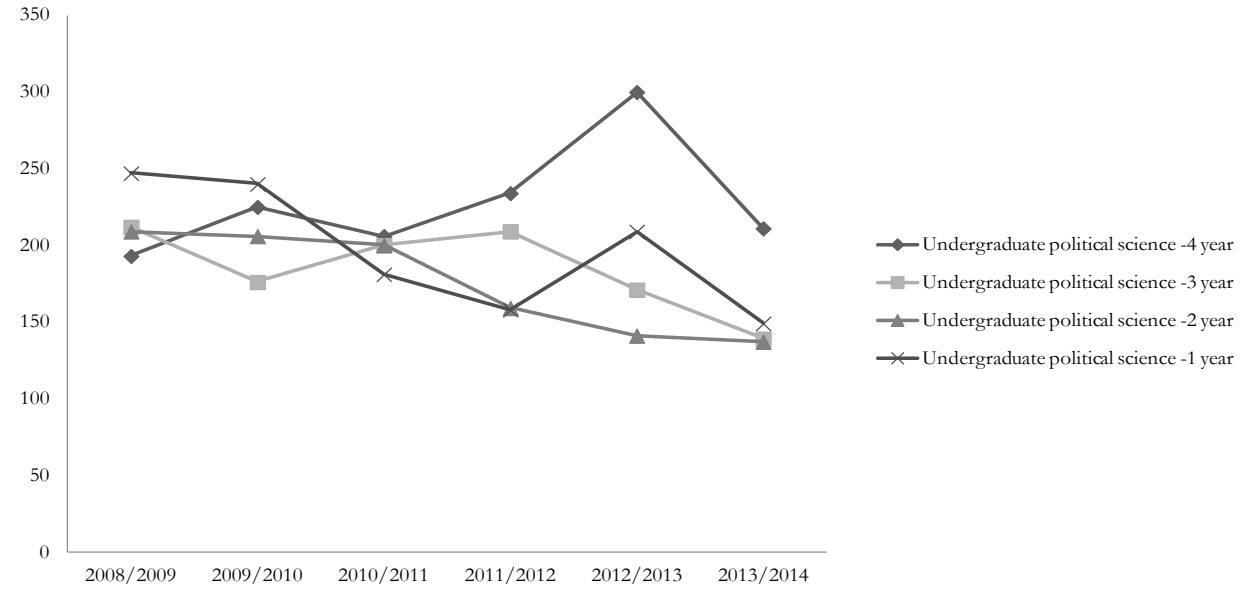


Figure 3-3 Number of part-time journalism and political science students by year of study for 2008/09 – 2013/04

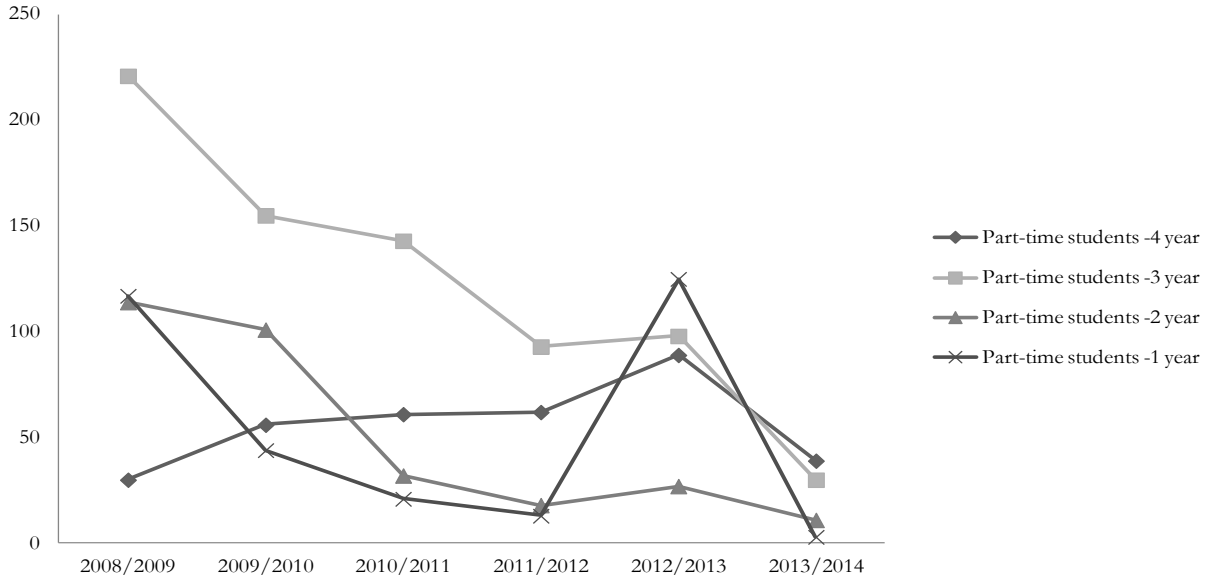
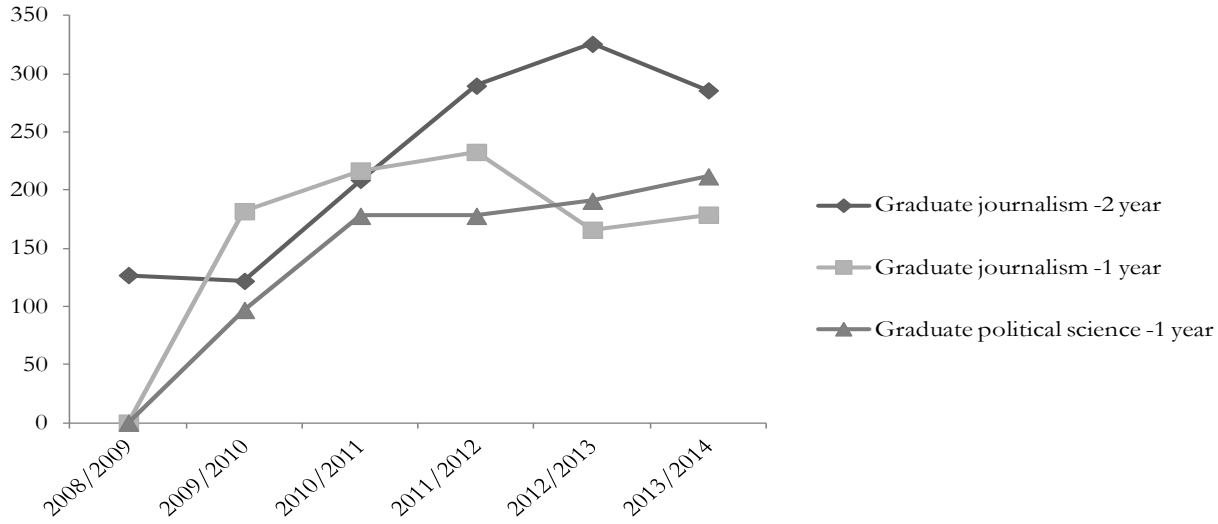


Figure 3-4 Number of graduate students by journalism and political science by year of study for 2008/09 – 2013/04



Since the enrolment quotas for undergraduate study programs have been significantly reduced in the academic year 2012/2013, the average number of students enrolled in the first three years of undergraduate programs in political science and journalism has been reduced to 138 and 135 students respectively. It is expected that over a period of two to three years the number of students in undergraduate programs will be around 1000 students. It is also expected that the number of students at the graduate level will decline due to a reduced inflow of students from undergraduate programs. This is likely to lead to a reduction of the number of students in graduate programs to a number ranging between 300 and 400 students. Consequently, the total number of students at the undergraduate and graduate levels will be between 1300 to 1400 students. A further decline in the number of students in specialist and doctoral studies is not expected in this period.

The number of students who applied for admission has significantly declined in the last five years, with the largest decline taking place in the period between 2011 and 2012, with a 35 % drop in the number of students at the journalism undergraduate program and 40 % drop in the number of students at the political science undergraduate program. However, due to significant reduction in the number of available places in the period between 2009 and 2012, the ratio of applicants to available places for both programs has not changed significantly and was 16.8 for political science undergraduate program and 13.6 for journalism undergraduate program in 2009, and 14.4 for political science undergraduate program and 13.8 for journalism undergraduate program in 2013. The overall decline in the number of applicants is likely due to an increased availability of related programs at numerous colleges which were established over the last decade, which very likely attracted a large number of candidates who would otherwise apply for undergraduate programs at the Faculty of Political Science. As far as the interest for enrolment is concerned, the number of applicants who had chosen undergraduate program in political science as their first choice has not changed significantly. This number was 313 applicants in 2009 and 302 applicants in 2013. At the undergraduate program of journalism, the number of applicants with journalism program as their first choice was 370 applicants in 2009 and 349 applicants in 2013. At the same time, the share of applicants whose first choice was undergraduate political science program increased from 10.1 % in 2009 to 16.8 % in 2013. Of the total number of applicants, share of those with journalism undergraduate program as their first choice for enrolment increased from 12.9 % in 2009 to 20.3 % in 2013. The ratio of applicants whose first choice of enrolment was either undergraduate program in political science or journalism to number of available places increased over the same period from 1.76 at journalism and 1.69 at the political science undergraduate program in 2009 to 2.79 at journalism and 2.42 at the political science undergraduate program in 2013.

Table 3-2 Enrollment into undergraduate programs

POLITICAL SCIENCE PROGRAM	**2009**	**2010**	**2011**	**2012**	**2013**
Total number of applicants	3104	3123	3383	1952	1798
Number of applicants - 1st choice	313	320	404	329	302
% of applicants - 1st choice	10.08%	10.25%	11.94%	16.85%	16.80%
Available places	185	165	145	125	125
Ratio candidates/available places	16.8	18.9	23.3	15.6	14.4
Ratio available places/1st choice	1.69	1.94	2.79	2.63	2.42
JOURNALISM PROGRAM	**2009**	**2010**	**2011**	**2012**	**2013**
Total number of applicants	2855	2869	3123	2052	1722
Number of applicants - 1st choice	370	374	462	470	349
% of applicants - 1st choice	12.96%	13.04%	14.79%	22.90%	20.27%
Available places	210	165	145	125	125
Ratio candidates/available places	13.6	17.4	21.5	16.4	13.8
Ratio available places/1st choice	1.76	2.27	3.19	3.76	2.79

At the same time, the average enrolment score of applicants who indicated political science undergraduate program as their first choice increased from 669.1 (standard deviation of 120.6) in 2009

to 694.1 (standard deviation of 85.5) in 2012. The average scores of applicants who indicated journalism undergraduate program as their first choice remained approximately the same with 653.6 points (standard deviation of 122.3) in 2009 and 650.7 points in 2012 (standard deviation of 100). These data indicate that despite the decline in the number of applicants there has been no decline in their quality. At the same time there was a significant decrease in the standard deviation of applicant scores for both programs, which shows that the decline in the number of applicants actually raised scores at the low end. When examining the scores of enrolled students, a certain divergence between the political science and journalism programs can be observed, since the average enrolment score of political science students increased from 749.4 in 2009 to 759.2 in 2012 (standard deviation of 48.7 in 2009 and of 49.8 in 2012). At the same time the average enrolment score of journalism students decreased from 743.9 in 2009 to 721 in 2012 (with a decrease of the standard deviation from 47.4 to 40.5). Applicants' secondary school grade point average did not change significantly in this period. For the political science undergraduate program it was 4.2 for applicants from grammar schools (standard deviation of 0.05) and 4.39 for applicants from vocational schools (standard deviation of 0.15). For journalism undergraduate program it was 4.19 for applicants from grammar schools (standard deviation of 0.06) and 4.37 for applicants from vocational schools (standard deviation of 0.09). Given these data, it can be concluded that in the past five years the quality of students enrolling at the Faculty of Political Science has not changed despite a noticeable decline in the total number of applicants. It can also be said that we can not observe significant differences in the quality of applicants who attended grammar schools and those from other types of secondary schools.

Since the teaching methodology and the curriculum taught at the Faculty of Political Science differs significantly from that of secondary schools the students attended previously, problems related to the quality of previous knowledge become visible mostly in the shape of adjustment problems some of the students face in the new environment. The teaching methodology used in secondary schools is focused on the execution of standard tasks and learning is focused on knowledge reproduction. Problems arise when students need to adapt to the type of work which requires analytical and interpretive approach to teaching content and to working methods which require drawing of conclusions and independent decision-making on how to perform specific tasks.

Social science content which is taught at the Faculty of Political Science is only a smaller part of the curriculum in secondary schools. This type of content does not require extensive prior knowledge, as it is the case with subject areas such as physics, mathematics or chemistry. Thus, the student interest in social science has a significant role in determining the quality of their previous knowledge when they arrive at the university. Broadly speaking, it cannot be stated with certainty that there is a difference in the quality of previous knowledge between students coming from grammar schools or other types of secondary schools that would have a significant impact on their ability to follow and master study programs at the Faculty of Political Science.

3.2. The Pass Rate at the Undergraduate and Graduate Study Programmes

Faculty of Political Science has implemented Bologna system of undergraduate and graduate study programs while still having very high enrolment figures. These high enrolment numbers certainly had an impact on the quality of admitted students, and consequently on the quality of teaching and examination pass rates. Furthermore, a large number of students who studied in the pre-Bologna system did not complete their studies in due time which artificially increased the number of students in the faculty records and thereby distorts the information obtained from the data on total enrolments. In any case, reliable and complete data in the EDUnet system, as the primary system for storing and keeping student records, exist only for students who are enrolled into Bologna undergraduate and graduate programs. Therefore, only data on students who are enrolled in undergraduate and graduate program starting in 2006 will be presented here.

Table 3-3 Pass rate in graduate and undergraduate programs

Undergraduate political science program						
Year	Enrolled	up to 1/3 ECTS	from 1/3 to 2/3 ECTS	from 2/3 ECTS	Graduated	Losing student status
2006/07	252	23	26	202	143	88
2007/08	259	11	19	230	121	90
2008/09	247	19	17	211	137	60
2009/10	240	15	7	218	97	20
2010/11	170	13	12	145	3	8
2011/12	149	14	5	129		13
2012/13	147	9	9	129		4
2013/14	131					3

Undergraduate journalism program						
Year	Enrolled	up to 1/3 ECTS	from 1/3 to 2/3 ECTS	from 2/3 ECTS	Graduated	Losing student status
2006/07	250	27	18	205	173	68
2007/08	255	6	16	233	183	25
2008/09	250	37	18	195	193	36
2009/10	249	41	18	191	190	16
2010/11	166	27	10	129	114	4
2011/12	147	24	8	116		10
2012/13	135	9	12	114		2
2013/14	128					3

Graduate political science program						
Year	Enrolled	up to 1/3 ECTS	from 1/3 to 2/3 ECTS	from 2/3 ECTS	Graduated	Losing student status
2009/10	97	2	1	95	92	4
2010/11	148	2	2	144	144	0
2011/12	138	4	9	125	120	0
2012/13	147	10	12	125	76	1
2013/14	159					

Graduate journalism program						
Year	Enrolled	up to 1/3 ECTS	from 1/3 to 2/3 ECTS	from 2/3 ECTS	Graduated	Losing student status
2008/09	127	1	0	126	125	2
2009/10	182	4	1	177	169	13
2010/11	217	5	1	211	187	4
2011/12	233	15	24	194	96	3
2012/13	167	5	9	153		
2013/14	167					

Out of the total number of enrolled students at the undergraduate political science program in the academic year 2008/2009, which was the last generation of students who completed all their coursework by 2013, 55.4 % of the students have graduated. At the undergraduate program of journalism, which lasts two semesters less than the program in political science, 77.2 % of students enrolled in the academic year 2008/2009 completed their studies, whereas of the students enrolled the academic year 2009/2010 76.3 % completed their studies.

Out of the total number of enrolled students in the undergraduate program in journalism in the academic year 2010/2011, 68.7 % of students have graduated, while 77.5 % earned at least 2/3 of ECTS credits. Out of students enrolled in the academic year 2011/2012 at least 2/3 of ECTS credits were earned by 78.7 % of students. At the undergraduate political science program, 2/3 of ECTS credits were earned by 85.5 % of the students enrolled in the academic year 2009/2010, and this share stayed roughly at the same level in the following years.

Out of total enrolment in the academic year 2010-2011 and after, less then 10% of the students of undergraduate program in political science and journalism dropped out. More significant dropout rates ranging between 10% and 30% of enrolled students affected generations enrolled in academic years 2006/2007, 2007/2008 and 2008/2009.

The pass rate is significantly higher in graduate programs of political science and journalism. By 2013, 98.4 % of the students enrolled in the graduate journalism program in the academic year 2008/2009 completed their studies, 92.7 % of the enrolled students in the academic year 2009/2010 graduated and 86.2 % of enrolled students in the academic year 2010/2011. At the graduate political science program, 94.9% of the students enrolled in the academic year 2009/2010 have completed their studies, 97.3% of the students enrolled in 2010/2011, and 86.7% of students enrolled in the academic year 2011/2012.

3.3. Promotion of the Faculty to Prospective Students

Prospective students of the Faculty of Political Science are mainly informed on offered study programs through the Faculty website, social networks - including student associations' social networks, and through the Zagreb University fair. Some postgraduate specialist MA and doctoral programs also rely on promotional brochures and leaflets. Faculty of Political Science has relatively high public visibility since some of its academic staff regularly participate as analysts and commentators in the media. In addition, we cannot discount the fact that a large number of journalists and other individuals active in the public sphere studied at the Faculty of Political Science. Also, TV and Radio Student have significant promotional effects for the Faculty of Political Science and particularly its journalism programs.

The content of the promotional materials mainly offers information on the enrolment requirements and conditions, regulations and rules for students, the content of the curriculum of various programs, and, to a certain degree, the possibilities for further study. Other information are not significantly represented in the promotion materials of the Faculty or individual study programs.

3.4. System for Assessment of Learning Outcomes

After the introduction of the Bologna system, examination methods have changed significantly and the system dominated exclusively by oral final exams was abandoned. What replaced it is a system of continuous monitoring of learning outcomes through partial midterm and final exams, assignments, seminars, presentations, essays and practical work in courses where the course content requires it. The assessment model of learning outcomes and grade components, and the method of determining the overall grade was defined at the level of individual courses and published in the course syllabus, making it accessible to all students prior to the start of the semester. In accordance with the Study regulations (Appendix 3.1. and 3.2.), the assessment of the learning outcomes must include two partial exams (midterm and final) and a final exam, while other components are optional and depend on the course content and learning outcomes. There is a possibility that, unless a student meets the requirements of the learning outcomes assessment during the semester, they cannot take the final exam, but this option is generally not used. Large majority of courses, or over 90 % courses in undergraduate and graduate programs, use a possibility to combine the continuous assessment of learning outcomes with the final exam grade, where the final exam grade is just one component of the overall grade. A similar system of learning outcomes assessment is applied at postgraduate specialist MA programs, where depending on the program and course content, there is a greater variation of methods used. At the doctoral level a

model of continuous monitoring of the achievement of learning outcomes is used in all the courses. The model combines exams, final papers and other types of assessment, such as presentations and papers during the semester. Final assessment of doctoral candidates' competencies is achieved through comprehensive examination.

Examination impartiality and objectivity is ensured through creating the same exam conditions and using the same examination materials for all students. In written exams, as well as in written papers and other types of knowledge assessment, all students have the same types of tasks and equal examination rules. Assessment impartiality and objectivity stems from the fact that the examination content is identical, which enables the same criteria to be applied. Impartiality and objectivity of the oral exams, presentations and thesis defences is ensured through the public examination procedure. Final paper defence at the journalism graduate program is held before a committee as are comprehensive examinations in doctoral programs and final thesis defences in postgraduate specialist MA programs.

Students have the right to appeal their grade in cases where they find that they have been unfairly assessed, in which case the examination is repeated before a committee or in case of written exams, the committee conducts re-evaluation of the paper or exam.

3.5. Students' Opinion about Student-teacher Relationship

Information on students' opinion of the study programs at the Faculty of Political Science is collected through surveys conducted in the EDUnet system, surveys conducted every three years by the University of Zagreb Quality Assurance Office, and by surveying graduating students. Data from these surveys are available to every teacher who is assessed, and the overall results are available to the Faculty bodies. Students are informed on the overall results through their representatives who are members of the Faculty working bodies, especially the Quality Committee. Student representatives in these bodies can point at problems in student-teacher relationships, request implementation of certain measures and propose solutions.

At present, the percentage of students who have completed the survey is relatively high, since the EDUnet survey is completed by all the students who take exams. To ensure high response rate, the access to the system where students can register their exam attendance is conditional on their completion of the survey. However, the validity and reliability of the survey cannot be determined with certainty, since it is impossible to assess how representative completion rates are with respect to the total student population, and whether there are certain groups of students who systematically do not complete the survey.

According to the results, among the students who completed the survey, student satisfaction with the teaching is relatively high. The average score for individual components that measure various aspects of satisfaction with the studies ranges from 3.50 to 4.50 on a scale of 1 to 5 in almost all surveys conducted in the last few years.

3.6. Student accommodation and alimentation

Conditions of student accommodation and alimentation at the Faculty of Political Science are the same as for other students at the University of Zagreb. Some of the students are placed in dormitories, while others live in rented or their private accommodation. There is a similar situation with alimentation - some students rely on student restaurants and some on personal resources. All issues concerning student living conditions are the responsibility of the University of Zagreb, University Student Centre and the Ministry of Science, Education and Sport, while the Faculty of Political Science, as one of the smallest University units, has no resources or capacities for taking significant action in this area.

Regarding sport and recreation activities at the Faculty, physical education classes are an integral part of the curriculum in the first and second year of undergraduate programs. Faculty sports society

NOViPOL organizes competitions and student sports teams which take part in University of Zagreb sport competitions. Other student associations active at the Faculty organize various activities aimed at engaging students in social life within and outside the Faculty.

3.7. Measures Employed in Order to Motivate students

The Faculty of Political Science every year awards best students in the academic year and best students in a particular study program. Awards are given on the basis of grade point average and the number of ECTS credits earned. They include books, plaques and financial prize.

The impact of these measures on student motivation cannot be estimated, but it can be assumed that it is not very high. Symbolic effects of these awards is much more important as it shows that the students' work is valued and does not go unnoticed, which in any case may have a positive impact on student motivation.

3.8. Supportive Measures the Faculty Provides to Students

At the Faculty of Political Science, the Secretary's Office, Vice Dean for Teaching and Learning and the Admissions Office provide administrative and legal support to students. Other forms of student support, especially mentoring and support in the meeting of program requirements, is the responsibility of teaching staff and bodies of academic programs. In this respect, there is no dedicated office or person who would be responsible for students facing difficulties in meeting their obligations or facing similar problems. The practice has so far shown that the existing system is able to identify students with problems and respond to their needs. It has also confirmed that students' timely communication and recognition that they need help is also important. It is likely that the existence of a specific contact person for students who need help would help in preventing or resolving certain problems early, while the problem is still small. However, there is currently no analysis that would confirm that, and so far student representatives have not pointed out the lack of a contact point as a problem.

The support for students in the teaching process and in fulfilling program and course requirements is organized through the system of student mentors. Student mentors are students in higher years of undergraduate programs or students of graduate program. The system is based on voluntary support provided for fellow students in fulfilling their obligations and solving other problems that are an integral part of student life. The Faculty has a Commissioner for students with disabilities (Appendix 3.3.) who is in charge of taking care of the needs of students with disabilities in matters of equal access to teaching process and examination procedures, access to the Faculty premises for students with mobility difficulties and access to teaching materials for students with visual impairments and other similar requirements. The Faculty has an elevator which provides access to all floors of the building for students with mobility difficulties and it also has library equipment which provides access to literature for students for with visual impairments. A special examination procedure is also designed for students with visual impairments. At present difficult access to sanitary facilities at the Faculty is a significant problem since there are currently no sanitary facilities adapted for students with mobility difficulties.

The Faculty of Political Science is an academic unit of the University of Zagreb and all university services are available to students of the Faculty as well. Vice Dean for Research and International Cooperation provides support for students in mobility programs and is responsible for ensuring support for foreign students who participate in exchange programs at the Faculty. In the future an Office for International Cooperation and an Office for Research and International Projects will have more significant role in fulfilling these tasks.

3.9. Protection of Student Rights

The basic mechanisms for the protection of student rights are established by the law and regulations at the University level, and defined by the Act on Science and Higher Education, Statute of the University of Zagreb, Statute of the Faculty of Political Science and the Regulations on studying at undergraduate and graduate programs at the University and Faculty level. Protection of student rights in disciplinary proceedings is defined by Student Disciplinary Regulations. All of the above documents define the cases of rights violations and procedures for the initiation of the rights protection procedures and appeals procedures concerning the enrolment in an academic program, enrolment in higher academic year, enrolment in individual courses, exams and other issues.

Students at the Faculty of Political Science mainly appeal against decisions related to right of enrolment in the following semester, enrolment in individual courses, tuition fees, grades, and the violation of certain student rights related to examination schedule and examination procedures. Since 2011, 93 appeals have been received and entered into the central records. Most of the appeals, 65 in all, have been related to initial enrolment in graduate program and 18 have been related to decisions regarding tuition fees. Of the remaining, four were related to examination procedure, three were complaints against teacher actions in class, two appealed examination grades, and one appealed the decision regarding the transfer of ECTS credits. A number of appeals have been filed regarding the late enrolment in a particular course, transfer to another course, late entering of grades and other similar cases which are within the jurisdiction and are resolved by the Vice Dean for Teaching and Students. Depending on their area of responsibility, Vice Deans resolve first instance appeals and second instance appeals are resolved by the Dean. The Dean also appoints the examination committee in cases of grade appeals. An appeal against the decision of the disciplinary committee is resolved by the Faculty Council.

3.10. Tracking Graduates' Progress and Employment

At the Faculty of Political Science, there is no system tracking former students or any developed system of communication between the graduates and the Faculty. Likewise, the Faculty does not have a system of graduate employment and career tracking. It is therefore necessary to take measures to compensate for the absence of such a system in the upcoming period. For this purpose the Faculty intends to use the Faculty Advisory Board which would include faculty members, representatives of organizations and institutions from the economy, the non-governmental sector and government and public administration. The Advisory Board would be used for communication with the stakeholders on matters concerning students' employability and improvements in the academic programs.

The second and probably more important measure for tracking graduates' progression and employment is the establishment of an Alumni Association which would regularly communicate with the graduates, collect data on their careers and usefulness of the study for their progression. In addition, in the academic year 2014/2015, the Faculty intends to carry out a comprehensive survey of students who graduated in the last five years in order to collect data on their employment, employers and employment sector, skills that are necessary for jobs they work in and the usefulness of the Faculty study programs in the development of these skills. The survey will also be used for collecting data needed for the creation of an alumni directory.

It is difficult to determine accurately the current employment rate of students of the Faculty of Political Science, since the Faculty has no information on graduate employment, and Croatian Employment Service statistics only partially identify unemployed by the educational institution they attended. However, since the Faculty is the only institution that offers undergraduate and graduate programs in political science and one of the few that offers undergraduate and graduate programs in journalism, the employment data for political science graduates refer exclusively to the students of the faculty of Political Science, while the data on employment of journalists refer in large part to the students of the Faculty.

Table 3-4 Unemployment and employment of political science and journalism graduates in 2013

	unemployed		length of unemployment			entry into unemployment			employment				
	total	no experience	0 - 6 months	6 - 12 months	1 year and more	from employment	from education	from inactivity	Total employed (A+D)	A into Employment (B+C)	B *full time employment*	C *part time employment*	D In active labour market policies
POLITICAL SCIENCE													
Total	418	168	212	57	149	117	102	99	273	123	13	110	115
29 or younger	214	137	143	26	45	46	95	59	179	73	8	65	95
JOURNALISM													
Total	781	218	364	121	296	324	146	193	457	292	20	272	104
29 or younger	307	189	190	40	77	100	143	92	236	139	6	133	85

Table 3-5 Employed and unemployed students of undergraduate and graduate programs

		Unemployed		Employed				
	Number of graduates up to 2013	**total**	**Without experience**	**2010**	**2011**	**2012**	**2013**	**total**
POLITICAL SCIENCE								
Undergraduate	432	154	99	2	18	32	36	94
Graduate	69	19	13	0	1	3	2	6
JOURNALISM								
Undergraduate	577	169	118	3	17	33	46	99
Graduate	276	34	18	2	0	11	13	26

As far as employment data of Croatian Employment Service identify Faculty of Political Science students, we can see that in October 2013 there were 33 unemployed political science graduates from undergraduate program and 154 political science graduates who completed graduate program, of which 112 had no previous work experience. Comparable figures for journalism graduates show there were 33 unemployed journalists who completed undergraduate program and 169 who completed graduate program, 118 of which had no previous work experience. Since in the period after the 2008 432 students completed the graduate program of political science at the Faculty of Political Science, it can be concluded that their total employment rate was about 65 %. In the same period, 568 students completed the graduate program of journalism, which means that the employment rate for these graduates was 70 %. According to student data at the Faculty of Political Science, in 2012 and 2013 average number of annually employed graduates stood at 35 for political science graduate program, 40 for journalism graduate program and 10 for journalism undergraduate program.

Looking at the total number of unemployed, there are 418 unemployed political science graduates and 781 journalism graduates of all age groups. Most of the unemployed graduates are between the ages of 20 to 29, and they include 214 political science graduates and 307 journalism graduates. This age group comprises 44.5% of unemployed political science graduates and 39.3 % of unemployed journalism graduates. Within this group, 64% of political science and 61 % of journalism graduates have no previous work experience, or have not been previously registered as formally employed. In the 30 to 39 age group there are 102 unemployed political science graduates and 251 unemployed journalism graduates. Of the unemployed political science and journalism graduates of under 29 years of age, 53.2 % and 51.1 % of them have been unemployed for less than three months, while 20 % and 22.8 % have been unemployed for more than one year.

In 2013, 225 unemployed political scientists and 346 unemployed journalists under the age of 29 were entered into the Croatian Employment Service unemployment records. 31% of them were previously employed or self-employed, 42 % were in education and 26 % were inactive. At the same time, in the group of graduates under the age of 29, 73 political science graduates and 139 journalism graduates found employment (65 of political science and 133 journalism graduates). Another 95 political science graduates and 85 journalism graduates under the age of 29 also found employment through professional development programs. In 2013 a total of 179 political science graduates and 236 journalism graduates under the age of 29 were employed, but as can be observed mainly through programs of professional development, which is an element of active labour market policies. Most of the graduates found employment in public administration and educational sector followed by wide range of services such as trade, communications and media and tourism.

3.11. Assessment of Current Situation and Propositions for Possible Improvements

In the upcoming period, there are no additional plans to further reduce the enrolment figure for political science and journalism undergraduate programs. It will be possible to lower enrolment in the graduate program of journalism in the academic year 2014/2015, while in the graduate program of political science the reduction will be possible in the academic year 2015/2016. The total number of students at the undergraduate and graduate programs with the existing enrolment figures will decline to a number between 1300-1400 students in the academic year 2015/2016. It is not expected that the number of students admitted in a postgraduate specialist MA and doctoral programs will change significantly from their current number. As a consequence of the reduction in the total number of students, further reduction of class sizes can be expected, which will allow seminar groups to be somewhat smaller, even though the present capacity of lecture halls for now represents a significant limiting factor for the reduction of class sizes.

Student pass rate at the undergraduate and graduate programs is at a satisfactory level. Additional steps can be taken to strengthen the link between learning outcomes, course curriculum and teaching

and assessment methods. For this purpose a separate document will be prepared. The priority objective is to establish a system of collecting information on graduate employment and skills, sectors in which they are employed and skills needed, in order to include such information in defining course syllabi and learning outcomes.

Table 3-6 Student structure

Study program	Full-time students	Part-time students	Senior undergraduate students (*'absolvents'*)
Undergraduate program of political science	578	58	
Undergraduate program of journalism	416	25	
Graduate program of political science	212		
Graduate program of journalism	465		
Total	1671	83	

Table 3-7 Student standard

	Area (in m2)	Number of seating or active workplaces
Study area	89	40
Student restaurant (for X-card users)	0	
Other restaurants	0	
Boarding	0	
Sports objects	0	
Facilities for student associations and cultural activities	40	20
Recreation facilities	0	

Table 3-8 Graduate employment

Study program name	Number of graduates in the past 3 years	Number of unemployed graduates according to the statistics of the Croatian Employment Service
Undergraduate study program of political science	355	19
Undergraduate study program of journalism	304	33
Graduate study program of political science	340	154
Gradute study program of journalism	452	169

4. TEACHING STAFF

ELEMENTS OF SELF-EVALUATION REGARDING TEACHING STAFF:

- The structure of teachers and associates. Strong and weak points in the ratios of the numbers of full-time and part-time employees. Assessment of the problems in the human resources policy.
- Overview of the teacher/student ratio and its trend in the last 5 years.
- Overview of the teaching workload of full-time and part-time teachers.
- Formal procedures for monitoring part-time employment of faculty members in other institutions.
- The size of student groups for lectures, seminar, exercises and other forms of teaching. Assessment of the efficiency of teaching in the groups. Comment on the student opinions about this issue mentioned in questionnaires.
- Overview of the indicators for assessing competences of full-time and part-time teachers. Assessment of the comparability of those indicators in Croatian and international context. Overview of the opinions of the students mentioned in questionnaires and their effects.
- Overview of methods of professional support to full-time and part-time teachers in the field of training and improving teaching competencies. Description of methods of professional training of full-time and part-time teachers at other Croatian and foreign HEIs. Assessment of the scope and achievements of this process and comparison with other HEIs.
- Overview of special measures, if any, introduced by the Faculty to encourage better motivation and self-improvement of teachers. Assessment of the effectiveness of such measures.
- Description and assessment of the type and quality of teaching material prepared by teachers. Overview of selected handbooks of teachers published in the last 5 years. Assessment on the coverage of curriculum by appropriate literature.
- Satisfaction with the current situation and proposals for possible improvements.

4.1. The Structure of Teaching Staff

Faculty of Political Science currently employs 42 members of academic staff in permanent positions (15 full professors, 8 associate professors and 19 assistant professors), 21 members of academic staff in junior positions (10 research assistants and 11 junior researchers), and three lecturers in teaching positions. Five assistant professors and two lecturer posts are currently being filled, as is one academic position for a scholar returning from abroad. Ministry approval for two replacement academic positions vacated by academic staff leaving the department is pending. After the completion of these appointments, the Faculty will have 50 academic staff members in permanent posts of assistant professors or above, five lecturers in teaching posts, while the number of staff employed in junior positions will be reduced to 15. Since only few academic staff members will retire over the next two years, and will be immediately replaced with new appointments, it is to be expected that the number of the academic staff will remain stable over the next several years. The trend in the number of junior positions is more difficult to predict, but it can be expected that the number will remain in the range of 10 to 15 employees over the next two or three years.

To secure regularity of teaching, the Faculty relies on a large number of external collaborators. Their total number in 2013/2014 academic year reached 42, six of whom hold academic posts at other institutions, four have teaching posts and two are junior academic staff. Other external collaborators are experts teaching courses in the journalism program and faculty's doctoral candidates acting as teaching assistants in some of the courses. In the past two years the number of external collaborators has been slowly reduced, and the Faculty policy is for that trend to continue, since it is evident that the funds available for their compensation will be significantly reduced. However, since many courses in the journalism program include practical training requiring teacher practitioners with expert knowledge, the Faculty inevitably has to rely on external collaborators for teaching of these courses. A large number of the external collaborators and their ratio to full time academic staff of nearly 1:1 is not a real indicator of their actual share in the total teaching load. In the total teaching load at the undergraduate and graduate programs, external collaborators are responsible for 23.2 % of the total. In the following two years, through new appointments in full time academic posts and reduction in the number of external collaborators, the aim is to reduce the share of teaching done by external collaborators to approximately 10 % of the overall teaching load and reduce their number to the maximum of 20. After these reductions, external collaborators will mainly be employed in those courses of undergraduate and graduate journalism programs where their expert knowledge and practical experience is essential.

The role of external collaborators is also marked in the postgraduate specialist MA programs and doctoral programs. Since the purpose of postgraduate specialist studies is to offer curriculum narrowly specialized on one topic, they necessarily need to include external academic collaborators who are specialist in the field of the program as well as experts and practitioners working in the field. The engagement of external collaborators in the doctoral programs is primarily directed at the improvements in the quality of the curriculum through participation of best academics from University of Zagreb and other universities.

At this time several core courses in undergraduate programs of political science and journalism are taught by external collaborators as they cannot be adequately filled by the permanent academic staff available. This problem will be partly solved this year through hiring of five new assistant professors. However, over the next two years redistribution of the teaching posts will need to be implemented within the Faculty in order to direct hiring priorities towards core courses not taught by permanent academic staff. This problem was partially caused by a long practice of reproduction of academic positions within the faculty departments. Such practice made it very difficult to implement the adjustment of the academic staff structure and effectively prevented the shift in the orientation of the Faculty towards new areas of research. Therefore it can be said that the need for external collaboration

was partly a result of the lack of adjustment in the hiring policy as well as the changes in the curricula of study programs.

4.2. The Teacher/student Ratio

Table 4-1 Teacher/student ratio at the Faculty of Political Science

	2009/10	2010/11	2011/12	2012/13	2013/14	*2014/05*
Teachers	39	43	48	47	45	*50*
Teachers and external associates	53.5	55.5	61.5	58	55.5	*59*
Undergraduate and graduate students	1853	1959	1983	1957	1713	*1535*
All students	1944	2079	2190	2079	1810	*1650*

Undergraduate and graduate programs	**2009/10**	**2010/11**	**2011/12**	**2012/13**	**2013/14**	***2014/05***
Teacher ration	47.5	45.6	41.3	41.6	38.1	*30.7*
Teacher-student ratio	34.6	35.3	32.2	33.7	30.9	*26*

All programs	**2009/10**	**2010/11**	**2011/12**	**2012/13**	**2013/14**	***2014/05***
Teacher ration	49.8	48.3	45.6	44.2	40.2	*33*
Teacher-student ratio	36.3	37.5	35.6	35.8	32.6	*28*

Note*: Data refer to the number of students at the beginning of academic year. Numbers of students are based on the number of enrolled students in programs with active coursework. Data for 2014/2015 are projections based on the current number of students' enroled in junior years, expected enrolment number and current appointment procedures. Number of academic staff includes all permanent staff in academic and teaching positions.*

The data show that the Faculty of Political Science had highly unfavorable student-teacher ratios in the beginning of the observed period. The ratio of permanent academic staff to students was almost 50 to 1 in 2009. This highly unfavorable ratio was the result of high enrolment numbers into graduate and postgraduate programs before 2010. Since 2011 the reduction in enrolment numbers and the hiring of a significant number of new faculty members, mostly in posts of assistant professors, helped to reduce the student to teaching staff ratio. Nevertheless, as some time is needed to feel the effects of lower enrolment numbers, the ratio between the teaching staff and students at the Faculty of Political Science remains unfavorable, though the trend is positive.

As the data in Table 4.1. show, the reduction in the number of students in graduate programs, and previously also in undergraduate programs, as well as employment of seven new faculty members during 2014 would fairly soon bring the student to teaching staff ratio to 30 to 1. Furthermore, if we count faculty members in junior posts (one junior post being counted as 0.5. of a permanent academic post), student to teaching staff ratio would be very close to 30 to 1 already in the academic year 2013/2014.

4.3. Teaching Load of Teaching Staff and Associate Staff

Overall teaching load at the Faculty of Political Science amounts to 25765 normative teaching hours, out of which external collaborators teach 5998, which amounts to 23.2% of the total number of normative teaching hours at undergraduate and graduate study programs. Full teaching load of all permanent and junior teaching staff at the Faculty is 17850 normative teaching hours (or 21420 if additional 20% are added to reach the maximum teaching load allowed according to a collective agreement for higher education). With new posts currently being filled, full teaching load of permanent and junior teaching staff increases to maximum of 19200 normative teaching hours (or 23040 with the 20% allowance).

External collaborators hold 15.8% of the total teaching load at the undergraduate program of political science, and 36.1% at the undergraduate program of journalism. At the graduate programs of

political science and journalism external collaborators hold 14.3% and 18.6% of the total teaching load respectively. In the academic year 2013/2014, in comparison with the previous academic year, the Faculty slightly reduced the number of external collaborators and their overall teaching load. An additional reduction of 30% to 50% of external collaborators teaching load is planned for the academic year 2014/2015.

At the postgraduate specialist study programs the share of teaching load held by external collaborators is between 76% and 14% of the total, if all courses in the curriculum, mandatory and elective, are considered. Since a large number of courses at the postgraduate specialist MA programs are elective, and therefore not taught in each enrolment cycle, the actual distribution of the teaching load is different, given that most mandatory courses are taught by the faculty employees. Out of three postgraduate specialist MA programs in which more than 50% of the teaching load is held by external collaborators, two (Identity of Europe and Educational Policy of the Republic of Croatia in the European Context) did not enrol any students so far. The drop in the teaching load held by the faculty employees below 50% at the third program (Security policy of the Republic of Croatia) happened as a consequence of the move of one full professor teaching mandatory courses from the Faculty of Political Science to another university at the very beginning of the academic year 2013/2014. At the doctoral programs external collaborators teach, or have taught, approximately one third of the total teaching load. Thus, in doctoral programs, external collaborators are an essential element in ensuring the quality of teaching and inclusion of all fields of social science in the doctoral program curriculum.

4.4. Formal Procedure for Monitoring External Engagement of Teachers

External teaching engagement of faculty employees at other institutions of higher education can only take place if a teaching collaboration agreement is signed between the two institutions, with a written consent of the head of the University of Zagreb, the head of the Faculty and approval by the faculty council. Teaching outside the University of Zagreb can amount to the maximum of one third of the full nominal teaching load. Junior staff members are not allowed to do any teaching at the institutions outside the University of Zagreb. Employees of the Faculty of Political Science wishing to teach at other higher education institutions in the Republic of Croatia and abroad, require a written request from the host institution sent to the faculty administration. This request needs to contain the title of the course which will be taught and specify the teaching load. All requests need to be approved by the faculty council before the beginning of the academic year.

In the academic year 2013/2014 the Faculty of Political Science has concluded teaching cooperation agreements with the following institutions outside the University of Zagreb: Higher School of International Relations and Diplomacy Dag Hammarskjőld, Faculty of Philosophy of the University of Split, University of Osijek, Faculty of Political Science of the University of Montenegro in Podgorica and the Faculty of Political Science in Belgrade. The approved teaching relates to courses at the undergraduate level, and teaching at the postgraduate and doctoral level only if there are no courses with corresponding curriculum at the University of Zagreb. The University of Zagreb faculty members cannot be listed as lecturers of courses in academic programs of other institutions of higher education which are in the process of accreditation.

4.5. Student Group Sizes and Efficiency of Teaching in the Groups

The reduction of enrolment numbers described in previous paragraphs affected the number of students enrolled in mandatory and elective courses. The average number of students in compulsory courses in the first and second year of the undergraduate program of political science and journalism is 145, while the average number of students enrolled in elective courses is 70. The average number of students enrolled in mandatory courses in the third and fourth year of the undergraduate political science program is 185, while the average number of students enrolled in elective courses is 60, since the

number of elective courses in the third and fourth year is somewhat higher. At the undergraduate journalism program, the average number of students enrolled in the mandatory third year courses is 130, while the number enrolled in elective courses is 55. At the graduate program in political science the average number of students per course is 45, while at the graduate program of journalism the average number of students enrolled in the first year courses is 130, and 85 students on average are enrolled in the second year courses. This discrepancy is mostly a reflection of a lower number of courses in the graduate journalism program and a larger number of students enrolled in it.

The size of class groups has declined in comparison with previous years, and is expected to decline further, especially in graduate programs. The size of class groups is determined primarily by the mode of teaching. At most courses lectures are normally held in one group, while seminars and exercises are held in multiple groups. The size of a seminar group is at most 50 students, except for courses which require practical training and classes requiring the use of computers, where the maximum size of class groups is 25 students.

In spite of the reduction of student numbers in the previous year, and its favourable impact on the size of class groups, an objective problem that determines their size is the lack of teaching space. The second problem lies in the need to use large number of external collaborators if classes are to be organized into class groups of small size. In this academic year classes in undergraduate and graduate programmes at the Faculty are organised every weekday from 8 a.m. until 8:35 p.m., which amounts to 8 daily sessions of 90 minutes each, with five minute breaks in between. The Faculty has eight larger lecture halls, computer room and two smaller lecture rooms. The average weekly use of lecture halls for teaching of undergraduate and graduate courses amounts to 80% of all available sessions. The remaining 20%, of sessions mainly at the end of the week and in afternoon hours until 9.50 p.m. are reserved for doctoral and postgraduate specialist MA classes. For postgraduate classes the teaching also takes place on Saturdays from 8 a.m. until 4 p.m.

The average size of class groups is therefore a compromise between spatial capacities and the optimal number of students and teaching staff. Thus, the size of class groups cannot be easily changed without further reductions in the number of students, or without securing of additional teaching space. A certain small reduction in the size of class groups can be expected in the near future due to a reduction in the number of enrolled students. However, it cannot be expected that the size of class groups will be reduced considerably until the move into a new space or additional reduction in student enrolment figures.

4.6. Assessment of the Teachers' Competences

Competences of teachers are primarily assessed during the hiring process for teaching positions. This process requires each new member of the Faculty teaching staff to prove certain level of competences in both teaching and research, if the position combines both teaching and research work, or just teaching requirements, in case of hiring for teaching positions only. These requirements are defined by national regulatory bodies and are supposed to ensure that the future faculty member has adequate teaching competencies. During the process of initial hiring for the teaching position, each candidate has to deliver a lecture which constitutes the only real practical test of their teaching competences in the selection process. The second mechanism for the assessment of teaching competences is their research and publication record, or, the quality and frequency of academic publishing. However, the assessment of the academic staff through the quality of publications can only provide information about the competences in the subject area one is supposed to teach. However, it does not provide information about methodical and teaching skills in general. This procedure does not differ significantly from the procedure applied in other institutions of higher education and universities abroad. The only difference lies in the number and quality of candidates, as well as differences in the procedure at various institutions.

In the selection of external collaborators, the Faculty relies on their teaching and research record, i.e. their current and former academic position, published papers, teaching experience and similar information which constitute a professional biography of an individual. However, associate external collaborators are normally not requested to demonstrate their knowledge and teaching skills in a special procedure, or to be more precise, such procedure currently does not exist.

Competences of teachers are further assessed through student surveys conducted by the Office for Quality Assurance of the University of Zagreb and student surveys conducted by the Faculty of Political Science. However, data from surveys are not used in regular evaluation of teachers, but mainly in the promotion process. The average results of student satisfaction with teaching competences of academic staff are available in student surveys for the academic year 2012/2013. The data are available for 112 courses where students assessed teaching skills in four segments: structuring of the classes and use of time; the manner of presenting content from the curriculum; use of methods, examples and tasks that facilitate learning; and the communication with students during teaching process. The average grades for 122 courses range from 4.0 for use of methods, examples and tasks that facilitate learning to 4.3 for the communication with students during teaching process (standard deviation of these grades ranges from 0.55 to 0.60).

4.7. Forms of Professional Support to Teachers in the Area of Teaching Competences

The Faculty does not have a comprehensive system of professional support to teachers directed at the development of teaching competences, since its size and limited resources make the development of such capabilities unfeasible. In this segment, the Faculty largely relies on external resources, either through University of Zagreb programs, or through other exchange and training programs. A smaller number of academic staff attends university seminars and workshops in the area of teaching methods and e-learning, but as a rule such knowledge is not disseminated at the Faculty afterwards. Most exchange and training programs in which academic staff members participate is primarily directed at research related activities. Only a small number of programs is focused on the development of teaching competences, or a combination of research and teaching competences. Of programs which include development of both research and teaching competence, several faculty members took part in the Junior Faculty Development Program for young researchers and teachers. Also, the Faculty currently has active agreements for academic staff exchange with several foreign universities (over 20) within ERASMUS and CEEPUS programs, and the intention is to additionally increase this number. These programs could be used to gain new experience in teaching and increase knowledge about teaching methods. However, their use has been relatively infrequent so far.

Although they are not directly connected to teaching skills development, activities such as participation of academic staff in conferences, summer schools and other forms of training certainly have some effects on the quality of teaching skills, especially by providing insight into new research and introduction of new contents into course curriculum. The Faculty has annual funds available to every faculty member in order to support such activities.

Overall, in the field of improvement of teaching competencies, the Faculty is in a similar position as most other units of the University of Zagreb. It can be generally said that at the level of University, stronger emphasis is placed on the creation of support system for research, while the support system for teaching is given considerably less attention.

4.8. Teacher Motivation Measures

The Faculty of Political Science provides financial stimulation of teachers through a system of bonuses, rewards and support measures. This system includes rewards for research productivity and especially prizes papers in high quality international academic journals as well as book chapters and books published by high ranking international publishers. In that sense, the system of awards is primarily

focused toward rewarding research, and significantly less on rewarding teaching. The system for rewarding teaching activities does not exist as such, partly because a reliable system for assessment of teaching quality, except for student surveys, does not exists. However, there is a financial stimulation for expanded scope of work, particularly for teaching courses with a larger number of students, or for increased teaching load measured through normative teaching hours. In order to introduce rewards for excellence in teaching it is necessary first to establish a reliable system of assessing teaching quality, and to design procedures governing the allocation of awards.

4.9. Teaching Materials

Various types of teaching materials are being used at the Faculty of Political Science, from specialised textbooks, monographs that can be used as textbooks, book chapters, academic and expert papers, teaching materials prepared by the faculty member that have not been published yet, and additional materials for student papers and tasks. Coverage of individual courses by teaching materials and their appropriateness differ from one course to another, and sometimes depend on the efforts of teachers to ensure teaching materials availability in various ways. In the absence of adequate teaching materials, sometimes the English language literature is used, mostly for seminar classes and for courses taught in the English language. Also, the Faculty has an established practice of translating textbooks written by relevant international authors, and does not rely on the publications of its academic staff to the extent other units of the University of Zagreb do. This practice proved to be rather useful, especially in the areas such as research methods, comparative politics, communication science, public policies and European studies. In the past three years, six textbooks and a larger number of other books also used in teaching written by foreign authors have been published within the editions *Political Thought* [Politička misao] and *Political Analyses* [Političke analize]. Taking into account a longer period of time, the number of published books is considerably higher, so that the Faculty currently has significant holdings of literature available written by foreign authors and translated into the Croatian language, either by the faculty publishing units or by other publishers with the support and assistance of the Faculty. However, limited resources continue to prevent acquisition of adequate literature and teaching materials to the full extent needed by the staff and students of the Faculty.

Of the textbooks published by the Faculty employees within last five years, the following could be pointed out:

1. Žužul, Josip; Šimović, Vladimir; Leinert-Novosel, Smiljana; Statistika u informacijskom društvu/*Statistics in information society*. Zagreb: ECNSI, 2008

2. Peruško, Zrinjka (ed.); Uvod u medije/*Introduction to media*. Zagreb: Jesenski i Turk, 2011

3. Kulenović, Enes (ed.); Moderna politička teorija/*Modern political theory*. Zagreb: Biblioteka Politička Misao, 2013.

4. Jović, Dejan (ed.); Teorije međunarodnih odnosa: Realizam/*Theories of international relations: Realism*. Zagreb: Politička kultura, 2013

5. Vujčić, Vladimir; Opća pedagogija: novi pristup znanosti o odgoju/*General pedagogy: a new approach to the education science*. Zagreb: Hrvatski pedagoško-književni zbor, 2013.

Although there is no comprehensive analysis of the availability and requirements of teaching materials for individual courses, and although the shortage of literature is mainly resolved through activities aimed at individual courses, so far the teaching process did not experience significant problems in teaching due to lack of adequate teaching materials. All serious problems caused by the lack of teaching materials which had the potential to disrupt teaching process have so far been successfully solved with the faculty resources.

4.10. Assessment of Current Situation and Propositions for Possible Improvements

During 2014 the hiring of five new assistant professors in the areas of comparative politics, public policies, political theory and media and communication science will be completed. Also, replacement positions in the areas of political economy, international relations and security policy are expected to be advertised. Since these appointments will increase the overall number of normative teaching hours taught by the faculty employees, the need for external collaborators in teaching will be significantly reduced next year. Therefore an additional decrease of external collaboration is planned for the next year, so that only those external collaborators needed for uninterrupted teaching of core courses as well as expert collaborators needed for teaching expert courses at the journalism program will remain. From the next year onwards most external collaborators will be replaced by the Faculty own academic staff through redistribution of teaching load, and for some core courses where it is needed and possible, the teaching will be conducted by two or more lecturers.

In the forthcoming period the priority will be placed on the employment of faculty members capable of teaching courses which form the core of the curricula, and which are not currently covered by a sufficient number of faculty members. Another area of priority is strengthening of the Department of public policy in order to expand the scope of courses offered in the field of public policies, in the view of strengthening the Faculty capacity for conducting research and evaluation studies of public policy, and to ensure the preconditions for establishing the graduate program in public policy in future. Apart from the Department of public policies, journalism program and the Department of journalism also need to be strengthened by academic staff teaching core courses in print media, public relations and communication science. It is also necessary to continue efforts to establish permanent relations with external collaborators who teach courses oriented toward provision of practical training in the journalism program.

In the following academic year the system of evaluation and supervision of junior academic staff teaching needs to be established, as well as the process for the assessment of competences of external collaborators. Evaluation and supervision of young teachers would include the evaluation of teaching methods of and other teaching activities, attendance of workshops about teaching methods and an intensified communication with other faculty members about teaching experiences.

Curriculum for the academic year 2014/2015 is being prepared and within this process, the Faculty plans to produce a comprehensive document which would outline a precise link between learning outcomes at the level of the particular program with the types of teaching, teaching methods and evaluations of learning outcomes achievement. Additionally, within the quality assurance related activities, a system needs to be established within which knowledge and teaching experience would be disseminated more intensively, which would in turn help to identify best teaching practices. Within the preparations for the academic year 2014/2015, the plan is to put in place the process of evaluation of the quality of links between concrete learning outcomes, content of the curricula, teaching methods and evaluation of learning outcomes achievement for all core courses.

Table 4-2 Staff structure

Staff	Full-time staff		Cumulative employment		Full-time teachers who are employed part-time in other institutions	External	
	Number	Average age	Number	Average age	Number	Number	Average age
Full professors	15	57.26			4	2	57
Associate professors	8	50.62	1	56	1	0	0
Assistant professors	19	39.42			3	4	43.75
Teaching grades	3	46.33				4	51
Assistants	10	34.6				2	32.5
Expert assistants	0	0				30	37.56
Junior researchers	11	31.25				0	0
Technical staff	4	42			-------	0	0
Administrative staff	15	50.93			-------	0	0
Support staff	8	50.37			-------	0	0

Table 4-3 Workload of full-time and part-time teachers

	Lectures		Seminars and exercises		Mentorship*		Other forms of teaching	
Study program name	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers
Undergraduate study program of political science	3990	330	5630	1440			1080	240
Graduate study program of political science	1410	210	1018.5	196.5			0	0
Undergraduate study program of journalism	2790	330	3015	1710			420	1470
Graduate study program of journalism	1220	120	1470	495			0	0
Regional comparative studies of Central and Southeast Europe - PDSS (not performed in 2013/2014)	570	150	0	0			0	0
Local democracy and development - PDSS (not performed in 2013/2014)	480	240	0	0			0	0
Security policy of Republic of Croatia - PDSS	285	315	0	0			0	0
Public relations – PDSS	645	615	0	0			0	0
Foreign policy and diplomacy - PDSS	540	240	0	0			0	0
EU adaptation: project management and usage of EU funds and programs - PDSS	1395	225	0	0			0	0
Political Science – PDDS	1755	855	0	0			0	0

Table 4-4 List of teaching staff

Name	Scientific vocation	Academic degree	HEI which issued the qualification	Field	Date of latest appointment into scientific vocation	Percentage of employment	Workload in the home institution in norma hours	Workload in external institutions in norma hours
Maja Banovac	Junior researcher	Mag.pol.	Faculty of Political Science Zagreb	Political Science	22. 5. 2009.	100	Maternal leave	
Vedrana Baričević	Junior researcher	Dr.sc.	Faculty of Social Sciences Ljubljana	Political Science	29. 12. 2006.	100	225	
Ante Barišić	Assistant professor	Dr.sc.	Faculty of Political Science Zagreb	Political Science	3. 3. 2010.	100	105	60
Domagoj Bebić	Assistant professor	Dr.sc.	Faculty of Humanities and Social Sciences Zagreb	Information and Communication Science	11.7.2012.	100	383	
Nataša Beširević	Assistant	Dr.sc.	Faculty of Political Science Zagreb	Political Science	1.7.2012.	100	225	
Nebojša Blanuša	Assistant professor	Dr.sc.	Faculty of Political Science Zagreb	Political Science	5.5.2010.	100	360.5	
Davor Boban	Assistant professor	Dr.sc.	Faculty of Political Science Zagreb	Political Science	25.1.2012.	100	300	
Luka Brkić	Full professor	Dr.sc.	Faculty of Political Science Zagreb	Political Science	13.7.2010.	100	495	
Viktorija Car	Assistant professor	Dr.sc.	Faculty of Social Sciences Ljubljana	Information and Communication Science	20.10.2010.	100	436	
Tihomir Cipek	Full professor	Dr.sc.	Faculty of Political Science Zagreb	Political Science	13.7.2010.	100	277.5	
Hrvoje Cvijanović	Assistant	Dr.sc.	Faculty of Political Science Zagreb	Political Science	1.9.2012.	100	240	
Lidija Čehulić Vukadinović	Associate professor	Dr.sc.	Faculty of Political Science Zagreb	Political Science	*(ne piše)*	100	420	90
Goran Čular	Assistant professor	Dr.sc.	Faculty of Political Science Zagreb	Political Science	6.7.2011.	100	333	
Antonija Čuvalo	Junior researcher	Mag.soc.	Faculty of Humanities and Social Sciences Zagreb	Sociology	21.5.2009.	100	235	
Danijela Dolenec	Assistant	Dr.sc.	ETH Zürich	Political Science	1.5.2012.	100	185.5	

Sanjin Dragojević	Assistant professor	Dr.sc.	Faculty of Political Science Zagreb	Sociology	11.7.2008.	100	375	
Branko Dubravica	Associate professor	Dr.sc.	Faculty of Political Science Zagreb	Political Science	23.5.2012.	100	465	
Stevo Đurašković	Junior researcher	Dr.sc.	Faculty of Social Sciences Ljubljana	Political Science	1.12.2007.	100	180	
Marijana Grbeša	Assistant professor	Dr.sc.	Faculty of Social Sciences Ljubljana	Information and Communication Science	5.5.2010.	100	451	
Ivan Grdešić	Full professor	Dr.sc.	Faculty of Political Science Zagreb	Political Science	14.2.2012.	100	Frozen employment status	
Andrija Henjak	Assistant professor	Dr.sc.	Central European University Budapest	Political Science	6.7.2011.	100	326.5	45
Gordan Janković	Senior lecturer	Mr. Sc.	Faculty of Kinesiology Zagreb	Kinesiology	24.10.2012.	100		
Ružica Jakešević	Assistant	Dr.sc.	Fakultet političkih znanosti u Zagrebu	Political Science	1.7.2011.	100	360	
Hrvoje Jakopović	Junior researcher	Mag.nov.	Faculty of Political Science Zagreb	Political Science	1.5.2012.	100	180	
Dejan Jović	Associate professor	Dr.sc.	London School of Economics and Political Science	Political Science	27.5.2009.	100	420	
Igor Kanižaj	Assistant professor	Dr.sc.	Faculty of Political Science Zagreb	Information and Communication Science	16.2.2011.	100	383	
Livia Kardum	Full professor	Dr.sc.	Faculty of Political Science Zagreb	Political Science	8.9.2009.	100	405	60
Mirjana Kasapović	Full professor	Dr.sc.	Faculty of Political Science Zagreb	Political Science	16.5.2006.	100	218	
Anka Kekez Koštro	Junior researcher	Mag.pol.	Faculty of Political Science Zagreb	Political Science	1.12.2010.	100	Sabbatical	
Viktor Koska	Junior researcher	Mag.pol.	Faculty of Political Science Zagreb	Political Science	7.12.2007.	100	190	
Lidija Kos – Stanišić	Associate professor	Dr.sc.	Faculty of Political Science Zagreb	Political Science	22.12.2010.	100	315	
Kristijan Kotarski	Junior researcher	Mag.pol.	Faculty of Political Science Zagreb	Political Science	1.12.2007.	100	225	
Zlatan Krajina	Assistant	Dr.sc.	Goldsmith College, University of London	Information and Communication Science	1.6.2012.	100	309	

Enes Kulenović	Assistant professor	Dr.sc.	Fakultet političkih znanosti u Zagrebu	Political Science	5.5.2010.	100	300	
Zoran Kurelić	Full professor	Dr.sc.	School for Social Research, New York	Political Science	21.12.2010.	100	315	
Tonči Kursar	Assistant professor	Dr.sc.	Faculty of Political Science Zagreb	Political Science	27.5.2009.	100	300	
Dražen Lalić	Full professor	Dr.sc.	Faculty of Humanities and Social Sciences Zagreb	Sociology	5.7.2011.	100	390	
Mirela Landsman Vinković	Senior lecturer		Faculty of Humanities and Social Sciences Zagreb	Philology	16/12/2009	100	480	
Smiljana Leinert-Novosel	Full professor	Dr.sc.	Faculty of Political Science Zagreb	Political Science	12.5.2009.	100	330	60
Vesna Lisičić	Senior lecturer		Faculty of Humanities and Social Sciences Zagreb	Philology	31/03/2005	100	240	
Đana Luša	Assistant	Dr.sc.	Faculty of Political Science Zagreb	Political Science	1.12.2011.	100	330	
Ana Matan	Assistant professor	Dr.sc.	Faculty of Political Science Zagreb	Political Science	4.3.2009.	100	300	
Marina Mučalo	Associate professor	Dr.sc.	Faculty of Organization and Informatics Varaždin	Information and Communication Science	6.7.2011.	100	390	
Dario Nikić Čakar	Assistant	Dr.sc.	Faculty of Political Science Zagreb	Political Science	1.5.2013.	100	210.5	
Ana Pažanin	Assistant professor	Dr.sc.	Faculty of Political Science Zagreb	Political Science	20.1.2010.	100	390	
Tena Perišin	Associate professor	Dr.sc.	Faculty of Political Science Zagreb	Information and Communication Science	20.4.2011.	50	465	
Zrinjka Peruško	Full professor	Dr.sc.	Faculty of Humanities and Social Sciences Zagreb	Sociology	13.12.2011.	100	225	60
Zdravko Petak	Full professor	Dr.sc.	Faculty of Political Science Zagreb	Political Science	21.12.2010.	100	360	

Ana Petek	Assistant	Dr.sc.	Faculty of Political Science Zagreb	Political Science	1.12.2012.	100	60	
Krešimir Petković	Assistant professor	Dr.sc.	Faculty of Political Science Zagreb	Political Science	25.1.2012.	100	360	
Helena Popović	Assistant	Dr.sc.	Faculty of Social Sciences Ljubljana	Information and Communication Science	1.7.2011.	100	415	
Nenad Prelog	Full professor	Dr.sc.	Faculty of Political Science Zagreb	Information and Communication Science	11.12.2012.	100	390	
Luka Ribarević	Assistant professor	Dr.sc.	Faculty of Political Science Zagreb	Political Science	25.1.2012.	100	315	
Božo Skoko	Assistant professor	Dr.sc.	Faculty of Political Science Zagreb	Information and Communication Science	20.1.2010.	100	435	60
Berto Šalaj	Associate professor	Dr.sc.	Faculty of Political Science Zagreb	Political Science	24.4.2013.	100	300	
Marjeta Šinko	Junior researcher	Mag.pol.	Faculty of Political Science Zagreb	Political Science	1.7.2011.	100	150	
Daniela Širinić	Junior researcher	Mag.pol.	Central European University Budapest	Political Science	1.7.2011.	100	Sabbatical	
Hrvoje Špehar	Assistant professor	Dr.sc.	Faculty of Political Science Zagreb	Political Science	6.7.2011.	100	585	
Siniša Tatalović	Full professor	Dr.sc.	Faculty of Political Science Zagreb	Security and defence science	14.6.2011.	100	300	48
Gordana Vilović	Associate professor	Dr.sc.	Faculty of Political Science Zagreb	Information and Communication Science	5.5.2010.	100	495	
Dina Vozab	Junior researcher	Mag.soc.	Faculty of Humanities and Social Sciences Zagreb	Sociology	1.7.2011.	100	180	
Vladimir Vujčić	Full professor	Dr.sc.	Faculty of philosophy Sarajevo	Political Science	16.9.1997.	100	270	
Domagoj Vujeva	Assistant	Dr.sc.	Faculty of Political Science Zagreb	Political Science	1.5.2012.	100	225	
Nenad Zakošek	Full professor	Dr.sc.	Otto Suhr Institut Berlin	Political Science	8.4.2008.	100	120	
Marta Zorko	Assistant professor	Dr.sc.	Faculty of Political Science Zagreb	Political Science	21.11.2012.	100	300	

Ivo Žanić	Full professor	Dr.sc.	Faculty of Humanities and Social Sciences Zagreb	Philology	10.5.2011.	100	405	

Table 4-5 Dynamics of employment of teaching staff in the last 5 years

Year	Number of newly employed teachers	Number of teachers whose contracts expired
2013	1	5
2012	6	7
2011	7	1
2010	8	
2009	6	2
2008	2	

Table 4-6 Teaching materials used in the last academic year

Study program name	Number of Croatian textbooks	Number of foreign textbooks translated into Croatian	Number of research papers related to teaching	Number of manuals	Number of instructional material related to the artistic field	Number of courses for which there are reviewed manuals on the institution's web site	Number of courses for which there is a web page with supplementary teaching materials	Number of e-courses
Political science undergraduate	105	106	340	8		0	0	0
Political science graduate	23	25	125	1		0	0	0
Journalism undergraduate	98	46	261	4		0	2	0
Journalism graduate	31	17	157	3		0	0	0

5. Scientific and Professional Activity

Elements of self-analysis in the area of scientific and professional activity:

☐ The strategy of scientific activity for a five-year period.

☐ List of 10 world-renowned scientific journals in which faculty members publish their works. Comment on the relevant impact factors.

☐ List of 10 most important papers of the Faculty in the last 5 years. Specification and comment on the citation of these papers according to the global databases (WOS, SCOPUS, Google Scholar). Comparison with similar Croatian and international HE institutions.

☐ List of 10 most important publications (books, conference proceedings, etc.). Overview of the criteria for choosing them.

☐ Specification of the criteria for scientific productivity for mentors of doctoral dissertations at doctoral study programs. Comparison with similar HE institutions in Croatia and abroad.

☐ Overview of Faculty's policy for the development of young researchers.

☐ Assessment of the number of scientific publications produced within international cooperation of faculty members and associates, with foreign scientists as co-authors. Comparison with the practice of other similar HE institutions.

☐ Opinions of doctoral candidates about availability of the mentors of doctoral dissertations, i.e. time allocated for their introduction into methods of scientific or artistic research.

☐ The content and character of 10 most important scientific projects of the Faculty in the last 5 years. Assessment of the quality of work and results.

☐ Description of the ways in which scientific activities contribute to teaching, intellectual and technological development of society and economy and other institutional activities.

☐ Overview of Faculty's journals (scientific/professional character, composition of the editorial board, selection procedure, impact factor if any, etc.)

☐ Overview of the content and character of professional projects of the Faculty in the last 5 years. Assessment of the quality of work and results.

☐ Assessment of the impact of professional and developmental projects and services on the development of Croatian economy, service sector and state administration.

☐ Overview of the systematic policy of monitoring the volume and quality of scientific or artistic activity at the Faculty.

☐ Overview of the policy of providing incentives for and awarding publishing in the highly ranked scientific journals or with renowned book publishers.

☐ Overview of the methods of monitoring research ethics, and implementing European and global standards for employment of the best scientific staff.

☐ Satisfaction with the current situation and proposals for possible improvements.

5.1. Strategic Scientific Research Program

The research program of the Faculty of Political Science is directed toward development of research projects within Faculty's principal academic disciplines which include political theory/history of political ideas, Croatian politics/European Union politics, comparative politics, international relations and national security, public policy/public governance, communication science, the media, media policies. Within these segments special attention is devoted to: research of the development and implementation of national public policies within the context of Europeanization and research of their effects; research into the representativeness and responsiveness of the political system, parties and the media in national politics; analysis of the processes of integration and disintegration in South-East Europe throughout history and in the context of EU integration, including the aspect relating to security and establishment of peace; and research of the media system and its role in the political system and public communication in contemporary Croatian society. This research program is planned to be carried out through participation in national and international research projects and networks.

At present the Faculty has no coherent system for providing support to research activities and project applications. The academic staff average level of methodological skills is perhaps comparable to that of other similar institutions in the region, but is not sufficient to enable the production of papers which could compete for publication in high ranking academic journals. What is even more important is that the Faculty currently does not have a functional system of measures which would enable it to remedy these deficiencies, with the consequence being the Faculty's low visibility and desirability as a partner institution in international projects. The institution's low visibility, and consequently its limited perception as a potential partner, is also a consequence of its low rate of participation in international conferences and publication in international journals.

Faculty members participate in a number of projects funded from various sources and a number of research networks, which is mostly a result of individual efforts of particular faculty members, resulting in an extremely fragmented research activity. There is a need for stronger build-up and networking of particular research teams with the international research community, especially through international projects. The Faculty has identified these shortcomings and in 2013 started creating an informational base for the systematic planning of research activities. The Faculty mapped its research potential in 2013 and these data are currently being processed. The start of 2014 saw the development of a research strategy (Appendix 5.1.) focusing on the following four strategic objectives:

STRATEGIC OBJECTIVE No. 1: Determine the research profile of the Faculty of Political Science that will be recognisable within the Republic of Croatia and at the international level. This objective is being pursued through the mapping of research capacities and potential done in 2013, the data of which are currently being processed. The results of the mapping will reveal the research interests of Faculty staff, provide an overview of existing research capacities and skills, and demonstrate the potential for cooperation at several levels (at the level of departments, at the Faculty level, at the University level, at the national level and at the international level).

STRATEGIC OBJECTIVE No. 2: Ensure an efficient organisational infrastructure, research activity and planning and management of research activities. In 2013, the Faculty launched a process that is to lead to the establishment of the Faculty Office for Research and International Projects. The principal function of this Office is to provide professional assistance and information, thus ensuring better-quality conditions for research work, long-term development of creative and innovative research projects, and the provision of administrative support to research projects and other forms of the

Faculty's research activities. The Office is tasked with continually informing academic staff about research possibilities, providing them with support, advice and information required for successfully applying for, participating in, and effectively managing international research activities. In 2014, the Office will employ one person responsible for carrying out principal tasks and activities of the Office.

STRATEGIC OBJECTIVE No. 3: Increase research funding, in particular for interdisciplinary, intersectorial and international research. In 2013, the Faculty set up a system for the provision of funding and assistance to research and professional development and mobility of scholars. Within this system academic staff receives an annual funding for participation in international conferences and various professional development activities, such as summer schools, methodological seminars and workshops. This same system also supports research productivity by ensuring access to publication funding and by covering research and publication costs. Availability of such resources had a marked effect on raising the possibility of young scholars to participate in international conferences, summer schools, and other forms of professional development. Alongside the established system, which will be further developed, the Faculty will continue to secure resources for the purchase of literature, access to various types of data and computer software necessary for data analysis. Also, the setting up of the Office for Research and International Projects is expected to result in an increase in the number of applications and the rate of participation in international projects, and thus also in an increase in financial resources for research activities.

STRATEGIC OBJECTIVE No. 4: Provide support and available services to scholars creating knowledge and applying this newly created knowledge to social and economic processes. In the forthcoming period, the Faculty plans to organise methodological and other workshops (transfer of knowledge, cooperation with stakeholders from the civil, economic and public sectors, etc.) for scholars, Ph.D. students, as well as other members of the University (in particular from the field of social sciences and the humanities). These workshops will enable the acquisition of new and the improvement of existing skills and will strengthen the transfer of knowledge. Moreover, the Faculty will undertake activities directed at increasing cooperation and the level of information exchange relating to research activities within its own academic staff and between the Faculty's academic staff and academic staff of other research and higher education institutions. This in particular concerns the organisation of a Faculty seminar where the Faculty's teaching staff and guests from other institutions would present their research. The Office for Research and International projects will ensure that the planning and development of research projects includes the dimension of applicability of results and their responsiveness to the actual needs of the society, economy, and the public sector.

5.2. Publications of Faculty Teaching Staff in Ten Prominent International Journals

Over the last five years, the teaching staff of the Faculty of Political Science published papers in the following international journals with a high impact factor. Two journals are primarily devoted to topics from the field of comparative politics, and three to topics from the field of Area Studies.

West European Politics (IF=1.368)
Citizenship Studies (IF=0.738)
Democratization (IF=0.730)
Europe-Asia Studies (IF=0.464)
East European Politics and Societies (IF=0.400)

5.3. The Faculty's Ten Best Ranked Academic Papers

The criterion applied in selecting papers was the quality of international academic journals in which they were published, while that for selecting monographs and chapters in proceedings was the quality of their publisher. Since the greater part of the teaching staff publish within the framework of collaborative activities frequently involving publication in proceedings, it is necessary, in order to obtain an overall picture of the extent of academic productivity and subject-matter orientation, to take into account publications in academic monographs as well.

Zakošek, Nenad (2008): Democratization, State-building and War: The Cases of Serbia and Croatia. Democratization. 15 (3): 588-610
Citations: 5 (WoS)

Henjak, Andrija (2010): Political Cleavages and Socioeconomic Context: How Welfare Regimes and Historical Divisions Shape Political Cleavages. West European Politics. 33 (3); 474-504
Citations: 12 (WoS)

Jović, Dejan, Lamont Christopher K. (2010): Croatia after Tudjman: Encounters with the Consequences of Conflict and Authoritarianism. Europe-Asia Studies. 62, 10; 1609-1620
Citations: 3 (CC, SCOPUS)

Koska, Viktor (2012): Framing the citizenship regime within the complex triadic nexuses: the case study of Croatia. Citizenship Studies. 16, 3/4; 397-411
Citations: 3 (CC, SCOPUS)

Kasapović, Mirjana (2012): Voting Rights, Electoral Systems and Political Representation of Diaspora in Croatia. East European Politics and Societies. 26, 4; 777-791
(CC, SCOPUS)

Peruško, Zrinjka (2013): Rediscovering the Mediterranean Characteristics of the Croatian Media System. East European Politics and Societies. 27, 4; 709-726
(CC, SCOPUS)

5.4. Ten Best Ranked Books and Publications in Proceedings

1. Jović, Dejan. Yugoslavia: A State that Withered Away: Purdue University Press, 2009.
2. Dolenec, Danijela. Democratic Institutions and Authoritarian Rule in Southeast Europe: ECPR Press, 2013.
3. Krajina, Zlatan, Negotiating the Mediated City - Everyday Encounters with Public Screens: Routledge, 2013.
4. Kasapović, Mirjana. Semi-presidentialism in Croatia, in Semi-presidentialism in Central and Eastern Europe / Elgie, Robert; Moestrup, Sophia (eds). Manchester and New York: Manchester University Press, 2008, pp. 51-64.
5. Henjak, Andrija; Zakošek, Nenad; Čular, Goran. Croatia, in Handbook of Political Change in Eastern Europe / Berglund, Sten ; Erman, Joakim ; Deegan Krause, Kevin ; Knutsen Terje (eds): Edward Elgar Publishing, 2013, pp. 443-480.
6. Zakošek, Nenad. Democratization, State-building and War, in War and Democratization.

Legality, Legitimacy and Effectiveness / Merkel, Wolfgang; Grimm, Sonja (eds): Routledge, 2009, pp. 132-154.

7. Dejan Jović. Croatia's EU Membership and the Future of the Balkans, in Unfinished Business: the Western Balkans and the International Community / Vedran Džihić and Daniel Hamilton (eds).: The John Hopkins University, 2012, pp. 201-210.

8. Jović, Dejan. Reassessing Socialist Yugoslavia, 1945-90: The case of Croatia, in New Perspectives on Yugoslavia: Key Issues and Controversies / Djokić, Dejan and Ker-Lindsay, James (eds.): Routledge, 2011, pp. 117-142.

9. Henjak, Andrija; Toka, Gabor; Sanders, David. Support for European Integration, in Citizens and the European Polity: Mass Attitudes Towards the European and National Polities / Sanders, David ; Magalhaes, Pedro ; Toka, Gabor (eds): Oxford University Press, 2012, pp. 169-211.

10. Toka, Gabor; Henjak, Andrija; Radoslaw, Markowski. Explaining Support for European Integration, in The Europeanization of National Polities? Citizenship and Support in a Post-enlargement Union / Sanders, David, Bellucci, Paolo, Toka, Gabor, Torcal, Mariano (eds): Oxford University Press, 2012, pp. 137-166.

11. Carpenter, Charli; Cvijanović, Hrvoje; Mason, Wesley. Security or human security? Civil-military relations in Battlestar Galactica, in Battlestar Galactica and International Relations / Kiersey, Nicholas J. ; Neumann, Iver B. (eds): Routledge, 2013, pp. 137-166.

12. Krajina, Zlatan. 'Domesticating the Screen-Scenography: Situational Uses of Technologies and Texts in the London Underground, in Public Space, Media Space / Berry, Chris ; Harbord Janet ; Moore O. Rachel (eds.): Palgrave Macmillan, 2013, pp. 287-314.

5.5. Mentoring and Selecting PhD Thesis Mentors at the Faculty

Supervisors of PhD theses in doctoral programs at the Faculty of Political Science need to meet criteria defined in the Regulations on doctoral studies at the Zagreb University and the regulations adopted by doctoral programs. The supervisor must hold at least a position of assistant professor, or equivalent title for academics in the research stream, and be a principal researcher or a member of a research project the field of the topic of the PhD thesis. It is important that supervisor is an active researcher and visible within the international research community. Doctoral studies' boards make an initial decision on the assignment of a supervisor to a particular student, taking into account the student's preferences, while the Committee for Topic Evaluation and Mentor Proposal assesses whether supervisor fulfils the criteria. Upon reviewing five papers related to the PhD research topic and published over the previous five years, the Committee proposes a supervisor. The Committee proposal is then reviewed by the Faculty Council and the University Senate. The research productivity criteria for PhD supervisors at the Faculty of Political Science are aligned with the practice of Zagreb University, and University bodies have a final say in the approval of a particular PhD proposal, draft and final version of a PhD thesis. Although these criteria are in principle similar to the criteria of higher education institutions abroad, it is hard to compare them directly – with the exception of quantitative criteria – due to differences in the management and organisation of doctoral studies and standards of academic productivity.

At the end of each semester of a PhD program, a student survey is conducted evaluating each member of the teaching staff who held classes during the semester. However, the Faculty does not carry out other evaluations of the mentor's work and availability. Since the mentor – PhD student cooperation is a very individualized process; experiences vary and range from very positive to very critical. In order to stimulate quality of supervision and improve and standardize

supervision standards, doctoral studies organize regular doctoral conferences lasting several days where students present outlines of their PhD theses to their colleagues, mentors and other members of the teaching staff and receive feedback on how to proceed from them.

5.6. Faculty Policy on the Scientific Development of Young Scholars

The Faculty's current support scheme for young scholars mostly focuses on the activities in doctoral program and tutorials with supervisors. The Faculty offers very few activities (including those organised by the network of young scholars themselves) directed at providing support to young scholars. The principal researcher of a project and supervisor of a junior scholar are required to report annually on the progress of a junior scholar to the Faculty Council and the Ministry of Science and Education, and his or her progress is primarily their responsibility.

For the purpose of providing support for research and professional development of junior scholars, the Faculty organized a funding scheme providing academic staff with annual funds needed for participation in international conferences and various professional development programs, such as summer schools or methodological seminars and workshops. This measure has had an extremely positive effect on the rate of participation of young scholars in international conferences, summer schools and other forms of professional development. However, although useful, these measures do not constitute a comprehensive support scheme for young scholars. It is therefore absolutely essential that these measures are expanded in the near future and that a comprehensive and sustainable research support scheme be established. This scheme needs to enable young scholars to develop a wide range of skills, from research design and implementation skills to skills required for project management and presentation of research results. A comprehensive support scheme needs to include mobility support measures, publication support measures, measures directed at securing research resources, measures aimed at skill development, and measures aimed at promoting cooperation and exchange of experiences between young scholars. Apart from these skills, it is also necessary to improve, within a relatively short time, the visibility of young scholars, so that in the near future they would become more desirable partners, either individually or as part of the Faculty, for cooperation within the framework of international research projects.

5.7. Academic Publications Resulting from International Cooperation by the Faculty's Teaching Staff and Associates

Publications resulting from international cooperation of faculty academic staff account for a relatively small share of the total number of publications authored by faculty members. Most of the publications are the result of cooperation within the framework of international projects or participation in comparative book projects where faculty members act as country experts. A significant number of publications is the result of cooperation on various professional projects.

Cooperation may be divided into cooperation with scholars from the region, which accounts for about 40% of the publications resulting from international cooperation, and cooperation with scholars outside of the region, which accounts for approximately 60% of the total number of publications. What is immediately evident when one looks at the topics of publications produced within the framework of international cooperation is that most of the publications focus on topics relating to Croatian politics and the media and only very seldom they include comparative perspective on any of the topics. The absence of topics explored from the comparative perspective points to the fact that faculty members research focuses on topics relating to national politics and media systems. When research has broader geographical scope, faculty members participate in projects mostly as experts for national political system or media. As a result of this pronounced orientation towards topics related to national politics, the faculty members are at a

relative disadvantage when applying for international projects. They participate either in international collaborative projects where they primarily act as experts on Croatia or in international projects whose research focus is on Croatia or the region. Although the strong orientation towards national politics and the media may lessen one's possibilities to publish in international journals, this need not be a limiting factor since the numerous specificities of regional and national politics would doubtlessly be of interest to the international scholarly audience. It is therefore necessary to devote more effort in the following period towards development of projects exploring topics from national and regional politics with wider relevance which could be of interest to international collaborators. In the longer term, faculty members need to shift their focus towards comparative topics which would enable them a more solid foundation for participation in international collaborative projects.

5.8. Contents of and Contribution Made by the Faculty's Top Ten Research Projects

The project **Croatia in the Regional Context** was financed by the Ministry of Science, Education and Sports in the period from 2007 to 2013. It analyses Croatian politics within regional contexts and explores the political development of entire regions and their constituents. The project produced a biennial report on Croatia for the "Transformation Index of the Bertlesmann Stiftung", while the results of research activities were regularly presented within the framework of other international comparative projects, such as the Comparative Manifesto Project (WZB Berlin) and Varieties of Democracies (Hellen Kellog Institute for International Studies and the University of Gothenburg). Research activities also led to a series of presentations and scientific publications, including contributions to proceedings such as, for example, "Political Science in Central and Eastern Europe" and "Political Parties of the World". The project encompassed research into social trust in Bosnia and Herzegovina which resulted in the production of a monographic study and its members participated in the creation of the web edition of the "Electoral Encyclopaedia" for the Croatian State Election Commission. Outputs of the project were also monographs on the Israeli political system and politics, presidentialisation of political parties, semi-presidential systems of Russia and Poland, and democratic institutions and authoritative forms of government in South-East Europe. Important results of the project are four PhD theses in the field of comparative politics written by junior research assistants. All research results were used as the basis for undergraduate and graduate courses and as the backbone for the development of doctoral and specialist studies in comparative politics. Moreover, members of the project launched and edited a professional political science journal *Political Analyses*.

The project **Elections, Parties and the Parliament in Croatia** has been financed by the Ministry of Science, Education and Sports since 2007. The aim of the project is to determine the effect of elections and party system dynamics on the continuation of democratic consolidation in Croatia. The most important research task is to conduct surveys at the time of parliamentary elections, process results and then, on the basis of empirical data thus obtained, analyse political electoral behaviour and the structuring of the party system and the Parliament. The survey data have been integrated into the European Election Database (Comparative Study of Electoral Systems – CSES). Members of the project team are active in the COST research network encompassing 24 European countries, within the framework of which a European-level integrated database consisting of data from national election studies has been created. Research results were presented at conferences of international political science associations and in scientific publications. The project has also resulted in the publication of the research monograph "Election Campaigns in Croatia". Project members use research results to analyse and interpret current political processes in the media. The project team participated in the creation of the above mentioned "Electoral Encyclopaedia" of the State Election Commission. In view of its strong methodological component, the project influenced the development of the Faculty's

methodological courses, while the publications that are the product of the said research are used as literature for courses in political communication, parties and the party system, and electoral behaviour.

The project **Media Culture in Contemporary Croatia: Media Pluralism and Media Policies** was financed by the Ministry of Science, Education and Sports. In the six years since its beginning (2007-2013), the research focused on the Croatian media policy and the media system and on the various aspects of media audiences. By applying UNESCO's media development indicators in analysing the media system and the media policy, it has been shown that some progress has been achieved with respect to the 1990s but that certain areas require further efforts to be made. The results have been published in two books, in Croatian and in English. With media system research having become comparative in 2011 and 2012, UNESCO's indicators are applied for analysing and comparing Croatia, Serbia and Macedonia. An understanding of media policy and audience was achieved through analysing media concentration trends in Central and Eastern Europe, contribution of structural and internal media diversity to the public interest, impartiality of television news in the pre-election campaign, and diversity of television program genres. In 2007, the Centre for Media and Communication Research was established within the framework of the project. Among other things, the Centre acts as the Croatian partner in the drafting of the annual report on the state of the press in the world (World Press Trends) and participates in the "Transforming Audiences, Transforming Societies" study of media audiences by the COST research network. In 2013, further funding was obtained from the University of Zagreb, which allowed the project to add a new component exploring the relationship between media habits and the political engagement of "online" and "offline" audiences. Project results are used by project members in preparing and teaching faculty courses and the specialist media and communication study program, as well as in developing Inter-University Centre's international postgraduate course "Comparative Media Systems".

The project **Norglobal: "European Integration in Higher Education and Research in the Western Balkans"** is financed by the Norwegian Research Council. During the period of its implementation (2011-2014), the project seeks to contribute to the development of comparative public policies, in particular higher education and research policies, in the Western Balkan countries. For this purpose, an analysis of the system of higher education and research in all Western Balkan countries has been performed and its results have been published on the Internet (www.herdata.org) and presented at three international conferences organised within the framework of the project. One of the project results planned for 2014 is the publication of a proceedings consisting of articles written by the international project consortium. The project is also expected to result in two PhD theses – currently being written – looking into the Europeanization of public policies in higher education and research. In addition to its scientific results, the project aims to contribute, by making public its findings, to high-quality decision-making in the field of public policies in higher education and research.

Public policies are also the topic of the project **Croatia and the EU: Integration Strategies and the Creation of Public Policies**, financed by the Ministry of Science, Education and Sports since 2007. The project pursues two research routes. The first one embarks on the study of the political economics of the European integration process and the effect of the Eurozone/EU crisis on the dynamics of the integration process. The second looks into the creation and implementation of specific public policies and institutional reforms in the course of Croatia's accession to the European Union. In 2009, the research component focusing on public policies obtained additional funding from the then Ministry of the Family, Veterans' Affairs and Intergenerational Solidarity. Thereafter the Faculty, together with associates from other Zagreb faculties, analysed the attitudes of members of representative bodies about the political dimensions of disability and the inclusion of persons suffering from any kind of impairment in the political

life. In performing this analysis, the researchers looking into public policies directed their attention to the goals, instruments and implementation of Croatian politics with respect to disabled persons. During the six years of its implementation, the project resulted in the publication of 50 scientific and professional papers, one PhD thesis, and one Master's thesis, with project members launching a series of conferences of the Research Committee on Public Policy and Administration of the International Political Science Association (IPSA) organised every second year in Dubrovnik. The project has also brought about the publication of the book "Parties and Public Policies" (2009) which is the result of cooperation between scholars working on several faculty projects. Project members also participated in the creation of "Sustainable Governance Indicators 2013", a comparative survey of governance in OECD countries conducted by Bertelsmann Stiftung since 2011. The launch of the project has resulted in the creation of several courses in European Union and Europeanization of public policies, and in the upgrading of content of already existing courses in public policies and special public policies. This refers, among other things, to the Public Policy Glossary created by project members together with several others faculty members.

The project **National Identity Policies and Historical 'Ruptures'** was financed by the Ministry of Science, Education and Sports from 2007 to 2013. The project aimed to explain the genesis and characteristics of the Croatian national identity from the comparative Middle and South-Eastern European perspective, focusing in particular on the analysis of the policies of history and historical ruptures and memories. The first and second stage of the project in which colleagues from Serbia and Bosnia and Herzegovina participated looked into the significance of the historical rupture of 1918 and the World War II period for the shaping of national identity in South-East Europe. The third stage focused on how the collapse of communist dictatorships and democratic transformation influenced the national identities of South-East European countries. The final stage explored the shaping of national identity policies in the most recent period. It showed how the politico-legitimating function of war memories in the 1990s shaped the national identities of Croats, Serbs, and Bosniacs. Research results confirmed the basic hypothesis according to which national identity policies determine fundamentally both political culture and democratic consolidation. Research findings have been published in a number of scientific publications, including four proceedings. In addition, the project brought forth two PhD theses.

Since mid-2013, the Faculty participates as a member of the consortium in the implementation of the project "**BEUcitizen: All Rights Reserved? Barriers towards EUropean Citizenship"** funded by the Seventh Framework Program for Research and Technological Development – FP7. The project aims to offer a comprehensive analysis of the system of citizenship and citizenship rights, starting from the definition of citizenship in the political sense of the term to the manner in which economic and social rights are defined. The project is being implemented from the comparative perspective in all EU Member States. The expected duration of the project is four years, during which time the Faculty will participate in the study of the development of European identity, European citizenship and hindrances faced by European citizens to the exercise of rights and performance of duties at the European Union level. The research consortium of 25 leading European universities is headed by Utrecht University. The implementation of the project is co-ordinated by the faculty Centre for the Study of Ethnicity, Citizenship and Migration which, in addition to research and publishing activities, will organise conferences, round tables for the academia and the general public interested in the topic, as well as educational programs for policy creators and the final beneficiaries of migration, citizenship and integration policies.

The project **The Public, Elites, Media and Communication Strategy of Croatia's Accession to the EU** has been funded by the Ministry of Science, Education and Sports since 2007. During the six-year period, the project has explored the inter-relationship between elites, the media, and the public during and after the process of Croatia's accession to the EU. The project

tasks included surveys carried out on representative national samples in 2007 and 2011, comparisons of their results with the results of surveys conducted by the Delegation of the EU to the Republic of Croatia, focus groups with 4 groups of citizens: Croatian defenders, farmers, transition winners and transition losers, a study aimed at youth and conducted on a sample of 800 pupils in 2007, an analysis of school essays written on the topic of "Croatia and Europe – Fears and Hopes", a survey carried out in cooperation with the civil society organisation GONG on the political socialisation of secondary school pupils and their attitudes towards the EU, a comparative analysis of public relations strategies (Slovenia, Bulgaria, Slovakia, Latvia and Serbia), an analysis of the effects of the Communication Strategy of the Government of the Republic of Croatia, an analysis of media content relating to reporting on the EU over the 2005-2011 period, examination of BBC archives, and an in-depth narrative analysis of television reports: the case of Croatia. The results of research activities were presented at international conferences and published in a number of research publications, including the monograph "Croatia and Europe – Fears and Hopes". Currently being edited is the international proceedings "Europe Unfinished. Cultural Economies of Accession at Time of Crisis: the Case of Croatia and the Western Balkans". Four junior research assistants at the start of the project have since become assistant professors, and two junior research assistants who joined the project during the course of its implementation have since obtained their PhD degrees. Project members co-operated with international projects COST Action ISO806 "The True European Voter" and FP7 projects: "European Media Policies Revisited" and "Social Practice Cultural Trauma and REestablishing Solid Sovereignties".

The project Political **System of the European Union, European Politics and Europeanization of Croatia** has been funded by the Ministry of Science, Education and Sports since 2007. The project explores the political system of the European Union as it is taking shape after the Lisbon Treaty and the interaction between the political system of the European Union, as a *sui generis* system, with the political systems of Member States. The said project brought about the establishment of the Centre for European Studies which enlarged the area of initial research by launching three new projects: the Jean Monnet module "Secular Europe: European Secular Identities", the European funded project "European Cosmopolitanism and Places of Remembrance through Generations", and the Zagreb University funded project "Europeanization of Croatian Foreign Policy towards Third Countries". The Centre has also launched, within the framework of the project, a new book series "Politics of the European Union" within the Political Thought series. The new book series already boasts four published books and will see the publication of four new titles in 2014. A prominent place among the books published is held by the proceedings "Political System of the European Union and Europeanization of Croatian Politics" which presents the project's main research findings. Research findings have also been presented in a number of research papers and at international conferences and round tables organised by the Centre. During the course of the project three junior research assistants obtained their PhD degrees. The Centre also included 12 students in the role of student tutors and associates in research activities and the dissemination of research results. The project contributed to the setting up of new courses in European politics within the framework of the political science study program and its members participated in the shaping of a new specialist study program on project management and use of EU funding and programs.

Since 2007, the Ministry of Science, Education and Sports has been funding the project **Republic of Croatia within European Security Architecture**. During the six-year period, the project has contributed to the branch International Relations and National Security by exploring security occurrences and processes, security policies, political relations in the region, ethnic conflicts, and stabilisation processes. The project also studied the problems and opportunities relating to Croatia's participation in the EU and NATO security structures. In addition to its results in terms of scientific publications and presentations at conferences and symposia, the project brought about the establishment of the Centre for International and Security Studies

(CeISS) which organises annual Winter Schools for students of the Faculties of Political Science in Belgrade and Zagreb as well as Regional Minority Rights Schools. Furthermore, through cooperation with a Croatian-Slovenian bilateral project the research, by focusing on a comparative analysis of minority policies within the European context, took on a novel aspect. The results of the project were also used for developing study programs that serve the needs of the Armed Forces of the Republic of Croatia and to define specialist study programs on Croatia's security policy. The Centre for International and Security Studies co-operates, with the support of the Swiss National Science Foundation, with its partners in the development of a regional graduate study program. The project also resulted in two PhD theses, while its research results are used in defining and teaching courses covering the fields of international and national security, geopolitics, European security and ethnic conflicts.

5.9. Faculty Journals

Politička misao *[Croatian Political Science Review]* is the oldest Faculty journal. It publishes reviewed academic and professional articles from political science and related social science disciplines examining political phenomena and the political development of East European countries. The journal also publishes book reviews and reviews of various academic conferences. Politička misao is published quarterly in the Croatian language, and since 1992, a special international edition of the journal in English, Politička misao: Croatian Political Science Review is published once a year. Its editorial board is mainly comprised of faculty members and Croatian scholars from other institutions, while its advisory board is made up of foreign and Croatian scholars active in the fields covered by the journal. The journal uses anonymous peer review of at least two reviews for each submitted paper. In doing so, it relies on network of foreign and Croatian reviewers.

The Croatian Political Science Association publishes, in cooperation with the Faculty, an annual publication titled ***Annals of Croatian Political Science Association***. The central place in it is held by annual Meetings of Croatian Political Science Association and the sizable share of published papers relates to work in Croatian and English presented at these gatherings. The Anals also follow regular annual professional activities, placing an emphasis on the international scholarly cooperation of members of the Croatian Political Science Association. Other relevant work, including that relating to communication sciences (communication theory, mass media and public relations) and other fields of social sciences and humanities, such as sociology, economics, law, history and philosophy, is also published. The editorial board is made up of members of the Croatian Political Science Association, while the advisory board includes both foreign and Croatian scholars.

Medijske studije [*Media Studies*] is an interdisciplinary academic journal published by the Faculty of Political Science and the Croatian Communication Association. The journal was launched in order to serve as an international forum for the publication of academic and professional papers and research in the field of media, communication, journalism, and public relations. The journal is published twice a year in Croatian or English. The journal's editorial board is mainly comprised of the faculty staff, while its advisory board includes foreign and Croatian scholars from the field of media studies. The journal uses anonymous peer review consisting of al least two reviews per submitted paper. In doing so, it relies on its network of foreign and Croatian reviewers.

Političke perspektive [*Political Perspectives*] is a new regional journal launched by the Faculty of Political Science in Zagreb, the Faculty of Political Sciences in Belgrade, and the Society for Political Science of Serbia. It was launched in order to promote the professional and academic research of politics, slightly favouring regionally relevant topics and authors. The aim of the journal is to contribute both to a better understanding of regional political science by the international academic community and to articulate differences and similarities between regional and international political science in order to raise standards of the profession in its founding academic communities. The editorial and advisory boards are made up from the staff of the faculties of political science in Zagreb and Belgrade. The journal uses anonymous peer review consisting of at least two reviews per submitted paper. In doing so, it relies on its network of foreign Croatian and Serbian reviewers.

Političke analize [*Political analyses*] is a professional political science quarterly journal dedicated to the analysis of Croatian and international politics. The journal is published in Croatian. It was launched to fill the need for relevant expert analyses of political institutions, processes and actors in Croatia, the region and the wider world. The journal aims to provide relevant and timely analysis of current social and political processes and events.

5.10. Content and Impact of the Faculty's Professional Projects

An important Faculty professional project is the above mentioned journal **Political Analyses [*Političke analize*]** published since 2010 by the Faculty Centre for Lifelong Learning. During the four years, sixteen issues have been published regularly every three months, that is, in March, June, September and December, except in cases where editors deliberately and briefly postponed the coming out of a certain issue. This was done in order to be able to analyse certain important events that had recently taken place in Croatian politics, such as presidential elections in December 2009 and January 2010, and parliamentary elections in December 2011. In the 16 issues that came out, 209 contributions by 106 authors from Croatia and abroad analysing highly diverse topics relating to Croatian and international politics were published. Of the 106 of them, 38 are members of the staff of the Faculty of Political Science in Zagreb, while the remaining 68 are from other academic, state or private institutions in Croatia or abroad. A notable success achieved by the journal was the publication of the work of 19 students undertaking PhD studies "Comparative politics", three students enrolled on specialist study programs and three students pursuing undergraduate and graduate study programs.

The Centre for Lifelong Learning in partnership with GONG runs yet another significant professional project entitled **Education for Civil Literacy**. The project was launched as a result of GONG's and the Faculty's study of Croatian secondary school pupils' political literacy entitled "Are Schools Raising Good Citizens?". The study revealed a profound lack of knowledge of the basic political concepts and a significant deviation from the norms of democratic political culture among Croatian secondary school pupils. Education for political literacy targets the development of teacher competences for the civil education of youth and consists of three modules: political, EU, and media literacy. Thus designed, this 60-hour program provides information on the basic political concepts and processes, brings to the fore the fact that the mass media are also an important actor in contemporary political processes and that being trained to critically analyse them requires preparation and education, as well as the fact that knowledge of European integration institutions and processes is a necessary component of civil knowledge. The program was followed by two generations of participants and its modules were taught by both the Faculty's teaching staff and associates of GONG's Education Centre.

In partnership with GONG as the host institution, the Faculty is also carrying out the **LIBERA** project which provides research and advocacy support to civil society organisations. In 2013, the Faculty's public policy researchers collaborated with GONG activists in developing a manual and education module on public policy analysis and advocacy. The manual provides activists with answers to the questions of how to analyse and advocate public policies and how to base advocacy on relevant data and needs established through research. A two-day education module covering the same subject matter was organised in three cities. Its participants included representatives of organisations focused on fighting discrimination. In 2014, by using the manual and drawing on the knowledge thus far gained, workshop participants themselves will, aided by their mentors, analyse relevant local policies and advocate their improvement. The Faculty relies on a similar partnership concept in working with a number of civil society organisations such as Green Action, Centre for Peace Studies, B.a.B.e [Be Active, Be Emancipated], House of Human Rights, Centre for Women's Studies, and Documenta. Collaborative projects are linked to specific public policies and, besides educational content, result in analysis which organisations use as a basis for advocating policies' improvements. Such a result was obtained in, for instance, the

project I Have the Power and Knowledge to Change the World – Youth Building a More Aware, Engaged and Healthier Society, carried out in 2013 in partnership with the organization Be Active, Be Emancipated, which involved 17 Faculty's students in a content analysis of Croatia's daily newspapers with regards to human rights.

Furthermore, the Faculty also provides professional analytical support to foundations and public authorities for the purposes of adoption and implementation of public policies. One such analysis was the report on Croatia within the framework of a international research project **Mapping Digital Media** of the Open Society Institute that encompassed 60 countries. In 2013, within the framework of Audience and Content of Non-Profit Media project, the Centre for Media and Communication Research analysed media habits and interests of non-profit media audiences, assessed the content quality of chosen media portals and radio and TV programs produced by civil society organisations, and established how the audience perceives the non-profit media. This analysis was conducted for the National Foundation for Civil Society Development. Additionally, the same Centre made its expertise available to the Ministry of Culture preparing the analytical foundation on the state of journalism that was needed for media sector strategy development.

The **Centre for International and Security Studies** also carries out analyses used as the bases for decision-making. Thus, it conducted a feasibility study on the setting up of a university study program on national defence and security at the University of Zagreb for the Ministry of Defence. The analysis provided insights into the organisation of educational activities catering to the needs of the security and defence sector in more than 25 countries and offered a model for defence and military education in the Republic of Croatia. Afterwards, members of the analytical team participated in the development of the special study programs meeting the needs of Armed Forces of the Republic of Croatia.

An especially important professional project of the Faculty is **TV Student**. It started television broadcasting in November 2012 on the occasion of the Faculty's 50th anniversary. Since then, TVS broadcast more than 400 days of program, with students creating and producing around 350 shows. TV Student was broadcast publicly as part of the television distribution of programs offered by Iskon TV, a non-stop Internet-stream program is also available, and by using the TV-player service it is also accessible via tablets and smart phones. Cooperation with Croatian Radio-Television Channel 4 (HRT 4) has also been established. This cooperation consists of broadcasts of the TV Student show which presents selected student contributions. TVS is carrying out the EU project "DAY: Different Approach to Youth on the Path to EU" which, apart from topical contributions, includes workshops for activists of various associations and the Faculty's students organised in cooperation with Croatian Youth Network. In 2013, TV Student's "CRO ID" magazine in English was awarded the 1st prize in the category of educational TV shows at the BEA Festival of Media Arts. Additionally, the third prize for documentary film "Men in High Heels" at the "Off the Record" festival was awarded to a Faculty's student. For its live transmission of the ceremony that took place at the Croatian National Theatre on the occasion of Croatia's accession to the EU, TVS received special acknowledgement from the Rector of the University of Zagreb.

Special acknowledgement from the Rector was also received by **Radio Student** in 2009 for its "Homo Politicus" show and in 2010 for its "Studomat" show. In fulfilling its primary task, that of educating students of journalism, Radio Student develops non-commercial and socially engaged content and is currently among the top 10 most listened to radios in Zagreb. Radio program is broadcast 24/7, with live programs comprising 40 shows, including the news, cultural, music, sports, environmental, socially engaged, human rights, contact and other shows, broadcast from 8 a.m. to 8 p.m. A special project run by the Radio involves cooperation with other universities,

numerous associations and institutions on the establishment of a student radio network of sorts. Alongside Radio Student, the network includes Radio ETFS from Osijek, Stop FM from Split, Radio Sova from Rijeka and Radio UNIDU from Dubrovnik. Radio Student co-operates with all of them on a daily basis through specialised shows and content exchange. Over the last two years, the network also came to include Radio Študent from Ljubljana, Radio Marš from Maribor and Radio eFM from Sarajevo, as a result of which the project also took on an international dimension.

5.11. Policy for Monitoring the Scope and Quality of Research at the Faculty

In 2013, Faculty implemented an in-depth mapping of its research capacities and potential. In order to create an information basis for effective planning and implementation of research activities at the Faculty, mapping included following four dimensions: 1) researchers' thematic and methodological interests and skills, as well as their participation in national and international projects; 2) individual research competencies, research plans and the structure of professional tasks and activities; 3) perception of the organisational structure at the level of departments and the Faculty, and potential for intra-Faculty cooperation; and 4) existing and future inter-institutional cooperation in Croatia and abroad.

The results of the mapping will provide an insight into the scope and quality of research activities at the Faculty. This system of quality monitoring and analysis is planned to be implemented regularly in two year intervals. This will enable an ongoing assessment and effective guidance of the Faculty's research activities.

In 2011 the Faculty conducted a bibliometric analysis of publications and citations of publications of the Faculty's academic staff in order to estimate the quality and productivity of its research as well as its visibility. Within the space of two years, as part of its evaluation of research activities, the Faculty will conduct another bibliometric analysis.

5.12. Policy of Stimulating and Rewarding Publication in High-Ranking Scientific Journals

The system of financial support for research productivity is regulated by the Faculty's Regulations on pay stimulation (Appendix 5.1.). Each year, the Faculty awards up to three scholarly publications (papers and/or chapters in a scientific monograph/proceedings) or one monograph or textbook written by Faculty academic staff per each faculty member.

The procedure for awarding support is initiated by the report of the individual faculty member to the Subcommittee for Research about its publication record. The subcommittee drafts a report to the Dean categorizing the publication and proposing the amount of support. The Dean decides on the size of support on the basis of the following criteria: if the paper was published in an academic journal, the criterion is the ranking of the journal in which the article was published, with leading academic journals having highest value. Leading academic journals are journals which according to *Impact Factor*, *Journals Citation Report* rank among the top 100 in the disciplines taught at the Faculty of Political Science.

In the case of a paper published in an academic monograph, editing of a monograph with an introduction chapter, or authoring of a book or a textbook, support is awarded to publications in A category, with work published by leading international publishers receiving the highest support. The list of leading international publishers is defined at the beginning of each year by the Faculty Council upon the proposal of the Subcommittee for Research and in line with the guidelines of the Ministry of Science, Education and Sports and the University of Zagreb.

In accordance with these criteria, the following types of publications are provided with support: research note, review article, original academic paper, editing of a book with an introduction chapter, academic monograph and academic textbook. The size of support for these publication categories is linked to coefficients whose value is defined at the beginning of each year by the Dean according to available resources.

5.13. Research Ethics and Faculty Employment Standards

The ethics aspects of research at the Faculty of Political Science are regulated by the Ethics Code for Individual Engaged in Research and Teaching which was adopted by the Committee for Ethics in Research and Higher Education of the Agency for Science and Higher Education, and by the Ethics Code of the University of Zagreb. An important role in the implementation of ethical standards in research lies with boards of PhD programs, the professional boards of specialist MA programs (with respect to ethical aspects of specialist MA thesis and PhD dissertations), and the Council of the Faculty of Political Science. The Ethical Committee of the Faculty of Political Science is responsible for ethical aspects of research, i.e., their alignment with university ethics regulations, and proposing of measures to ensure it.

Violations of academic ethics constituting academic dishonesty, such as plagiarism or inventing research findings represent disciplinary violations and fall within the purview of the Disciplinary Committee of the Faculty of Political Science which acts in accordance with the Regulation on Disciplinary Responsibility of Teachers/Students.

5.14. Assessment of Current Situation and Propositions for Possible Improvements

Research at the Faculty of Political Science was so far primarily focused on topics relating to national politics, the political system and the media. Occasionally, regionally oriented topics are also represented. As a result of this orientation, faculty publications take primarily national, and to some extent, regional perspective. Very lager share of publications of the Faculty of Political Science academic staff is published in Croatian journals, and of these, majority are published in journals published by the Faculty. It also needs to be noted that the number of articles produced in collaboration with other scholars, be they international or Croatian, is relatively small, and focused on topics of national and regional politics. With respect to the management and organisation of research at the Faculty, it is apparent that research centres, which carry out a considerable number of research activities, are relatively poorly integrated and do not communicate their activities to other Faculty units.

Over the last several years a number of academic and professional projects funded by international sources increased noticeably. Involvement of the Faculty's teaching staff in international research networks such as the COST network also increased over this period. Small increases can also be noticed in the number of publications in international journals, proceedings and monographs published by the faculty staff. Nevertheless, although some progress has been made, it is necessary to follow it up with further improvements in almost all areas related to research work.

Apart from producing an integral final version of the Faculty's research strategy, it is necessary to develop a number of measures that would, over the next few years, result in a much better visibility of the Faculty of Political Science as a research institution and a potential partner in collaborative research projects. This goal would be achieved through an increase in the number of publications in international journals, proceedings or monographs and greater participation in international conferences, as well as through a gradual increase in the number of project applications in which the Faculty participates as a partner institution.

In order to achieve these objectives, it is necessary to implement a number of measures within the system of support of research activities, which would consist of the following elements:

System of support to scholars' mobility at the level of the Faculty – support for participation in conferences, various forms of professional development of shorter duration, and support for mobility in project development activities. This element is already functional, but would benefit from further improvements and an increase in funding directed at the activities improving research and methodological skills through international exchange.

System of publication support – Faculty support for services necessary for the successful publication in international journals and monographs, in particular editing, proofreading and general services related to academic writing. This element needs procedures governing allocation of funds for publication support including editing, proofreading and other language services needed for publication in international journals. This element is already partly in place in the form of support to academic productivity and only needs to be slightly modified to be fully functional.

System of project information and project development support through the setting up of the Office for Research and International Projects as a Faculty's organisational unit whose basic functions would be to collect and disseminate information on project calls and research networks, and to provide support to development and of project applications and project management. The establishment of the Office is in progress.

Provision of resources – Faculty support for purchase of literature, various types of data and computer software necessary for data analysis.

Skill acquisition support – in addition to support for professional development mobility, this measure includes the organisation of methodological and other workshops for the teaching staff, PhD students, as well as other university members that would allow for the acquisition of new and improvement of existing skills. These workshops would be held by faculty and experts from other universities who have a record in teaching classes at methods summer schools. The long-term goal is to hold at least two workshops each year. The content of workshops must be planned in such a manner that their schedule enables the upgrading of skills acquired at previous workshops. In addition to organising workshops, scholars with different competences should be stimulated to co-operate more closely when conducting research in order to enhance the quality of their own work and acquire new methodological skills through joint work based on skill complementarity. It is also necessary to ensure cooperation with other institutions carrying out similar activities in order to ensure sharing of experiences and cooperation in these activities.

Activities aimed at increasing cooperation among the institution's teaching staff as well as a greater exchange of information on research activities between the teaching staff and other members of the university. This element refers in particular to the establishment of a Faculty seminar at which the Faculty's teaching staff and guests from other institutions would present their research and publications. Another element of this activity might include an occasional organisation of thematic workshops for researchers in thematically related fields of study.

Table 5-1 Mentors

Name of the doctoral program (specializations)	Number of mentors for dissertations defended in the past 5 years	Number of mentors' publications in national journals in the past 5 years*	Number of mentors' publications in international journals in the past 5 years*
HPSiU (old)	1	5	3
H i E (old)	8	27	14
Comparative politics (new)	1	1	0
Comparative politics (old)	3	25	0
Doctorates outside of doctoral studies	23	96	18

Table 5-2 Sources of funding for scientific projects

Start year	Project (name)	Duration (months)	State budget (MSES)	State budget (other sources - list which)	Local government budget	EU funds	Business sector - private companies	Business sector - public companies	Other sources (list which)	**TOTAL**
2007	Croatia and EU: Integration strategies and creation of public policies	84	186,967.88	0.00	0.00	0.00	0.00	0.00	0.00	186,967.88
2007	Policies of national identity and historical „fractures“	84	336,333.32	0.00	0.00	0.00	0.00	0.00	0.00	336,333.32
2007	Political system of Croatia, management and public policies	84	270,000.00	0.00	0.00	0.00	0.00	0.00	0.00	270,000.00
2007	Political system of the EU, European politics and the Europeanization of Croatia	84	209,665.68	0.00	0.00	0.00	0.00	0.00	0.00	209,665.68
2007	Croatia in the regional environment	84	340,000.00	0.00	0.00	0.00	0.00	0.00	0.00	340,000.00
2007	The Political deficit of the European union and its consequences for Croatia	84	200,000.00	0.00	0.00	0.00	0.00	0.00	0.00	200,000.00
2007	Media culture in contemporary Croatia: Pluralism of media and media policies	84	221,777.26	0.00	0.00	0.00	0.00	0.00	0.00	221,777,26

2007	The Public, elites, media, and the communication strategy of Croatian entry into the EU	84	486,000.00	0.00	0.00	0.00	0.00	0.00	0.00	486,000.00
2007	Republic of Croatia in the European security architecture	84	291,112.00	0.00	0.00	0.00	0.00	0.00	0.00	291,112.00
2007	Croatia in the international community	84	199,999.70	0.00	0.00	0.00	0.00	0.00	0.00	199,999.70
2007	Elections, parties, and the parliament in Croatia	84	494,000.00	0.00	0.00	0.00	0.00	0.00	0.00	494,000.00 kn
2007	Metaphorizations of political community in the public discourse: Croatia and the European Union	84	100.00,00	0.00	0.00	0.00	0.00	0.00	0.00	100.00,00
2009	Attitudes toward dimensions of disability among the members of representative bodies	18	0.00	0.00	100,000.00 (MOBMS)	0.00	0.00	0.00	0.00	100,000.00
	SCOPES		0.00	0.00	0.00	0.00	0.00	0.00	139,240.43	139,240.43
2012	NORGLOBAL		0.00	0.00	0.00	0.00	0.00	0.00	943,579.86	943,579.86
	CIM – UNESCO		0.00	0.00	0.00	0.00	0.00	0.00	158,413.98	158,413.98
	CIM – Liverpool		0.00	0.00	0.00	0.00	0.00	0.00	42,719.20	42,719.20
	MONNET		0.00	17,157.62	0.00	84,629.34	0.00	0.00	0.00	101,786.96
	ECOSMEG		0.00	0.00	0.00	0.00	0.00	0.00	51,722.28	51,722.28
2013	bEU - citizen - EU project		0.00	0.00	0.00	431,593.16	0.00	0.00	0.00	431,593.16
2013	EU DAY IPA		0.00	0.00	0.00	476,980.73	0.00	0.00	0.00	476,980.73
2013	Media audiences: new media habits and political participation	12	0.00	70,000,00	0.00	0.00	0.00	0.00	0.00	70,000,00
2013	Europeanization of Croatian foreign policy towards outside countries	12	0.00	30,000,00	0.00	0.00	0.00	0.00	0.00	30,000,00
2013	Liberal theory of international relations	12	0.00	30,000,00	0.00	0.00	0.00	0.00	0.00	30,000,00
2014	SPECTRESS EU funds	48	0.00	0.00	0.00	375,000.00	0.00	0.00	0.00	375,000.00

	Total		3,235,855.84	17,157.62	0.00	993,203.23	0.00	0.00	1,335,675.75	5,965,115.11

Table 5-3 Sources of funding for professional projects

Start year	Project (name)	Duration (months)	State budget (ministries and public administration)	Local government budget	International funds	Business sector - private companies	Business sector - public companies	Other sources (list which)	**TOTAL**
2013	EU –DAY	4			759,000.00				759,000.00
2012	Television Student	14						593,946.45 (FPZG)	593,946.45
1996	Radio Student	204							
2010	Political analysis (journal)	48						Faculty employees are expert partners	
2012	Education for citizen literacy	6						Faculty employees are expert partners	
2013	LIBERA	7						Faculty employees are expert partners	
2014	Corruption SONAR	4						Faculty employees are expert partners	
2013	Publics and content of non-profit internet portals	12						Faculty employees are expert partners	
2011	Putokazi	12						Faculty employees are expert partners	
2010	Is school raising good citizens?	18						Faculty employees are expert partners	
2012	Mapping digital media	12						Faculty employees are expert partners	
2013	I have a power and knowledge to change the world	12						Faculty employees are expert partners	

Table 5-4 List of scientific and developmental projects

List of active scientific and developmental projects awarded by MSES, with names of project leaders	Project manager
Hrvatska i EU: Integracijske strategije i kreiranje javnih politika,	Luka Brkić
Politike nacionalnog identiteta i povijesni 'lomovi'	Tihomir Cipek
Hrvatski politički sustav, upravljanje i javne politike	Zdravko Petak
Politički sustav EU, europska politika i europeizacija Hrvatske	Hrvoje Špehar
Hrvatska u regionalnom okruženju	Mirjana Kasapović
Politički deficit Europske unije i njegove posljedice za Hrvatsku	Zoran Kurelić
Medijska kultura u suvremenoj Hrvatskoj: pluralizam medija i medijske politike	Zrinjka Peruško
Javnost, elite, mediji i komunikacijska strategija ulaska Hrvatske u EU	Nebojša Blanuša
Republika Hrvatska u europskoj sigurnosnoj arhitekturi	Siniša Tatalović
Hrvatska u međunarodnoj zajednici	Lidija Čehulić Vukadinović
Izbori, stranke i parlament u Hrvatskoj	Nenad Zakošek
Metaforizacije političke zajednice u javnom diskursu: Hrvatska i Europska unija	Ivo Žanić
Medijske publike: nove medijske navike i politička participacija	Zrinjka Peruško
Europeizacija hrvatske vanjske politike prema trećim zemljama	Lidija Kos Stanišić
Liberalna teorija međunarodnih odnosa	Dejan Jović

Table 5-5 List of active scientific, artistic and developmental projects from other national sources (UKF, NSF, other state institutions or Croatian industry), with the names of project leaders

List of active scientific and developmental projects awarded by international funds, with the names of project leaders/coordinators	Project manager
SCOPES	Vlatko Cvrtila
NORGLOBAL	Danijela Dolenec
CIM – UNESCO	Zrinjka Peruško
CIM- Liverpool	Zrinjka Peruško
MONNET	Hrvoje Špehar
European Cosmopolitanism and Sites of Memory through Generations (ECOSMEG)	Hrvoje Špehar
bEU - citizen - EU project	Viktor Koska
EU-DAY	Tena Perišin
Social Practice Cultural Trauma and Re-establishing Solid Sovereignties (SPECTRESS)	Nebojša Blanuša

Table 5-6 Publications (last 5 years)

Publication category*	Total number of publications	Number of publications that were the result of collaboration with other HEIs and scientific organisations	Ratio: Number of publications/number of teachers**
Publications in the journals included in the CC, WoS (SSCI, SCI-expanded and A&HCI) and Scopus databases	19	3	3.420
Other publications included in the databases recognized in the appointment to research grades	257	31	3.954
Authorship of books published abroad	7	0	0.108
Authorship of books published in Croatia	30	6	0.462
Publications in national journals with international peer review	166	17	2.554
Peer-reviewed publications in proceedings of international and conferences abroad***	45	11	0.692
Publications in national journals with national peer review	45	8	0.692
Professional publications	88	7	1.354
Chapters in peer-reviewed books	126	106	1.938
Peer-reviewed publications in proceedings of national scientific conferences	16	3	0.246
Editorship of foreign books	3	2	0.046
Editorship of national books	12	9	0.185
Number of publications in journals published by your institution	161	19	2.477

Table 5-7 Research productivity of the organizational units

Publication category*	Total number of works	Ratio for every organizational unit: number of works/number of teaching staff					
		Department of social and political theory	Department of Croatian politics	Department of International politics and diplomacy	Department of public policy, management and development	Department of comparative politics	Department of journalism and public relations
Publications in the journals included in the CC, WoS (SSCI, SCI-expanded and A&HCI) and Scopus databases	19	0.142	0.222	0.25	0.2	0.545	0.388
Other publications included in the databases recognized in the appointment to research grades	257	4.57	2.77	5.41	5.6	3	3.61
Authorship of books published abroad	7	0	0	0.166	0	0.181	0.555
Authorship of books published in Croatia	30	0.142	0.444	0.666	0.4	0.727	0.555
Publications in national journals with international peer review	166	3.42	1.33	4	4	1.727	2.38
Peer-reviewed publications in proceedings of international and conferences abroad***	45	0	0.666	2.83	0	0	0.611
Publications in national journals with national peer review	45	1	0.555	1	1.4	1	0.388
Professional publications	88	0.571	1.55	1.83	1	2.45	0.444
Chapters in peer-reviewed books	126	0.428	2	1.33	1.4	3.09	3.16
Peer-reviewed publications in proceedings of national scientific conferences*	16	0	0.222	0.75	0	0	0.388
Editorship of foreign books	3	0	0.222	0.75	0	0	0
Editorship of national books*	12	0	0.444	0.083	0.4	0.363	0.166
Number of publications in journals published by your institution	161	4.28	1.33	1.75	4.4	2.81	1.72

6. Mobility and International Cooperation

ELEMENTS OF SELF-EVALUATION IN THE AREA OF MOBILITY AND INTERNATIONAL COOPERATION:

☐ Support for internal mobility of students.

☐ Objectives which are to be accomplished through international cooperation of the Faculty. Description and assessment of existing forms of cooperation.

☐ Membership in international associations of similar institutions and contribution of the Faculty to the joint goals.

☐ Involvement in inter-institutional cooperation through EU Lifelong Learning Programme

☐ Assessment of the application of international experience by the teaching staff and associates, acquired through longer visits at eminent HE institutions or institutes worldwide. Comparison with other similar HE institutions.

☐ Description and assessment of the cooperation in the area of exchange of teachers and associates with other foreign HE institutions.

☐ Support for the courses in English or some other foreign language.

☐ Analysis of international cooperation of students, especially from professional standpoint and from the standpoint of association in order to promote student rights.

☐ Assessment of institutional support and the possibility of students to spend a part of their studies abroad.

☐ Description of visits of foreign students to the Faculty.

☐ Satisfaction with the current situation and proposals for possible improvements

6.1. Internal Mobility of Students

Places in the journalism graduate programme are opened to students of journalism and communication science from other higher education institutions. Additional 10 places are reserved for students from other humanities and social sciences fields. In both cases candidates need to complete an undergraduate program of 180 ECTS and pass an entrance exam. Enrolment is also opened for the graduate program in political science upon completing the undergraduate program in political science of 240 ECTS credits.

In order to encourage internal mobility, the top five students of the undergraduate programme in journalism each year have the opportunity to enrol in the graduate political science program. In order to do so, they first have to complete courses within the supplementary year of the political science program. The supplementary year is structured so that it enables students to earn the total of 240 ECTS credits, which is a requirement for enrolment in the graduate study programme of political science. The students who transfer under this process receive BA degree in journalism and MA degree in political science.

Additionally, at the beginning of each academic year the top five first year undergraduate students from related social science and humanities undergraduate programmes can enrol in the second year of undergraduate journalism and political science programmes at the Faculty of Political Science. Prerequisite for enrolment in second year is the 50 ECTS credits earned through the first year of studies. This option is most frequently used by students of the Mostar University.

6.2. Goals and Forms of International Cooperation

Objectives that the Faculty aims to achieve through international cooperation are the following:

1. Improvement of the quality of academic research in an international competitive environment;
2. Increase in visibility of the Faculty as a high-quality research institution, contributing to the vision of a university based on research, and creating a base for the constant improvements in the quality of teaching;
3. Increase in research competencies of the academic staff and students;
4. Improvement of institutional cooperation with foreign universities and other institutions with the purpose of overcoming existing informal and fragmented cooperation based on individual contacts of faculty members;
5. Development of institutional capacities for the development, management and implementation of European projects within the framework programme Horizon 2020 and for support of other forms of international cooperation.

Existing forms of cooperation include the following activities:

a) European projects: within the Seventh Framework Programme the Faculty is participating in the project BEUcitizen: All Rights Reserved? Barriers towards EUropean Citizenship, and the project SPECTRESS: Social PracticE Cultural Trauma and REestablishing Solid Sovereignties. While the former is a collaborative research project, the latter is primarily oriented towards the exchange of teaching staff. The Faculty is also active in several projects within the academic and research network of the European Union COST, as well as in other projects financed by the European Union, the European Council and other European institutions.

b) bilateral agreements: aside from bilateral agreements within the University of Zagreb, the Faculty has signed separate agreements with the faculties of political science in Belgrade and Ljubljana.

c) individual research cooperation: according to preliminary results of mapping of research activities, in the past five years researchers at the Faculty have, in different roles, taken part in 40 international research projects of different size.

e) longer and shorter stays and international scholarships for the teaching staff and students: the teaching staff of the Faculty uses a range of scholarship programmes for research work and academic visits abroad (International Višegrad Fund, DAAD, Open Society Foundation, Scholarship of the Republic of France, the European Council, Chevening Scholarship, Marie Cure Fellowship, Danish Government Scholarship, Fulbright and other). Students primarily use programmes of the European Union (ERASMUS), the Open Society Institute and the Central European Exchange Programme for University Studies - CEEPUS.

f) organisation of international conferences: as part of research projects and activities of research centres, the Faculty frequently organises international conferences.

The scope of contacts with other researchers and initial participation in research projects is at a satisfactory level. However, there is a scope for improvements, including an increase in the number of research projects Faculty is participating in, as well as an increased collaboration and co-authoring of academic papers resulting from these types of cooperation.

6.3. Engagement in International Associations

The Faculty and its teaching staff are active in a number of political science and communication science research networks. One such network is IPSA - International Political Science Association in which faculty members take part in activities of Research Committees on electronic democracy (RC 10) and public policy and administration (RC 32). Since 2008 the Faculty, in cooperation with the IPSA RC on Public Policy and Administration, has been organising an international conference covering topics in the field of public policy and administration. The conference is held every two years in the Centre for Advanced Academic Studies in Dubrovnik.

The Faculty is an institutional member of CEPSA - Central European Political Science Association and the ECPR - European Consortium for Political Research, and faculty members are participating in events organized by the EGPA - European Group for Public Administration, the European Communication Research and Education Association and other European associations. Faculty researchers are also participating regularly at conferences of the MSPA - Midwest Political Science Association.

Faculty members are also very active in the research network COST of the European Union either as researchers, or as members of management committees (COST Actions East of West, Audiences and True European Voter).

6.4. Involvement in the EU Lifelong Learning Programme

The Faculty is active in two lifelong learning programmes of the European Union: Erasmus and Jean Monnet. By the end of 2013 the Faculty had signed over 20 Erasmus agreements with European universities, primarily directed at student mobility. Through the Jean Monnet module Secular Europe: European Secular Identities, the Faculty and the Centre for European Studies examine a whole range of issues related to the theory and historic development of European integrations. The central issues covered by lectures and seminars include the issues of European identity, the idea of secularity and laicism, the emergence of the modern political system of the European Union, the deontology of European integration, separation of church and state, the relationship between religious and non-confessional / atheist / agnostic associations and their role in the process of European integration.

6.5. Application of Experiences Acquired during Longer Visits of Faculty Members to Foreign HE Institutions

Faculty members' apply experience acquired through international mobility directly in courses they teach, mostly by introducing new elements in the curriculum and introducing new teaching and examination methods. International visits have a great influence on the development of the curriculum content. Design of some of the new courses on the graduate and undergraduate level was a direct result of longer visits of some faculty members to foreign universities. Results of these visits are also links with the host institutions, which frequently serve as a foundation for new research cooperation and mobility agreements.

6.6. Cooperation in the Exchange of Teachers and Associates with Foreign HE Institutions

The exchange of teaching staff is possible through Erasmus and Basileus programmes. The use of Erasmus programme for mobility of academic staff is still at a fairly low level. Faculty members find that the length of exchange visits in the Erasmus program is too short to enable any significant research activity. Thus, the potential this program holds for the establishment of initial cooperation is still not sufficiently recognised. Therefore, faculty members primarily rely on various scholarship programmes which enable them to stay abroad at least for the period of 3-6 months. The exchange of teaching staff is particularly developed through the cooperation with the Ljubljana Faculty of Social Sciences. This cooperation is primarily realized through the exchange of academic staff where faculty members from Ljubljana regularly teach courses in public policy and administration at the undergraduate, graduate and postgraduate level at the Faculty of Political Science. On the other hand, faculty members from the Faculty of Political Science frequently act as guest lecturers at the Faculty of Social Sciences in Ljubljana. Since 2013 the Faculty is involved in the SPECTRESS project within the "International Research Staff Exchange Scheme" of the EU Seventh Framework Programme. This project gathers researchers from Europe, Asia, South America and the USA and develops a new platform for academic exchange.

6.7. Support for the Courses in English

In order to attract international students, each semester the Faculty offers 4 to 6 courses in English totalling 30 ECTS credits. Faculty members are encouraged to develop such courses and every year the Faculty selects courses proposals which meet the relevancy and quality criteria and assists in their applications to the annual call for financial support from Zagreb University. If approved, University's funds up to HRK 10,000 can be used for the development of the course and provision of literature and teaching material.

6.8. International Cooperation of Students

International cooperation of students primarily includes student exchange and occasional organised student visits to international centres and higher education institutions. Students' engagement at student symposiums and conferences of international student associations is supported each year through the special fund of HRK 40,000. The fund resources are allocated through an open call on a quarterly basis and may be used for participation in events and for shorter student trips.

6.9. International Visits of Faculty Students and Forms of Institutional Support

The possibility given to students to acquire international experience in various ways has a positive effect not only on their capacities, but also on the institution. Upon returning to the Faculty the students add new values, raise the overall quality of student work and become more active in student associations. Most of these activities are supported through the Erasmus program and, above mentioned, Faculty Fund. However, still relatively few students are using exchange programs (some 24

annually) and there is no reciprocity in terms of incoming and outgoing students. Given that at this time the average number of outgoing students is about half the number of incoming students; the Faculty should enter into at least 10 new agreements which would ensure greater reciprocity in numbers of incoming and outgoing students. Bilateral agreements at the University level are designed primarily for researchers and are used to a far lesser extent for student exchange. In some cases students also use options provided by the CEEPUS network and scholarships of the Open Society Institute to support their stay abroad.

6.10. Visits of Foreign Students at the Faculty

The Faculty is very active in hosting foreign students. In the current academic year there are 54 students coming to the Faculty and their numbers are growing on a yearly basis. Foreign students usually come through the Erasmus programme, and stay at the Faculty for one semester and attend courses available in English. A positive trend can be viewed in the increase of foreign students arriving via the CEEPUS exchange programme. In order to stimulate the trend further, the Faculty is currently in the process of establishing a CEEPUS network with other similar universities, and is already a member of an umbrella CEEPUS network "Europe from the Visegrad Perspective".

6.11. Assessment of Current Situation and Propositions for Possible Improvements

Intensified activity directed at the improvements in the availability of mobility programs started a little over three years ago, and student mobility has significantly increased since. Academic staff mobility achieved through EU mobility programmes is still relatively low, but academic staff mobility through other programmes is somewhat higher. In the following period it is necessary to devote more attention to increasing academic staff mobility within the Erasmus programme and other similar programmes. This can be achieved by providing additional information to the staff about the possibilities these programmes are offering. The Faculty will also continue to expand the network of mobility agreements and encourage a larger number of students to become involved in mobility programmes in order to balance the number of incoming and outgoing students in the near future.

Table 6-1 Teacher mobility in the last 3 years

	Number of study visits of this institution's teachers and associates			Number of visits by foreign teachers to this institution		
	1 -3 months	3 -6 months	6 months and more	1 -3 months	3 -6 months	6 months and more
Scientific	50	1	1	20		
Artistic						
Teaching	6			3		
Professional	4					

Table 6-2 Student mobility in the last 3 years

	Number of students in international exchange		
	1 -3 months	3 -6 months	6 months and more
Own students		68	
Foreign students		100	

7. RESOURCES: ADMINISTRATIVE AND SUPPORT SERVICES, SPACE, EQUIPMENT AND FINANCES

ELEMENTS OF SELF-EVALUATION IN THE AREA OF RESOURCES

- ☐ Analysis of the number of administrative, technical and supporting staff in relation to the number of teachers and associates, the number of students, teaching space, technical and other maintenance equipment and financial capacities of the Faculty.
- ☐ Comment on the qualification structure of non-teaching staff and possibilities for their professional advancement.
- ☐ Description and assessment of the current situation regarding the existing number of classrooms and laboratories for teaching, taking into account the existing number of students, enrolment quotas and optimum number of students.
- ☐ Overview of the state and functionality of computer equipment used in teaching. Description of the possibility of students using this equipment outside classes.
- ☐ Internal policies of computer purchase and use.
- ☐ The teachers' offices, their number and functionality. Assessment of the appropriateness of offices for performing teaching and scientific activities of teachers and associates of the Faculty.
- ☐ Overview of the size and equipment level of the space used only for scientific research activity and assessment of its' usage.
- ☐ Description of library space and its working hours for students, teachers and associates at the Faculty, as well as outside visitors. Comment on the number of books and journals in the library, and on the amount of funds used annually for the purchase of new books and journals.
- ☐ Assessment of the IT level of the library. Specification of electronic databases of books and journals available to teachers, associates and students, and description of the manner and frequency of use. Comparison of situation with other similar institutions.
- ☐ Comment on the offices of administrative services.
- ☐ Reflection on the ratio of the institution's state budget and market incomes.
- ☐ Comment on the degree of autonomy and flexibility of the Faculty in its financial operations.
- ☐ Comment on the structure of market income sources (charging tuition fees from students, research and analytical projects, services, other activities) of the Faculty.
- ☐ Overview of the institutional management of income generated from market services in order to improve the quality of Faculty's activities (overheads).
- ☐ Comment on the percentage structure of investing market income and estimation of the extent in which a reduction in or lack of these funds can impact the functionality of the Faculty and its primary activity.
- ☐ Priorities in investing any increase in the budget funding of the institution.
- ☐ Satisfaction with the current situation and proposals for possible improvements

7.1. Administrative, Technical and Supporting Staff

The Faculty employs 27 full time employees in administrative, technical and supporting services. Six employees in the Dean and Secretary's office are responsible for administration, human resources and legal affairs related to the Faculty management. Three employees of the Finance and Accounting office administer all financial and accounting affairs, including financial affairs of academic and professional projects, research centers as well as postgraduate-specialist MA and PhD study programs. Student office, in charge of enrolment, student records and other student-related administrative affairs, has three employees. The library has three staff members for all tasks related to library management, while IT services have two staff members whose tasks include network system maintenance and computing services. Maintenance and auxiliary services have seven staff members while Student TV and Student Radio stations employ one technician each.

Teaching to administrative staff ratio is 2,44:1 (1,66:1 if we count only teaching staff with the rank of assistant professor or higher). With the expected employment trend, this ratio can be expected to remain stable in the next few years. Current student to administrative technical and supporting staff ratio is 68,5:1. Following the expected reduction in the number of students over the next few years this ratio is likely to decrease to 55:1.

Present number of employees in the Maintenance, Secretariat, Dean's office and Library and Information services is sufficient for fulfilling current functions, considering workload, spatial, technical and financial resources. However, significant improvements can be achieved by introducing more efficient work organization, better record maintenance and greater reliance on information technology in administrative and management processes within mentioned organizational units, primarily in the Secretariat. The number of staff in the Student office is sufficient to meet the current requirements in the context of completed transition to the Bologna system of undergraduate and graduate study programs and the introduction of the ISVU University information and registry system. However, due to an increasing number of research projects at the Faculty, increased requirements of postgraduate specialist MA programs and more demanding reporting schedule related to University funding through framework program agreements, fiscal responsibility, budget planning and similar reporting activities, workload of the Accounting and Finance office has significantly increased in the past year. This increase in the workload resulted in the evident shortage of staff in the accounting and finance office.

Library has sufficient staff to fulfil all its current functions, although the number of employees is currently placing a constraint on some library services as well as library and student reading room opening hours. IT service staff is mostly sufficient for current requirements regarding network system and computing services maintenance. Periodical system upgrades occasionally increase IT service workload, but so far there have been no major disruptions of the regular service during these periods. IT staff availability in user support role to students and lecturers is somewhat limited with the current number of staff and can lead to delays in response to user needs. In many services, such as library, reading room, computing services, Student Radio and TV stations, the Faculty relies on student part-time work paid by own resources.

7.2. Qualification Structure and Possibilities for Professional Advancement of Non-teaching Staff

Qualification structure of the non-teaching staff is aligned with the prescribed qualifications requirements for the non-teaching staff at the Faculty. However, new demands on institution management, financial management, student relations, library and IT resources availability, as well as introduction of new quality assurance procedures at the University and the Faculty level, have made it obvious that qualification and competencies of some employees do not fully correspond to the Faculty present needs. Professional training courses could offer a partial solution to this problem, yet if the

qualification structure is to be fully aligned with new demands placed on it, it is necessary to make adjustment in the qualification structure of the non-teaching staff, their task structure and work organization.

Non-teaching staff participates regularly in the professional training programs, organized periodically by professional associations in finance and accounting, labor and administrative law, office management, information technology and library services. Also, and this is particularly true of employees working in IT service, accounting and the library, non-teaching staff acquire new skills through regular communication and exchange of experience with their colleagues working in similar jobs at other faculties and University administration.

7.3. Teaching Facilities

The Faculty is located in a building at Lepušićeva 6 street with a space of 3736 m^2 and additional 212 m^2 in a neighboring building. All organizational units of the Faculty are located in these buildings which host lecture halls, library, student work area, administrative and technical staff offices, faculty staff offices and Student TV and Radio stations. Located within these buildings are 10 lecture halls of different sizes and one computer lab. All teaching activities at the Faculty, including undergraduate, graduate and post-graduate courses take place there. Lecture halls receive between 25 and 150 students, with two halls receiving classes of up to 25 students, six halls receive classes of up to 60 students and the remaining two halls receive maximum of 100 and 150 students, respectively. Computer room is equipped with 25 computers and can accommodate the same number of students if used as a computer lab and more if used as a lecture hall.

The total number of students requires that classes are organized in eight time slots; from 8.00 a.m. to 8.35 p.m., while PhD classes last till 9.50. p.m. Space is almost fully used, with classes taking place in almost all eight time slots every day of the week in all lecture halls with capacity for more than 60 students. 80% of classes held in them are from under-graduate and graduate courses and the remaining 20% are mostly classes from postgraduate specialist MA and PhD courses. Two smaller lecture halls are used less frequently due to their limited capacity.

The existing space for teaching does not meet the current needs of the Faculty and do not allow introduction of a larger number of smaller class groups. Even though the projected reduction in the number of students would reduce the need for lecture space, the number of existing lecture halls would still not be sufficient to accommodate the required number of smaller class groups. With teaching space nearly fully used, the only solution to the problem of teaching space would be the expected move to the new University campus at Borongaj.

7.4. Computer Equipment and Classes

Classes requiring computer exercises take place at the computer room equipped with 25 computers. Seminars and exercises in statistics, research methods and some journalism courses, all requiring use of computers, take place there. Size of the classroom and the number of available computers are barely sufficient to meet current teaching needs of these courses, which results in very limited availability of computers to other courses that might require occasional or regular use of computers. All lecture halls are equipped with a computer, LAN Internet connections and LCD projectors. Also, the Faculty has at its disposal a number of additional laptop computers and LCD projectors that may be used in classes when required.

Library contains a reading room equipped with eight computers with LAN internet connection available to students within opening hours. The reading room has 40 workplaces for students and a wireless Internet connection enabling students to use on their own computers. Number of computers available to our students after classes is currently less than 1% of the total number of enrolled students in graduate and postgraduate programs. Availability of other equipment to students, such as scanners or

printers, is also very limited. Full wireless Internet coverage of premises partly compensates for the lack of available computers. However, wireless Internet has limited capacity at the moment, which limits its functionality when many users are online. Overall, better access of students to computers and computing services cannot be achieved within current space available to the Faculty. Thus improvements is the availability of computers to students would have to be postponed until the Faculty moves into a new building or new space becomes available in the current building.

7.5. Computer Equipment Procurement Policy

The Faculty purchases IT equipment for administrative and technical units, classrooms and faculty staff offices up to the value of 70,000 HRK through small items procurement. Public procurement procedures are used for purchasing IT equipment such as servers and network equipment valued up to 200,000 HRK. Some computing equipment which is used for work on a particular project can be procured with funds from a budget of the project in question.

7.6. Lecturers Offices

There are 20 offices of different size available to teaching staff, giving a ratio of three lecturers to one office on average. The actual capacities of these offices enable the accommodation of about 45 faculty members at any one time. Four of these 20 offices have capacity to accommodate four to five faculty members, 12 offices are can accommodate two faculty members each, while four smaller rooms provide work space for one faculty member each. Currently all offices are shared, including the smallest, and nearly all lack both work space and computing equipment for all the users. The availability of computing equipment in particular is smaller than the total number of work places in these offices, with 35 computers and 12 printers available in all, giving an average of 1 computer on 2 faculty members. Teaching staff office space was significantly enlarged in 2010, when additional offices were rented in a neighboring building, with four offices for teaching staff and three offices for research centers, also used as offices by teaching staff affiliated with research centers. Periodically, the office space available to teaching staff is reallocated to accommodate staff turnover and changing staff requirements. Still, the number of teaching staff offices cannot be increased further within the available space. Also, current availability of computing and other equipment is limiting usefulness of offices in research and teaching activities.

7.7. Work Space for Scientific Research Activity

Limited office space is a major issue in providing dedicated office space for research. Thus offices allocated to research centers represent the only office space dedicated to research activities, and currently one of them is not yet fully furnished and equipped with computing equipment. These offices are currently used exclusively by the staff affiliated with the research centers. At the moment, there is no possibility to dedicate more office space to research activities within available space.

Editorial boards of periodicals issued by the Faculty do not have their own offices and use instead on offices of the faculty members who are editors or members of editorial boards.

7.8. Library Space, Content and its Working Hours

Library of the Faculty of Political Science is the central library for political science and journalism in the Republic of Croatia. Library consists of an area accommodating information service for lending and returning books, separate area containing textbooks and reference literature, student reading room and information center. Student reading room is located within the library with some forty workplaces, eight computers and a wireless Internet connection. This room is also equipped with a computer exclusively used for access to the library online catalogue. Additionally, the library also has book storage, room containing current issues of academic journals and periodicals, and an entry room with subject catalogue and additional computers. Together with additional storage space for books and magazines in adjacent rooms, the library occupies about 320 m2 in total.

Library is open from 9 a.m. to 5 p.m. on working days, exceptionally to 6 p.m. on Tuesdays and Fridays. Reading room working hours are 8 a.m. to 8 p.m. on weekdays. Library contains some 32000 titles and approximately 60.000 copies of books. It also contains some 250 titles of domestic and foreign periodicals, or around 3600 copies of individual issues. The library also receives periodicals of international organizations such as UN, UNESCO, APSA, NATO and others. Library holding are annually updated, and about 50,000 HRK is spent on purchases of academic periodicals, while about 100.000 HRK is spent on books.

There are 9700 registered library users, and about 80 staff members and 700 students are active users. Course readings are generally available in the library and new requirements are regularly addressed by the library procurement process. Over the last few years, most recent titles in political science and communication published by international authors have been added to the library. Procurement needs are defined by the Library Committee where all departments are represented, and which is tasked to provide information about department needs. The Committee defines procurement policy based on departmental requirements and makes decisions on purchases which are executed by the library staff.

At the end of 2002 our complete collection of periodicals was moved to the newly renovated holding space, enabling more effective preservation of periodicals and more space for additional issues. Already described student reading room was added to the library in 2012. Library staff includes three members: senior librarian, librarian and assistant librarian.

7.9. Library Information System

Information technology was introduced in the library in 1988, and today library operations, book processing and library material circulation are all fully IT supported. Library database contains 99% of all items in the library, while new items are added regularly. Library IT services are supported by the library application MEDVED. Four computers are connected into a local library network where visitors have access to online catalogue enabling search of items in the holdings based on alphabetical order, titles, subjects and academic fields. Online catalogue can also be used on library web pages and books can be booked online. New acquisitions bulletin lists all new books arriving to the library and is regularly updated.

For additional searches of library items there are three hard copy catalogues (organized by authors, subjects and items) and a catalogue of MA and PhD thesis defended at the Faculty. Library is primarily used by students and lecturers of the Faculty of Political Science, as well as students and collaborators from all Croatian universities since the library participates in library exchange network.

Library has access to all available Croatian databases, via Centre for online data storage, purchased by the Ministry of Science, Education and Sport. Another central point is Croatian science periodicals web portal HRČAK. Since both listed sources of scientific information function as open source models, students and lecturers have free online access to all periodicals in the database.

Furthermore, since 2011 library has subscribed to SAGE Premier e-journals database offering 649 e-journals. Students and faculty members can access journal articles using a computer connected to the Faculty's network. Staff members can access the database from any computer using their username and password. Additionally, five collections of e-journals from JSTOR database were ordered in 2014. The use of e-journals was increased due to user training provided to new students at the Faculty by the Library staff as part of their academic writing course. Training is available on request to all students and staff members.

7.10. Work Space for Administrative and Technical Services

The Faculty Secretariat and Dean's Office are located in six offices and large conference room/reading room. Dean is located in an office also containing a conference area, while three Vice

Deans use an adjacent office. Remaining four offices accommodate Secretariat and Dean's Office staff. Three staff members of Accounting and Finance office employees share one of the larger offices and four employees of the Student Office share another large office where they also receive students. IT service uses an office where its two technicians are located, while network equipment is hosted by a server room. Overall, the size, work conditions and computing and office equipment in these offices are satisfactory. Additional space needs to be found for archive and administrative registry office as well as for the Office for research and international projects.

7.11. Ratio of the State Budget and Market Incomes

For five years now yearly budget of the Faculty has ranged between 32 and 34 million HRK. Before the Ministry of Science, Education and Sport introduced subsidies for participation in the cost of studies for regular students, initially only for first year students of under-graduate and graduate programs, and since academic year 2012/13 for all regular students (with 55+ ECTS), as stipulated by Full Subsidy Contract for Participation in Cost of Studies in Academic Years 2012/13 – 2014/15 between the Ministry and Zagreb University, the Faculty received a significant income from graduate and post-graduate tuition fees (in pre-Bologna system) or under-graduate, graduate and post-graduate tuition fees (Bologna system), ranging between 10 and 12 million HRK every year. Upon signing of the Contract and increasing Government subsidies for the participation in the cost of study, Faculty revenue from tuition and enrolment fees declined significantly and ranges between 6-7 million HRK every year.

The above data show clearly that the Faculty's own revenue made 30-35% of the total budget before introduction of full state subsidies, whereas today it makes only about 20-22% of the budget. Significant cuts in the Government funding of some activities and needs (material costs, external cooperation) additionally reduced financial autonomy and flexibility of the Faculty. The Faculty strives to preserve an adequate level of flexibility through savings measures, aspiring above all to continue to ensure academic quality of courses (involving smaller-size classes) and to improve its operations by investing into equipment and mobility of academics and students.

7.12. Structure of Market Income Sources

Yearly income from tuition fees at graduate studies (in pre-Bologna system) and under-graduate and graduate studies (Bologna system), before the signing of Full Subsidies Contract for Participation in Cost of Studies in Academic Years 2012/13 – 2014/15 between the Ministry and Zagreb University, ranged between 8 and 9 million HRK. Upon revision of funding of under-graduate and graduate studies following the said Contract, Faculty's own tuition income was drastically reduced and currently amounts to around 2 million HRK each year. In addition, the Faculty earns 700 000-800 000 HRK per year from enrolment and other fees and around 400 000 HRK from part time students (who today form a residual category of students transferring from pre-Bologna system). The Faculty earns additional 2.5 – 3 million Kuna's each year from specialist MA and PhD tuition fees. The remaining non-Governmental income of the Faculty – from publishing, research projects, student media projects and international donations – is fairly small and ranges between 400 000 and 800 000 HRK per year.

7.13. Internal Management of Market Income Sources

Although losing income from tuition fees as a consequence of the introduction of the Contract between the Ministry of Science, Education and Sport and Zagreb University in academic year 2012/13, Faculty's budget was partly compensated by Government subsidies allocated to the Faculty according to the same Contract. Own annual income from tuition fees, enrolment and other fees in the amount of 2.7 – 2.8 million HRK is primarily used for improvements in quality of academic courses, compensating for teaching and administration staff overtime hours (enabling smaller-size seminar groups and optimal usage of space by extended working hours), compensating the work of student assistants, radio and television studio equipment (essential to on-the-job training and exercises), IT services and equipment as well as support to research and mobility of teachers and students.

7.14. Structure of expenditures

Revenue expenditure structure of the Faculty is roughly the following: around 50% of revenue is allocated to compensating of overtime work and salaries for positions not funded by the Government budget allocation; 15-20% of income is allocated as compensation to student assistants working in Student TV and Radio, as well as in information service and reading room. Further 20% go on the support of research work, as well as faculty and student mobility, 10% is used for IT system maintenance and procurement of equipment and 0-5% (when available), coming from budgets of research projects for special customers and external donations, are allocated to research, student scholarships and equipment. All post-graduate and doctorate tuition fees are allocated to cover the cost of teaching and supervision, as well as for improvements in the course quality (books, database access fees and attendance of occasional study workshops outside the Faculty). Cuts or retraction of those funds would impact regular teaching, lower the quality of services provided to our students (lack of required IT systems and applications, books, shorter working hours of library and reading room) and specific organizational units such as Student TV and Radio stations would be in danger of scaling down their activities significantly.

7.15. Priorities in Investing any Increase in the Budget Funding of the Faculty

Increased Government funding would be used to finance expenses currently financed from the Faculty's revenue, to finance parts of material costs not fully funded currently (2014 budget covers less than 50% of expected material cost), on additional teaching cost, on IT maintenance and equipment purchases and on support for research work and faculty staff and student mobility.

7.16. Assessment of Current Situation and Propositions for Possible Improvements

One of the biggest challenges the Faculty is facing is the building where it is located. Space constrains organization of classes into study of adequate size, it limits the possibilities of uses of computers in teaching activities and it reduces the workspace available to students as well as their access to computing equipment and Internet services out of classes. Library premises can currently accommodate all available material, but do not allow for significant growth in library holdings, diversification of services or expansion of student workspace within the library. Student Radio and TV stations each have their studios with adjacent office space, but they also need the space to grow, and this is impossible unless other organizational units of the Faculty are deprived of their space. The number of offices for academic staff cannot be increased significantly either, and only their more efficient allocation can improve the availability of office space in short term.

Significant efforts have been invested recently to improve the utilization of space within the building. Library underwent through major renovation, and a new reading room and additional library storage area were opened in 2011. At the same time Student TV premises were enlarged and improved. In 2010 the Faculty added 212 m^2 of rented space in a neighboring building, with two smaller lecture halls, academic staff offices and offices allocated to research centers at a significant cost for the Faculty. The Faculty also renovated space where Student Club was opened, and it also provided a room for student association. During this year, additional reallocation of offices for academic staff will take place in order to ensure equal access to office space to all faculty members.

Regardless of the projected reduction in student numbers, need for additional space is not likely to disappear since teaching process in the future will require smaller classes and additional resources, such as computing and network resources in dedicated classrooms, and greater availability of library and data resources to our students. Current IT resources are adequate for our current scope and methods of teaching, but prevent further improvements in quality and quantity of teaching that would include use of information technology and specialized software. Present IT resources used by administrative and

technical services meet our current needs; however offices of faculty members lack sufficient computing equipment.

We find the current financial situation to be very difficult for the Faculty, since Government funding fails to cover all the regular material cost and external cooperation cost. Financing of research projects is also insufficient. Thus it is either essential to stabilize the finding from Government sources at a level sufficient to cover all operations of the Faculty, or to allow the Faculty to increase the revenue share from tuition fees. It is also necessary to make steps which will enable the Faculty to compete for and receive funds for academic and expert research from competitive domestic and international sources.

Table 7-1 HEI buildings

Building ID	Location of the building	Year of construction	Year of annexed building or reconstruction	Total space for HE activities in m2	Total space for scientific activities in m2
Faculty of Political Science	Lepušićeva 6, Zagreb	1946.	1979, 2001, 2002, 2003	3736	
FPZG - Fabkovićeva	Fabkovićeva 1, Zagreb		2011	212	41

Table 7-2 Classrooms

Building ID	Classroom number or designation	Space (in m2)	Number of seats for students	Number of hours of weekly use	Equipment rating* (1 – 5)
Faculty of Political Science	A dvorana	211	150	39.75	4
Faculty of Political Science	B dvorana	128	100	52.75	4
Faculty of Political Science	C dvorana	89	60	55.5	4
Faculty of Political Science	D dvorana	89	60	58	4
Faculty of Political Science	Seminar I	89	60	56.75	4
Faculty of Political Science	Seminar III	89	60	59.5	4
Faculty of Political Science	Seminar V	89	60	54.5	4
Faculty of Political Science	Dvorišna dvorana	84	60	47.5	3
FPZG - Fabkovićeva	F4a	38.96	25	18.75	4
FPZG - Fabkovićeva	F5a	38.69	25	12.75	4

Table 7-3 Laboratories/practicums used for teaching

Building ID	Internal designation of laboratory/practicum	Area (in m2)	Number of places for students	Number of hours of weekly use	Equipment rating* (from 1 to 5)
Faculty of Political Science	Computer classroom	89	25	17.25	4

Table 7-4 Workplaces for practical teaching

Building ID	Name of workplace	Number of students working in a workplace	Hours of teaching (per week) held in a workplace
Faculty of Political Science	TV studio	60	20
Faculty of Political Science	Radio Student	40	24

Table 7-5 Equipment of computer classrooms

Number of new computers (up to 3 years)	Number of computers older than 3 years	Functionality rating (1 – 5)	Maintenance rating (1 – 5)	Rating of possibility for use outside of classroom (1-5)
25	0	5	5	2

Table 7-6 Teachers' offices

Building ID	Number of teachers' offices	Average space in m2	Equipment rating (1 – 5)	Average area in m2 per full-time teacher/associate
Faculty of Political Science	18	21.6	3	6.19
FPZG – Fabkovićeva	6	14.29	3	7.14

Table 7-7 Space used only for research, artistic and professional work

Building ID	Internal room or laboratory designation	Space (in m2)	Number of hours of weekly use	Equipment rating (1 – 5)
Faculty of Political Science	CIM	16	20	4
FPZG – Fabkovićeva	CEDIM	25	20	3

Table 7-8 Library equipment

Total area (in m2)	Number of employees	Number of seats	Number of students using library	Is there an electronic database of your books and journals
320	3	40	711	YES

Number of books titles	Number of textbooks*	Rating of books and textbooks as up to date (1– 5)	Number of foreign journal titles	Number of Croatian journal titles	Rating of functionality and catalogue of books and journals	Equipment rating (1 – 5)**	Assess the quality and availability of electronic content (1 -5)***
32922	8778 books (627 titles)	4	166	82	5	3	3

Table 7-9 Financial evaluation

		N-2	N-1
		2011	2012
	INCOME	32,937,353	33,217,455
1.	STATE BUDGET INCOME	23,571,758	24,447,264
1.1.	Staff pay	17,418,780.00	17,933,902
1.2.	Operation costs (including fieldwork)	1,697,876	1,456,072
1.3.	MSES Tuition participation	3,218,840	3,865,916
1.4.	Adjunct/visiting teaching staff pay	655,343	533,029
1.5.	National scientific projects	485,834	461,666
1.6.	International scientific projects		
1.7.	International cooperation		
1.8.	Organization of academic conferences		32,279
1.9.	Journal subscription fees	0	
1.10.	Maintenance	0	
1.11.	Capital investments (buildings), investments maintenance	0	
1.12.	Equipment	0	
1.13.	Total income from other sources (list all sources and amounts)	95,085	164,400
2.	OTHER PUBLIC BUDGET INCOME		
2.1.	Income and support by local authorities (town, city, county etc.)		
2.2.	Income and support by other institutions (such as the National Science Foundation)		
2.3.	Total income from other types of sources (list all sources and amounts)	125,709	40,000
3.	INTEREST INCOME	47,053	47,335
4.	OWN ACTIVITY INCOME		
4.1.	Tuition fees - postgraduate specialist	2,455,126	2,465,913
4.2.	Tuition fees - postgraduate doctoral	529,350	948,100
4.3.	Scientific projects		
4.4.	Professional projects	190,516	52,766
4.5.	Rental income		
4.6.	Total income from other sources (list all sources and amounts)	261,827	597,986
5.	SPECIAL REGULATION INCOME		
5.1.	Tuition fees - undergraduate, graduate, professional	4,856,321	3,331,534
5.2.	Additional knowledge or skills testing (if implemented in addition to State Matura)		
5.3.	Enrolment fees	713,732	944,165

5.4.	Publishing	94,604	40,615
5.5.	Administrative fees (charging various forms, diplomas, certificates etc.)		
5.6.	Total income from other sources (list all sources and amounts)	72,230	110,508
6.	OTHER INCOME NOT MENTIONED ABOVE (please specify)	19,127	191,269
A	TOTAL BUSINESS INCOME	32,937,353	33,217,455
		N-2	**N-1**
		2011	**2012**
	EXPENSES	33,660,117	35,326,995
1.	EMPLOYEE EXPENSES	24,715,264	25,091,150
1.1.	Staff pay	22,496,502	23,490,582
1.2.	Adjunct/visiting teaching staff pay	1,382,525	1,239,676
1.3.	Total remaining expenditure (list all sources and amounts)	836,237	360,892
2.	MATERIAL AND ENERGY EXPENSES	1,103,292	1,135,323
2.1.	Office supplies and other material costs	516,019	497,720
2.2.	Laboratory supplies	0	0
2.3.	Energy	341,605	349,709
2.4.	Material and equipment for maintenance (both types)	65,061	59,544
2.5.	Small inventory	167,226	228,350
2.6.	Total remaining expenditure (list all sources and amounts)	13,381	0
3.	SERVICE EXPENSES	6,225,516	6,726,271
3.1.	Telephone and postal costs, transport costs	250,096	251,207
3.2.	Maintenance and investment maintenance services	935,314	662,273
3.3.	Information and promotion	191,031	112,689
3.4.	Communal services	126,669	103,468
3.5.	Leasing, rent	283,580	403,040
3.6.	Intellectual and personal services (fees, contracts)	2,868,486	3,648,558
3.7.	Computer services	145,480	159,388
3.8.	Other services (graphic, etc.)	642,102	659,908
3.9.	Health services	121,870	2,290
3.13.	Membership fees	20,820	4,279
3.14.	Other unmentioned expenses	252,249	113,398
3.15.	Fees for persons outside of employment	286,798	318,280
3.16.	Fees for private persons and households	99,669	248,793
3.17.	Donations	1,352	38,700

4.	NON-FINANCIAL ASSETS EXPENSES	672,183	1,268,075
4.1.	Facilities		
4.2.	Computer equipment	202,348.78	467,548.13
4.3.	Laboratory equipment		
4.4.	Office equipment	121,299.94	199,471.01
4.5.	Communication equipment	17,508	127,372
4.6.	Other equipment	44,185	253,834.86
4.7.	Reading materials (books, journals etc.)	123,384	127,739
4.8.	Investment in machines, production facilities and other equipment		
4.9.	Additional investment in buildings		86,875
4.10.	Music equipment	68,079	
4.11.	Devices for other uses	42,189	5,235
4.12.	Computer programs	53,189	
5.	EMPLOYEE REIMBURSEMENT	708,155	813,848
5.1.	Travel costs	305,286	329,081
5.2.	Training costs	32,089	76,325
5.3.	Other staff costs (list all) including transport costs	370,780	408,442
6.	OTHER BUSINESS EXPENSES NOT MENTIONED ABOVE	235,706	292,328
6.1.	Insurance premiums	46,114	46,452
6.2.	Representation costs	159,870	224,821
6.3.	Bank costs	29,722	21,055
6.4.	Interest		
6.5.	Other financial costs		
B	TOTAL BUSINESS EXPENSES	33,660,117	35,326,995
C	Bottom line carried over from the last year	11,432,254	10,651,513
	TOTAL BALANCE 31 Dec (A-B+C)	10,651,513	8,541,973

List of Appendixes

Prilog 1.1. Pravilnik o ustrojstvu i radnim mjestima Fakulteta političkih znanosti Sveučilišta u Zagrebu

Prilog 1.2. Statut Fakulteta političkih znanosti Sveučilišta u Zagrebu

Prilog 1.3. Popis članova Fakultetskog vijeća na dan 14. listopada 2013.

Prilog 1.4. Pravilnik o stegovnoj odgovornosti zaposlenika Fakulteta političkih znanosti

Prilog 1.5. Pravilnik o stegovnoj odgovornosti studenata Fakulteta političkih znanosti

Prilog 1.6. Upute o sprječavanju akademskog nepoštenja u pisanim radovima

Prilog 1.7. Upute o sprječavanju akademskog nepoštenja na ispitima

Prilog 1.8. Obrazac za prijavu akademskog nepoštenja u pisanim radovima

Prilog 1.9. Obrazac za prijavu akademskog nepoštenja na ispitima

Prilog 1.10. Upute za pisanje akademskih radova na Fakultetu političkih znanosti

Prilog 1.11. Pravilnik o sustavu osiguravanja kvalitete na Fakultetu političkih znanosti

Prilog 1.12. SWOT analiza Fakulteta

Prilog 1.13. Plan djelovanja sustava za osiguranje kvalitete

Prilog 1.14. Godišnje izvješće o sustavu osiguravanja kvalitete Fakulteta

Prilog 1.15. Polazišta za izradu strategije Fakulteta političkih znanosti

Prilog 2.1. Izvedbeni plan preddiplomskog studija politologije

Prilog 2.2. Izvedbeni plan preddiplomskog studija novinarstva

Prilog 2.3. Izvedbeni plan diplomskog studija politologije

Prilog 2.4. Izvedbeni plan diplomskog studija novinarstva

Prilog 2.5. Izvedbeni plan PDSS Lokalna demokracija i razvoj

Prilog 2.6. Izvedbeni plan PDSS Odnosi s javnošću

Prilog 2.7. Izvedbeni plan PDSS Regionalne komparativne studije Srednje i Jugoistočne Europe

Prilog 2.8. Izvedbeni plan PDSS Sigurnosna politika Republike Hrvatske

Prilog 2.9. Izvedbeni plan PDSS Vanjska politika Europske unije

Prilog 2.10. Izvedbeni plan PDSS Vanjska politika i diplomacija

Prilog 2.11. Izvedbeni plan PDSS Obrazovna politika RH u europskom kontekstu

Prilog 2.12. Izvedbeni plan PDSS Prilagodba Europskoj uniji: upravljanje projektima i korištenje fondova i programa Europske unije

Prilog 2.13. Izvedbeni plan doktorskog studija Politologija

Prilog 2.14. Izvedbeni plan doktorskog studija Komparativna politika

Prilog 2.15. Ishodi učenja na preddiplomskim i diplomskim studijima politologije i novinarstva

Prilog 2.16. Upute za nastavnike za izradu ishoda učenja

Prilog 2.17. Upute za dodjeljivanje ECTS bodova na predmetima preddiplomskih i diplomskih studija

Prilog 2.18. Pravilnik o diplomskom radu na diplomskom studiju novinarstva na Fakultetu političkih znanosti

Prilog 2.19. Pravilnik o diplomskom radu na diplomskom studiju politologije na Fakultetu političkih znanosti

Prilog 2.20. Odluka o rokovima obrana diplomskih radova na Studiju novinarstva u akad. god. 2013./2014.

Prilog 2.21. Odluka o rokovima obrana diplomskih radova na Studiju politologije u akad. god. 2013./2014.

Prilog 3.1. Pravilnik o studiranju na preddiplomskim i diplomskim studijima Fakulteta političkih znanosti Sveučilišta u Zagrebu

Prilog 3.2. Pravilnik o izmjenama Pravilnika o studiranju na preddiplomskim i diplomskim studijima Fakulteta političkih znanosti Sveučilišta u Zagrebu

Prilog 3.3. Odluka o imenovanju koordinatorice za studente s invaliditetom

Prilog 5.1. Istraživačka strategija Fakulteta političkih znanosti 2014-2020

Prilog 5.2. Pravilnik o stimulacijama na plaću